

Complete College Georgia

2017-2018 Campus Completion Plan Updates



University System of Georgia

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**BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF GEORGIA**

**TECHNICAL COLLEGE
SYSTEM OF GEORGIA**

November 30, 2018

The Honorable Governor Nathan Deal
State Capitol
Atlanta, Georgia 30034

Re: Submission of Campus Plan Updates for Complete College Georgia

Dear Governor Deal:

We are pleased to submit these 48 campus-level plans in support of Complete College Georgia. The University System and TCSG have worked diligently to facilitate the implementation of the campus plans submitted during the past several years. These enclosed updates are a reflection of the work at the institutional level to increase access and graduation for all learners.

As you are aware, Georgia's future is dependent on a highly educated citizenry and the opportunities that only public institutions can provide. The goals you set for Complete College Georgia have placed our state on a path to lead this change, rather than simply respond to it. This work is reinforced by our partnership efforts with K-12, the independent colleges, business community, and national organizations including Complete College America.

As we continue to strengthen our understanding of the state's workforce needs, we will focus on those high impact strategies that will help us achieve our goal of increasing college completion by 2025. Thank you for your leadership and support of this critical work.

Sincerely,

Handwritten signature of Steve Wrigley in blue ink.

Steve Wrigley
Chancellor, USG

Handwritten signature of Matt Arthur in blue ink.

Matt Arthur
Commissioner, TCSG

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University System of Georgia

SYSTEM OVERVIEW

- In 2011, Governor Nathan Deal announced the Complete College Georgia initiative, a collaborative effort among Georgia's K-12 schools, public colleges, universities and technical colleges, and the private sector to take concrete steps to improve college access and completion in the state. Framed on a set of high impact strategies organized around nine goals, the initiative builds on national research and local activities to support student success at all levels. The overarching goal is to graduate an additional 250,000 Georgia students with high-quality degrees or certificates by 2025 in order to reach projections of employment readiness. In 2011, each institution in the University System of Georgia and Technical College System of Georgia created action plans on the policies and procedures that they could implement to have the greatest impact on college completion within their institutional mission and context.

Complete College Georgia (CCG) has developed into a framework for focusing institutional attention on what matters most: helping Georgia's students succeed. Institutions have adopted, adapted, and promoted a wide range of strategies to suit their local settings. More importantly, the work of promoting student success has become much more broadly shared on campus and better understood across the units of institutions. Forging partnerships among functional areas and fostering understandings of how the various elements of a college or university come together for students have helped to support Georgia's orientation toward building a 21st century workforce.

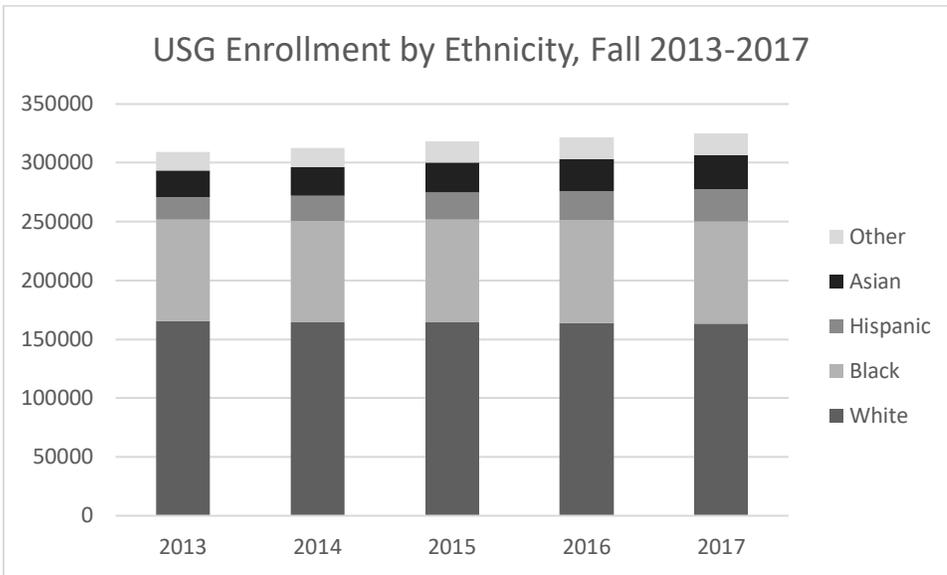
SYSTEM PROFILE

The University System of Georgia (USG) includes 26 institutions, with fall 2017 enrollment of 328,712 students. Academic year 2017 marked the third consecutive year that enrollment in the University System has exceeded the recession peak (fall 2011—318,027) and is an increase of 3,509 or roughly 1 percent, over fall 2016. The increase in enrollment at USG institutions compares favorably with national trends, with four-year public institutions nationally experiencing a very slight (-0.2 percent) drop in enrollment in the past year.

The University System's institutions in fall 2017 headcount ranged from 2,501 at Atlanta Metropolitan State College to 51,562 at Georgia State University. Georgia Tech witnessed the greatest percentage increase in enrollment in 2016 at 9.4 percent, followed by the College of Coastal Georgia at 3.8 percent and Augusta University at 3.4. Abraham Baldwin Agricultural College saw the greatest decline in enrollment in 2016, dropping 13.5 percent, followed by Savannah State University and Atlanta Metropolitan State College, which shrank by roughly 10 percent. Nearly 84.7 percent of students served by USG institutions are from Georgia, with nearly 10 percent of students from out of state, and just over 5 percent of enrollment consisting of international students. The USG serves a diverse population:

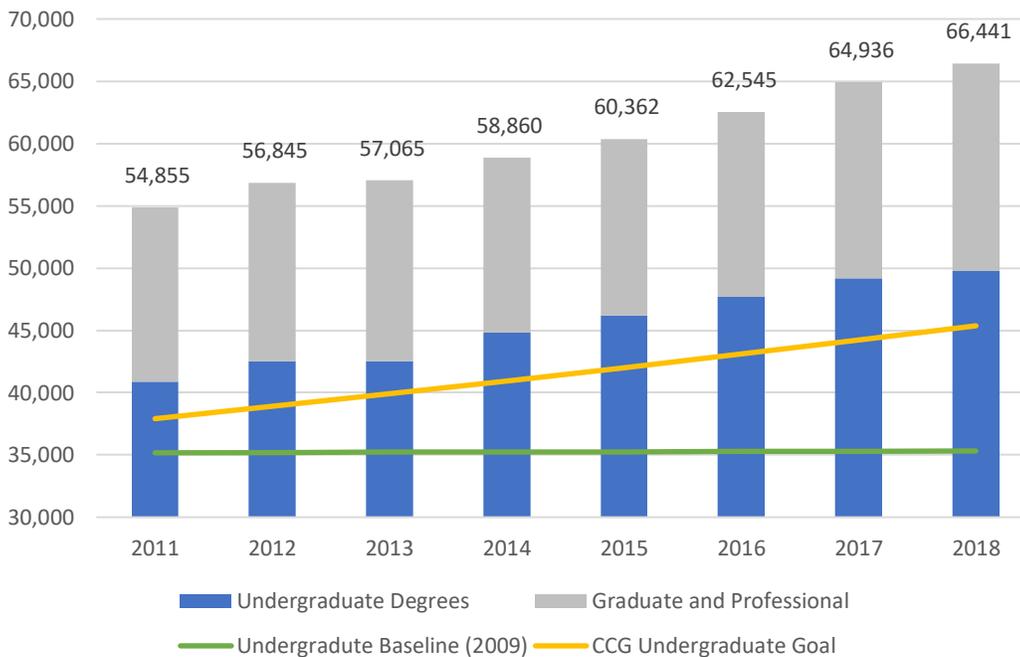
- » 50.2 percent white » 26.7 percent Black
- » 8.9 percent Asian » 8.4 percent Hispanic
- » 5.8 percent other categories/unreported

Over the past five years, the number of Hispanic students has increased by 43 percent and the percentage of Asian students has increased by 28 percent. Black or African American enrollment increased by roughly 1 percent and white enrollment declined by under 2 percent over this same period. Figure 1 illustrates the shifting composition of students enrolled in USG institutions.



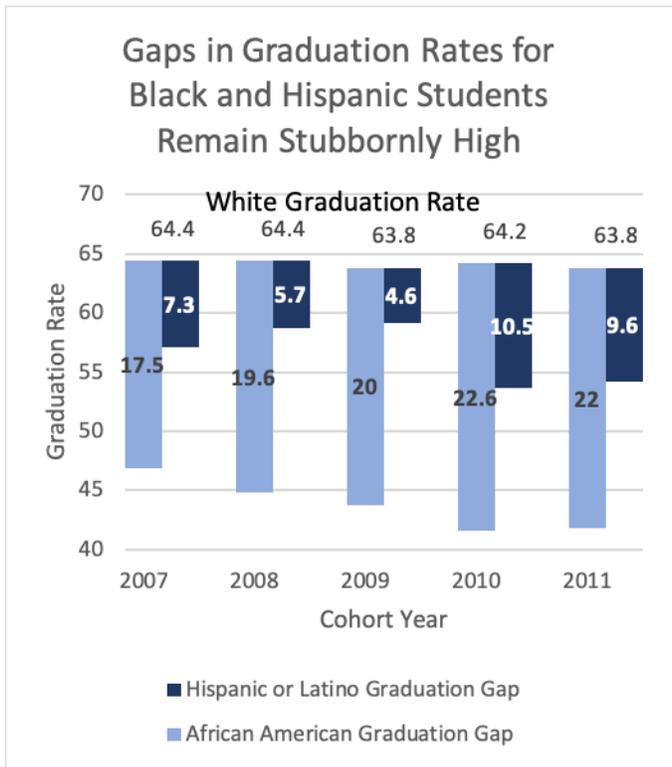
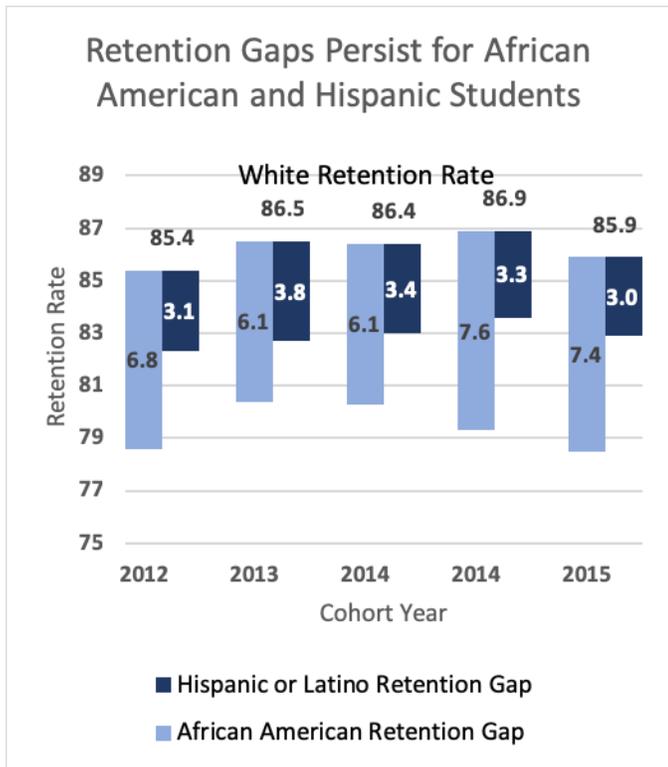
Complete College Georgia launched in 2011 with a commitment to increasing the educational attainment of Georgians and a specific goal of increasing the percentage of young adults aged 25-34 with a credential of economic value from 40 percent to 60 percent by 2025. In partnership with the Technical College System of Georgia, private colleges and universities in the state and the state’s K-12 system, Complete College Georgia has begun to narrow the gap between that ambitious goal and the attainment of the young adult population. As of 2017, nearly 49 percent of the young adult population—almost 700,000 people--has a credential of economic value (certificate leading to licensure or an associate degree or higher). Since 2011, the state has added 104,000 credentials over baseline projections and remains on track to meet the goal of an additional 250,000 credentials by 2025. The University System’s contribution to this growth has been substantial, with undergraduate degree conferrals rising increasing by 20 percent since 2011 (from 40,867 to 49,190). The figure below illustrates this trend.

USG degree production maintains robust growth

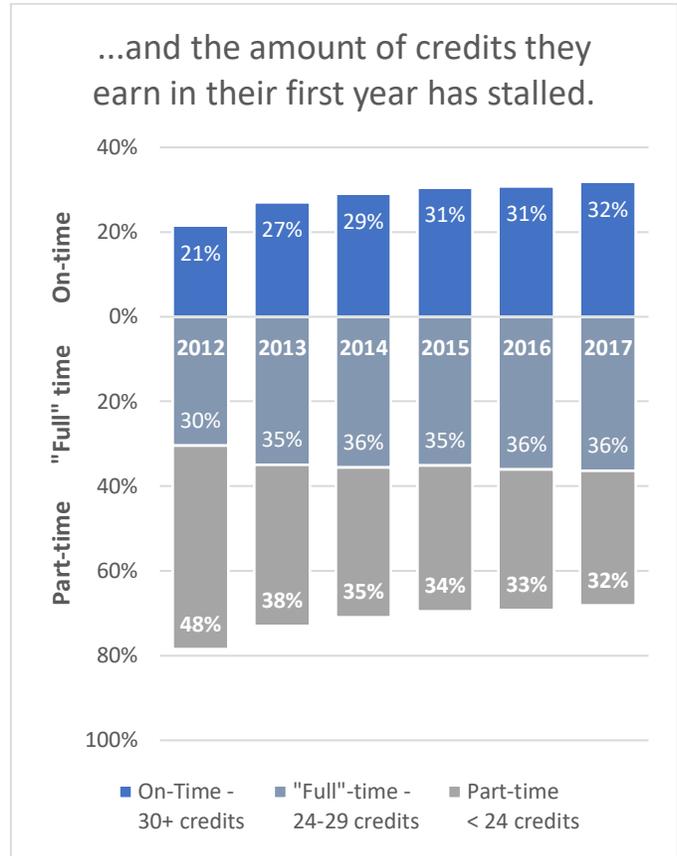
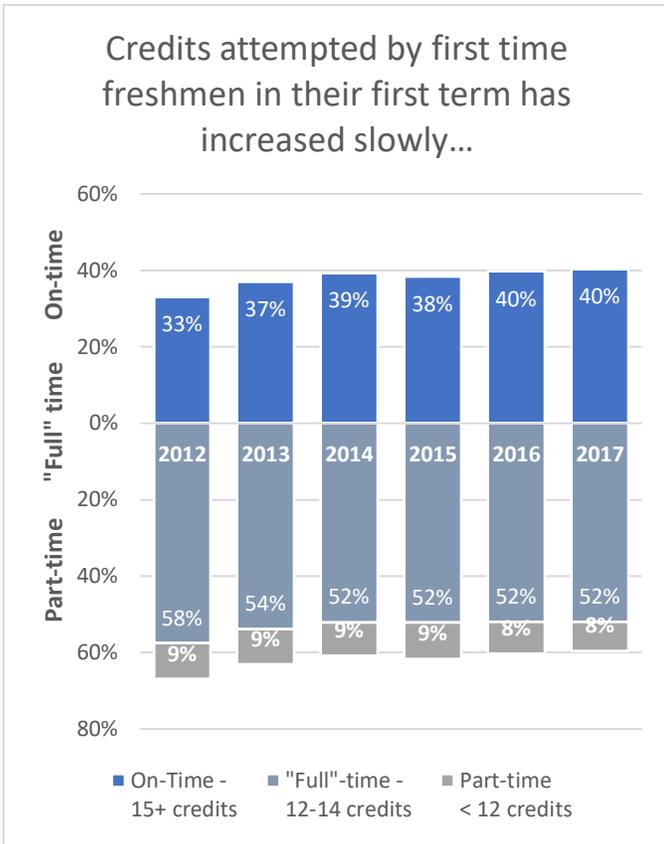


For all this success, however, the state still have a substantial way to go. Significant gaps in attainment, retention, and graduation exist between African Americans and Hispanics and the white population. While African American and Hispanic are an increasingly larger share of the younger population in the state, they remain underrepresented in attainment data. There exists an 11 percentage point gap between the share of the population with an associate degree or higher for the African American and the white population aged 25 and over, and a 21 percentage point gap with Hispanics. This gap is echoed in USG graduation rate gaps,

with African American six-year graduation rates systemwide lagging 22 percentage points (41.8 percent to 63.8 percent for the 2011 cohort), and Hispanic rates lagging by 9.6 percentage points (54.2 percent to 63.8 percent).



Across the system, greater than 90 percent of first-time freshmen enroll full-time in their studies. While federal financial aid rules require students to take 12 credits a term in order to be considered full time, the practical math of earning the credits require for an undergraduate degree demands either 15 credits per fall and spring term, or a pattern of continuous enrollment (fall-spring-summer) that amounts to 30 credits per year. Getting off to a strong start with respect to credit taking has benefits for students in terms of on time graduation and overall success. After a period of increasing credit-taking among first time students, progress in this area has stalled somewhat. Across much of the System, credit intensity activity has been the subject of marketing campaigns to encourage on-time course scheduling, with a subset of institutions engaging in more structural scheduling practices to default students into on-time schedules in their first term. The limited progress on this indicator likely reflects the upper bound for marketing and communications campaigns.



The 2017-2018 Academic year saw a wholesale reframing of the work of Complete College Georgia, with a deep focus on reimagining the first year for students. This work integrates many of the features that have been at the core of the CCG work across the System since the beginning—guided pathways to success, program maps, academic advising, transforming remediation, credit intensity, and instructional innovation and excellence—and provides a coherent framework for knitting these efforts together into a comprehensive and structured system of supports for students at the beginning of their academic careers that aids their persistence through to graduation.

COMPLETION GOALS, HIGH IMPACT STRATEGIES AND ACTIVITIES

ONGOING WORK

MOMENTUM YEAR

In Summer 2017, the University System began to reframe much of the ongoing CCG work in terms of Momentum, combining core elements from the System’s strategic work with new data-focused components to support student success in the first year. The Momentum Year is a three part approach to the beginning of a student’s first year. Evidence-based research confirms that college students are most successful when they start out their college careers by making a purposeful choice in a focus area or program of study, enter with a productive academic mindset, and follow clearly sequenced program maps that include core English and math, nine credits in the student’s academic area of interest, and 30 credits.

This concept was first introduced at the 2017 Advising Academy in October and supported by an inventory of current activities at institutions during the winter of 2017-2018. In February 2018, all 26 institutions convened cabinet-level leadership teams over two days for a Summit with a dozen national experts to develop a plan for their institution on how they would implement the full scope of the Momentum Year for all students by Fall 2019. Plan development was supported in advance through direct consultation with each campus and follow up visits and discussions at select institutions. Throughout the 2017-2018 year, System staff have worked closely with campus teams to build support for the Momentum Approach, understand the context for the work at the institution level, and help guide implementation and reporting to support this work.

In January, 2018, the University System was awarded one of four grants from Strong Start to Finish to support the development and implementation of the Momentum Year. The Strong Start grant combines the technical expertise of national partners including the Charles A. Dana Center at the University of Texas, the Community College Research Center at Columbia University, Complete College

America, Motivate Lab at the University of Virginia, and the John N. Gardner Institute to facilitate reforms across the system. Georgia is one of only four states (out of 47 applicants) to be recognized by the Strong Start initiative, and the only awardee to be conducting a comprehensive system reimaging of the first year.

ADVISING AND PURPOSEFUL CHOICE

Key to students making a purposeful choice and their development of a personal program map are academic advisors, both faculty and staff, who engage in learning and conversations with students to identify their interests, skills, and goals. Advising is the critical point of contact between students and the institution. Robust advising systems can take many forms, including “all professional,” “all faculty,” and “blended advising.” Advisors connect students with the often complex structure and policies of higher education, and are especially critical for the success of first generation, low income, and adult learners for whom college poses special challenges.

A focus in the past year was on strengthening the network of advisors in the state through the Regents Advisory Committee on Academic Advising, which provides a forum for sharing resources and practices across the system, as well as improving the degree to which advising integrates the academic, business, financial aid, and student affairs functions of institutions. Because advisors are often default points of contact for students in need across a wide range of challenges, the role advisors play on campuses is highly cross-functional and crucial to helping students, most especially new students, navigate policies and procedures at their institution.

By having intentional conversations with students during their transition period to college, including pre-orientation, summer orientation, and registration for courses, advisors help students become informed of their options for programs of study or academic focus areas, can assist in their discernment of their fit both academically and personally with their choice, and finally support them in affirming their choice through the selection of an appropriate set of courses for their first (and subsequent) term.

PROGRAM MAPS & MATH PATHWAYS

Program maps are tools to help students better understand their path to a degree. Structured as semester-by-semester outlines of the courses a student must take in a program of study, maps feature a logical sequence of courses that, if a student stays on the map, will get them to graduation on time. Maps include the appropriate, aligned math course and first English course in the first term, an exploration of the discipline and restrict student elective choices to those that will support or expose them beneficially to skills needed in their chosen field.

Twenty one institutions across the system report having program maps for their students for each academic program, nine of which have at least three courses in a discipline included in the map to expose students to their discipline. These maps are also useful in predicting course loads and helping to relieving course availability bottlenecks to improve student on-time completion and lower credits at graduation.

Optimally, program maps offer students an overview of the expectations and demands of a particular degree program; indicate clear, term-by-term guidance for the courses they must take and when, outlining any prerequisites along the way, and offer recommendations for electives from outside the program that complement or support courses from within the discipline. Maps should be designed so that students complete their first math and English courses and three courses in their identified field in their first year, and include a minimum of 30 credits. In the system, all institutions with program maps meet the English and math design recommendations, and more than half include three courses in the area of academic focus.

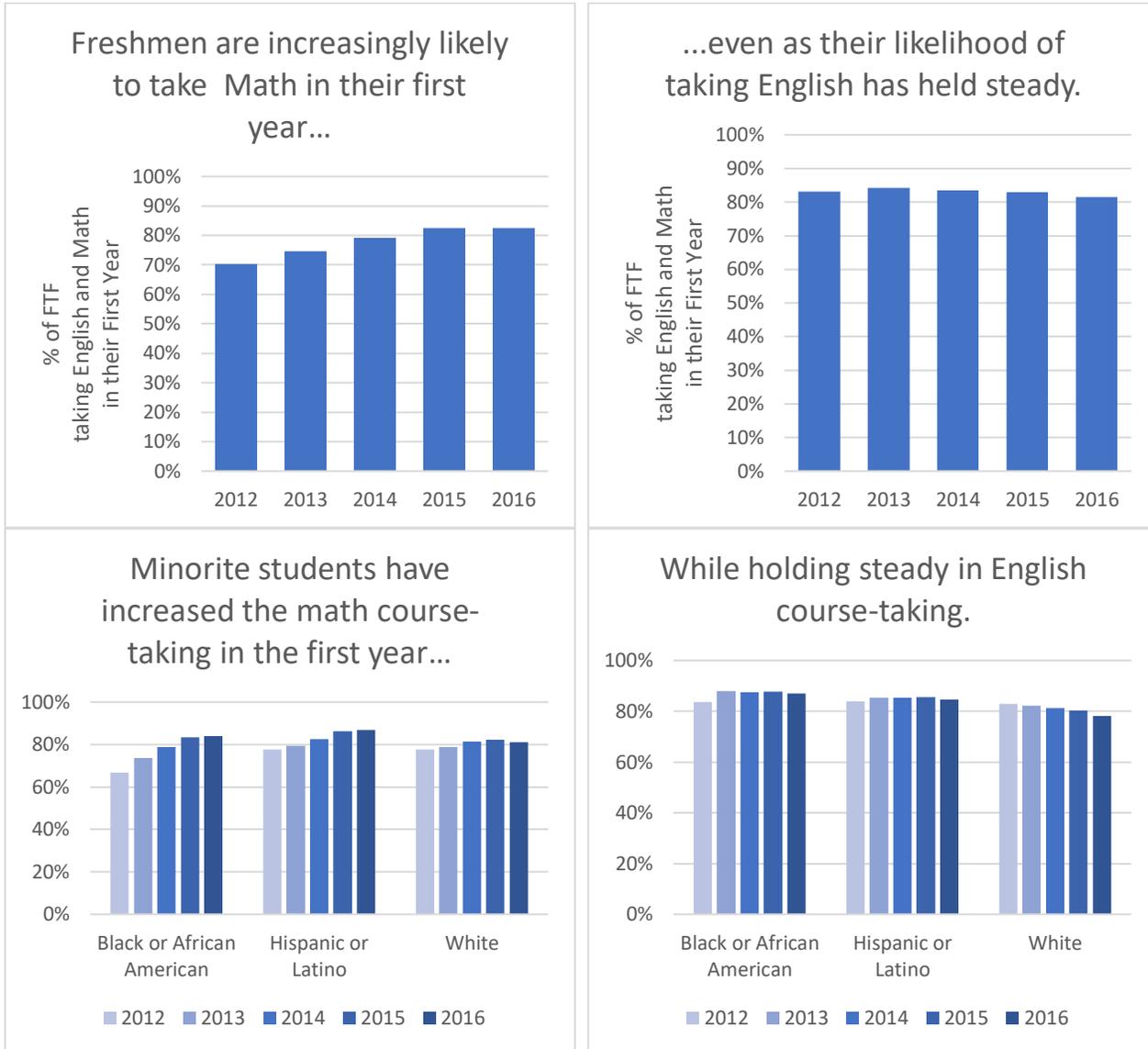
An additional imperative from the recent year has been to align gateway math courses with the program of study. Extensive work by the Academic Advisory Committee on Mathematical Subjects resulted in a recommendation that students pursuing programs that do not include some Calculus be encouraged to pursue either Quantitative Reasoning or Math Modeling rather than College Algebra. Both of these options include appropriate levels of algebra, but provide a more appropriate foundation for students whose academic pathways lead toward statistics rather than Calculus.

In 2018, the full scaling of corequisite learning support (see next section) changed the placement eligibility for a student’s first math class, raising the floor for students to place into College Algebra. As this change is implemented, it is anticipated that there will be an increase in students being placed into non-College Algebra math courses, underscoring the alignment with programs and improving the definition of these pathways. Aligned math pathways were affirmed by the disciplinary advisory groups in 2017 and posted to the CCG website as a point of reference.

ENGLISH AND MATH IN THE FIRST YEAR

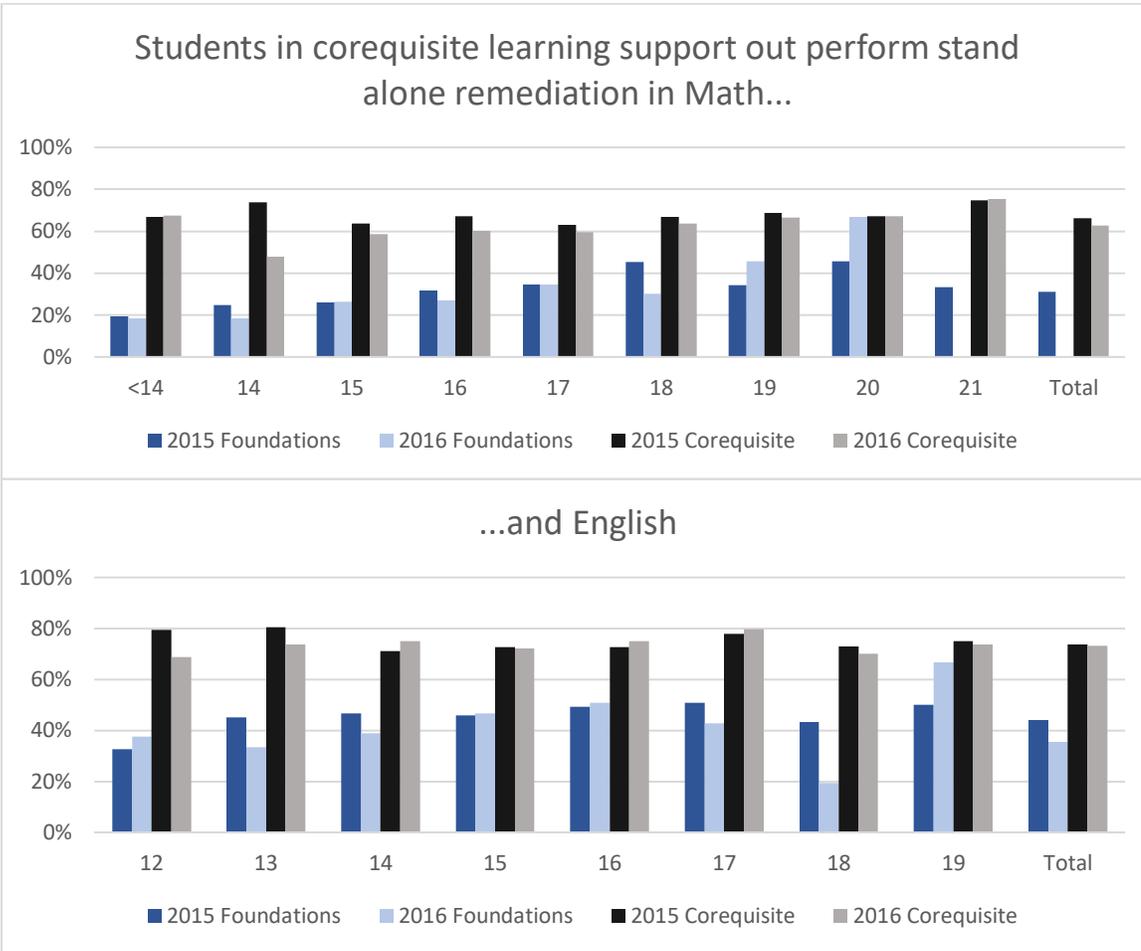
Student transcript analysis reveals the central role that core English and math play in overall student success. This is in part true because all students must complete these courses within their first 30 credits, but the outsized influence of these courses also reflect their function at the center of the curriculum as courses that directly shape academic analysis, inquiry and communications for students as they make the transition to college work. Over the past 10 years, the graduation rate for students who pass both of these courses averages about 66 percent, while that of those who pass neither is only 8 percent. Student passing either Math or

English only in their first term have 41 percent and 37 percent chances of graduating (respectively). Historically the rate of students passing both in their first year has been only 50 percent. In recent years, with the broader rollout of program maps and corequisite learning support, the share of student who take either English and Math in their first year is above 80 percent for either. This trend holds true across racial and ethnic groups, with in excess of 80 percent of Black and Hispanic students likely to take either English or Math in their first year.



COREQUISITE LEARNING SUPPORT

As noted, in 2017 the University System announced that after three years of evidence of substantial success in corequisite learning support across all levels of preparation, stand-alone “prerequisite” remediation would be phased out by Fall 2018. One of the results of the variation in implementation during the initial pilot stage for corequisite learning support is a high degree of variation in the levels of preparation for students who were placed into either model. This resulted in an ability to measure the success of students in corequisite placements across all levels of academic preparation, with the outcomes being that at no level and in neither English or math were students at an advantage when placed into prerequisite remedial courses. While the degree of advantage varies (and is perhaps greatest at the lowest levels of academic preparation), as shown in the figures below, the advantages of the corequisite model are clearly evident.



Almost as significant, while placement rates for African American and Hispanic students are considerably higher than for white students, success rates in the corequisite model are roughly equivalent, indicating an enormous opportunity to accelerate the success of those underrepresented minority students who begin their college careers with gaps in their academic preparation.

Success in gateway courses for students in learning support is equal across racial and ethnic groups

	% of First-time entry students by placement		Success rates (passed gateway for all LS)	
	Corequisite	Non-Corequisite	Corequisite	Non-Corequisite
All	9.7%	8.0%	74%	42.3%
Black	17.8%	14.7%	72%	37.6%
Hispanic	13.8%	9.5%	77%	49.5%
White	5.2%	4.8%	76%	46.5%

Fundamentals of Corequisite Learning Support

In recognition that the broad variation in experimentation and implementation had resulted in some best practices around learning support, the System Office developed a Fundamentals of Corequisite Learning Support document that lays out the core structure for learning support programs and courses on campuses. The document also provides a new mechanism for placing students into learning support based upon student’s high school GPA, SAT or ACT scores, Accuplacer, and other measures. The new disjunctive model essentially places all students *into* learning support by default and then provides multiple avenues for students to exempt based upon their scores. In addition, as the system moves all students directly into collegiate-level courses, there was a concern that the challenge of college algebra placements might undermine the value of corequisite learning support. To mitigate this, the new placement structure limits placement into College Algebra to those students who exempt learning support for Quantitative Reasoning or Math Modeling. Student who exceed the learning support cut off scores on any measure for these courses are eligible to take College Algebra with leaning support unless they also exceed the established levels for that math course as well.

PRODUCTIVE ACADEMIC MINDSET

Learning mindsets—individuals’ beliefs about learning that shape how they interpret difficulty—are crucial for success in college. Mindsets can be categorized into three groups of beliefs: *growth mindset* (the belief that one can improve through effort), *purpose* (the belief that an activity has value), and *social belonging* (the belief that one fits in with peers, colleagues, and teachers). Even within the first semester of college, students receive numerous messages from students, instructors, and the institution that shape perceptions of whether they belong in college and have the potential to succeed. Those perceptions, in turn, can affect students’ performance in their classes and decisions to remain enrolled. Research suggests that learning mindsets are malleable and learning mindset interventions are effective at reducing equity and opportunity gaps for students from traditionally underrepresented groups.

To better understand the current scope of learning mindsets for students in the University System and to understand how they affect student outcomes, the System joined with the University of Virginia’s Motivate Lab in creating an Academic Mindset Survey, a 80+ element device administered to all first-time freshmen before their third week of classes and again within the last three weeks of classes. The 2017 survey yielded more than 5,600 discrete responses, providing a snapshot of how students approach their academic work, social integration, and sense of purpose, as well as indicators of scarcity and other factors. Supporting this survey were a series of focus groups held on select campuses to tease out more completely the perceptions of students and faculty to learning mindsets.

Also in 2017, the University System hosted an inaugural Mindset Summit for faculty and staff to learn about three academic mindsets and to engage in the research around this area. The Summit engaged System leadership and national experts in a discussion of the state of research on the topic, explore the current data from the System, and begin to investigate student- and context-focused interventions around mindset.

INSTRUCTIONAL INNOVATION AND EXCELLENCE

Equity & High Impact Practices

The University System of Georgia (USG) in collaboration with six (6) Georgia institutions of higher learning has implemented the Georgia Guided Pathways and HIPs for Equitable Education (*Equity HIPs*) project to expand current USG efforts and explore as yet un-researched aspects of High Impact Practices. Funded by NASH TS3 and led by an established Complete College Georgia team, *Equity HIPs* convenes faculty from institutions to create common HIP taxonomies. The project is using these taxonomies to develop common data collection and reporting rubrics, along with tools for implementation and tracking of HIPs practices that can be applied across the state. *Equity HIPs* is currently piloted with 6 Vanguard institutions to establish ways in which HIPs can be intentionally embedded into both curricular and co-curricular Guided Pathways for Success (GPS) models. *Equity HIPs* builds on existing system-wide Academic Mindset research to explore links between student success metrics and HIPs impacts on changes in student learning mindset. The project commenced in January 2018 and will continue through December 2019.

The six collaborating (Vanguard) institutions are:

- Georgia College and State University
- Georgia Gwinnett College
- Georgia State University
- Savannah State University
- University of Georgia
- University of West Georgia

Scalable Taxonomies for HIPs (Taxonomies Sub-project)

The USG selected taxonomies for HIPs as part of the grant process to meet an anticipated need for further work by the USG institutions in the undergraduate curriculum, both for the Momentum Year and also across undergraduate programs. The taxonomies serve to demarcate degrees of robustness of individual high impact practices in such a way as to provide institutions a good means to self-assess the degree of maturation of their HIP programs. The taxonomy elements are now reflected in appropriate BANNER attributes so that institutions can report HIP program maturation in a consistent and scalable manner.

CTL/Chancellor’s Learning Scholars

In 2017 the University System began a project to identify high impact faculty across the System in order to engage them in discussions with their peers on their campuses to deepen learning and strengthen pedagogy. The Chancellor’s Learning Scholars program provides a scalable faculty development structure within each institution that allows more USG faculty to develop and apply evidence-based pedagogies such as High Impact Practices, Transparency in Learning and Teaching, interactive lectures, inclusive pedagogies, and integrated design to their courses to enrich the student learning experience for Georgia’s undergraduate students. The additional purpose is to develop and extend leadership in pedagogy across the institutions of the USG through a Faculty Learning Community process and the design and creation of course deliverables. In spring 2018, institutional leadership identified Scholars for participation in the first cohort, who are provided training and resources in developing learning communities on their campuses. The first cohort of Chancellor’s Learning Scholars includes 110 recognized instructional leaders from across the

state, including every USG institution and eCore, who will lead communities of roughly 1,300 faculty in the first year, providing an unprecedented extension of instructional innovation in the state.

eCore

Students are increasingly turning to online and hybrid learning models to advance and accelerate progress toward their degrees. Institutions across the System have a variety of strategies related to this work, some directed independently, others in coordination with eCore, the University System's collaborative online learning environment. As a statewide initiative, eCore is instrumental in taking important steps toward identifying and serving targeted populations and partnering with other collaboratives to create seamless pathways by increasing the array of online options.

The eCore program has an important role in the Complete College Georgia plan to accelerate the number of college graduates in the upcoming years. As a USG collaborative, eCore is dedicated to acknowledging and addressing economic realities while focusing on the creation of a student culture of connection and quality. eCore provides accessible, flexible, and affordable higher education course options that support CCG initiatives. Finally, eCore relieves class-scheduling conflicts by increasing institutional core course capacity. eCore offers adult learners, with family and job responsibilities, flexible options for higher education attainment.

eCore serves as a successful example for collaboratively delivering education in the online environment. It has evolved from being a small, early start-up collaborative (the first in the USG), to a growing model studied carefully by other systems. eCore program delivery results in high student retention and satisfaction, proven course quality and outcomes, and renewed interest. All courses offered by eCore take advantage of Open Educational Resources to eliminate the cost of textbooks as a barrier to success.

In 2017-2018, 21,269 students took 31,026 courses in eCore (with a 90 percent course completion rate), generating 95,600 credit hours. The demographic profile that largely matches that of the University System as a whole, with 56 percent white students, 26 percent African American students, and 7.6 percent Hispanic students; Asian students are the distinct outlier here, with about half as many Asian students enrolling in eCore (as a proportion of total enrollment) as are in the USG enrollment as a whole. The University of North Georgia and the University of West Georgia have the largest share of student in eCore, with a combined 38 percent of total eCore enrollment from these two institutions. More details on eCore can be found in the [2018 eCore Factbook](#).

Gateways to Completion (G2C)

Gateway courses are considered to be classes that are high-risk with high enrollment and are often the foundation level courses for an academic major. Success in foundation level courses, such as: accounting, biology, chemistry, math, writing and rhetoric, is a direct predictor of retention. Gateways to Completion (G2C) provides faculty and institutions with processes, guidance and tools to support redesign of lower division and/or developmental level courses..

G2C also includes a Teaching and Learning Academy and an Analytics Process Collaborative. University System of Georgia (USG) Faculty attend the Gateway Course Experience Conference and participate in the G2C Community of Practice meetings. There faculty/administrators network with like-minded institutions and reflect on and shape the body of scholarship on gateway course success. The G2C approach provides faculty with a structured, evidence-based course self-study process coupled with guidance and support from the John N. Gardner Institute to redesign critical Gateway courses to deepen learning and improve outcomes. Generally, institutions select at least four high enrollment, high D-F-W rate courses to review and redesign.

The University System of Georgia is the only University System in the nation approaching this work from a System perspective. Cohort I began the three-year process in 2015. The remaining institutions who comprise Cohort II began their work in the 2017-2018 academic year through support from the System Office. Based on the importance of success in core English and Math, institutions in cohort II were required to redesign these courses as a part of their. In addition to guided work on campus, the G2C project convenes institutions throughout the year to reflect on their work as a community and to shape improvements in their processes.

African-American Male Initiative (AAMI)

The University System of Georgia's (USG) African-American Male Initiative (AAMI) is a statewide initiative designed to increase the number of African-American males who complete their postsecondary education from any of the 26 USG institutions. Its mission is to provide an integrated program model of academic and social tools that support students around adopting a positive mindset to successfully complete classes, elevate their cumulative GPAs, matriculate through each academic level and graduate.

AAMI is committed to significantly increase the graduation rates and the number of degrees conferred upon African-American males in the USG through the implementation of customized programming in an Integrated Program Model. The model includes the following four key components:

- **Academic Skills Enrichment:** Provides supplemental literacy, writing, math and study-skill activities to help pre-college students transition to college academic life during the summer and assist enrolled AAMI participants with RPG (retention, progression, and graduation) throughout the academic year.
- **Student Support Services:** Makes available internal and external resources, information and learning tools to enhance students' academic and social successes.

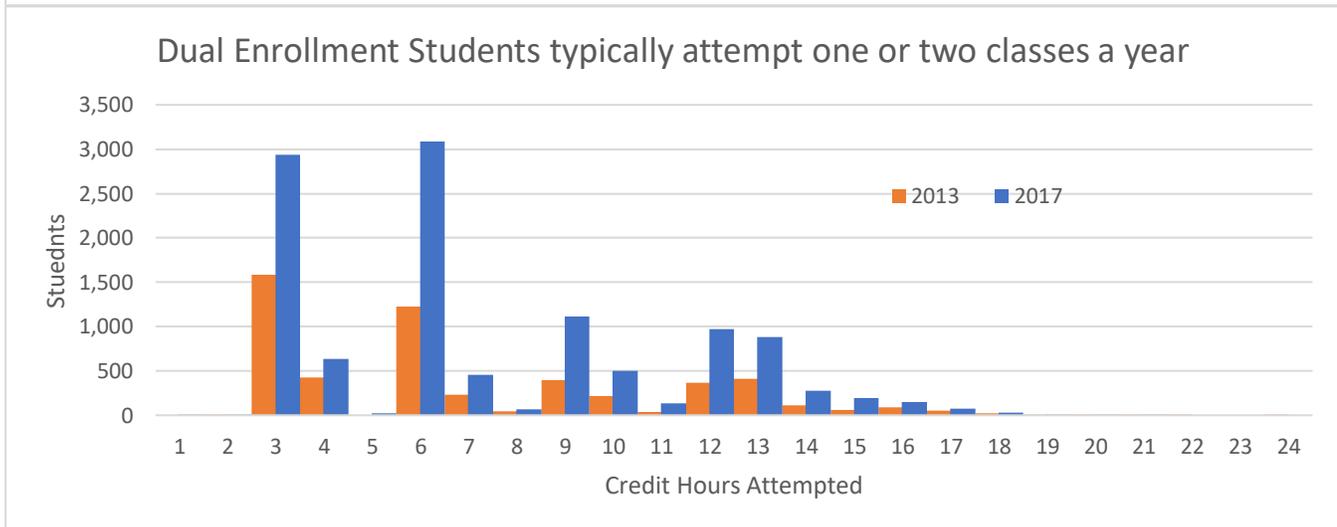
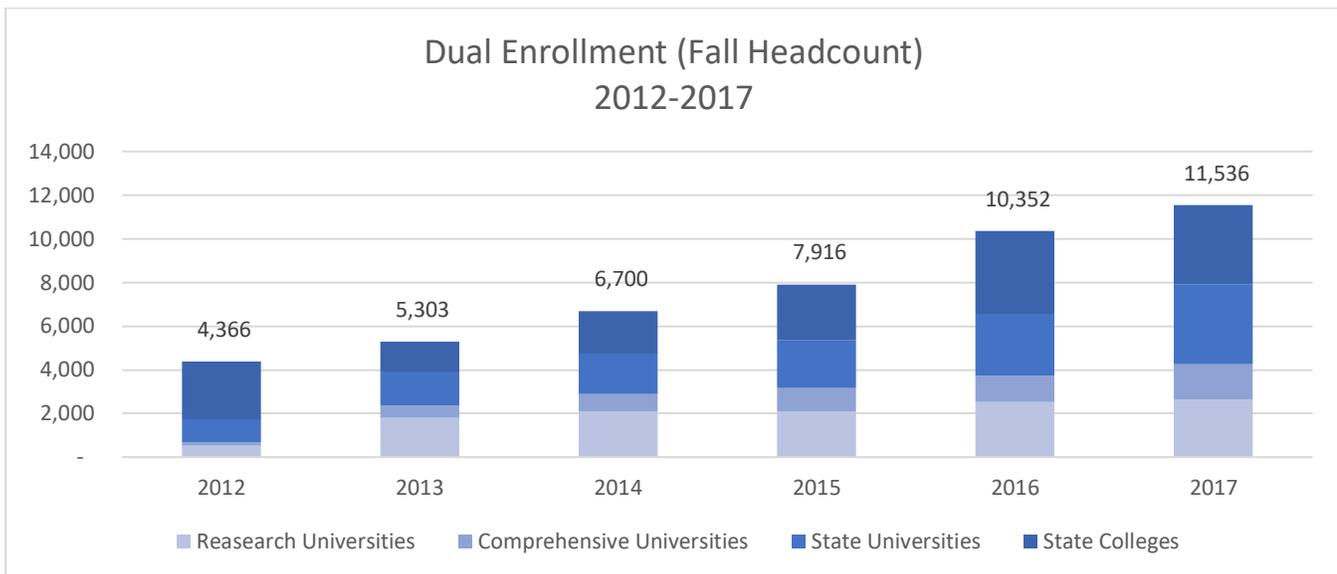
- **Adult & Peer Mentoring:** Connects AAMI students to vetted adults and peers who encourage achievement, foster positive attitudes, as well as a sense of belonging through personal and academic support, while reinforcing RPG.
- **Leadership Development:** Provides multi-faceted professional and soft skills forums to help develop and strengthen participants' leadership skills.

SHORTENING TIME TO DEGREE AND IMPROVING COLLEGE ACCESS AND READINESS

Dual Enrollment

Dual and jointly enrolled students at University System institutions have increased by 164% since 2012 as a result of legislative and policy changes that supported student participation in the program. The vast majority of students pursue either three or six credits a term, although higher course taking loads have increased since 2013. In all students in dual enrollment (including Move on When Ready, Joint Enrollment and Early College) attempted 84,390 credit hours in 2017-2018 (not including summer), up from 37,367 in 2013-2014.

All institutions report some dual enrollment on their campuses, with half also conducting courses on high school campuses or third locations with institutional faculty. The growth of these programs has led to the establishment of identified program coordinators on nearly every campus to conduct outreach to high schools, coordinate programs with the institution, and generally serve as a point of contact for students interested in participating in the program. Significantly, institutions report increased matriculation of students who participate in dual enrollment at their institutions, indicating that in addition to providing students with the benefit of college-level courses while in high school, the program is encouraging enrollment at some institutions after graduation.



GEAR UP

In October 2016, Georgia received its first statewide GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Potential) Grant. On behalf of the Governor's Office, the University System of Georgia will administer the seven-year, \$21-million-dollar grant

awarded by US Department of Education. The statewide project will serve approximately 12,000 high need students in over 50 schools.

In order to increase postsecondary access and success for students in these high need areas of the state, the project employs two service delivery models. The first model uses a “Cohort Strategy” in those districts with high levels of students who are impoverished, homeless and in foster care. This model follows a cohort of 7th and 8th grade students through middle and high school on through their first year of college (Class of 2021 and 2022 Cohort Students). The second model uses a “Priority Strategy” that targets students who have experienced homelessness or have been in the foster care system. Students in this strategy, in the 10th, 11th, and 12th grades, will be identified and recruited across six Georgia counties.

In 2017-2018, GEAR UP Georgia conducted the following activities:

- Convened monthly successful GEAR UP Georgia Executive Leadership Team meetings to inform partners of grant goals and objectives, program regulations, best practices as well as a timeline of service delivery
- Conducted a survey with school system and IHE partner staff to assess additional local community needs and resources that may have occurred since the original grant proposal in July 2014. This was done to ensure the delivery of GEAR UP Georgia services is uniquely aligned with existing local partner efforts.
- Provided support for students statewide through promoting the use of and training for Georgia’s college-access portal – GAFutures.org
- Supported Dual Enrollment Coursework through promoting and encouraging attendance at Dual Enrollment nights and providing funding for Dual Enrollment course materials that aren’t covered by state Dual Enrollment funding.
- Disseminated information mailed to every GEAR UP Georgia student and parent that promotes the importance of higher education and raises awareness of the resources and services provided by the eligible entities to eligible students and their families.
- Conducted outreach activities at schools and Group Homes to recruit and support Priority Students
- Provided tutoring for students in STEM and other academic areas.
- Provided counseling advising, financial aid information for students and parents via the Georgia Student Finance Commission and motivational program kickoffs at the beginning of the school year and during National GEAR UP Week.
- Took students on college visits both in and out of state.
- Leveraged existing partnerships to write and receive a National College Access Network(NCAN) FAFSA Completion Challenge Grant to increase the FAFSA Completion rate in Savannah, GA through a pilot. Strategies will be shared with statewide partners to increase FAFSA completion across the state of Georgia.
- Provided comprehensive face to face mentoring to GEAR UP Georgia students on college campuses and worked to secure a contract for students to receive online mentoring during the 18-19 school year.
- Provided FAFSA and College Application assistance and strategic text messages for , college visits, financial aid workshops and scholarship boot camps. (Priority Students only).
- Conducted Student and Parent Ambassador Leadership Summit and follow up trainings.
- Provided Summer Camp academic experiences for students on college campuses
- Conducted Statewide Partner Conference for continuous improvement of program services and partner networking opportunities.
- Provided STEM professional development for teachers
- Provided training for GEAR UP Georgia School-Level Coordinators
- Offered “Scholarship Boot Camps” for middle and high school students which helped students build personal scholarship brands to increase eligibility for local and national scholarships.
- First Year College Priority students received on-going Text messaging with key reminders for first year success, workshops, virtual “touch-ins” (to include calls, emails and text messages), and one on one mentoring from our designated Priority Program Coordinator.
- Connected First Year College Priority students with support resources on campus to ensure receive support including but not limited to their Advisors, Embark Point of Contact for Foster and Homeless students on all Georgia public college campuses, our USG African American Male Initiative contacts as well as our Trio Student Support Service staff where applicable.
- Offered Accuplacer assessment of middle and high school students, which is somewhat groundbreaking in the state of Georgia. This GEAR UP Georgia program service can identify earlier the need for remediation or readiness for Dual Enrollment coursework and will likely contribute to shaping future statewide policies and investments around early interventions to increase Dual Enrollment participation and success.
- Promoted and began the process to monitor student usage of the Georgia Career Information System (GCIS). This program provides students the opportunity to conduct their own self-paced advisement lessons on college and career awareness, financial literacy, college match/fit and “any time” accurate information about college options and financial aid.

OBSERVATIONS AND PLANS FOR THE YEAR AHEAD

The past year was a significant one for the Complete College Georgia and the University System as a whole. The introduction of the Momentum Approach and its application to the first year represents an ambitious and necessary rethinking of the way institutions engage with their students. To help institutions understand this work more coherently and comprehensively, the way that the CCG team supported institutions in their work changed dramatically. The meetings held by the System Office in support of the Momentum Year were structured to provide institutional teams the opportunity to explore the ideas and data behind the pillars of the approach, develop an understanding of how they can be adapted to local context, and create a concrete plan for implementation. This has resulted in a more structured and consistent approach across the System and has provided opportunities for institutions in all sectors and degrees of capacity to engage in the Momentum Approach in a way that is ambitious but grounded in a realistic understanding of how the work will be done.

Another innovation this year is the broader integration of units from across institutions in student success work. Historically, student success has been largely viewed from within institutions as the domain of academic affairs. While this perspective had been shifting with the increased profile of academic advisors and their often split role between academic and student affairs, 2017-2018 saw a much greater involvement of individuals from across institutions, including at the cabinet level through the participation by the Presidents, Chief Fiscal Officers and institutional research staff at the Momentum Summit and outreach to diverse audiences on the Momentum Year, including the advisory committees for Staff (Staff Council), chief information officers (CIOs) and many others.

Finally, the work of the CCG team was amplified by a considerably greater presence on campuses in the 2017-2018 year. CCG staff made visits to talk with and observe activities on more than half of all institutions this year, including multiple site visits to provide technical assistance and guidance on the development and implementation of plans related to the Momentum Year and transition to college. This more direct approach provides an opportunity for the System to understand the work of our institutions and for institutions have more structured inquiry around their student success work.

In the year ahead, the CCG team will be working on deepening the understanding of the Momentum Approach, most especially with faculty and front line staff who are the most immediate and frequent points of contact for students. As a part of this work the System is supporting a paradigm shift from a Momentum Year, which has primary relevance for students in their first year in school, to an approach that persistently reinforces the principles on which the Momentum Year is built.

Additionally, the System will continue to support institutions in their work on deepening learning for students both in their gateway courses and across their academic careers, and will refine and reinforce the work supporting students as they make their transition to college. Importantly, in Fall 2019, all students will be enrolled in a program of study or academic focus area prior to starting classes, with the infrastructure and procedures on campuses in place to ensure that students are informed of their academic choice and it's career connections, can discern their fit for the program and the field, and affirm their choice through course taking and co-curricular engagement.



Abraham Baldwin Agricultural College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Abraham Baldwin Agricultural College (ABAC) is a residential institution that has long been the higher education destination for students in the southeast who want to study agriculture and natural resources. Today, ABAC has grown to become a destination for students seeking a wide variety of baccalaureate programs from a broad range of academic disciplines. 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 delivering 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.

ABAC's goals and strategies developed for Complete College Georgia continue to have a positive impact on college success and completion. This positive impact is seen in our continued growth in baccalaureate enrollment (1,973 for fall 2017, an 8% increase from the previous year), overall increase in retention from 53% in 2009 to 63% in 2017 of first-year students, a total of 940 degrees awarded in 2017-18, and a decrease in suspension rates for first time students on probation who complete their 2nd 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 subsequent updates through 2017 and has focused during the past academic year on implementing Momentum Year strategies to keep students on track to degree completion and expanding undergraduate internships, mentored research, and global learning opportunities.

2017 ABAC Demographics

Total Fall Enrollment	3,394
Full-Time	73%
Part-Time	27%
Underserved Minority Population	17%
Pell Eligible	41%
First Generation	29%
Adult Learner (age 25+)	11%

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES

HIGH-IMPACT STRATEGY: CREDIT INTENSITY

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

Nicholas Urquhart, Director of Academic Support (Nurquhart@abac.edu)

SUMMARY OF ACTIVITIES

Academic Year (AY)	Total New Students	First-Year Students registered for 15+	Percentage	% First-Year completed 30+ in AY	Total Student Body in 15+
2014 – 2015	863	389	45%	20%	29.72%
2015 – 2016	849	410	48%	24%	31.88%
2016 – 2017	815	340	42%	29%	31%
2017 – 2018	661	286	43%	27%	31.12%

Academic Support continues to pre-register first-year 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 begins with the information given to interested students before admission and is incorporated into new faculty advisor training each Fall, advising review sessions each fall and spring, and financial aid counselors encourage students to take 15 hours a semester to graduate on time. Also, marketing materials are mailed to all students and their families showing the financial benefit of graduating on-time prior and during orientation.

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 2017-2018*

Projected 45% of fall 2017 cohort will enroll in 15+ hours. 33% of the fall 2017 cohort of first-year students will successfully complete 30+ collegiate credit hours in their first academic year.

Results

Approximately 43% of the Fall 2017 new-student cohort was enrolled in 15 or more credit hours, which is a slight increase from Fall 2016. The total student population enrolled in 15 or more credit hours also increased from Fall 2016.

Roughly 27% of the fall 2017 first-year cohort completed 30+ hours during the 2017-2018 academic year. This surpassed our goal of 25% given for the 2015 CCG plan update; however, this is a slight decrease from the previous Fall 2016 first-year cohort.

Projected Targets for AY 2017-2018:

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.

Results

96 associate-degree-seeking students from the fall 2016 cohort graduated within 2 years (Fall 2016 – Summer 2018). An 8% increase over the fall 2015 cohort and 3% above our projected target of 93 on time graduates from the fall 2016 cohort.

70 baccalaureate-degree-seeking students from the fall 2014 cohort graduated within 4 years (Fall 2014 – Summer 2018). A slight decrease from the fall 2013 cohort and the projected target of 80 on time baccalaureate graduates from the fall 2014 cohort.

MEASURES OF SUCCESS:

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

Projected target: 45% of fall 2018 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 2018 cohort of first-year students will successfully complete 30+ collegiate credit hours in their first academic year.

Projected target: 20% of first-year associate-degree-seeking students from the fall 2017 cohort will graduate in 2 years, and 30% of first-year baccalaureate-degree-seeking students from the fall 2015 cohort will graduate in 4 years.

LESSONS LEARNED

Tracking for on-time graduation will now be measured in percentage, as opposed to a specific number goal, for uniformity and to better align with other CCG goals. ABAC continues to support the 15-to-finish national effort through timely communication, pre-registering students before their orientation for 15 credit hours, discussing 15-to-finish with financial aid counselors, and training new faculty advisors on the importance of 15 credit hours. A continued challenge that ABAC faces is new students altering their schedule to 12 hours after Orientation due to the fear of taking too many hours to start. Continued monitoring of schedules and educating students and their families about the importance

HIGH-IMPACT STRATEGY: MILESTONES ON PROGRAM MAPS

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

Nicholas Urquhart, Director of Academic Support (Nurquhart@abac.edu)

SUMMARY OF ACTIVITIES

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 completed each fall and spring semester for all students.

This high-impact strategy has been a success for ABAC. As the data shows (see metrics below), 61% of identified off-track students for spring 2017 graduated by the following spring.

In the spring of 2017 30-hour checks were conducted and 174 were identified as not having satisfied Area A of the General Core Curriculum. These students were contacted and enrolled for the appropriate course the following semester to help a timely path to graduation.

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

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. These students are contacted by Academic Support and assisted in registering for the appropriate course(s) for the following term. 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 within the next two terms.

Interim Measures of Progress:

90-hour checkpoints

	Off Track	Graduated	Percentage graduated
Spring 2015	62	41	66.13%
Fall 2015	92	57	61.96%
Spring 2016	39	20	51.28%
Fall 2016	106	81	76.42%
Spring 2017	75	46	61.33%
Fall 2017	212	NR	NR
Spring 2018	180	NR	NR

30-hour Checkpoints

	Off Track	Completion of Area A	Percentage Completed Milestone
Spring 2015	128	100	78.13%
Spring 2016	155	117	75.48%
Fall 2016	205	133	64.88%
Spring 2017	154	102	66.23%
Fall 2017	158	NR	NR
Spring 2018	134	NR	NR

Projected target for AY 2017-18: 60% of the baccalaureate-degree-seeking students who were off-track at the 90-hour check mark in fall 2016 & spring 2017 graduate within two terms.

Result

81 of the 106 (76%) students identified as off track for their baccalaureate in fall of 2016 graduated on-time. This goal surpassed our projected target of 60%.

46 of the 75 (61%) students identified as off track for their baccalaureate in spring of 2017

Projected target for AY 2016-17: 80 baccalaureate-degree-seeking students from the fall 2014 cohort will graduate on time.

Result

82 baccalaureate-degree-seeking students (28%) from the fall 2014 cohort graduated on-time in 4 years. This goal is exceeded our projected target of 74 on time baccalaureate graduates from this cohort.

MEASURES OF SUCCESS:

At least 80% 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: 70% of the baccalaureate-degree-seeking students who were off-track at the 90-hour check mark in Fall 2017 and Spring 2018 will graduate within 30 credit hours.

Increase the number of baccalaureate-degree-seeking students who graduate OT.

Projected target: 30% of baccalaureate-degree-seeking students from the fall 2015 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. Due to these deficiencies, Academic Support implemented 30-hour checks to help keep all students on-track for on-time graduation. The effects of the 90-hour checks can be seen in the number of students graduating within one academic year after being identified. 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 ensure the students do not withdraw from the required classes.

HIGH-IMPACT STRATEGY: INTRUSIVE ADVISING

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, particularly first-year students.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Nicholas Urquhart, Director of Academic Support (Nurquhart@abac.edu)

SUMMARY OF ACTIVITIES

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 to participate in AIM (Academic Intervention Management). This program engages the student in 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.

The total number of students who participated in the AIM program for AY 17-18 was 160. The percentage of students who completed the AIM program after their 1st semester on probation was 132 (83%).

Of the 160 students, 79 (50.4%) were placed on suspension at the end of Spring 2017. This percentage is down from 54.27% placed on suspension at the end of Spring 2016. The number of AIM participants who were not suspended totaled 81 (50.6%).

Students required to participate in an AIM orientation meeting with their assigned Academic Support Counselor at the beginning of the Spring 2018 semester. From there, Students were encouraged to meet with their assigned Academic Support Counselor every 2-3 weeks through the semester and to attend 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
- Money Management
- Meeting with your advisor
- 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 progress toward graduation. The students were also placed in an online (D2L) course platform where they could further access information presented in the above seminars.

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 14-15. 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 15-16 rose slightly, the overall number was still significantly lower than the 14-15 AY.

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 1st semester on probation was 123 (75%). Of the 164 students, 89 (54.27%) were placed on suspension in at the end of Spring 2017. 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.

Interim Measures of Progress:: 2017-2018

The number of students taking part in the AY 17-18 AIM program was 160.

Of those students, 109 (68%) improved their OGPA, up from Spring 2017. The number of students not suspended also rose from Spring 2017 to 50.6% (81 individuals). The number of participants in Good Standing was 41 (25.6%), and those continuing on Academic Probation was 40 (25%), Both of these numbers are up from Spring 2017. A total of 132 (83%) students completed the minimum requirements of AIM.

PROJECTED TARGETS SET DURING AY 18-19:

Measures of Success:

85% of students in AIM will successfully complete this program 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.

LESSON LEARNED

Students who met at least biweekly with an Academic Support counselor had the highest success rate, and the majority avoided suspension and were placed back in good academic standing. A roadblock that is difficult to overcome is getting students on probation to commit to the seminars as required. These challenges have led Academic Support to review our program and determine the best practices and techniques, particularly the Academic Support Counselors' level of intrusion, to encourage student attendance at these seminars.

HIGH-IMPACT STRATEGY: DUAL ENROLLMENT

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 highlight our faculty & resources to these high performing students.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Cyndy Hall, Director of Dual Enrollment, chall@abac.edu

SUMMARY OF ACTIVITIES

ABAC's enrollment in the Dual Enrollment program saw a slight increase from 2017 to 2018.

489 students enrolled in the Dual Enrollment program for the 2016-17 academic year, and 492 students enrolled for the 2017-18 academic year. Participation in the Dual Enrollment program is forecasted to decline within the university system, due to competing admission standards with the technical school system.

The Dual Enrollment director attended various middle school and high school events to promote ABAC's Dual Enrollment program. Parent nights and open houses were attended at Colquitt County high school, Irwin County high school, Tiftarea Academy, Gray Middle School, and Tift County High School.

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

The director of Dual Enrollment provided weekly on-site advising sessions for the students at Colquitt County high school in the spring of 2017.

The director of Dual Enrollment 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:: 2017-2018

492 students participated in the Dual Enrollment program in AY 17-18. A total of 3361 credit hours was earned by this group of students.

Projected targets identified for AY 17-18:

- 1) 450 students will participate in Dual Enrollment in the 2017-2018 academic year.
 - a) 492 participated in the dual enrollment program, which exceeded the projected goal.
- 2) Dual Enrollment students will earn 3140 credit hours in the 2017-2018 academic year.
 - a) Dual enrolled students earned a total of 3361 credit hours for the 2017-178 academic year. This is a 7% increase from AY 2016-2017.

MEASURES OF SUCCESS:

Maintain the number of students participating in Dual Enrollment.

Projected target: 450 students will participate in Dual Enrollment in the 2018-2019 academic year. A higher goal was not set due to expected decline.

Maintain the number of earned credit hours by Dual Enrollment students.

Projected target: Dual Enrollment students will earn 3300 credit hours in the 2018-2019 academic year.

LESSONS LEARNED

Dual Enrollment 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, Irwin County, 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 Dual Enrollment program.

Due to the continued competition with the TCSG, growth in Dual 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 Dual Enrollment 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 Tiftarea 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: TRANSFORMING REMEDIATION

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

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

Nicholas Urquhart, Director of Academic Support, Nurquhart@abac.edu

SUMMARY OF ACTIVITIES

Continued placement of students who need co-requisite remediation into the required

- Implementation of new USG placement guidelines
- Co-requisite only options for English and math
- New 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:: 2017-2018: Update

For fall 2017, 53 out of 61 (87%) of English LS students were in the required co-requisite class. Reaching 100% LS placement is challenging due to some students being roster verified out class, being granted a hardship pass for one term, or dropping the course from their schedule. From the 53 enrolled in corequisite English 35 (66%) passed the associated gateway course

Also, for fall 2017, 380 students required learning support math. Of these students, 256 (67%) were enrolled in a co-requisite course. One additional factor limiting 100% LS placement for mathematics is capacity. A number of students had to take their required LS math the following term.

- Of the 256 students enrolled in a LS math co-requisite course, 119 (46%) passed the associated gateway course.

Projected targets identified for AY 17-18:

- 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) 53 (87%) of English LS students were placed into the required co-requisite class.
 - b) 256 (67%) of math LS students 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) For Fall 2014, 169 new students required learning support. Approximately, 2.3% of these students graduated on-time within 4 years.
 - b) 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, 90% 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

ABAC had a 7% increase, from the fall of 2016, in the number of students requiring learning support for fall 2017. The majority of students, who need 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 English and math faculty are actively engaged in collaborative research and USG initiatives to determine how best to re-structure LS 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 2018 campus plan update to the previous AY update shows that ABAC continues to make significant gains toward helping students progress toward on-time graduation.

ABAC’s most successful CCG strategies for 2017-18 include the continued number of full-time enrolling students in 15+ hours each semester and placing all students needing remediation into the appropriate English and math co-requisite courses. Also, a rise in retention was noted due to continued efforts towards proactive advising. Progress has been maintained during the 2017-18 AY through the AIM program, 30- and 90-hour benchmark checks, and pre-registering incoming first-year, full-time students for 15+ hours.

MOMENTUM YEAR 90-DAY UPDATE

Momentum year is designed to help students start their college careers by making a purposeful choice in a focus area, with a productive academic mindset that follows a sequenced program map that includes core English and math, nine credits in the student’s academic focus area, and 30 credit hours in their first year. ABAC has accomplished or is currently working on the following Momentum Year initiatives:

- Clearly defined focus areas that will be fully implemented by Fall 2019
- Mindset Survey will be given to all students in English 1101 beginning Fall 2018
- Currently developing program maps that will have students complete the Area A English and math requirement, take 9 hours in focus area, and complete 30 hours within their first year. Program maps will be available in Spring 2019 and fully implemented by Fall 2019



Albany State University

INSTITUTION'S MISSION AND STUDENT BODY PROFILE

In the 2017-2018 academic year, Albany State University (ASU), as a consolidated multi-campus institution offered certificates, transfer associate degrees, career associate degrees, bachelor's degrees, master's degrees and an education specialist degree in five colleges: College of Arts and Humanities, College of Business, Darton College of Health Professions, College of Sciences and Technology, and College of Education. Two campuses are located in the City of Albany, GA. A small number of degree programs are also offered at three additional instructional sites at the Cordele Center (Cordele, Georgia), South Georgia State College (Waycross, Georgia) and Southern Regional Technical College (Cairo, Georgia). Albany State University was officially consolidated with two-year state college, Darton State College (DSC), by the Board of Regents (BOR) of the University System of Georgia (USG). Announced in Fall 2015, the consolidation became official in January 2017.

The mission of the consolidated institution, approved by the BOR in March 2016, follows.

Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

ASU registered 6,615 traditional and non-traditional students in Fall 2017. The number of registered students at the start of the Fall 2018 semester decreased slightly to approximately 6,400. On average, seven out of ten students were female and self-identified as African American. On-campus student housing reached full capacity of approximately 2,361 residents. The consolidated institution retained ASU's selective standards for freshman admission to baccalaureate programs, but also incorporated former DSC's standards for freshman admission to ASU's certificate and transfer associate degree access pathways. Admission to career associate degree programs offered in the Darton College of Health Professions at ASU continued to be selective. Below are tables showing ASU's student profiles.

FALL 2018 STUDENT PROFILE SUMMARY

ASU Total Enrollment	*Fall 2018	Fall 2017	Fall 2016	% Change from 2017 to 2018
Freshman	2862	2899	2608	-1.28%
Sophomore	1238	1426	2768	-13.18%
Junior	992	1051	541	-5.61%
Senior	860	886	797	-2.93%
Graduate	371	353	447	5.10%
N	6323	6615	7161	-4.41%

Sources: Historical data is from USG Semester Enrollment Report; Current year data is extracted from the local Enterprise System.

ASU Total Enrollment	*Fall 2018	Fall 2017	Fall 2016
Male	28%	29%	29%
Female	72%	71%	71%
African American/Black	72%	70%	64%
White	16%	22%	30%
**Others	12%	8%	6%
**Others: Hispanic, Asian or Pacific Islander, American Indian/Alaska Native, Multiracial and Not Specified			
ASU Total Student Enrollment Status			
Full Time	68%	62%	57%
Part Time	32%	38%	43%
Average Age of Fall Class	23	24	26
ASU Total Student Enrollment by Degree Level			
Certificate	0.17%	0.32%	0.54%
Associates	53.58%	53.39%	54.62%
Bachelors	40.38	40.95	38.60%
Masters	5.87%	5.34%	6.24%
Total	100%	100%	100%

*Data as of 9-4-2018

ENROLLED UNDERGRADUATE STUDENT AVERAGE CREDIT HOURS IN FALL *2018 (11.95)	Fall 2017	*Fall 2018
Undergraduate students who have registered for 15 or more credit hours	25%	29%
Undergraduate students who have registered for less than 15 credit hours	75%	71%

ASU FIRST-TIME FRESHMEN SUMMARY DATA

ASU First-Time Freshmen Students	*Fall 2018	Fall 2017	Fall 2016	% Change from 2017 to 2018
N	*1644	1430	862	14.97%

ASU First-time Freshmen Students	*Fall 2018	Fall 2017	Fall 2016
Male	28%	31%	34%
Female	71%	68%	66%
Undeclared	0%	1%	0%
African American/Black	81%	87%	80%
White	2%	3%	14%
**Others	17%	10%	6%
**Others: Hispanic, Asian or Pacific Islander, American Indian/Alaska Native, Multiracial and Not Specified			
Average Age of Fall Class	18	18	19

NEW FRESHMEN AVERAGE REGISTERED CREDIT HOURS (14.02)	Fall 2017	*Fall 2018
Undergraduate students who have registered for 15 or more credit hours	38%	43%
Undergraduate students who have registered for less than 15 credit hours	62%	57%

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES & ACTIVITIES

HIGH IMPACT STRATEGY 1: PEER TUTORS IN COURSES WITH HIGH DFW RATES

Albany State University has assigned peer tutors to assist students enrolled in courses with high rates of failure through recorded grades: D, F, or W. Peer tutors primarily work in a designated tutoring or learning center and conduct one-on-one or small group (fewer than 3 students) tutoring.

COMPLETION GOAL:

This strategy aligns with the USG goal of restructuring instructional delivery to support educational excellence and student success.

DEMONSTRATION OF PRIORITY OR IMPACT:

Retention and progression are major concerns for the university. This strategy is designed to assist students who are experiencing difficulty in completion of courses, which in turn, delays completion of a credential. The strategy is implemented to provide academic support to improve student performance in courses with high failure rates.

SUMMARY OF ACTIVITIES:

During the 2017-2018 academic year, Albany State University continued modification of its peer-tutoring program in an effort to consolidate and expand services that previously were delivered inconsistently. Currently, peer tutors work in a centralized tutoring or learning center. Peer tutors conduct one-on-one or small group sessions in courses associated with high rates of recorded failing grades: D, F and W. Peer tutors assist the professionals in the Writing and Math Centers during daytime operating hours, while the centralized tutoring centers are open from 4:00 p.m. to 8:00 p.m. every Monday through Thursday. Friday is reserved for training for the peer tutors. Students in need of assistance who cannot attend tutoring during regular business hours are encouraged to make appointments directly with a tutor.

MEASURE OF PROGRESS AND SUCCESS:

In the Fall 2017 semester, there were 1,154 unique visitors to the tutoring centers. This is a significant increase over the previous year of 140 total visitors. The passing rate of students who attended tutoring in the Fall 2016 semester was 77.14%. The passing rate at the end of the Fall 2017 semester was 81.60%. Therefore, this practice resulted in a 740% increase in student participants and a pass rate increase of 4.46%.

Final Grade Fall 2016	Final Grade Fall 2017
Total A, B, C, S- 108	Total A, B, C, **S- 665
Total D, F, U- 32	Total D, F, **U- 119
Total W, WF, WU-0	Total W, WF, WU-31
Total - 140	Total - 1154
Passing Rate: 77.14%	Passing Rate: 81.60%

**Grade of S = Satisfactory; Grade of U = Unsatisfactory

During the Spring 2018 semester, there were 894 unique visitors to the tutoring centers. This is a significant increase over the Spring 2017 total of 127 total visitors. The passing rate of students who attended tutoring in the Spring 2017 semester was 79.07%. The passing rate at the end of the Spring 2018 semester was 78.43%. Despite the slight decline in the Spring 2018 semester pass rate relative to the prior year, 0.64%, the increase in student participants by 604% is a significant improvement.

Final Grade	Final Grade
Total A, B, C, S- 102	Total A, B, C, S- 509
Total D, F, U- 27	Total D, F, U- 117
Total W, WF, WU-0	Total W, WF, WU-23
Total - 129	Total - 894
Passing Rate: 79.07%	Passing Rate: 78.43%

**Grade of S = Satisfactory; Grade of U = Unsatisfactory

LESSONS LEARNED:

This has proven to be a very successful strategy overall for students who take advantage of peer tutoring. We have learned that most students are not aware of the services offered. To address this issue, more targeted information regarding tutoring services is embedded in the First Year Experience (FYE) classes. Also, first year English classes are given Writing Center/Tutoring orientations at the start of the semester. We also found it effective for faculty to include information about the centers in course syllabi. The

website for Academic Advising has also been updated to provide more details on the program and to encourage participation. Finally, locations in which peer-tutoring services are offered have been strategically consolidated and expanded to make it easier for students to gain access.

PRIMARY POINT OF CONTACT:

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HIGH IMPACT STRATEGY 2: IMPLEMENTATION OF ONLINE SCHOLARSHIP APPLICATION PORTAL

Albany State University implemented a scholarship process that promotes student access and retention through the award of financial assistance based on both need and merit. The multi-pronged approach provides better access to scholarship information, applications, and assistance through collaborative efforts of multiple departments. This new strategy enables electronic and paper applications to be submitted, reviewed, and awarded in an efficient manner.

COMPLETION GOAL:

This strategy supports the ASU and USG strategic goal of increasing the number of undergraduate degrees awarded by assisting students with financial barriers to continuous enrollment and progression.

DEMONSTRATION OF PRIORITY OR IMPACT:

This activity aligns directly with the university's strategic plan, specifically ASU Institutional Goal 4, which states: **Expand Access to Higher Education** - Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring. It is also directly related to Institutional Goal Five (5), which states: **Elevate Historically Underserved Populations** - Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first generation students, students from low socioeconomic backgrounds, and others from underserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.

SUMMARY OF ACTIVITIES:

Matching of students to appropriate scholarships was accomplished through incorporation of an online scholarship application process that took into account student demographics including, but not limited to, desired course of study, current academic standing, and ability to finance education. The online application portal is linked to the Financial Aid tab of the university's website under "Types of Financial Aid." Furthermore, scholarship opportunities were marketed through faculty, staff, and student email accounts; announcing deadlines, and locations of the scholarship portal as well as hardcopy applications. The opportunities were also distributed by the Office of Financial Aid. Awards were made in a timely fashion as a result of collaboration among the Office of Institutional Advancement, Office of Financial Aid and the ASU Foundation.

Building on the prior year when ASU significantly elevated its scholarship application and award process, the Office of Institutional Advancement used a coordinated marketing strategy to increase the number of students who were aware of the streamlined application procedures. This resulted in an increase in the number of registrants and applicants (students who actually completed an application). The appointment of a dedicated person to assist students with application for university scholarship opportunities resulted in more students completing the applications correctly. The online scholarship portal, which allowed for identification and review of available scholarships by students and more effective matching of students' applications to appropriate opportunities proved its worth as nearly twice as many students registered in this year as compared to the prior year.

MEASURE OF PROGRESS AND SUCCESS:

The period of July 1, 2017 – June 30, 2018 covers scholarships applied for, reviewed and awarded for Fall 2017, Spring 2018, and Summer 2018 semesters. In addition to online scholarship applications, Albany State University allowed the continued use of the paper submission process.

The Foundation has utilized the online software for two years. Year to date results show a significant uptick in the number of students inquiring about scholarships and actually completing applications. The chart below shows progression in the number of applicants when comparing the prior two fiscal/academic years. Many students completed multiple applications, which when tallied, resulted in a total of 3,268 applications for FY 2018.

Applicable Period	Number of Students Registering at site and Viewing Scholarships	# of Students completing Scholarship Applications	# of Applications completed	# of Scholarships Awarded	Total Scholarship Dollars Awarded
July 2017 – July 2018	898	588	3092	483	\$113,629
July 2016 – June 2017	595	383	1588	152	\$77,123

Note: The total number of students completing applications for both periods is an unduplicated number.

LESSONS LEARNED:

There have been numerous lessons learned from implementation of the online scholarship portal. One of the most important is the need for adequate marketing, training, and orientation for students and parents. This would include informing them of the availability of the online applications and the necessary documentation for consideration of an award. The Office of Institutional Advancement will collaborate with the Enrollment Management unit to include a session on the AwardSpring portal in the schedule for new student orientation sessions. More direct communication will be distributed via email.

PRIMARY POINT OF CONTACT:

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HIGH IMPACT STRATEGY 3: IMPLEMENTATION OF ELECTRONIC FINANCIAL AID DOCUMENT SUBMISSION PORTAL

The Office of Financial Aid instituted an electronic document submission process in 2016. This process streamlines use of the financial aid system by simplifying financial aid forms and allowing students to upload requested documentation online. Documents are also stored and can be reviewed by financial aid counselors from this site.

COMPLETION GOAL:

This strategy aligns with the ASU and USG goal of increasing the number of undergraduate degrees awarded by USG institutions by removing barriers to timely review and award of financial aid funds, where students are eligible. This award of funds to eligible students, in turn, allows student to continue progression toward timely completion of a credential.

DEMONSTRATION OF PRIORITY OR IMPACT:

This process increased access to the financial aid system for students who were missing documents that inhibited review to determine eligibility for an award. This also increased efficiency of document submission and packaging for financial aid review and verification; thereby reducing complaints that previously submitted paperwork was lost or misplaced.

SUMMARY OF ACTIVITIES:

During the 2016-2017 academic year, there were 703 students processed for verification, which is a Department of Education requirement to verify income, assets and household information for students and parents. Due to consolidation of data for the 2017-2018 academic year, the number of students processed increased to 2,198. Once the university receives the Institutional Student Information Record (ISIR)/Free Application for Federal Student Aid (FAFSA), the student is notified by the system that there are outstanding requirements. The system provides step by step instructions to the student regarding how to access the document submission website and create an account. Once all documentation is uploaded into the portal and submitted electronically, the file goes into a virtual workflow that can be retrieved and reviewed by the institution's financial aid counselors.

MEASURE OF PROGRESS AND SUCCESS:

Adoption of the portal has resulted in a 100% paperless environment for verification of files and created ease and efficiency for students submitting documentation. In 2018, there has been a 250% increase in the number of students completing the application process by the deadline of July 1.

An additional consequence has been more successful audit and compliance results because the paperless system streamlines documentation requested, creates notices to prevent conflicting information and stores documentation for easy retrieval. The university has also received a successful audit this year by the state's Department of Audit and Accounts, with no verification-related findings.

LESSONS LEARNED:

This has proven to be very successful in streamlining the document submission process. We have learned that many students submitted documentation that was not requested because they did not fully understand the instructions. They also were not aware that doing so extended the normal processing time for verification, which is frustrating for both students and their parents. To address this issue, we will create how-to videos to walk students through the process of verification, submission of documents via this portal, and use of the help features on the site to ensure that they are submitting the appropriate documentation.

PRIMARY POINT OF CONTACT:

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HIGH IMPACT STRATEGY 4: LAUNCH OF A UNIVERSITY CALL CENTER TO PROVIDE DIRECT CUSTOMER SERVICE TO STUDENTS

Albany State University initially launched a Call Center for the Office of Admissions and Recruitment in response to feedback from students that call wait times were too long in critical offices at the institution. The Call Center's primary function is to provide intrusive customer service to prospective and current students as well persons in need of general and detailed information related to admissions and recruitment procedures.

COMPLETION GOAL:

This strategy aligns with the ASU and USG strategic goal of improving access for underserved and/or priority communities.

DEMONSTRATION OF PRIORITY OR IMPACT:

The Call Center has a direct impact on recruitment and retention of students by providing high-touch guidance, technical assistance and support to callers/students. Center staff are liaisons and first responders to prospective students and others who are attempting to communicate with the institution.

SUMMARY OF ACTIVITIES:

In the 2017-2018 academic year, the university expanded the scope of work for the Call Center and engaged a company called, EdFinancial, Inc., to assist in processing of thousands of calls each month related to admissions, student accounts, and financial aid. Center staff immediately began to respond to callers by either directly addressing the caller's inquiry/concern or routing the call to the proper department within the university to address the inquiry/concern.

MEASURE OF PROGRESS AND SUCCESS:

The Call Center measures throughput based on metrics generated by EdFinancial, Inc. Notes from each call are entered into each student's record in the Student Information System (SIS) to ensure consistency and accuracy in communication across departments. During the reporting period, Call Center team members successfully responded to 53,420 calls.

With assistance from the Call Center, the Office of Admissions and Recruitment was able to enroll over 1,600 first-time freshmen, as well as over 400 new transfer and other students in Fall 2018. This is the second consecutive year in which the university has successfully enrolled more than 1,600 new freshmen.

LESSONS LEARNED:

The Call Center has proven to be successful in providing direct guidance to thousands of prospective and newly admitted students. As a crucial function of recruitment and admissions processes, the lesson learned is that effective communication with "live" operators, in parallel with efficient online systems, is vital to a successful enrollment strategy as well as overall student success.

PRIMARY POINT OF CONTACT:

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REFLECTIONS, OBSERVATIONS & PLANS FOR NEXT YEAR

As the consolidated institution continues to enhance systems and processes that promote successful student recruitment, retention, progression and completion of a credential, adjustments will be made to goals, strategies and associated measures for optimal alignment with locally identified needs and resources. The university has placed significant time and resources into the development and implementation of a comprehensive Student Success Model to streamline student support services, such as academic advising/coaching, provision of learning support in math and English, and delivery of on-site and online tutoring as well as professional supplemental instruction in writing and math.

Other strategies identified in Fall 2017 were successfully implemented. All students advised by professional staff now receive program maps. The new Student Success Model includes a reorganization of the services of the professional advisors, who are now referred to as academic coaches. All students taking online classes are now required to complete an online orientation. The Student Success Collaborative platform has been implemented for the 2018-2019 academic year. With these and other initiatives to be launched with the new Student Success Model, we will have a new set of baseline data from which we will be able to establish a new Complete College Georgia Plan and continue annual reporting of highest impact practices.

Strategies will continue to be evaluated on a periodic basis to determine level of impact and/or to remove any barriers that may arise that impede progress toward achievement of completion goals. Those strategies that lead to greatest progression and completion by students will be scaled up and possibly included in future reports.



Atlanta Metropolitan State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

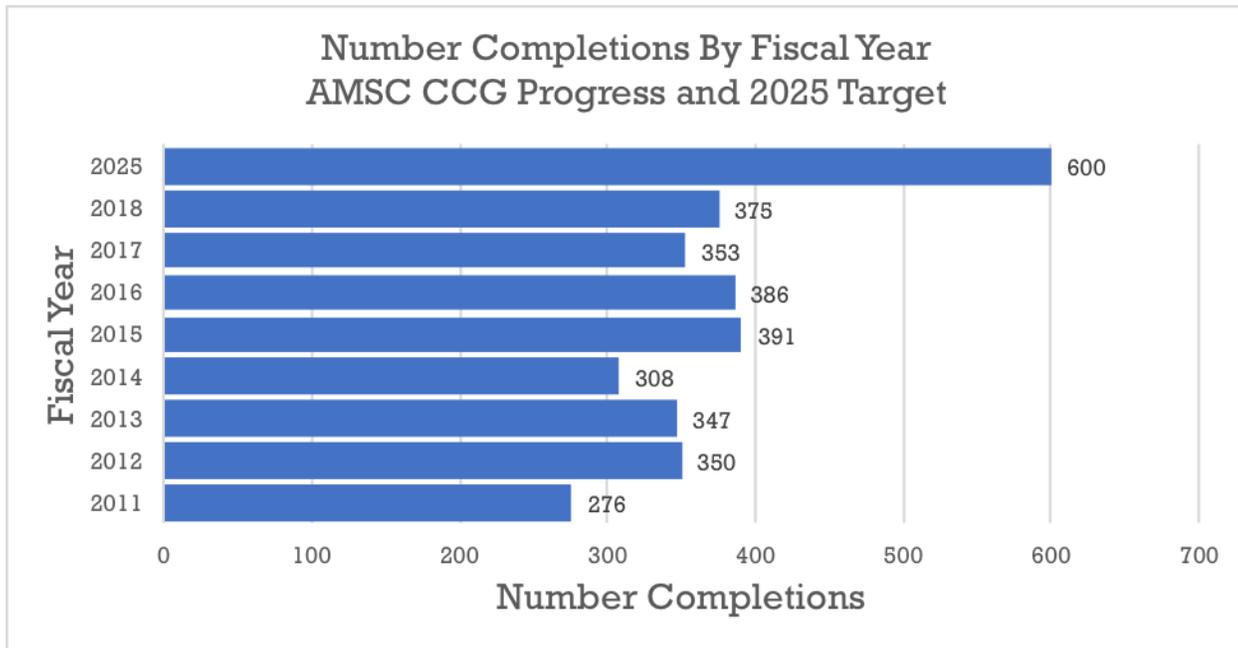
Founded in 1974, Atlanta Metropolitan State College (AMSC or Atlanta Metro or the College) is a public, access institution governed by the Board of Regents of the University System of Georgia (USG). A core goal of AMSC is to provide a high quality, low-cost, and accessible post-secondary education to residents primarily in the metro-Atlanta region. While the core priority of the college is academics, AMSC endeavors for each student to take away a holistic and deeper experience that integrates academics and a range of co-curricular activities, including experiential learning, life-skills training, leadership coaching, and civic/community services. The College's mission specifically addresses the needs of the urban, underrepresented, and under-resourced population who will, upon completion, return to and positively transform the economic, social, and civic standing of society, particularly in the metro Atlanta region.

For the FY18 academic year, AMSC had an enrollment of 2,501 (fall) and 2,268 (spring). The student demographic was composed of a 3:2 ratio of traditional/non-traditional students; 40% adult learners; 55% part-time students, fully commuter campus, with the race demographic consisting of 92% African-American, 3% Caucasian, 3% Hispanic, and 2% Asian. Thirty-three percent (33%) of AMSC's students were enrolled in at least one learning support class each semester. Despite the numerous completion barriers for many of its students, AMSC is proud to have the highest three-year, Associate Degree graduation rate (22%) among State Colleges in the USG. Moreover, AMSC leads the USG State College sector in Associate degree graduation rates for both male and female African-American students. Seventy-four percent (74%) of Atlanta Metro's students receive the Pell grant, and 90%+ receive some form of financial aid. The College's highest enrolled academic programs, and highest number of degrees conferred annually, are in Business Administration, Allied Health, and Criminal Justice.

AMSC's 43-year history is replete with success stories of students who enter AMSC, many in learning support classes, who graduate from AMSC, transfer to and distinguish themselves at the most prestigious professional, research, and graduate schools in the USG and nation, and enjoy distinguished careers. Sixty percent (60%) of AMSC's students are first generation, and 95%+ are Georgia residents, from metro-Atlanta urban communities. The ability of AMSC to contribute graduates to the local workforce in a wide range of occupations, with certificate to bachelor's degree credentials, is a unique characteristic of the College.

Atlanta Metropolitan State College was approved for a level change in 2012, and is currently a level two SACSCOC accredited institution, with the highest level being the baccalaureate degree. The College has six bachelor's programs in Business Administration, Digital Media and Entertainment, Applied Mathematics, Biological Science, Criminal Justice, and Organizational Leadership, a fully online e-Major program. Other AMSC signature programs include the Moses Ector Law Enforcement Leadership Academy (MELELA), a 1+2 Joint Program in Radiologic Technology with Grady Hospital, transfer articulation agreements with Atlanta and Georgia Piedmont Technical Colleges for criminal justice, and a teacher education program offered by Kennesaw State University on the AMSC campus. AMSC engages in numerous metro-Atlanta and community-based partnerships that "connect the college to the community." AMSC partners are from a range of sectors, including (1) corporate, (2) secondary and post-secondary education, (3) small businesses, (4) medical, (5) entrepreneurship, (6) government, and (7) Faith-Based/Private institutions. AMSC has a \$114M economic impact on the metro-Atlanta region.

Atlanta Metropolitan State College has two overarching Complete College Georgia (CCG) priorities: (1) to achieve and sustain, at a minimum, the national graduation rates for associate's and bachelor's degree seekers, and (2) to award 600 post-secondary credentials annually, by 2025. Since the initiation of CCG, AMSC has increased its completions from 276/year to a high of 391/year, representing a +42% increase in credentials conferred over a six-year period (graph below). The high impact strategies presented in this CCG update continues to move the institution closer to its 2025 targets.



SUMMARY OF ACTIVITIES

HIGH-IMPACT STRATEGY #1: 1-IN-3

Strategy 1.0: 1-in-3 (one Associate's degree in three years) provides a milestone and goal-setting strategy for part-time students to graduate in three years with an Associate's degree.

RELATED GOAL

Goal 1: Ensure student completion within a limited timeframe

DEMONSTRATION OF PRIORITY AND/OR IMPACT

The College's "1-in-3" strategy complements its "15-to-finish" strategy. AMSC fully embraces and advises its full-time students to follow the "15-to-finish" strategy put forth by Complete College America and implemented by the USG. With the "15-to-finish" strategy, AMSC advises students to register for 15 credit hours each semester to graduate with the Associate's degree within two years. A load of fifteen (15) credits has proven practical for AMSC traditional students who have the wherewithal to spend most of their time on campus, with essentially a single primary educational focus and few or no competing interest to attaining the degree.

The feasibility of a 15-credit hour load, per semester, is quite different, however, for commuter, part-time students. This is particularly so for those part-time students with competing interest such as family, with financial responsibilities requiring full-time employment and with limited income. For part-time students facing these challenges, 15-to-finish is impractical to successfully sustain over a two-year period. Nonetheless, completion milestones and goal-setting are arguably more important for part-time students because their drop-out and completion rates are significantly higher than full-time students. Thus, "1-in-3" provides a meaningful and achievable alternative, particularly for part-time students who are unable to successfully achieve the 15-to-finish goal. "1-in-3" challenges part-time students to finish the Associate's degree within three years, 150% of the expected time to completion, based on national estimates. Atlanta Metro will employ a range of strategies, including academic advising, interventions, and monitoring activities, provided below, to achieve the "1-in 3" objective.

IMPACT:

Because part-time students are a majority (60%) of the AMSC student population, this group is essential to CCG success. Fifty-five to sixty percent (55%-60%), approximately 1400 of AMSC students, consistently register part-time status (less than 12 hours) and benefit from this strategy. AMSC part-time students, including learning support students, graduate at a fraction of the rate compared to that for full-time students. The "1-in-3" strategy reduces the time to completion of part-time students and is projected to have a significant impact on their completion numbers and rates.

PRIMARY POINT OF CONTACT

Sharon R. Duhart, Director for Academic Advising and Success, sduhart@atlm.edu

Dr. Mark A. Cunningham, Vice President, Institutional Effectiveness, mcunningham@atlm.edu

SUMMARY OF ACTIVITIES**Activities to Support the “1-in-3” Strategy**

Students who take less than 15 credits per semester must either make up those hours during summer terms or have alternative options and access to complete expanded coursework that are complementary to their work, family, and other responsibilities that compete directly with college completion. Therefore, the College has implemented the following activities to accommodate the “1-in-3” strategy:

- (1) Provide intrusive advising, that aggressively promotes, strongly encourages, monitors, and guides students to follow specifically designed 3-year program/pathway maps to graduation. These maps require strategically outline suggested course schedules for part-time students. To achieve the “1-in-3” goal, part-time students must register an average of 10 credits per semester, including summer terms;
- (2) Utilize data-driven decisions and DegreeWorks strategies for integrating and maximizing the efficiency of program maps, advising data, course selection/demands, and historical registration patterns to ensure that students have the on-time courses (campus and online) they need, while also maximizing the allocation of resources by the College. Atlanta Metro tags this outcome as “Smart Scheduling”;
- (3) Monitor off-track students and provide immediate “Early Alert” intervention strategies that put them back-on-track to graduation;
- (4) Monitor and provide academic support interventions to increase the earned/attempted credit hour ratio, which has a significant impact on student completion;
- (5) Provide multiple registration terms and options for course scheduling during the semester, with various compressed classes and delivery method options;
- (6) Provide flexible evening and week-end class scheduling options for working students;
- (7) Facilitate consistent support structures and interactions (remote and in-person) such as learning cohorts, study groups, and study sessions to support tangible and intangible student needs.

MEASURES OF PROGRESS AND SUCCESS**Baseline measures****Fall 2015***Average Registered Hours:*

- 13.4 Credit Hours (Full-time Students)
- 7.4 Credit Hours (Part-time Students)

Average Earned/Attempted Hours:

- 79.1% (Full-time Students)
- 72.4 (Part-time Students)

Fall 2016*Completions (Part-time Students within 150% or 3 Years):*

- 61% (N = 229) of All Completions

Interim Measures of Progress**Fall 2017***Average Registered Hours:*

- 13.5 Credit Hours (Full-time Students)
- 7.2 Credit Hours (Part-time Students)

Average Earned/Attempted Hours:

- 77.5 (Full-time Students)
- 72.2 (Part-time Students)

Completions (Part-time Students within 150% or 3 Years):

- 59% of (N = 229) All Completions

Measures of Success

Annual Target:

- Two percent (2%) increase in average registered hours and earned/attempt ratio

2025 Targets:

- 15 Credit Hours (Full-time Students)
- 10 Credit Hours (Part-time Students)

Average Earned/Attempted Hours

- 88% (Full-time Students)
- 85% (Part-time Students)

Completion (Part-time Students within 150% or 3 Years):

- 70%

ANALYSIS AND LESSONS LEARNED

When comparing fall 2017 CCG results, to fall 2015/2016 baselines, the average registered hours and earned/attempted hours for part-time students are flat. Thus, there were neither gains nor losses with these important completion metrics for part-time students. When the data for these metrics are disaggregated, however, some divisions and majors show statistical differences from others, though the overall average is flat. This lack of precision means that the strategy is not be equally implemented across campus with all divisions and majors. For FY19, the College will put in place more specific and frequent reporting and monitoring controls to ensure equal implementation of the strategy throughout the campus.

A major challenge to achieving the “1-in-3” strategy is identifying, characterizing, and resolving the barriers to part-time students that prevent them from registering more course credits each semester. The College has learned over time that critical interventions are essential: (1) accessible course times and days, with various delivery methods (2) various types (campus and remote) of “on-time” academic support, and (3) multiple opportunities for peer-to-peer, student-to-faculty interactions are critically important for the intangibles (e.g. motivation, completion mindset, ownership, tenacity, follow-through) that are essential for the success of students. The application of these interventions is critically important and should be nimble and dynamic, aligning with the specific needs of the students, which often changes from one semester to the next, and from one class to the next.

An interesting statistic is that for a given three-year period, a higher number of credentials are awarded to part-time students than those awarded to full-time students (59% vs. 41%, respectively). This is partially explained statistically because the College has a higher part-time student population (60:40 part-time/full-time ratio). This finding does, however, demonstrate that part-time students have great potential, and that their completion of the associate’s degree within three years is a realistic, attainable expectation. The goal is to move the percentage completion of part-time students to at least 70% by 2025.

HIGH-IMPACT STRATEGY #2: ADULT LEARNERS

Strategy 2.0: Increases completion for adult learners (25 years and older).

RELATED GOAL

Goal 1: Increase higher education access for underserved and/or priority communities

DEMONSTRATION OF PRIORITY AND/OR IMPACT

Over a 2- year period, traditional students have a higher number of completions than adult learners. Conversely, over extended, 3-4 year periods, adult learners have a higher number of completions than traditional students. The retention rate of adult learners, however, drops significantly over longer periods, thus adversely affecting their completion. Given these statistics, the goal of this strategy is to reduce the time and cost to completion for adult learners to further enhance their completion rates. This strategy will also have the net effect of increasing the year-to-year retention rate of adult learners.

Impact: A significant percentage (40%) of AMSC’s student population are adult learners. Improving completion within this cohort will have major impact. Approximately 300 adult learners are impacted by this strategy, each semester.

PRIMARY POINT OF CONTACT

Dr. Kokila Ravi, Director for Distance Education and Specialized Programs, kravi@atlm.edu

SUMMARY OF ACTIVITIES

The College employed several activities to achieve this strategy:

- (1) Provide targeted computer and technology support for adult learners, a major barrier to this cohort for taking online courses;
- (2) Provide a variety of adult learner focused or “friendly” online courses. Note that these courses have the same rigor, learning outcomes, and content as other courses, but address pedagogical needs specific to adult learners;
- (3) Provide multiple registration terms and options for course scheduling during the semester, with various compressed classes and delivery method options;
- (4) Provide flexible evening and week-end flexible class scheduling options for working and adult learner students;
- (5) Facilitate consistent support structures and interactions (remote and in-person) such as learning communities, study groups, and study sessions to support tangible and intangible student needs.

MEASURES OF PROGRESS AND SUCCESS

Note: Totals may not equal 100% due to other delivery methods chosen (e.g. eCore, Pinewood Studios)

Baseline measures

Fall 2016

Type Student By Headcount

- Adult Learner: 1233 (46%)
- Traditional Student: 1435 (54%)

Student Self-Selected Delivery Method by Semester Credit Hours (SCH)

- Adult Learners: Campus: 8018(71%) SCH; Online: 3139(28%) SCH
- Traditional Student: Main: 12947 SCH (87%); Online: 1851(13%) SCH

Student Self-Selected Registration Periods

- Adult Learner: Full Session: 7561(67%) SCH, 12-Week: 1775(16%) SCH; 10 Week:137(1%) SCH; Mini-mester 7-Week:1684(15%) SCH
- Traditional Student: Full Session: 10990(74%) SCH, 12-Week:2261(15%) SCH; 10 Week:240 (2%) SCH; Mini 7-Week: 1367(9%) SCH

Interim Measures of Progress

Fall 2017

Type Student By Headcount:

- Adult Learner: 965(40%); Traditional Student: 1466(60%)
- *Student Self-Selected Delivery Method*
- Adult Learners: Campus: 5997(72%) SCH; Online: 2487(28%) SCH
- Traditional Student: Main: 12947(85%) SCH; Online: 1851(15%) SCH

Student Self-Selected Registration Periods

- Adult Learner: Full Session: 5502(63%) SCH, 12-Week:1374 (16%) SCH; 10 Week:144(2%) SCH; Mini-mester 7-Week:1422(16%) SCH
- Traditional Student: Full Session: 10831(71%) SCH, 12-Week: 2600(17%) SCH; 10 Week:294 (2%) SCH; Mini 7-Week:1404 (9%) SCH

MEASURES OF SUCCESS

2025 Target

Number adult learners expanding course selection to non-traditional delivery methods (e.g., online, compressed classes, evening/weekend): 50%

LESSONS LEARNED

The majority of part-time students are adult learners, thus adult learners also benefit from the previous completion strategy targeting part-time students. The major barrier for most adult learners is returning to the classroom after an extended time since high school graduation, with particular challenges in mathematics and technology-based courses. Thus, strategies to expand delivery method options for adult learners involve incorporate better access, as well as additional academic support and training that target the specific needs of adult learners. Emphasizing technology in the College’s First Year Experience courses and redesigned “Adult Friendly” online courses are two successful interventions targeting the specific needs of adult learners. Multiple registration terms

and online classes have provided greater access for adult learners and has resulted in higher completion rates with this student population.

The percentage of adult learners in online classes for the FY2017 CCG is flat and has been so for the prior two years. This suggests that the College may have reach the optimum level (28%) and variety of online offerings. The recent launch, however, of a new AMSC online program (Organizational Leadership), co-sponsored as a member of a USG Consortium, has sparked enormous interest, with 30+ students in the first year. This high demand response suggests that there is opportunity for greater online access within the adult learner population. It is encouraging that adult learners continue to perform better in “Adult-Friendly” online courses than traditional online courses. Consequently, the College plans to continue expanding its “Adult-Friendly” courses to more disciplines. While the pedagogy in the “Adult Friendly” classes address technology and other challenges specific to adult learners, the rigor, scope of content, and learning outcome assessments are the same as those of traditional online classes.

Another completion strategy that the College continues to employ is the offering of multiple registration times - also called “multiple start times” - and various compressed class options each semester. The data results show that adult learners are benefiting and utilizing non-traditional course delivery methods and scheduling at a higher percentage than traditional students. Adult learners utilize mini-mester, 7.5-week classes, at a significantly higher rate (16%) than traditional students (9%). Adult learners utilize full-term 15-week classes at a lower rate (63%) than traditional students (71%). When asked why this is the case, adult learners indicate access and capability with work and family scheduling as top priority and the single top reason for their class scheduling and delivery choices. Except for more difficult classes (e.g. science, math), success rates are not affected by the length of the class. In fact, the pass rates are higher in several compressed courses than those of full-session 15-week courses.

HIGH-IMPACT STRATEGY #3: DUAL ENROLLMENT

Strategy 3.0: Increase access to post-secondary education for high school students via dual credit, Dual Enrollment Programs

RELATED GOAL 3

Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school

DEMONSTRATION OF PRIORITY AND/OR IMPACT

In addition to the benefit of shortening time and cost to a College degree for high school students, this strategy also creates a pipeline of college-ready students to enroll in AMSC’s baccalaureate programs after high school graduation, thus addressing an essential need of the College to sustain and grow high producing bachelor’s programs.

Impact: The impact for this strategy for FY18 was approximately 300 high school students per semester.

PRIMARY POINT OF CONTACT

Mr. Donnie Wright, Dual Enrollment Coordinator, dwright@atlm.edu

Dr. Kimberly Grimes-Solomon, Vice President, Student Affairs, kgsolomon@atlm.edu

SUMMARY OF ACTIVITIES

The AMSC dual enrollment strategies cover a range of activities, including: expansion of the dual enrollment recruiting service area, providing support for DE students with transportation challenges, financial aid/admissions literacy workshops for DE parents and students, personalized DE academic support, DE book loans (to defray cost), specialized DE campus orientations, and day-to-day monitoring of DE student progress to ensure their success. For high school students with the maturity level and academic foundation, increased emphasis has been placed on early enrollment into the DE program for attainment of the Associate’s Degree with the high school diploma. In the past, this strategy focused on three Early College partnerships (Maynard Jackson, Booker T. Washington, and Carver Early College High Schools). AMSC has expanded its Dual Credit program to D.M. Therrell High, which the College now provides four (4) APS Early College programs.

MEASURES OF PROGRESS AND SUCCESS

Baseline measures

Fall 2014

- Dual Enrollment Headcount: 86 Headcount (2.8% of Total Student Population)
- Pass Rates: 89%
- Post-Secondary Credentials Awarded to High School Students: 0

Interim Measures of Progress

Fall 2017

- Dual Enrollment Headcount: 209 Headcount (8.6% of Total Student Population)
- Pass Rates: 82.6%
- Post-Secondary Credentials Awarded to High School Students: 7

Measures of Success

2025 Target

- Dual Enrollment Headcount: 400 Headcount
- Pass rate: 95%
- Post-Secondary Credentials Awarded to High School Students: 16

LESSONS LEARNED

The 143% increase in the number of Dual enrollment students over a three-year period demonstrates the demand of the DE program. The dual enrollment student's pass rate of 82%, though representing a decrease from fall 2014, clearly demonstrates the capacity of dual enrollment students to succeed in college level classes. Moreover, increasingly the number of dual enrollment students to graduate from high school with the Associate's degree (7 graduates, FY2017) is a win-win for all stakeholders of the dual enrollment program and identifies an important cost and completion benefits to students of this AMSC CCG strategy.

A low student/staff ratio is important for the success of Dual Enrollment (DE) students to provide the range and quality of services and support structure they require. The AMSC Dual Enrollment Coordinator is currently responsible for monitoring the academic success and individual needs of the Dual Enrollment students. Additional academic and social support structures are essential and must be a top priority to support anticipated growth in proportion to the number of Dual Enrollment and Early College students.

HIGH-IMPACT STRATEGY #4: GATEWAY COURSE REDESIGN

Strategy 4.0: Course Redesign for Higher Student Success in Low Pass Rate Gateway Courses (Momentum Year Preparation)

RELATED GOAL 4

Goal 4: Increase degree completion, by increasing student success in gateway courses

DEMONSTRATION OF PRIORITY AND/OR IMPACT

AMSC's highest attrition and lowest retention rates occur with freshman students who receive failing grades in gateway courses. In addition, data from the USG demonstrate a strong positive association between success in gateway courses and college completion. Thus, AMSC is committed to the USG Momentum Year Program efforts to redesign gateway courses for higher student pass rates and overall completion. Because AMSC's gateway courses have high learning support enrollment (35-40%, in FY18), this strategy has a significantly positive impact on the College's learning support student population, which historically lags behind other students in retention, progression, and graduation (RPG) outcomes.

Impact: This strategy is expected to improve student success in gateway courses and have major impact on student completion, potentially affecting 33% of AMSC's students, each semester.

PRIMARY POINT OF CONTACT

Vance Gray, Title: Dean, Division of Social Sciences, vgray@atlm.edu

Michael Heard, Vice President, Academic Affairs, mheard@atlm.edu

SUMMARY OF ACTIVITIES

This strategy expands on existing activities of the College to address the challenges that students have with achieving success in gateway courses. Activities to improve gateway course success employs pedagogical improvements, formative assessments which incorporate student feedback and mindset in course implementation, course redesign, and high-level training of course instructors to better align teaching strategy with student learning styles. To date, AMSC has employed national best-practice strategies to improve completion of learning support students by eliminating pre-requisite learning support courses and replacing them with co-requisite learning support courses. This change has integrated learning support students earlier into college level gateway courses and provides the "on-time" math and English academic support for student success in the respective gateway courses. The AMSC Momentum Year strategy will further expand benefits to all students in gateway courses. More details of the AMSC Momentum Year strategy is provided at the end of this report.

MEASURES OF PROGRESS AND SUCCESS

Baseline measures

Fall 2016

- Pass rate of LS College Algebra Students (MATH 1111) with Co-req Students: 60.6% (N = 127)
- Pass rate of LS College Algebra Students (MATH 1111) After Completing Foundation Math: 57.1% (N = 91)
- Pass rate of Non-LS College Algebra (MATH 1111) Students: 58.4% (N = 404)
- Pass rate of LS English Composition (ENGL1101) Students with LS Co-Req Requirements: 59.6% (N = 52)
- Pass rate of Non-LS English Composition (ENGL1101) Students: 70.2% (N = 531)

Interim Measures of Progress

Fall 2017

- Pass rate of College Algebra (Math 1111) Students with LS Co-req Requirement: 66.3% (N = 249)
- Pass rate of Non-LS College Algebra (MATH 1111) Students: 65% (N = 320)
- Pass rate of English Composition (ENGL 1101) Students After Completing Foundation Math: 57.1% (N = 91):
- Pass rate of English Composition (ENGL 1101) Students with LS Co-Req Requirements: 50% (N-76)
- Pass rate for Non-LS English Composition (ENGL 1101) Students: 68.3% (N = 419)

Measures of Success

Annual Target:

- Three percent (3%) annual increase in the LS Co-Req pass rates of gateway Math and English courses; The overall goal is to sustain high academic performance of LS co-requisite students in gateway courses indistinguishable from that of non-LS students

2025 Target:

78% Pass rate of LS Co-Requisite students in gateway Math and English Courses

LESSONS LEARNED

The Math course pass rate for the co-requisite learning support model continues to show gains over the previous years (66.3 for FY18 vs 60.6 for FY16), representing a 9.4% increase. For FY18, LS Math Co-Requisite students performed at higher pass rates (66.3%) than those (57.1%) of LS English Co-Requisite students. For Math 1111, LS students perform essentially at the same level (66%) as non-LS students (65%). Conversely, English non-LS students are performing higher (68%) when compared to learning support students (57%). The improvement in LS Math student's results are explained in part by the emphasis placed, over the past six years, by the College on improving LS and gateway math courses, including a 5-year QEP program that focused on improving LS student success in math, and included significant training for faculty teaching LS Math classes. For the current classes, the percentage enrollment of learning support students is on average 30-35%.

As the class percentage of LS students increases, it is unclear if the current success of the co-requisite model is sustainable. The fall 2018 gateway courses will provide important data to assess the impact of increasing LS student percentages in gateway courses. An increase in LS student percentages in AMSC gateway courses is expected to occur for fall 2018 when the ACCUPLACER test is no longer a requirement for admissions. Class performance is stronger when the same instructor teaches both the gateway and learning support co-requisite courses. Many unexpected factors come into play when integrating LS students into gateway courses, such as the social dynamics and interactions between LS and Non-LS students in the class; Being careful to not stigmatize students who require an additional one-hour LS co-requisite class is important. The difficulty in the process of mainstreaming LS students into rigorous gateway courses should be comprehensively planned and implemented.

HIGH-IMPACT STRATEGY #5: CONTINUING AND RETURNING STUDENTS

Strategy 5.0: Utilize various intervention strategies to improve retention, progression, and graduation (RPG) rates, particularly targeting continuing/returning students

RELATED GOAL 3

Goal 6: Increase RPG rates of students

DEMONSTRATION OF PRIORITY AND/OR IMPACT

Though the drop-out rate is highest for freshman, the cohort with the highest number of drop-outs are continuing/returning students. For all students, fewer student drop-outs occurs from the spring to fall semester (67% retention rate), when compared to fall to spring semester (50% retention rate). Though the College has reduced this semester-to-semester retention rate differential from the previous year, there is still significant work to be done. Funds for a College education continue to be the primary barrier impacting progression of students to graduation. While AMSC has among the lowest tuition and fees in the USG, room, board, and books costs remain difficult for students to identify adequate funding support.

Impact: Collectively, these strategies can potentially impact up to 1900 students, each semester.

PRIMARY POINT OF CONTACT

Dr. Curtis L. Todd, Associate Professor, Social Work, ctodd@atlm.edu

SUMMARY OF ACTIVITIES

Multiple activities and strategies are targeted for continuing/returning, and full-time first-time students. These activities include:

- (1) Intrusive advising, RPG monitoring, and a range of student services to support completion;
- (2) Intensive advertising of pre-registration across multiple media methods: website, email, text, on campus “Did you register?” campaigns;
- (3) Careful monitoring of student pre-registration completion and course selection inventories by faculty advisors of continuing/returning students to track advisee pre-registration progress; as well as faculty advisors contacting students who did not pre-register, answering their questions, and removing pre-registration barriers. Data clearly show that students who pre-register are more likely to return the subsequent semester, particularly, for spring to fall semesters, as indicated earlier, where a larger attrition gap exists, when compared to fall to spring semesters;
- (4) Appropriate registration opportunities and sites, with adequate support staff at dedicated times, including day, evening and weekend hours, for traditional students and adult learners;
- (5) GAP Funding – the College provides funding of small dollar amounts (up to \$1500) for students who demonstrate great promise, but whose financial needs prohibit them from registering and completing their degree;
- (6) Emergency Funding – students who demonstrate emergency need may receive funding support for unexpected emergencies that prohibit them from registering for and attending classes. These emergency funds, granted once per year per student, while funds last, are designed to provide financial support to low-income students who otherwise do not have the financial wherewithal to attend and complete college.

MEASURES OF PROGRESS AND SUCCESS*Baseline measures*

- Continuing/Returning All Student Retention Rates
- 1-Semester Retention Rate – Continuing/Returning Students: 70.7% (Fall 2016 to Spring 2017)
- 1-Semester Retention Rate – Continuing/Returning Students: 47.8% (Spring 2017 to Fall 2017)
- First-time Full-time Student Retention and Graduation Rates
- Retention Rate (1 Year) – 57.3% (Fall 2014 to Fall 2015)
- Graduation Rate (3-Year) - 15.7% (FTFT2013)

Interim Measures of Progress

- Continuing/Returning Student Retention Rates
- 1-Semester Retention Rate – Continuing/Returning Students: 67.0% (Fall 2017 to Spring 2018)
- 1-Semester Retention Rate – Continuing/Returning Students: 50.4% (Spring 2018 to Fall 2018)
- First-time, Full-time (FTFT) Student Retention and Graduation Rates
- Retention Rate (1 Year) - 53.2% (Fall 2016 to Fall 2017)
- Graduation Rate (3-Year) - 21.8% (FTFT2014)

Measures of Success

Annual Targets

- Retention Rates (By semester): Increase 3% annually
- Graduation Rate (3-year)/Retention Rate (1-Year): Increase 2% annually

Targets

- Retention Rates (By Semester): 85% (Spring to Fall); 90% (Fall to Spring)
- Graduation/Retention Rates for FTFT: Sustain at least national levels for retention (1 year) and graduation rates (3-year, Associates Degree)

LESSONS LEARNED

The success of RPG is a comprehensive campus-wide effort, and a result of the combination of all strategies listed in this report. The greatest success occurs when there is a collaborative effort, connecting all the parts of the CCG plan. The semester-to-semester retention rate is a relatively accurate RPG indicator. The 3-year Associate’s Degree graduation rate (22%) is very promising and serves as a crown achievement for the College and is also serving as a driving force for future AMSC CCG successes.

OBSERVATIONS AND PROJECTIONS

Atlanta Metropolitan State College is pleased to report the completion of its Momentum Year (MY) Plan, a USG initiative that will empower institutions to address critical needs of students in gateway courses and lead to improvement of completion goals. AMSC projects that implementation of the MY Plan will have a positive impact on its CCG outcomes. Following is an overview of the AMSC MY Plan.

MISSION

Implement USG's Momentum Year – “a starting point that helps students find their path, get on that path, and build velocity in the direction of their goals.”

GOALS/OBJECTIVES

AMSC's Momentum Year Strategy focuses on catapulting students toward completing key first-year metrics (measures of success), closing achievement gaps, and boosting retention, progression, and graduation rates at the College and among the state college sector within the USG. Following the 2017 USG Advising Summit, AMSC prepared an Inventory of practices that better enable students to enter and complete programs of study and academic pathways that prepare them to succeed in further education and career advancement. We address three (3) essential principles of the Momentum Year: (1) Purposeful Choice; (2) Academic Mindset; and (3) Pathway/Programs of study. This activity enabled the College to commit to understanding some of the key issues AMSC students face (identifying the problems), generating campus and stakeholder buy-in, and adoption of an action plan to achieve progress toward milestones and measures of success that will allow for continuous improvement to sustain the strategy.

MOMENTUM YEAR STRATEGIC TIMELINE

Implementation Plan Developed, Inventory Collection: September 2017 – March 2018

Self-Study, Gathering Baseline Data, Momentum Year Summit: April 2018 – August 2018

CURRENT YEAR STRATEGY 2018 – MAY 2019: STRATEGIC ACTIVITIES

In keeping with the mission and initiative to achieve results toward the USG Momentum Year:

WHAT ARE WE GOING TO DO IN 2018 – 2019?

1. Advise students to enroll in core English and Math in the first year. **(Pathway/Programs of Study)**
2. Advise students to enroll in nine (9) credit hours in their Academic Focus Area **(Purposeful Choice)**
3. Advise student to enroll in 12 to 15 hours per semester or 30 hours in their first year (fall, spring, and summer). **(Purposeful Choice)**
4. Encourage students to engage with surveys and campus academic and student activities that assist in the development of a positive academic mindset **(Academic Mindset)**

HOW WE WILL ACHIEVE THE GOALS? REPORTING – MEASURES OF SUCCESS

1. Increase the number of students who attempt, and complete both English 0999/1101 and Math 0999/1111 in their first year;
2. Increase the number of students who take an introductory course(s) in their academic focus area in their first year;
3. Incorporate key learnings in from “Getting to Know Our Students: Mindset Survey” into First-Year Experience (FYEX 1630) course and New Student Orientation (Engagement) to incorporate a better understanding of the attitudes, beliefs, and perceptions of AMSC students into onboarding and curriculum components designed to enhance the success of students;
4. Redesign: Gateways to Completion (Accounting, American Government, English Composition (1101/0999), College Algebra 1111);
5. Implement more broadly aligned Math Pathways Math 1101 and Math 1111; (Academic and Career Fit).



AUGUSTA
UNIVERSITY

Augusta University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Founded in 1828, Augusta University (AU) is one of Georgia's four comprehensive research institutions and has the unique designation as the state's only public, academic health center. With its charge to serve the entire state of Georgia, AU offers a broad range of undergraduate, graduate, and professional academic programs in traditional liberal arts, allied health sciences, cyber studies, business, education, nursing, dental medicine, and medicine programs – making AU one of a handful of institutions in the United States with this curricular array. This curricular array and our proximity to NSA Georgia, the U.S. Army Cyber Protection Brigade, the soon-to-be relocated U.S. Army Cyber Command, and the Georgia Cyber Center provide AU a unique opportunity to serve the state of Georgia by providing strong pathways for health and cyber sciences. In its fifth year of institutional transformation, AU has launched a new strategic plan, *Beyond Boundaries*, which places student success at the core of its vision to become a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation. AU is leveraging this transformation to attract highly talented students and faculty, and provide students a course to discover their potential.

More than 6,600 faculty and staff members serve over 8,800 undergraduate, graduate and professional students enrolled in 10 schools or colleges. AU delivers 43 undergraduate majors, 51 undergraduate and graduate certificates, and 53 graduate and professional programs and is home to the state's flagship public medical school and only dental school. In fall 2017, Augusta University enrolled 5,290 undergraduate students at the institution, representing an increase of 158 students from fall 2016. The vast majority of our undergraduate students are from the state of Georgia (88% vs. 10% out-of-state and 1% international; 1% undeclared). Most undergraduate students (80%) were enrolled full time, 63% were from the local area, and 67% of the undergraduate student body was female. The ethnic diversity of the student body remained comparable to previous years (45% racial/ethnic minority status), with slight increases in our multiethnic and Asian student populations: 53% White; 24% Black (Non-Hispanic origin); 7% Hispanic; 7% multiracial; 5% Asian; <1% American Indian or Alaska Native; <1% Native Hawaiian or Pacific Islander; and 2% unknown or non-disclosed. The average age of our undergraduate student body was 22.7 years. The six most popular majors were: Biology/Cell and Molecular Biology, Nursing, Kinesiology, Psychology, Business Administration, and Computer Science. Approximately 76% of the fall 2017 incoming cohort of new freshmen had a freshman index meeting or exceeding the research institution minimum of 2500. To better serve Augusta, we have entered into partnership with East Georgia State College (EGSC) to provide an access point for local students who may not meet AU's admission criteria. As of spring 2018, 252 students have benefited from this partnership by successfully transferring to Augusta from EGSC. These enrollment patterns and demographics of our undergraduate students continue to inform the development of Augusta University's student success initiatives.

INSTITUTIONAL HIGH IMPACT STRATEGIES, ACTIVITIES, AND OUTCOMES

Augusta University's completion strategy focuses on increasing the number of degrees and certificates awarded and on improving retention, persistence, and graduation rates for undergraduate students. Our efforts have targeted faculty, academic program development, specific undergraduate populations, and the entire undergraduate population. In 2017-2018, AU continued to prioritize its CCG goals from the previous year:

- Goal 1: Increase the number of undergraduate degrees awarded,
- Goal 2: Increase the number of degrees that are earned "on-time,"
- Goal 3: Decrease excess credits earned on the path to getting a degree, and
- Goal 4: Provide intrusive advising to keep students on track to graduate.

Our strategies, activities, and outcomes will be summarized below as appropriate for each goal.

GOAL 1: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED.

In accordance with CCG's primary aim to "rapidly increase the proportion of young adults with a high quality certificate or degree," Augusta University established a goal to increase the number of degrees awarded per year. The number of degrees and certificates awarded annually continued its upward trend in 2017-2018.

Number of Credentials Awarded per Year by Augusta University

	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
Degrees	874	980	1011	1019	909	943	988
Certificates	24	17	40	22	39	51	74
Total	898	997	1051	1041	948	994	1062

Our general approach for increasing degrees awarded annually is twofold: 1) to increase the number of students entering Augusta University who are seeking a credential (degree or certificate), and 2) to increase the retention and persistence of students once they enter the university. Specific strategies related to approach #1 are described immediately below. Specific strategies related to approach #2 are described in subsequent sections related to Goals 2, 3, and 4.

STRATEGY 1. INCREASE THE NUMBER AND ACADEMIC PROFILE OF NEW UNDERGRADUATE STUDENTS.

Augusta University partnered with Ruffalo Noel Levitz (RNL) to target and recruit academically qualified students for Augusta University. RNL uses a three-stage approach (Prospect, Inquiry, and Applicant) for recruiting students to AU. In each stage, they employ a statistical modeling approach to identify pools of students for outreach, focusing on students who appear to be a good fit for the university in terms of likelihood to apply and to enroll. At each stage, they engage in a multifaceted campaign to connect the university with interested students. As a result of these efforts, we have experienced a 20% increase in new freshman since fall 2013 (see table below). During that same period of time, the average Freshman Index increased by 6% (see table below). For the 2017-2018 freshman class, there was an increase of 15% in students entering at an R1 standard for the Freshman Index (≥ 2500), to date, our highest academically qualified freshman class in institutional history. By leveraging predictive analytics and focusing recruitment efforts on qualified prospects and applicants we have been able to increase our yield of a qualified and diverse incoming freshman class, as evidenced in the table below.

Cohort	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
New Freshman Enrolled (HC)	730	745	775	787	875
Average Freshman Index for New Freshman	2599	2670	2748	2747	2753

PRIMARY POINT OF CONTACT

David Barron. Associate Vice President for Enrollment Services. david.barron@augusta.edu

STRATEGY 2. INCREASE NUMBER OF UNDERGRADUATE ACADEMIC PROGRAMS.

AU continues to leverage its 2013 consolidation to develop a comprehensive portfolio of degree programs and certificates to attract more students to AU and provide them multiple pathways to graduation. Our efforts have been focused in three primary areas:

1. Creating a comprehensive suite of programs in the liberal arts and sciences;
2. Developing multiple undergraduate programs and pathways in health professions to leverage our designation as an academic medical center; and
3. Expanding our portfolio of programs to capitalize on our designation as a National Center of Academic Excellence in Cyber Defense and our proximity to NSA Georgia, the U.S. Army Cyber Protection Brigade, the soon-to-be relocated U.S. Army Cyber Command, and the Georgia Cyber Center.

As a result of these efforts, we have increased our total number of academic programs by 16 since fall 2015.

Additionally, we continue to create degree options in which students can earn a bachelor's and master's or professional degree in an accelerated time frame. In 2017-2018, development of an additional option was created to join 4 existing options in our BS to Master of Arts in Teaching program. This option complements our accelerated programs portfolio, which includes the BS-to-MD and BS-to-DMD programs in medicine and dentistry as well as the BA in Criminal Justice to Master of Public Administration (MPA) program, the BA in Political Science to MPA program, and the BS in Mathematics to MS in Biostatistics program.

Academic year 2017-2018 marked the first year that students in the BS-to-MD and BS-to-DMD programs matriculated into the professional component (MD or DMD) of the program. For the BS-to-MD program, 20 students matriculated into the MD program in 2017-18 and will be in the graduating class of 2021. This represents a matriculation rate of 60% of students who entered the program as freshmen. Five of these 20 students were also named Harrison Scholars, representing the top scholars in the MCG class. These 20 students have outperformed the rest of their MD cohort in admission requirements (MCAT scores, Science GPA, and Overall GPA) and in academic performance during the first two curriculum modules of the MD program. For the BS-to-DMD

program, 3 students matriculated into the DMD program in 2017-18, representing a matriculation rate of 75% of students who entered the program as freshmen.

We have also been engaged in significant revision of our existing academic programs in the past 5 years, to ensure relevance to current disciplinary trends and alignment with industry needs and student interests. Evidence of this effort is reflected in 739 curriculum revisions processed in 2017-2018 (double the number in the previous year). Notable achievements at the undergraduate level in 2017-2018 included a new Business concentration in the BS Information Technology, a new concentration in Cyber Operations in the BS Computer Science, the creation of a single Bachelor of Business Administration with multiple concentrations that align with local area workforce needs, and the revamping of Area C in the Core Curriculum.

PRIMARY POINT OF CONTACT

Adam Wyatt, Associate Vice President for Academic Affairs. adwyatt@augusta.edu

GOAL 2: INCREASE THE NUMBER OF DEGREES THAT ARE EARNED “ON TIME”.

Our primary indicators for this goal are four-year and six-year graduation rates for undergraduate students. We continue to see these numbers increase as the strategies described throughout this report are employed.

AUGUSTA UNIVERSITY UNDERGRADUATE GRADUATION RATES BY COHORT

Cohort	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
4 Year	6%	5%	6%	8%	14%	19%
6 Year	30%	26%	27%	31%	NA	NA

STRATEGY 3: IMPLEMENT THE “I CHOSE 4 YEARS” CAMPAIGN.

In fall 2013, we implemented our “4Years4U” campaign. The campaign was rebranded “I Chose 4 Years” in 2016 to align with other institutional enrollment initiatives. Communication of this campaign begins with freshmen orientation, where students are provided a four-year academic plan for their declared major. Individual advisors from the Academic Advisement Center meet with each student early in the fall semester to develop a course schedule that aligns with their academic plan and creates an expectation that the student will complete 30 credits during each academic year. Expectations are reinforced at the opening Freshman Convocation by 1) having students sign the “I Chose 4 Years” pledge, and 2) the awarding of a class pin, which lists their graduating class 4 years later (i.e., *Class of 20XX*). We also continue to utilize a “flat tuition” model where students enrolled in 10 or more credit hours pay the full-time equivalent rate for 15 credit hours. This model creates a financial incentive for students to take 15 credits.

We employ two measures of success for this strategy: 1) the percentage of students who attempt 15 or more credit hours in the fall term of their first year, and

% of Freshman Cohort Attempting \geq 15 credits in Fall Term of First Year

2012	2013	2014	2015	2016	2017
8%	72%	90%	86%	81%	75%

2) the percentage of students who earn 30, 60 and 90 credit hours by the start of their second, third and fourth year, respectively.

% of Freshman Cohort Earning 30, 60, 90 Credits by 2nd, 3rd, 4th Fall

Fall Freshman Cohort	Earned 30 Credits	Earned 60 Credits	Earned 90 Credits
2012	14%	12%	11%
2013	37%	25%	19%
2014	47%	33%	26%
2015	54%	39%	33%
2016	50%	37%	
2017	56%		

Since the implementation of this campaign, we have adjusted our emphasis regarding 15 credits in the freshman fall semester. Many degree programs, particularly those in the sciences, have sequenced their courses so that students earn 14 credits in the fall and 16 credits in spring, in order to accommodate two 4-credit lab based courses in the fall. These students then complete the balance of 30 credits in the spring or summer semester of their freshmen year. This approach results in a more successful transition for certain students, as they learn to navigate the compression of difficult content into a 15 week semester. Thus, while the percentage of students completing 15 credits in the fall semester has decreased in recent years, those completing 30 credits by the sophomore year has continued to increase.

This campaign has resulted in a culture shift on campus among the students, staff, faculty and administration, viewing 30 credits per year as the normal course load. Faculty members continue to emphasize this progression as they assume primary advising responsibilities in the junior and senior years.

PRIMARY POINT OF CONTACT

Katherine Sweeney, Assistant Vice President for Student Success. ksweeney@augusta.edu.

STRATEGY 4: LAUNCH THE ACADEMIC SUCCESS CENTER.

Academic year 2017-2018 marked the first full year of operation of the AU Academic Success Center, which provides transitional academic support to students. In its first year, the Center offered tutoring, academic coaching, and success workshops, and served as home for our First and Second Year Experience (FYE/SYE) program. Initial data (presented in the table below) indicate a successful launch and strong utilization of services by students.

Student Participation Numbers in Academic Success Center Programming

Program	Fall 2017	Spring 2018	Total
Tutoring visits	1,785	1,091	2,876
Consultations/Coaching /mentoring	108	174	282
Workshops	68	106	174
Study visits	10,138	5,641	15,779
Total	12,099	7,012	19,111

Our tutoring program offers one-on-one and group tutoring by College Reading & Learning Association (CRLA) certified tutors in lower level courses in biology, chemistry, physics, math, accounting, computer sciences, economics, English, psychology, communication, and history. We also provide assistance with writing for all subject areas. Our Academic Coaching services provided one-on-one sessions in which Academic Coaches meet with students to develop individualized success plans that guide students into becoming effective and self-regulated learners. The Academic Success Workshops are single session workshops designed to provide students with academic skills (e.g., time management, study skills, etc.) to improve their chances for success in their courses. The Academic Success Programs are typically offered across the semester and have a specific area of focus such as writing, assisting students on probation (*Rx for Success*), or developing metacognitive strategies.

The FYE/SYE program is designed to blend academic and student life activities in a manner that will foster academic success in the first year and promote persistence into and through the second year. The program includes activities such as Freshman Convocation, Welcome Back Sophomore Ice Cream Social, TenTalks: Discussions with a Purpose, Half-Way There Celebration, Dean's List Celebrations, Battle Against Hunger (Freshman vs Sophomores), and Cardboard City: Awareness of Homelessness. Students are also provided leadership opportunities through service on the FYE & SYE Advisory Board and the SGA Freshman Council. Finally, a unique study abroad experience is made available to freshman and sophomores. In 2017-2018, 27 of our freshmen visited to Costa Rica, and 26 of our sophomores visited Italy, earning credits for two general education courses.

PRIMARY POINT OF CONTACT

Lorraine Evans, Executive Director, Academic Success Center. loevans@augusta.edu.

GOAL 3: DECREASE EXCESS CREDITS EARNED ON THE PATH TO GETTING A DEGREE.

STRATEGY 5: IMPLEMENT CURRICULUM REDESIGN WITH A FOCUS ON HIGH IMPACT PRACTICES.

In 2015-2016, the AU Office of Faculty Development and Teaching Excellence (OFDTE) initiated a curriculum redesign effort in an attempt to improve program quality and reduce bottlenecks to student progression. Faculty learn to align their course-level student learning outcomes to program-level student learning outcomes and create curriculum maps that identified appropriate course sequencing. In 2016-2017, a decision was made to expand this effort to ensure that programs incorporate high impact practices as defined by the American Association of Colleges and Universities (AAC&U), with a primary focus on experiential learning as part of the curriculum and as part of the pedagogy where appropriate. The incorporation of high impact practices in course teaching, inclusive of experiential learning, has been shown to increase student engagement and success in their courses, and, thereby, reduce extra credits earned on the path to graduation for on-time graduation.

By the end of 2017-2018, orientation to curriculum mapping had occurred for all undergraduate degree programs. As part of these orientations, OFDTE collaborated with Student Success to present analytics on student retention and progression that would help guide curriculum redesign. During orientation, faculty were also asked to report where High Impact Practices were incorporated in the curriculum as part of the syllabus review. Additionally, curriculum maps for 27 undergraduate degree programs had been completed.

Academic Year 2017-2018 marked the first year of focus on the inclusion of experiential learning into degree programs. Two tactics were used: 1) to increase the number of faculty with experiential learning training, and 2) to increase the number of course sections offered with the designation of experiential learning (EXL). In 2017-2018, more than 150 faculty members participated in professional development activities related to experiential learning. In 2017-2018, 35 course sections were designated as EXL.

PRIMARY POINT OF CONTACT

Zach Kelehear, Vice President for Instruction and Innovation. zkelehear@augusta.edu.

STRATEGY 6. GROW THE JAGUAR JUMPSTART SUMMER BRIDGE PROGRAM.

Augusta University’s Jaguar Jumpstart is a five-week summer bridge program designed to foster success for students who do not meet AU’s minimum freshman index. The goal of the program is to make the transition from high school to college as seamless as possible by promoting academic success and building community among program participants. Students enroll in 6 credits of coursework. Students are supported academically through tutoring and academic coaching, and community is developed through a unique program of speakers, workshops, and service learning. Summer 2018 marked the third year of the program.

With only 3 cohorts of data (see table below), there is little information to inform the effort to date. Nonetheless, we continue to revise the program as a result of our assessment efforts. Summer 2018 and freshman programming will be revised as follows:

- Course offerings will be expanded in the summer beyond math and English to allow for flexibility in student schedules as appropriate to their strengths, interests, and background.
- Peer mentoring will be utilized for the summer 2018 cohort.
- Students will be continued as a cohort in at least one course in each of the fall and spring semesters.
- Undeclared students will be continued as a cohort in INQR 1000 in fall semester. The INQR 1000 course will be entitled “Charting your Academic Course”, which will provide students an opportunity to reflect on the purpose of college and redefine goals as appropriate.
- A structured communication plan will be developed for follow-up of JJSP students throughout the freshman and sophomore years.

The program continues to grow in popularity, as evidenced by the increasing enrollments during the past three years. A more formal assessment of the program has been implemented, which will better inform programming for future cohorts. Summer 2018 marked the largest enrollment in the program.

JJSP Cohort	Initial Enrollment (HC)	Enrolled First Fall (%)	Enrolled Second Fall (%)
Summer 2016	19	95%	63%
Summer 2017	25	92%	Not yet available
Summer 2018	56	Not yet available	-

PRIMARY POINT OF CONTACT

Elizabeth Whittaker Huggins. Director of First and Second Year Experiences. ehuggins@augusta.edu.

GOAL 4: PROVIDE INTRUSIVE ADVISING TO KEEP STUDENTS ON TRACK TO GRADUATE.

Our primary indicators for this goal are retention and progression rates for undergraduate students. In the table below is reported the percentage of students from the original freshman cohort that enrolled in subsequent fall semesters.

Cohort	Fall 2	Fall 3	Fall 4
Fall 2010 Cohort	68%	49%	42%
Fall 2011 Cohort	67%	46%	38%
Fall 2012 Cohort	68%	49%	40%
Fall 2013 Cohort	70%	54%	45%
Fall 2014 Cohort	75%	58%	47%
Fall 2015 Cohort	75%	61%	NA
Fall 2016 Cohort	73%	NA	NA

We continue to see these numbers increase as the strategies described throughout this report are employed.

STRATEGY 7. IMPLEMENT PROFESSIONAL ACADEMIC ADVISEMENT.

In 2013, in an effort to increase student retention, progression, and graduation rates, AU enhanced its Academic Advisement Center and implemented a professional advising model for all students with less than 60 credits. Over the past 4 years, the scope of the Center has been expanded to include students who wish to pursue a limited or restricted admission program and upper classmen who are returning from academic difficulty. By requiring students to be advised at least once per semester, we are able to provide early intervention and support. Advisors use EAB SSC Campus to receive early alerts from faculty for at risk students. Advisors also consult with the Academic Success Center to provide appropriate supports and follow up for these students.

In January 2017, a Student Retention Manager was hired to assist students and faculty with the transition from professional advising to faculty advising in the major. The Retention Manager works with department chairs and faculty advisors to monitor student progress and develop programming that will help students further engage in their major once they transition to the departments. She also provides training on the use of EAB SSC Campus as an advising tool and has been working with the OFDTE to identify mentoring and other learning opportunities for faculty advisors to make seamless the transition of students from the Advisement Center to their major departments.

Finally, in spring 2018, the AVP for Student Success was asked to examine how we might better use the EAB SSC Campus platform to leverage early alerts and interventions for students and to perform analytics that will help us understand which intervention strategies are most effective for various student populations. This efforts will be fully developed and implemented in 2018-2019.

PRIMARY POINT OF CONTACT

Katherine Sweeney, Assistant Vice President for Student Success, ksweeney@augusta.edu

STRATEGY 8. IDENTIFY, IMPLEMENT, AND REVISE SPECIFIC TACTICS FOR PROVIDING INTRUSIVE ADVISEMENT AND SUPPORT TO TARGET POPULATIONS.

In 2017-2018, several new programs were planned or launched in an effort to provide intrusive advisement and support to target populations through our Academic Success Center, our Academic Advisement Center, Housing and Residence Life, and selected academic departments. Our College of Science and Mathematics launched our first Living and Learning Community (LLC) in 2017, and our Pamplin College of Arts, Humanities, and Social Sciences has completed plans to launch its first LLC, entitled Arts Incubator, in fall 2018. Housing offers a Health Trax Thematic Learning Community which fosters academic and social success for students interested in pursuing a career as a health care provider or health care professional. The Academic Success Center launched its *Rx for Success* program, targeting students who have been placed on probation in the previous semester, and housing complements this program with peer coaches for this group. Plans were developed to embed and hire Career Advisors in our Hull College of Business and in our new School of Computer and Cyber Sciences. And, in spring 2018, we applied for and were awarded a grant to support our African American Male Initiative for the 2018-2019 academic year. As the efforts mature, we will be able to use the information and data collected through them to better understand the impact of intrusive advising on select populations.

PRIMARY POINT OF CONTACT

Katherine Sweeney, Assistant Vice President for Student Success, ksweeney@augusta.edu. Heather Schneller, Director of Housing & Residence Life. hschneller@augusta.edu.

OBSERVATIONS AND REFLECTIONS

- Augusta University continues to realize the benefits of the structural investments that have been made over the past five years. Progression and graduation rates continue to increase, though, additional work is needed as we move forward. In addition to maintaining our current strategies, our plans for the coming year include the following:
- Leverage our unique position as an academic medical center and create a Health Professions Outreach and Advising Center that supports students who are interested in the health professions. We have submitted a \$275,600 funding request to the USG to support this structure.
- Understand better how and why students from underrepresented populations are impacted differentially in their ability to be retained, persist, and graduate at AU, and develop appropriate strategies targeted to these groups. Our current efforts in Gateways to Completion will assist us in this effort.
- Develop a more robust infrastructure to support transfer students and dual enrollment students.
- Continue to understand our dynamic environment. The characteristics of our entering freshman students continue to change significantly. We will continue to improve our assessment efforts related to student retention and progression, and analyze the interactions of our intervention strategies with our student characteristics to better understand what works for specific student populations.

Finally, we are excited to engage with our USG sister institutions in the USG Momentum Year and Gateways to Completion initiatives. While we have already been engaged in many of the activities championed in these initiatives, we hope to leverage the USG mandate to inculcate further a continuous improvement approach to student success in our institution.

MOMENTUM YEAR

In the rollout of the Momentum Year initiative, we felt that it was important to use the spring 2018 and summer 2018 semesters to identify a strategy and approach that would 1) maximize faculty buy-in and avoid “initiative fatigue” on the part of faculty and staff, and 2) promote a collective endeavor across academic and student affairs as we implemented the AU Momentum Year initiative. We decided to manage this initiative as a project with an assigned institutional project manager, to be led by our Vice President of Academic and Faculty Affairs. A Core Team was identified that included faculty and students, as well as staff from academic and student affairs. Three functional teams were identified to work on Purposeful Choice, Academic Mindset, and Pathways and Programs. Each team included faculty and staff representatives across disciplines and across the spectrum of academic and student affairs. A Student Advisory Group was formed to review and provide input on the work of the functional and core teams. Finally, a scope of work was developed with specific deliverables and a timeline. The Project Kick Off is scheduled for September 7, once the 2018-2019 academic year is underway.

As stated earlier, prior to the launch of the USG Momentum initiative in January 2018 by the USG, AU had already engaged in a number of the activities promoted by the Momentum Year. We had developed an intrusive advising model for new freshman that identified one of three general focus areas; launched campaigns to encourage students to register for 30 credits in their freshman year; provided targeted programming for undeclared freshmen; require mandatory advising prior to course registration for students with < 60 credits; developed an Academic Success Center with programs, tutoring, and coaching targeted at student success; developed academic program maps for all majors which require English and Math in the first year as well as 3 courses in their focus area or major; implemented Curriculum Mapping and Course Redesign workshops for faculty; and administered BCSSE and NSSE to better understand our students. This work has resulted in steady improvements in many of the traditional metrics used to define student success.

While the official project kick-off for the Momentum Year is not scheduled until September 7, 2018, much work has already been completed since January 2018 in three areas. First, in the area of Program Maps development, five departments (Mathematics, Art, Psychology, Music, and Communication) have been identified to develop a template for the co-curricular program maps that will be utilized for all undergraduate degree programs across the university. Faculty in these departments have been working over the summer to develop the template, which will be shared more broadly in the fall semester for review and input from the broader university community. Second, planning was completed for the delivery of four sections of our INQR 1000 course in fall 2018. This pilot course is entitled, “Charting Your Academic Course”, and will provide undeclared students an opportunity to reflect on the purpose of college, engage in career and self-exploration, and define short term and long term goals commensurate with their unique experiences, knowledge, and passion. These four sections of INQR 1000 will serve as a pilot for the development and proposal of a first year seminar course to the faculty and administration of AU. Third, planning for the administration of the Academic Mindset survey in the fall 2018 semester was completed.

No major barriers have yet been identified for implementation of the Momentum Year initiative. We look forward to engaging with faculty, staff, and students in the next evolution of Augusta University’s completion strategy to ensure student success. There is much work to be done, and we are eager to capitalize on the Gateways to Completion and the Momentum Year initiatives supported by the USG to assist us in our efforts to ensure success for our undergraduate students.



Clayton State University

PRIMARY POINT OF CONTACT

Eric Tack, Ed.D. Executive Director for the Center for Advising and Retention, EricTack@clayton.edu

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Clayton State University, located 15 miles south of downtown Atlanta, serves a diverse socioeconomic, multi-ethnic, and multi-cultural student population primarily from the Atlanta metropolitan area and its adjacent counties. The University’s mission, reflecting this diversity, is to cultivate an environment of engaged, experience-based learning, enriched by active community service, that prepares students of diverse ages and backgrounds to succeed in their lives and career.

The fall 2017 population totaled 7,003 students (5,786 undergraduate, 787 dual enrolled, and 448 graduate)¹.

CLAYTON STATE STUDENT DEMOGRAPHICS FALL 2017

Undergraduate Total	6,573
Full-Time	55.5% ²
Part-Time	44.5%
Black	61%
White	20%
Hispanic	6%
New Undergraduate Pell Recipients	67%

Clayton State’s completion strategies, in line with the mission of serving students from diverse ages and backgrounds, are designed to support completion for all students. Over the past year, the university has especially focused on proactive-intervention advising, increasing the percentage of students enrolling in 15+ credits, and increasing the percentage of new fall starts enrolling in the following summer term.

2018 STRATEGY SUMMARY

HIGH IMPACT STRATEGY

ADVSING

Advise students within a centralized structure that capitalizes on predictive data analytics to promote deeper student advisor connections and uses consistent advising practices. Further leverage our fully-centralized advising system to implement the USG Momentum Year activities: starting out with making a purposeful choice in a focus area or program, developing a purposeful mindset, following clearly sequenced program maps.

COMPLETION GOAL

This goal is aimed at reaching a one-year retention goal for the IPEDS cohort to 75% and begin to approach an IPEDS cohort graduation rate of 40% by 2022.

DEMONSTRATION OF PRIORITY OR IMPACT

Clayton State University has dedicated work to improve our graduation and retention rates. Prior to summer 2015 academic advising was managed within each of the four colleges and majority done by faculty. Centralizing advising for our undergraduate students permits us to use a proactive-intervention based advising model which has a great potential to impact student retention

¹ 0.1% increase from fall 2016

² 0.9% increase from fall 2016

and graduation rates. This is a high priority and high impact strategy as it addresses an immediate need for the potential to impact a significant student population.

SUMMARY OF ACTIVITIES

Throughout the 2016-2017 year, the Center for Advising and Retention (CAR) took a number of steps aimed at increasing student interaction. Interactions were targeted at students who identified as at-risk, were new to the university, or within their second year. The CAR created a communication strategy that outlined week-by-week communication campaigns to promote student activity. Examples include a focus aimed at having all new students meet with their advisor or a focus on reaching out to students who were identified as high risk through our Student Success Collaborative (SSC) predictive analytics.

Another significant effort to increase student interaction was to utilize SSC in other offices as an effort to connect student interactions. Within this past year, the Center for Academic Support (CAS), Residence Life, the Writing Center, and the Veteran’s Resource Center were all brought onto the SSC platform. This connected the CAR’s efforts with the other units to create a more holistic approach to interacting with students.

The third activity the CAR took this year was to reorganize staff in order to provide additional support for reaching out to students while still providing quality academic advising sessions. The reorganization created new graduate assistant positions who were able to provide support with reaching out to students while the advisors were meeting with students in advising sessions.

MEASURES OF PROGRESS AND SUCCESS

Clayton State uses the number of student visits to the CAR, IPEDS cohort retention rates, and re-registration rates to assess the outcome of this strategy.

STUDENT VISITS TO THE CENTER FOR ADVISING & RETENTION

	2015-2016	2016-2017	2017-2018
In Person Student Visits	9,048	9,218	11,480
Student Updates in SSC Platform	13,912	14,082	14,933

MEASURE OF SUCCESS:

We will be changing this reporting category to a percentage of degree-seeking students enrolled for each term met with instead of a number of visits. This will provide us with more impactful data.

IPEDS COHORT RETENTION RATE

Fall 2013	Fall 2014	Fall 2015	Fall 2017	Fall 2018³
68%	69%	71%	67%	71%

MEASURE OF SUCCESS:

Our goal is to reach a 75% one-year retention rate.

RE-REGISTRATION RATE

Percentage of Fall 2014 Students (excluding graduates) Registered for Spring 2015	Percentage of Fall 2015 Students (excluding graduates) Registered for Spring 2016	Percentage of Fall 2016 Students (excluding graduates) Registered for Spring 2017	Percentage of Fall 2017 Students (excluding graduates) Registered for Spring 2018
90%	89%	90%	90%

MEASURE OF SUCCESS

Our goal is to reach 91% as the re-registration rate.

LESSONS LEARNED

We are in our fourth full year of having centralized advising. During this year we have been able to identify structural issues that need to be addressed in order to ensure no student is turned away from meeting with an advisor. This has been addressed for the

³ Draft rate at time of reporting
CLAYTON STATE UNIVERSITY

2017-2018 year. We have also realized that our focused efforts on the IPEDS rate need to be reviewed. We have had centralized advising for this population for multiple years with slow increases in retention and a significant drop this most recent year. This year we will be holistically reviewing our retention efforts as connected to our Strategic Enrollment Management Plan and the USG Momentum Year initiative.

PRIMARY POINT OF CONTACT

Eric Tack, Ed.D. Executive Director for the Center for Advising and Retention, EricTack@clayton.edu

HIGH IMPACT STRATEGY

GRADUATE SOONER

Increase the number of new fall starts enrolling in 15+ credit hours per term and the number of new fall students enrolling in the following summer term.

COMPLETION GOAL

This goal is aimed at increasing the percentage of students who graduate within 4 years.

DEMONSTRATION OF PRIORITY OR IMPACT

Clayton State University new students have historically enrolled in less than 15 credits per term. The path to completing a degree on time requires students to take 15+ credit hours per term. Focusing on increasing the percentage of students enrolling in 15+ credit hours per term has the ability to significantly impact a number of students graduating on time. We have found that students who enroll in at least one summer term graduate at a rate of 64% while students who never attend a summer term graduate at a rate of 7%. Increasing the number of students enrolling in the summer will ultimately have a positive impact on graduation rates.

SUMMARY OF ACTIVITIES

This is the second year that we have used the Graduate Sooner message as a means to encourage students to take 15+ credits per term and to enroll in the summer. We gathered staff and faculty support to promote this initiative. We communicated this message through orientation, presentations (freshman English courses, residence halls, student government association, student leadership council, and information tables), and mailings to students via email as well as their home. Most significantly, we promoted this initiative through the academic advisors during advising and registration for the spring and summer terms at the same time.

MEASURES OF PROGRESS AND SUCCESS

Clayton State uses the percentage of new fall undergraduate students enrolled in 15+ credits and the percentage of that same population who enrolled in the summer as a measure of progress and success.

NEW UNDERGRADUATE STUDENTS BY ACTIVE CREDITS

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
1-5	3%	2%	3%	3%
6-8	11%	11%	11%	12%
9-11	14%	14%	14%	13%
12-14	50%	47%	51%	50%
15+	23%	26%	21%	22%

MEASURE OF SUCCESS

Our goal is to have the 15+ category be the majority of the student population.

IPEDS COHORT GRADUATION RATE⁴

	Fall 2011	Fall 2012	Fall 2013	Fall 2014
4-year	11.2%	9.9%	8.1%	12.8%
5-year	25.0%	23.8%	24.8%	N/A
6-year	30.6%	31.3%	N/A	N/A

⁴ Numbers in italics are draft rates at time of reporting
CLAYTON STATE UNIVERSITY

MEASURE OF SUCCESS

Our goal is to reach a 40% six-year graduation rate for cohort year Fall 2018.

PERCENTAGE OF FALL NEW STUDENTS ENROLLING IN THE FOLLOWING SUMMER TERM

Fall 2015	Fall 2016	Fall 2017
30.5%	34.6%	33.7%

MEASURE OF SUCCESS

We have not set a goal to reach for this category.

LESSONS LEARNED

Throughout this year we were able to identify some structural issues with course offerings that caused a barrier to students from being able to enroll in 15+ credits. Some of these issues are associated with course offerings and course sizes. As a result of the return of year-round Pell that we will be able to see a significant increase this year in the percentage of students enrolling in the summer. Student finances continued to be an issue for students attempting to enroll in the all terms. We addressed these concerns in time for some improvements for the fall 2017 new student population. We anticipate changes to the co-requisite math model may impact student interest in registering for 15+ credits as many students will be at 14 credits with this change. Preliminary data demonstrates an improvement in four-, five-, and six-year graduation rates for active cohorts.

REFLECTIONS AND OBSERVATIONS

Clayton State University continues to undergo significant change over the time that we have been focusing on Complete College Georgia. As we completed our third year our more concerted effort we are beginning to see improvements across all of our active IPEDS cohorts in terms of retention and graduation. We are committed to our strategies associated with Complete College Georgia as well as others found in the Strategic Enrollment Management Plan which has been included with this report.

Institutionally, we have developed strategies to improve retention and graduation rates with a goal of reaching 75% one-year retention and approach a 40% six-year graduation rate by the end of our Strategic Planning cycle in 2022. These strategies can be viewed in our Strategic Enrollment Management Plan. We plan to continue to focus on the implementation of the USG Momentum year initiative regarding intentional program choice, guided pathways, and developing a purposeful mindset.

There is no doubt that Clayton State continues to have an opportunity to improve our retention and graduation rates. Our strategies have been developed on data and theory. We are confident that our institutional efforts will see positive results in the coming and future years.

PRIMARY POINT OF CONTACT

Stephen Schultheis, Ed.D. Assistant Vice President, Enrollment Management, StephenSchultheis@clayton.edu

MOMENTUM YEAR 90-DAY UPDATES

PURPOSEFUL CHOICE

Activities Accomplished

- All new undergraduate students are guided into a major which has been mapped to an academic focus area. We have accomplished this by eliminating the undecided option on the admission’s application, utilized Focus II (career focused assessment) during the orientation process, and advised students who selected a major but through orientation identified as undeclared into an academic focus area.

Activities Underway

- We are developing a website and other collateral to assist prospective students in determining their major. This site will have the academic focus area descriptions, career outcomes, program maps, and additional educational information.

GUIDED PATHWAYS

Activities Accomplished

- We have aligned math requirements for each academic major, advised new undergraduate students to enroll in math (3 credits) and English (6 credits) in their first year, advised students to enroll in 30 credit hours in their first year, and mapped and advised students to enroll in three major focused courses (9 credits) within their pathway.

Activities Underway

- We are developing co-curricular activities and practices that are supportive of students engaging in their field of study and evaluating our Freshmen Seminar Course and the alignment to the three major focused courses in a student's pathway. We will be evaluating the percentages of students who have enrolled in math, English, and a major area course.

PRODUCTIVE ACADEMIC MINDSET

Activities Accomplished

- We launched our Academic Mindset Survey during orientation and introduced Academic Mindset during our start of semester Faculty Meeting.

Activities Underway

- We are continuing to develop institutional knowledge related to Academic Mindset especially as it relates to intentional strategies in and out of the classroom. We are developing our training and implementation plan.

REFLECTIONS AND OBSERVATIONS

Clayton State has fully embraced the Momentum Year work. The Momentum year work complements many of our strategies already in place to increase our retention and graduation rates. Over the fall semester we will be analyzing our success rates relating to our Guided Pathways as well as ensuring our strategies are assessed and modified as necessary.

PRIMARY POINT OF CONTACT

Stephen Schultheis, Ed.D. Assistant Vice President, Enrollment Management, StephenSchultheis@clayton.edu



College of Coastal Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

MISSION STATEMENT

Revised and approved in November 2015, the CCGA mission statement reads as follows:

As a state college of the University System of Georgia, the College of Coastal Georgia will be a college of choice for residents of Georgia and beyond by providing an accessible and affordable quality education. Advocating excellence in scholarship and community engagement, the College promotes student progression and timely graduation through student-centered programs that offer a rich and diverse student experience. Students are prepared for meaningful careers, advanced study, lifelong learning, and participation in a global and technological society. The institution will provide associate and baccalaureate degrees that support the intellectual, economic and cultural needs of the community and region.

This mission statement is fully aligned with the University System of Georgia's (USG) mission, it represents the core principles and unique institutional characteristics of a state college, and it is accentuated by strong leadership, worthwhile community linkages, and exemplary student development. Further, the new mission statement effectively infuses the College's strategic framework that is structured around five central themes: *Student Enrichment, Academic Excellence, Institutional Distinction, Leadership through Community Engagement & Partnerships, and Sustainability & Organizational Development*. Finally, the revised mission underscores the College's sustained commitment to community engagement that encompasses service-learning, volunteerism, practica, and internships, contributing to the cultural, economic and social well-being of the local community, southeast Georgia and beyond.

FALL 2018 STUDENT PROFILE⁵

The College of Coastal Georgia's fall 2018 enrollment, prior to census, stands at 3,549 students and FTE of 2,947. In terms of self-declared race/ethnicity, 6.5% identified as Hispanic/Latino, 0.3% American Indian or Alaska Native, 2.2% Asian, 19.2% Black or African American, 0.1% Native Hawaiian or Other Pacific Islander, 66.1% White, 4.0% two or more races, and 1.6% undeclared.

With an average age of 23.2, the College's student body is composed of 68.1% female and 58.8% full-time students with 80.8% indicating Georgia residency, 17.5% out-of-state, and 1.7% out-of-country.

First-generation students (whose parent(s)/legal guardian(s) have not completed a baccalaureate degree) account for 57.1% of the 3,095 students for whom we know parent/guardian educational attainment. Adult learners (25 years of age or older) and military/veterans account for 23.3% and 17.1% of the total student body, respectively. Pell recipients account for 25.8% of students, while dual-enrolled students total 367, or a 12.2% decrease compared to fall 2017. Academically, the class of new freshman (for fall 2017) came to the institution with a 3.01 average high school GPA, attempted an average of 24.74 hours during the first academic year, earning an average of 18.45 credits. This cohort persisted through fall 2018 at a 54.4% rate and had an average GPA of 2.12. The work on completion is imperative as we continue to support this student population.

INFLUENCE ON COMPLETION WORK

CCGA's institutional mission is a beacon that guides its completion priorities. First, by providing access and affordability, CCGA addresses the needs of the region and is particularly impactful for communities that are traditionally underserved in postsecondary education (data from the First Destination Survey shows 89% of graduates remain in the state and 81% in the region). Secondly, the College promotes student progression and timely graduation by expanding and improving retention systems and instructional delivery to support student success (as evidenced by the high impact strategies referenced in this report). Finally, by increasing student campus and community engagement, the institution prepares students to engage in meaningful careers and to satisfy the economic and cultural needs of the community and the region (data from the First Destination Survey shows that 64% of respondents were employed full-time at or immediately after graduation compared to the national rate of 53.4%).

Leading and supporting the completion efforts at the institution, the **Complete College CCGA Task Force** was instituted with a charge to evaluate, identify, implement, and monitor high-impact strategies and activities that increase retention, progression and

⁵ Total enrollment and FTE are based on Banner live data recorded on 10/05/18; all other demographic information is based on USG Preliminary Student Enrollment Report data for fall 2018 and the academic achievement metrics correspond to the fall 2018 cohort.

graduation rates. This task force is comprised of leaders from a diverse group of units across the institution, who work collaboratively and strategically to guide the institution while maintaining an alignment of the institutional goals and strategies with the college completion plan of the state.

The next two sections will provide a retrospective review of the activities that have promoted college completion during the 2017-2018 academic year, and will provide a detailed status update of the Momentum Year initiatives, the work that has been completed so far, and what we need to accomplish in the near future.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Based on your review of data on completion indicators, your institutional mission, and the resources available, please identify and report on your institution's high priority, high impact strategies. Your report should include a general overview and description of each activity, a summary of the work your institution has undertaken in the 2017-2018 academic year, the results or outcomes of this work, and any observations of lessons you have learned about this activity this year.

HIGH IMPACT STRATEGY (1): ENROLL EVERY STUDENT IN NEED OF REMEDIATION DIRECTLY INTO GATEWAY COLLEGIATE COURSES IN ENGLISH AND MATHEMATICS, WITH COREQUISITE LEARNING SUPPORT

GENERAL OVERVIEW

To promote access while at the same time promoting retention, progression, and graduation, it is imperative that the College has an effective structure to support students who arrive at college with a gap in academic preparation. The College has fully embraced the corequisite remediation model by shifting the focus from traditional remedial education as a standalone enterprise, and concentrating on providing the support that students need to successfully complete credit-bearing collegiate level courses that align well with the students' program of study.

SUMMARY OF WORK

The College continues to transform the Learning Support structure and is now enrolling every student in need of remediation directly into a gateway collegiate course in English and Mathematics, with corequisite support. This was the result of a year of realignment and development of the different pathways, as the institution discontinued the Foundation courses in both English and Mathematics.

OUTCOMES

The Department of Arts and Humanities was the first to discontinue the Foundations course, by running a designated English corequisite support section during the spring of 2018 with students that would have traditionally gone in a foundations course. Their success rate in the gateway course was 64.3% while the historical success rate for students with the same characteristics was only 43.8% (success rate in ENGL1101 within one year for students starting in ENGL0989 during spring 2015, 2016, and 2017). It is important to highlight that not only was the success rate much higher, but students were able to complete the gateway course within one semester, while the 43.8% success rate corresponded to completing the gateway course within one year.

Moving towards full-scale corequisite support in the area of Mathematics presented additional challenges and concerns, in particular for the College Algebra pathway, where the deficiencies in academic preparation may have been harder to overcome with corequisite support. To address the additional challenges, the College of Coastal Georgia worked closely with the system office and other institutions to devise a staggered approach that would allow students in every program to start with a college-level Math course. We are confident that this staggered approach (starting fall 2018) will serve the student population very well as it will address needs for all LS students:

- First, any LS student in a program of study that does not require College Algebra will be able to complete their gateway Mathematics course in their first semester by receiving corequisite support for either MATH1001 or MATH1101.
- Second, if a student is in a program of study that requires the College Algebra Pathway but their test scores and high school GPA are not sufficient to place them directly in MATH1111 with or without support, they will be placed in MATH 1101 with support before progressing to MATH1111. Note that this staggered approach is advantageous when compared with the traditional foundations approach where students were required to take a 4 credit foundations course followed by a 3 credit gateway course with 2 credits of support. This traditional approach would result in a total of 9 credits, 6 of which are at the LS level, while the staggered approach totals 8 credits, with only 2 being LS credits. Students who decide to pursue a different major that does not require college algebra would be done with their area A requirements after the first semester.

LESSONS LEARNED

The Department of Mathematics performed logistic regression discontinuity studies to determine the appropriate placement thresholds that would exempt students from corequisite support for MATH1001/1101 and the thresholds that would exempt them from corequisite support for MATH1111. These newly determined thresholds were used for placement for fall 2018, and the department will follow success rates closely to evaluate their efficacy at identifying the model that gives the student the best probability of success.

The full implementation of corequisite support in English and Mathematics has resulted in the creation of new Banner processes to overcome a variety of logistic challenges. While the faculty and staff are now more comfortable with the deployment of the new structure, the relentless realignment of parameters and processes has required a considerable amount of communication and collaboration to update processes and bring the model to an efficient and sustainable delivery. The faculty in the departments of English and Mathematics have fully embraced the new LS structure and continue to make curricular changes to make sure all Learning support students have the best chance of success

PRIMARY POINTS OF CONTACT

Dr. Elizabeth Wurz, Department Chair, Arts and Humanities, Associate Professor of English, ewurz@ccga.edu

Dr. Tanya Cofer, Department Chair and Associate Professor of Mathematics, tcofer@ccga.edu

Dr. German Vargas, Assistant Vice President for Academic Student Engagement and Associate Professor of Mathematics, gvargas@ccga.edu

HIGH IMPACT STRATEGY (2): GATEWAY2COMPLETION**GENERAL OVERVIEW**

The College is working with the John N. Gardner Institute to redesign four gateway courses to improve student success. Specifically, we are redesigning ENGL 1102, MATH 0999, POLS 1101, and BIOL 1107 through Gateway2Completion (G2C).

SUMMARY OF WORK

With approval from the College's IRB, the G2C faculty have been collecting and analyzing data based on grades, surveys, and classroom experiences. Using the Principles and KPIs developed by the John Gardner Institute, all committees have completed analysis of the first two principles and the steering committee will meet in late October to review this work.

NEXT STEPS:

- Faculty will complete their review of the G2C Principles by March 2019, while also researching and attending G2C meetings in Macon and in Atlanta to learn from colleagues and determine best practices in the discipline. By May 2019, all course committees will have a course redesign plan in place for implementation in fall 2019.
- The College's CTL is working to organize workshops and other professional development opportunities to help faculty establish best practices throughout the redesign process.

OUTCOMES

We are still in the beginning stages of this process. Great collaborations and discussions have occurred, but we will not see any student outcomes until fall 2019 when we begin piloting the redesigned courses.

LESSONS LEARNED

In spring semester, we administered the Student Learning Gains survey to students. The timing of the survey was too close to that of our normal end of course student evaluations. We have since decided to move this survey up to week 10 of the semester.

PRIMARY POINT OF CONTACT

Dr. Laura Lynch, Assistant Vice President for Faculty Affairs and Associate Professor of Mathematics, llynch@ccga.edu.

HIGH IMPACT STRATEGY (3): NEW PROGRAMS OF STUDY**GENERAL OVERVIEW**

To address growing enrollment and workforce needs, we have added several new degrees and programs of study to the College Curriculum.

SUMMARY OF WORK

The College has established three new degree programs in the last year:

- *BS in Health Sciences*: In 2017, 23% of CCGA students were majoring in Health related/affiliated programs. However, there were roughly 500 students that would not be admitted into the nursing/radiology cohorts because of limited capacity. The establishment of the BS in Health Sciences provided students with an off-ramp to a related field of study.
- *BS in Environmental Science*: Growing out of the popularity of the Coastal Ecology concentration of the BS in Biological Sciences and the Environmental and Regional Studies concentration of the BA in American Studies, the BS in Environmental Science serves as an interdisciplinary degree that meets regional workforce needs.
- *BS in Hospitality and Tourism Management*: Hospitality was one of the largest concentrations within the Bachelor of Business Administration, so we transformed it into a standalone degree program. As a BS degree, it better meets the local industry needs.

OUTCOMES

For fall 2018, we have a total of 490 students enrolled in one of our new degrees or new concentrations, broken down as follows:

New Degree Programs:		Enrollment
BS Environmental Sciences		10
	No Concentration Declared	2
	Environmental Studies	2
	Natural Science	6
BS Health Sciences		392
	No Concentration Declared	345
	Exercise Science	36
	Health Promotion	11
BS Hospitality & Tourism Management		23
	Total Students in New Degrees:	425
New Concentrations:		
BS Biological Sciences	General Biology	25
BBA General Business	Management	37
BS Mathematics	Scientific Computing	3
Total Students in New Concentrations:		65

LESSONS LEARNED

We have had great success creating new degree programs out of concentrations within existing degree programs. We intend to continue along this path whenever possible.

PRIMARY POINT OF CONTACT

Dr. Laura Lynch, Assistant Vice President for Faculty Affairs and Associate Professor of Mathematics, llynch@ccga.edu.

HIGH IMPACT STRATEGY (4): STRATEGIC ENROLLMENT PLANNING PROCESS

GENERAL OVERVIEW

Charged by the Chancellor of the University System to continue to grow enrollment, campus leaders identified the lack of a long-term view of enrollment or enrollment-focused strategic initiatives at the College. The institution engaged with Ruffalo Noel Levitz to assist in this cross-campus planning process as well as help in developing the College's first strategic recruitment plan. The purpose of the strategic enrollment planning process was to complete an internal and external environmental scan to help identify the feasibility of this growth plan, help further define appropriate growth markets, identify potential threats to the College's enrollment, and identify opportunities to expand and grow programming in terms of enrollment (academic and co-curricular). It was our shared goal to document and implement the results of the strategic enrollment plan as well as appropriately fund the initiatives therein.

SUMMARY OF WORK

The Strategic Enrollment Planning process was led by a steering committee who had primary oversight for the development, implementation, assessment, and modification of the Strategic Enrollment Plan (SEP). This committee was chaired by Dr. Jason Umfress, Vice President for Student Affairs & Enrollment Management, and was supported by Jim Anderson, Associate Consultant with Ruffalo Noel Levitz.

Five subcommittees were charged with developing specific strategies and actions to meet the goals of the SEP: Academic Subcommittee; Purpose, Price, and Promotion Subcommittee; Undergraduate Experience Subcommittee; On-Line Student Experience Subcommittee; and the Research Subcommittee. These subcommittees, made up of faculty and staff from across campus, met throughout the Spring and Summer 2018 terms to conduct in-depth analyses of enrollment successes and challenges, brainstorm strategies to address institutional growth, and prioritize these strategies in terms of cost, impact, and implementation.

OUTCOMES

Currently, the Strategic Enrollment Planning Steering Committee is considering the recommendations from the subcommittees for prioritization. Below is a draft list of some of the subcommittee recommendations being considered.

- A comprehensive repurposing of the College website in order to provide an appealing and informative virtual space where prospective students and the general community can learn more about the College of Coastal Georgia and navigate opportunities for engaging with the campus.
- Revisit and revise/create a student success experience program for first & second year students, to include the revamp of a first year experience course.
- Develop a strategic vision and mission for the Camden Center and continue the conversation about the undergraduate experience at the Center.
- Enhance the promotion of the Bachelor of Science in Hospitality & Tourism Management and the Bachelor of Science in Criminal Justice with a Concentration in Cyber Security.
- Align the mission, vision, and attributes of the College through the establishment of a cohesive identity, so that it may distinguish itself as a unique institution of higher education with value for key audiences.

The steering committee is still working on the final list of strategies / recommendations and their corresponding prioritization. The final report will be written once this phase of the process is complete.

LESSONS LEARNED

Embarking on a campus-wide project such as this was a monumental task. Although the project is still on-going, there are a few lessons we have learned in the process.

- Timing – The project has lasted longer than originally anticipated. Running through the spring semester and into the summer posed a number of challenges for committees and committee chairs in terms of getting input from different constituencies. Also, a number of unexpected and unavoidable changes in leadership (2 deans and a presidential transition) occurred during this time that made committee continuity difficult. As a result, the original timeline for the project has been extended three times.
- Committee Structure and Communication – Committee members and chairs were hand-picked to take part in this process. While these individuals did an outstanding job representing their constituencies, communication back to departments and units was spotty. Additionally, communication between the committees was nonexistent. In retrospect, it would have been helpful for the committee members to have an opportunity to share their process and findings with each other.

PRIMARY POINT OF CONTACT

Dr. Jason Umfress, Vice President for Student Affairs & Enrollment Management, jumfress@ccga.edu.

HIGH IMPACT STRATEGY (5): PROMOTE ACCESS AND AFFORDABILITY BY ADOPTING LOW COST AND OPEN EDUCATIONAL RESOURCES IN CORE COURSES

GENERAL OVERVIEW

With the goal of promoting access and affordability of higher education, the College is committed to adopting open and low-cost educational resources as alternatives to high price textbooks, without compromising the standards of the courses.

SUMMARY OF WORK

With institutional support from the faculty and administration, and with the support of Affordable learning Georgia, the College has adopted open educational resources (OERs) in 12 common courses in the general education curriculum. To further encourage and support the evaluation of new OER alternatives, the Office of Academic Affairs continues to support the OER Reviewer initiative, where faculty members receive a small stipend to engage in additional review of OERs. While the institution continues to participate formally in ALG by engaging in transformation grants (Introduction to Psychology is currently part of the Round 11 of textbook transformations), the culture of evaluating more affordable options as part of the textbook selection process is now permeating the different academic disciplines, and the No-Cost/Low-Cost Course Designation initiative is helping raise the awareness.

OUTCOMES

Based on the total enrollment for the academic year 2017-2018 the current courses implementing cost saving strategies, these efforts are resulting in more than \$350,000 in student savings per year. For fall 2018 14.4% of all sections at the institution are using low-cost or no-cost textbooks, and it is important to highlight that most of the sections designated as low-cost/no-cost are lower division courses with typical higher enrollment (and therefore greater impact) when compared with the upper division courses where the availability of OER may still be limited.

LESSONS LEARNED

After a thorough evaluation of the OER that was in use for MATH 1111 College Algebra, MATH 1112 Trigonometry, and MATH 1113 Precalculus, the Department of Mathematics adopted a different textbook for MATH 1111 that would have a more robust platform to serve the students that needed the corequisite support in this course. The OER is still in use for MATH 1112 and MATH 1113 as none of the students participating in this course will require corequisite support.

PRIMARY POINT OF CONTACT

Dr. German Vargas, Assistant Vice President for Academic Student Engagement and Associate Professor of Mathematics, gvargas@ccga.edu

HIGH IMPACT STRATEGY (6): INCREASE DUAL ENROLLMENT STUDENT OUTREACH TO LOCAL COUNTY SCHOOL DISTRICTS.

GENERAL OVERVIEW

The College continues to strengthen its Dual Enrollment program. The program is delivered as a collaborative enterprise supported by various institutional units, with participation from Academic Affairs, Student Affairs & Enrollment Management, and the Business Office. The administrative oversight is handled by the Lead Academic Advisor, and the institution has a designated Dual Enrollment Advisor.

SUMMARY OF WORK

CCGA continues to expand and enhance relationships with high school counselors, locally, regionally and state-wide. The institution now hosts annual Dual Enrollment breakfasts for all area high school counselors, including those in Glynn, McIntosh, Camden, Wayne, and Brantley County school systems as well as area private high schools.

The strengthening of the bonds with the school systems in the region is paired with a focused student recruitment plan, with regular College information programs to continually update guidance counselors on new degree programs, and with Dual Enrollment Information Nights for prospective students and parents.

OUTCOMES

With the goal of promoting access and shortening time to degree completion, the institution needs to promote Dual Enrollment in all our service counties, and as such, the total enrollment in this program is an important metric for success. With a baseline of 203 students participating in the program during fall 2015, the efforts to strengthen the program have resulted in 304 participants during fall 2016, 418 participants during fall 2017, and 367 participants during fall 2018 (an 81% increase when compared to the baseline, but a 12% decrease when compared to previous fall).

LESSONS LEARNED

With the rapid growth of the program, the institution experienced scalability issues during the 2016-2017 year that were associated with the capacity of processing students through any single process (e.g. communication with individual counselors, collection of participation agreements, financial aid processes, textbook rentals, etc.). This scalability was addressed via process mapping sessions where the Lead Academic Advisor worked with various units to streamline communication and documentation gathering processes. The new structure is giving the Dual Enrollment Advisor additional time to focus on student support and outreach to the school officials, counselors, and parents.

The institution has been closely monitoring the decrease in the Dual Enrollment population for fall 2018, which we attributed to the delivery of Dual Enrollment courses within the high schools by the local technical college. Based on the June 2018 update to SACSCOC policy regarding Dual Enrollment, and in light of the concerns raised by the Georgia Department of Audits and Accounts Performance Audit Division in their Special Examination Report (No.17-09, January 2018), the institution has not engaged in dual enrollment instruction at the high schools.

PRIMARY POINT OF CONTACT

Patricia Morris, Lead Academic Advisor, pmorris@ccga.edu

Linn A. Bailey, Dual Enrollment Academic Advisor, lbailey@ccga.edu

Dr. German Vargas, Assistant Vice President for Academic Student Engagement and Associate Professor of Mathematics, gvargas@ccga.edu

MOMENTUM YEAR

As indicated in the strategies above, the College of Coastal Georgia continues to embrace and support Complete College Georgia efforts to improve retention, progression, and graduation rates across the state. In addition, the College is fully committed to the Momentum Year initiatives and has worked diligently in the execution of the strategies and activities delineated in the institutional implementation plan.

MOMENTUM YEAR PLAN

For organization and to improve conciseness, we will itemize the actions taken for each of the elements in the plan, will immediately indicate any next steps, and will indicate any challenges or necessary reallocation of resources:

ELEMENT 1 (A) - PURPOSE: Each student is guided into an academic focus area or program that best aligns with that student's aspirations, aptitudes, and potential for success.

- Completed vetting the Academic Focus Areas through all academic departments.
- Updated the Academic Advising presentations during orientations to introduce academic focus areas, program maps, and 15 to finish.
- Realigned the pre-semester new student activities (Anchor Days Program) to frame the Academic Sessions under the context of Focus Areas.
 - A specific academic session was targeted to students that had not declared a major where the focal theme was purposeful choice and academic focus areas.
- Updated the admissions process for fall 2019 so that no new student will be undecided. The Office of the Registrar worked with academic units and Admissions to create individual program codes for each of the academic focus areas, and these have been included in the new admissions process for students that have not yet declared a major.
- Academic Affairs continues to work with units across campus to effectively communicate this paradigm shift to students, faculty, and staff.
- Next Steps
 - The implementation of a new CRM system for the Admissions process will allow us to provide the students with the necessary information to make a purposeful choice when applying to the College. With the latest change in the admissions process described above, students that do not select a major will select an academic focus area and will remain undeclared within that area; however, in addition to providing the choice, we need to be able to provide rich information to help them make that decision and the current common application process does not have that functionality.
- Reallocation of resources
 - While no specific funds have been diverted to this element, the substantial efforts to design, communicate and implement this paradigm shift, has required a significant reallocation of time and human resources.

ELEMENT 2 (A) - PROGRAM OF STUDY: Degree programs are aligned into academic focus areas that have common first year courses.

- Academic Focus Areas and the alignment of the programs to each focus area has been approved by academic departments.
- Academic Focus Areas and the alignment of the programs was submitted to the USG at the end of the summer.
- All 4-year program maps have been completed.
- Next steps
 - Every 4-year program map needs to be evaluated under the framework of the academic focus areas to ensure that a change of major during the first year (within the same focus area) will result in minimal credit loss.

ELEMENT 2 PROGRAM OF STUDY:

- (B) Each focus area and program of study has an established default curricular (program) map that provides term-by-term course requirements and structured choice for appropriate electives.
- (CDE) Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated, advised, and counseled to build a personal course schedule that includes
 - (C) core English and mathematics by the end of their first academic year.
 - (D) three courses related to a student's academic focus area in the first year.
 - (E) as full a schedule as possible - ideally 30 credit hours - in the first year.
- Every program now has a highly structured 4-year program map that guides students term-by-term.

- These 4-year program maps already have: core English and Mathematics, three courses related to the academic focus area, and 30 credits during the first year.
- Next Steps
 - The evaluation of the 4-year program maps under the framework of academic focus areas may result in updates to improve the commonality of the first year courses for programs within the same area.
- Reallocation of resources
 - While no specific funds have been diverted to this element, the substantial efforts to design, communicate and implement this paradigm shift have required a significant reallocation of time and human resources.

ELEMENT 2(F) - PROGRAM OF STUDY: Students are provided with personalized curricular maps and have ongoing advisement in their academic program. Students are directed to co-curricular activities and practices that are supportive of their major and overall integration into the college environment.

- Once the program maps are updated, they will become a key component in a "Navigation Chart" that details by major not just what courses a student should take but also the different type of co-curricular activities and practices that will help them integrate into the college environment.
- Next Steps
 - Develop the content for individual Navigation Charts for each program
 - Use the Navigation Chart proof of concept for the Mathematics baccalaureate program and its associated Mariner's Checklists (co-curricular activities), to develop the equivalent content for every program.
 - Work with the Office of Advancement to develop the final format, design and sustainable structure to update the information in the Navigation Charts.
- Reallocation of resources
 - This element will require a formal reallocation of the resources dedicated to the different creation stages (concept, design, and production) of the Navigation charts.

ELEMENT 3 (A) - ENGAGEMENT: All incoming freshmen will be invited to participate in the USG Getting to Know Our Students Mindset Survey before the first three weeks of the semester.

- Academic Affairs and the Office of Institutional Effectiveness worked with Technology services to devise a mechanism to improve the participation in this survey. With the changes implemented, the institution was able to increase the participation rate from 4% for the 2017 survey, to 38% for fall 2018.

ELEMENT 3 (B) - ENGAGEMENT: All faculty and staff, especially those who work with students in their first year, are oriented toward student engagement and success, and are provided with the training and tools they need to fulfill their roles in this regard.

- The College is establishing a Center for Teaching and Learning (CTL) to provide the training and tools necessary to prepare faculty and staff to appropriately engage and support first year students. The College has also established a new academic advising model, where first-year professional advisors, assigned to specific departments and/or majors, help students complete a four-year academic plan, monitor students' academic performance, provide direct advising when registering and assist in major selection, seek individualized services as needed, and encourage students to engage in the CCGA community.
- Challenges
 - The two key accomplishments highlighted above are great steps to support the faculty and staff to effectively engage with students in their first year; however, both of these strategies will require the appropriate funding to make these efforts effective and sustainable. At present, the CTL is under the direction of the Assistant Vice President for Faculty Affairs. A full-time CTL Director is on the list of budget priorities for FY20. Similarly, the Center for Academic Advising is staffed at a level that limits the amount of engagement that the professional advisors can have with individual students, as their caseload remains around 350 students.
- Next Steps
 - In a collaborative effort between Academic Affairs and Student Affairs & Enrollment Management, identify opportunities to provide all CCGA faculty and staff with the training and tools necessary to effectively engage and support first year students.

ELEMENT 3 (C) – ENGAGEMENT: Select specific enrichment activities that your institution is investigating, piloting, implementing or building to a greater scale that promotes student engagement, connectivity and satisfaction with their program of study and/or college itself, or their productive academic mindset.

- The institution has formalized codename: Endeavor, a prospectus for framing college initiatives and the student experience.
 - With its concept originated during the USG Momentum Year Summit on February 2018, *Endeavor* is a project that repackages the CCGA experience exemplifying our College mission to provide "student-centered programs that offer a rich and diverse student experience."
 - The formal prospectus has been completed and will be submitted to the President for consideration.

- Reallocation of resources
 - While no specific funds have been diverted to this element yet, its full implementation will require substantial time commitment and financial support.

ELEMENT 3 (D) – ENGAGEMENT: Select specific enrichment activities that your institution is investigating, piloting, implementing or building to a greater scale that promotes student engagement, connectivity and satisfaction with their program of study and/or college itself, or their productive academic mindset.

- Gateway2Completion: Refer to High Impact Strategy #2.

In closing, the retention and progression priority is embedded in everything the College is engaged in, including performance reviews, annual reports and budget reviews. The focus is to create a learning-centered environment for traditional, adult, first-generation, and military/veteran students that will increase student learning, promote student progression and, ultimately, lead to improved graduation rates. The College believes its student progression metrics, standards and retention/graduation strategies are clear evidence of those expectations and a strong foundational commitment to growing enrollment and focusing on graduation with distinction as the overarching campus priorities.



Columbus State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Columbus State University (CSU) is a four-year public institution that offers more than 100 programs at the certificate, associate, bachelor's, master's, specialist, and doctoral levels. Many degrees are conferred in professional areas at both undergraduate and graduate levels in response to student demand and service area needs. Due to the nature of Complete College Georgia, this report only concerns our undergraduate degree programs.

INSTITUTIONAL MISSION

The mission of Columbus State University is to “empower individuals to contribute to the advancement of our local and global communities through an emphasis on excellence in teaching and research, life-long learning, cultural enrichment, public/private partnerships, and service to others.”

The institutional focus on excellence in teaching and research as well as the emphasis on life-long learning, cultural enrichment, public-private partnerships and service to others influences the key priorities of the college completion work undertaken by Columbus State University. The University financially supports student research and creative inquiry projects facilitated by faculty mentors. CSU has a strong commitment to service and has provided significant leadership in meeting the needs of the community, the region, and the state through endeavors such as the Early College initiative, Dual Enrollment, service to military-affiliated students, Embark on Education (for homeless and foster youths), BOOST (childcare reimbursement program), and the development of high-quality online programs and services that allow students to decrease time to completion regardless of their geographic location.

STUDENT BODY PROFILE

In Fall 2017, CSU enrolled 8,452 students, including an undergraduate student population of 6,798. Enrollment increased by 0.5% over Fall 2016. The institution's population is comprised of 63% full-time students. CSU also follows national trends with the female population representing 60% of the student body. The student population is 50% white, 37% black, 2% Asian, 6% Hispanic, and 5% other (American Indian or Alaskan Native, international, two or more races, or unknown). Since Fall 2010, the number of transfer students has risen 8%. Of the new transfer students in Fall 2017, 51 (8%) transferred from Columbus Technical College, with whom the university has a robust articulation agreement. Of the total undergraduate student population, 1,964 (29%) students were first generation college students, an increase of 8.8% in the last five years. For more information on these and other “at risk” populations, see our goal *“Persistence and Progression: Through use of predictive analytics, provide intentional advising and helpful interventions to keep ‘at risk’ students on track to graduate”* (pp. 2-4).

Columbus State University utilizes moderately selective admissions standards and processes for most applicants (high school grade point average of 2.5 and SAT minimum scores of 440 Critical Reading and 410 Math or ACT English 17/Math 17). Modified standards are utilized for applicants within the local service area in accordance with the University System of Georgia-mandated local access mission (high school grade point average of 2.0 and SAT minimum scores of 330 Critical Reading and 310 Math or ACT English 12/Math 14).

The University System of Georgia (USG) designates CSU as one of the three “access” institutions within the state because no state colleges in the USG are located within the geographic service area. The service area of Columbus State University is defined as the following Georgia counties: Chattahoochee, Harris, Marion, Meriwether, Muscogee, Stewart, Talbot, Taylor, and Troup. In Fall 2017, 48.9% of the new student population was drawn from these counties.

The University takes pride in its role as an access institution, but this role also presents challenges in student recruitment and retention. As noted in Tables 1.1 and 1.2 below, first-time, full-time (FT/FT) students admitted with learning support status through the institution's access mission were retained and graduated at much lower rates than students admitted with regular admission status. These tables display FT/FT freshmen because total retention or graduation rates would include transfer students.

**Table 1.1. CSU Retention Rate Trends for First-Time, Full-Time Freshmen:
2011-2012 through 2016-2017**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Non-Learning Support	67.7% (673/994)	67.7% (683/1009)	72.8% (676/928)	72.1% (580/804)	74.1% (683/922)	76.0% (679/894)
Learning Support	49.6% (66/133)	51.9% (55/106)	47.7% (53/111)	64.3% (72/112)	66.9% (83/124)	65.5% (72/110)
Total	65.6% (739/1127)	66.2% (738/1115)	70.1% (729/1039)	71.2% (652/916)	73.3% (766/1045)	74.8% (751/1004)

**Table 1.2. CSU Bachelor’s Degree Six-Year Graduation Rates for FT/FT Freshmen:
2005-2011 through 2011-2017**

	2005-2011	2006-2012	2007-2013	2008-2014	2009-2015	2010-2016	2011-2017
Non-Learning Support	312	335	274	331	345	315	336
	34.2%	39.5%	35.2%	37.7%	36.5%	34.5%	35.1%
Learning Support	15	26	26	28	26	30	17
	9.0%	11.4%	12.7%	12.0%	9.3%	13.1%	13.1%
Total	327	361	300	359	371	345	353
	30.3%	33.6%	30.5%	32.3%	30.3%	30.2%	32.4%

This year, CSU focused on helping students succeed by

1. Investigating ways to minimize or eradicate non-academic reasons for being “at risk” (financial, mental health, career uncertainty, child care, first generation, etc.)—Goal #1;
2. Motivating them to earn degrees on time (enroll in 15 credits per term and earn the associate degrees they deserve)—Goal #2;
3. Providing them with program maps, focus area maps, accurate course rotation schedules, and informed advising to help them navigate the road to completion—Goal #3; and
4. Redesigning high DFWI courses, thereby improving student learning and retention—Goal #4;

In short, we have carefully aligned our goals to target our particular students to help them succeed in four different ways.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

GOAL #1: THROUGH USE OF PREDICTIVE ANALYTICS, PROVIDE INTRUSIVE ADVISING AND HELPFUL INTERVENTIONS TO KEEP “AT RISK” STUDENTS ON TRACK TO GRADUATE

With the help of the predictive analytics capability of the Education Advisory Board’s (EAB) Student Success Collaborative (SSC), CSU’s Academic Center for Excellence (ACE) serves the whole student by not only focusing on academic progress, but also by addressing their social, emotional, physical, and financial needs. This year, ACE has facilitated student success through programs such as the Early Alert System, BOOST (a Quality Care for Children program), Embark in Education, and Athletic Mental Health Awareness. In addition, ACE has defined our “at risk” population and created a tracking system for identifying and serving these students. Positive results with “at risk” student groups should positively affect successful completion of credits, retention rates, and graduation rates.

HIGH-IMPACT STRATEGIES

Used predictive analytics (EAB) and established criteria for identifying students who are “at risk” and may need special interventions.

Ensure that students who met above criteria received timely and targeted advising and intervention.

Completion Goal

Through use of DegreeWorks and predictive analytics (EAB), provide intentional advising and helpful interventions to keep “at risk” students on track to graduate

SUMMARY OF ACTIVITIES

Early Alert System

Faculty submitted names of academically “at risk” students using the Early Alert System (EAS) in EAB. EAS is designed to assist undergraduate students who demonstrate difficulty in their classes by making them aware of support services available and by encouraging them to use them. Alerts are issued for a variety of reasons. Some are originated by faculty for “excessive absences” or “poor academic performance.” Others can be issued by any EAB user, for example, “food or housing insecurity” or “disruptive behavior.” Alerts can also be positive in nature, like “Honors College candidate.” These alerts are then assigned to a Point of Contact depending on the nature of the concern. Many of the faculty-generated alerts are assigned to the student’s academic advisor for follow up. Identified students may also be referred to appropriate and effective campus resources, such as the Academic Center for Tutoring (ACT), Counseling Center, Office of Accommodation and Accessibility, and the Center for Career Development.

Identifying and Tracking

We have expanded use of Banner and the EAB Student Success Collaborative to collect information that will keep students on track to graduate.

In 2017-2018, we developed a process to track which students were actually participating in the referrals recommended by advisors in ACE, faculty advisors, or other professional advisors. Previously, ACE referred students to campus resources like the Academic Center for Tutoring (ACT), the Center for Career Development, and the Counseling Center to improve student success rates, but was unable to track which students actually followed through in utilizing these services. Using EAB's alert feature, advisors are now able to document these referrals. When issued, the student receives a notification with information on the recommended service.

Whereas ACT has been tracking appointments for years, the Center for Career Development and the Counseling Center have only started doing so in Spring 2018. It will now be possible to identify which students received assistance. In the case of referrals to the Counseling Center, aggregate numbers will be used to protect privacy. Other types of activities tracked include the following:

Academic Success Advising	94
SAP Advising	121
Transfer Advising	30
Financial Literacy Workshops	66

CSU currently has Banner reports that identify all students who have not taken ENGL 1101 or ENGL 1102. The report will be refined to meet our needs to identify students who are not enrolled in the gateway English and mathematics courses and who did not bring in prior learning credit to satisfy these requirements.

BOOST

CSU was one of the first USG schools to offer BOOST, a Quality Care for Children grant program that provides childcare scholarships for full-time student-parents with children age 4 and under. These scholarships are for PELL-eligible juniors and seniors who are enrolled full time, have maintained Satisfactory Academic Progress (SAP), have a GPA of 2.0 or higher upon applying for the program and maintain a 2.5 GPA once receiving funds. Quality Care for Children is gathering data to demonstrate the positive impact of available childcare on college graduation rates to build a case for state investment. The number of slots allotted to CSU in the program has steadily increased over the years (5 slots in Fall 2016; 10 in Spring 2017; 35 in Fall 2017; 62 in Spring 2018).

Embark in Education (Homelessness and Foster Care)

In Fall 2017, the Wisconsin HOPE Lab Study collaborated with CSU and other USG Institutions to administer a survey to all entering freshmen in order to determine the needs of students with housing and food insecurities.

In its Embark in Education program, ACE aids homeless and foster care students with groceries, emergency housing, tuition aid, bill payment, etc., as needed.

Athletic Mental Health Awareness

Since student athletes are under particular stress in college, we initiated a program to support student success through Athletic Mental Health Awareness. See **Appendix I** for detailed information on meetings and accomplishments regarding Mental Health Awareness for the 2017-2018.

MEASURES OF PROGRESS AND SUCCESS

Baseline Status

- # of EAS alerts: 48 for 2013-2014.
- 5 students participated in BOOST in Fall 2016
- 8 students participated in Embark efforts in Fall 2016

Tracking baseline: only ACT tracked students prior to 2018

Athletic Mental Health Awareness participation: 68/258 athletes, 40/40 coaches

Fall 2010 percentage of credits successfully completed was 66%

Fall 2014 – Fall 2015 retention rates for all undergraduate, degree-seeking students was 79.3%.

Fall 2014 – Fall 2015 retention rates for FT/FT freshmen was 71.1%.

Graduate rate 28.7% of FT/FT freshmen in 2002.

Interim Measures of Progress

Our data here is extensive. Please see Appendix II: Interim Measures of Progress.

Athletic Mental Health Awareness: Interim Measures: 68/258 students, 40/40 coaches

Measures of Success by 2020

Number of EAS referrals: 150

Number of BOOST scholarships: 50 (already surpassed by 12 slots)

Number of Embark students helped: 10 (already achieved)

Successfully completed credits: 85 (already achieved)

Retention rate all undergraduate, degree-seeking students: 95%

Retention rate FT/FT freshmen: 75%

Graduation rate: 36% (currently at 32.4% for FT/FT freshmen)

LESSONS LEARNED

ACE greatly improved intentional advising efforts and helpful interventions with EAS, BOOST, and Embark due to the EAB SSC and partnerships/connections with outside resources.

Because EAB is user friendly, faculty have found it easier to submit Early Alert documentation and ACE has found it easier to contact advisors and monitor messages through this platform.

PRIMARY POINTS OF CONTACT:

Ms. Lisa Shaw, Director, Academic Center for Excellence (ACE) among others (Julio Llanos, Kimberly McDonald, Kelly Koch, Chris Holloway, Melissa Young)

GOAL #2: INCREASE THE NUMBER OF DEGREES EARNED “ON TIME” BY ENCOURAGING STUDENTS TO ENROLL IN 15 CREDIT HOURS EACH TERM, BY AWARDING TRANSFER DEGREES THROUGH THE REVERSE TRANSFER OF CREDIT, AND BY AUDITING BACCALAUREATE DEGREE-SEEKING STUDENTS TO ALLOW FOR AWARD OF ASSOCIATE DEGREES AS APPROPRIATE.

In 2013, a review of institutional data indicated that many students were not enrolled in a minimum of 15 credit hours each term. In Fall 2013, 3,680 undergraduate students were taking less than 15 credit hours per term. This group had an average overall GPA of 2.81. During the same term, 1,015 were enrolled in 15 or more credit hours. The average overall GPA of that group was 3.12. A campus-wide initiative was implemented in Summer 2014 to provide new students beginning in Fall 2014 with 15-hour schedules for their first term of study. These schedules were developed in advance by academic advisors with input from the students.

Since Fall 2014, we have provided information on the 15-to-Finish campaign to incoming students through our orientation presentations and to professional/faculty advisors through our advising training sessions throughout fall and spring semesters.

In 2016, we began awarding transfer degrees through the reverse transfer of credit and in 2018 began auditing baccalaureate degree-seeking students to allow for possible award of associate degrees as appropriate.

Finally, CSU has a high transfer population, in part because of our location near Fort Benning. The transfer GPA is not considered for students with less than 30 transferable hours if they otherwise meet freshman admissions requirements such as HSGPA and standardized test scores. There is a minimum transfer GPA for students with 30 or more transferable hours. At times, transfer students have grade point averages below 2.0 and are not meeting Satisfactory Academic Progress (SAP) with financial aid resulting in difficulty with degree completion. ACE has begun a new program with the Dean of the College of Letters and Sciences (COLS) to assign an advisor to help these transfer students complete an associate’s degree while becoming more successful in their classes and improving their GPAs. Once they achieve an associate’s degree and continue to receive financial aid, they can move toward a bachelor’s degree.

HIGH-IMPACT STRATEGIES

Used preference surveys to preregister entering freshmen (15-to-Finish)

Changed institutional culture to emphasize taking full-time course loads of 15 hours or more: freshman orientation video, advisor training, intentional advising, financial incentive after 15 hours, default 15-hr schedule (15-to-Finish)

Analyzed data for reverse transfer degrees at associate's level (Reverse Transfer)
 Analyzed data for auditing baccalaureate students for associate degrees (Auditing Baccalaureate Students)
 Began using College Scheduler (Spring 2018) to aid students in creating more workable schedules

COMPLETION GOAL

Increase the number of degrees earned "on time"

SUMMARY OF ACTIVITIES FOR 15-TO-FINISH

Continue using the Preference Survey with entering freshmen. The University is proactively sending this survey to each new student before orientation and creating their course schedule prior to the student's scheduled orientation session. This ensures students are taking 15 credit hours, courses that are related to their major, and that they have a balanced schedule that fosters success.

All first-year students are pre-registered for their first semester based on the appropriate program map for their selected focus area or major. When students have credit for prior learning (dual enrollment, AP, IB, CLEP, transfer courses, etc.), academic advisors may register students for an alternative schedule that is consistent with the focus area or major. All students are required to meet with an academic advisor prior to registration for the second term. In this meeting, the student and advisor discuss the student's progress and the student is provided with a list of appropriate courses that coincide with the program map for the second term for the desired major or focus area.

At the current time, advisors have to manually check each student's record to ensure that the courses for which they register are appropriate for the program of study. We are currently investigating how we can utilize DegreeWorks to more efficiently determine which students are enrolled in courses appropriate for the focus area or major.

The Associate Vice President for Institutional Research and Effectiveness is currently assessing the tools at our disposal to extract data that will yield meaningful information about course demand with the ultimate goal of providing adequate sections to enable students to progress in a timely manner. This process necessitates the refinement of program maps to incorporate specific course recommendations and the development of full year course schedules for planning purposes. Academic Affairs coordinates scheduling with various points of administration in each college and allocates physical space using Optimizer in AdAstra.

Continued using 15-to-Finish video at freshman orientations.

Stressed 15-to-Finish philosophy to faculty and professional advisors through training each semester.

Encouraged students to take 15+ semester hours due to financial incentive (all credits over 15 hours are "free").

Successfully used College Scheduler in Spring 2018 to help students find workable schedules in a less stressful and time-consuming manner.

SUMMARY OF ACTIVITIES FOR AWARDING REVERSE TRANSFER

CSU participated in the USG Associate Degree You Deserve (ADD) program funded by the Lumina Grant. The USG identified students throughout the state of Georgia who may be eligible to receive an associate degree by reverse transfer based on hours earned and GPA. The students were emailed by their current home institution and asked to opt-in to the program by completing a transcript request form to send current grades to their previous institution. The USG contracted with Parchment to send and receive transcripts at no cost to these students.

In 2016-2018, CSU's Office of the Registrar reviewed 3 (2016), 5 (2017), and 17 (2018) students identified by the USG and awarded 1 (2016), 1 (2017), and 5 (2018) reverse transfer associate degrees.

The ADD initiative ended March 31, 2018.

SUMMARY OF ACTIVITIES FOR AUDITING BACCALAUREATE STUDENTS

In March 2018, CSU's Provost Office provided the Office of the Registrar with a list of 2,141 previous CSU adult learners with the hopes of reengaging them to complete their bachelor's degree. These students were last enrolled in fall 2013-spring 2016.

The Office of the Registrar identified twenty-two students from this list who had completed the required coursework needed to obtain an associate degree. These students were contacted by the Academic Center for Excellence and asked if they would like to opt-in for graduation. For most students, this simply required the completion of the Outcomes Assessment Test (a CSU graduation requirement); however some students also had to meet the US and/or Georgia History/Constitution requirements.

Two students opted-in, applied for graduation, completed the Outcomes Assessment, and were awarded associate degrees.

MEASURES OF PROGRESS AND SUCCESS FOR 15-TO-FINISH

Baseline Status

In Fall 2013, 1,951 students (27.8%) were enrolled in 15 hours or more.

Interim Measures of Progress

Increased number of students enrolled in 15 hours or more—increase of 2.7%, Fall 2013 to Fall 2017 (30.5%).

See **Appendix III** for Cohort Progression of FT/FT freshmen.

- Fall 2017: 2,071 (30.5%)
- Fall 2016: 2,235 (32.2%)
- Fall 2015: 2,228 (32.1%)
- Fall 2014: 2,115 (30.7%)
- Fall 2013: 1,951 (27.8%)

Measures of Success

By 2020, we aim to have 35% of our students enrolled in 15 hours or more per semester.

MEASURES OF PROGRESS AND SUCCESS FOR AWARDING ASSOCIATE DEGREES

Baseline Status

In 2016, 1 reverse transfer associate degree awarded

Interim Measures of Progress

In 2018, 5 reverse transfer associate degrees awarded

Measures of Success by 2020

By 2020, 10 reverse transfer associate degrees awarded

LESSONS LEARNED

For an accurate 15-to-Finish plan, creating a precise “course demand” schedule is extremely difficult but necessary if we are going to offer the right number and kinds of courses students need to progress. If 90% of students are able to enroll in needed Area A courses each semester, we feel we have achieved a significant accomplishment. We have achieved this goal every Fall and Spring semesters.

PRIMARY POINTS OF CONTACT:

Stephanie Speer, Associate Registrar; Lisa Shaw, Director of ACE

GOAL #3: DECREASE EXCESS CREDITS EARNED ON THE PATH TO GETTING A DEGREE (ASSOCIATE DEGREE IN 2 YEARS, BACHELOR’S DEGREE IN 4 YEARS) THROUGH JUDICIOUS CREATION OF PROGRAM MAPS, FOCUS AREA MAPS, COURSE ROTATION SCHEDULES, AND CONSCIENTIOUS ADVISING

We have passionately pursued this goal and have had 100% compliance and buy-in on campus from advisors, advising centers, faculty, chairs, deans, and administrators.

HIGH-IMPACT STRATEGIES

Developed program maps for every undergraduate degree, major, and track and the combination five-year BS+MS program in Earth and Space Science; some STEM programs have developed multiple program maps depending on various math placement possibilities for incoming students

Created eight focus area maps for students uncertain of major choice

Required departments to develop course rotation schedules

COMPLETION GOAL

Decrease excess credits earned on the path to getting a degree through judicious creation of degree program and focus area maps.

SUMMARY OF ACTIVITIES

We expanded focus area maps from 5 to 8 areas by adding maps for Health Professions, Humanities, and Fine and Performing Arts. These are published on the ACE website. **(See Appendix IV.)**

Annually, we review program maps before publishing them in the new catalog. It takes a part-time employee working 19 hours per week approximately 3 months to verify correlation of map information with the catalog. In the process, many maps are corrected/updated and any errors found in the online catalog are corrected then as well.

For 2017-2018, we issued new guidelines for all maps, including adding course titles as well as the course codes on all maps.

For the 2018-2019 catalog, we are validating that all maps and focus areas indicate the appropriate math pathway course and contain a minimum of 9 credit hours of discipline-related credits in the first 30 hours of coursework.

In 2018, we randomly selected eight bachelor programs to confirm that course rotation schedules were consistent with program maps. For this study, two programs out of each of the four colleges were chosen at random. We found 98% compliance, with only 9 of 480 upper division hours of coursework in the rotation schedule found to be discrepant with that in the corresponding program map. The department chairs of programs with discrepancies were notified and their maps and/or course rotation schedules corrected.

MEASURES OF PROGRESS AND SUCCESS

Baseline Status

0 program maps or interest-area maps in 2012

Interim Measures of Success

In 2013-2014 we created program maps for all 4-year degrees at CSU.

In 2014-2015, we created maps for all 2-year degrees, updated all maps, and revised the map template, standardizing it across 98% of the disciplines; the exception is a carousel map used by the RN to BSN program, a two-year program of short-term rotational courses.

Excess hours have decreased from 144.7 (2015) to 143.9 (2017).

In 2015-2016, we added five focus area maps to the ACE website.

In 2017-2018, we added three more focus area maps and revised the previous five maps.

Measures of Success

Keeping all program maps and focus area maps updated so that they match requirements for the degree/major/track, comply with Momentum Year requirements, and accurately reflect course rotations and offerings each semester/year.

LESSONS LEARNED

Keeping maps updated and current is time-consuming, but extremely important. The maps must be accurate in order to be useful and effective.

We currently use a template for 98% of our program maps, but will be changing to another format next year when we will be using Courseleaf, which should also allow use to merge catalog and program maps more easily and be ADA compliant.

PRIMARY POINT OF CONTACT:

Dr. Barbara Hunt, CCG Project Manager

GOAL #4: RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS BY IMPROVING THE PASS RATE OF STUDENTS IN CORE COURSES WITH HIGH DWFI RATES THROUGH PARTICIPATION OF GATEWAY TO COMPLETION, JOHN GARDNER INITIATIVE

CSU is actively engaged in the Gateways to Completion (G2C) initiative and has identified four critical gateway courses that will be redesigned. These are ENGL 1101: English Composition 1; MATH 1111: College Algebra; COMM 1110: Public Speaking; and ECON 2015: Macroeconomics. The courses are purposefully drawn from all three colleges that offer courses in the core curriculum. Appropriate CSU faculty and administrators have participated in all system-sponsored G2C events and the institution has moved forward to complete the inventory, administer the student survey, and prepare academic teams to begin their work in Fall 2018.

HIGH-IMPACT STRATEGIES

Develop, using the Gardner Institute process, an evidence-based plan to improve student learning and overall student success through the redesign of four gateway courses, COMM 1110, ECON 2105, ENGL 1101, and MATH 1111, each of which affects large numbers of students.

Track, promote, and support the use of high-impact instructional practices as defined by AAC&U's LEAP Initiative across campus.

Institute a process of core curriculum assessment where panels of faculty review student artifacts, assess them against LEAP Value Rubrics, report findings through the General Education Committee to appropriate departmental personnel, and institute course improvements as needed.

COMPLETION GOAL

Increasing the number of productive grades in these critical core courses should improve not only student learning, but also retention and graduation rates.

SUMMARY OF ACTIVITIES (2017 TO PRESENT)

Select courses to redesign and select participants (Fall 2017)

Require academic teams (administrators, faculty) to attend all system-sponsored G2C events (2017-2018)

Between August and November 2018, each course redesign committee will present an update to the G2C Steering Committee and write three full reports in Spring 2019, each based on two of the six G2C Principles and guided by Gardner's Key Performance Indicators.

The full three-year G2C process works in three phases:

- AY 2018-19: Collect and analyze data, develop course redesign
- AY 2019-20: Offer at least some sections of redesigned courses, collect and analyze data, revise redesign.
- AY 2020-21: Offer newly revised courses, scale up to all sections, and institute a process of continuous improvement.

MEASURES OF PROGRESS AND SUCCESS

Baseline Status

The total DFWI rates from Academic Year 2016-17 for each gateway course are listed below, but in analyzing this data, the G2C Task Force will disaggregate the data to identify redesign opportunities to enhance student success.

- COMM 1110 - 13.4%
- ECON 2105 - 16.6%
- ENGL 1101 - 16.3%
- MATH 1111 - 19.0%

Interim Measures of Success

Stay on schedule (see timeline in Activities section above)

Measures of Success

The goal is for all students to have equitable access to the learning these courses offer and for that deepened learning experience to be demonstrated through improved rates of success in progression and graduation. The more immediate goal will be to identify any structural barriers to success that exist, particularly if they affect students inequitably.

LESSONS LEARNED

Standardizing syllabuses in core courses will challenge some faculty members' concepts of academic freedom.

PRIMARY POINT OF CONTACT:

Dr. Pat McHenry, Associate Provost for Undergraduate Studies

REFLECTIONS, OBSERVATIONS, AND PLANS FOR NEXT YEAR

SUCCESSFUL STRATEGIES FROM LAST YEAR

Increasing number of degrees that are earned on time by targeting institutional culture to increase number of students enrolled in 15 or more hours. Success here is due to preregistering students and showing the 15-to-Finish video to students and families at orientation. There was an increase of 2.7% since Fall 2013 in the number of students enrolled in 15 or more hours. We also focused efforts to offer the numbers and kinds of core classes needed as well as rewarded juniors and seniors with extra special attention (such as increased number of internships and workshops on soft-skills development).

Transforming the catalog to include program maps for all undergraduate degrees. We are confident that these maps will positively affect RPG in the future and contribute greatly to the culture of "15-to-finish." The 2017-2018 catalog represents the fourth year

these maps are included. In addition, five focus area maps were revised and three were newly developed for entering freshmen who are still deciding on a major.

Using various methods to keep students on track and identify students “at risk.” These methods include reminding faculty to use the Early Alert System in the EAB Student Success Collaborative, working with outside organizations to provide childcare for student-parents, and using intentional and proactive advising to refer students to appropriate and effective campus resources.

Creating sub-categories in EAS so that reasons other than academic difficulty can be targeted and resolved.

Tracking whether students are using referral services as directed. 2017-2018 was the first year we were able to track such referrals and we will work to refine such tracking.

Instituting our inaugural Athletic Mental Health Awareness program.

Validating high correspondence between program maps and rotation schedules, thereby cross checking the accuracy of the maps to real time course offerings.

Coding various focus areas so we can better track behavior of students still deciding on majors.

Simplifying course enrollment through College Scheduler, which creates multiple schedules for students once they specify what courses they need and when they can take them. As a result, we expect to see an increase in the number of hours in which students enroll.

LEAST EFFECTIVE STRATEGIES FROM LAST YEAR

Awarding transfer degrees through reverse transfer credit has not involved the numbers of students we had hoped it would benefit, with only 5 receiving awards this year. We plan to continue this strategy in hopes of increasing the number of awards.

Tracking first-generation college students has proved to be a difficult task in EAB but we will continue working on this issue for next year.

CONTINUED GOALS FOR 2018-2019

- Award transfer degrees through the reverse transfer of credit and audit baccalaureate degree-seeking students to allow for award of associate degrees as appropriate.
- Improve the pass rates of core courses with high DFWI rates by participating in G2C and redesigning four core courses.
- Track referral data to confirm which students are following up on the referrals recommended by advisors in ACE, faculty advisors, or other professional advisors.
- Support student success through Athletic Mental Health Awareness (and perhaps the mental health of other “performance majors” such as music and theatre).
- Expand the use of the EAB SSC to keep students on track to graduate, including new focus on first-generation college students. We tried to track this group this year but were unable to do so.
- Define and communicate the standard of care expected for all undergraduate students especially those in “at risk” populations.
- Maintain and update program maps and focus area maps as needed.
- Cross-check program maps with rotational schedules for major coursework.

NEW GOALS FOR NEXT YEAR

- Adopt Courseleaf and use it as a new template for catalog entries and program maps, connecting two currently disparate systems into one.
- Develop ADA compliant program maps using Courseleaf.
- Create a coding system for undecided majors using focus area maps so that no students, beginning August 1, 2018, are classified as Undeclared, and so we can track student progress using focus area maps (change of majors, retention rates, pass rates, etc.)—something we have never done before.
- Include Strengthening Institutions Programs (SIP) Grant activities such as the Learning Support Resource Center, academic coaches, and Math Anxiety support.

As always, we strive to continue our success not so much by doing the same thing but by having the same attitude: a can-do spirit that truly sees obstacles as opportunities. It requires us to be bi-focal; that is, possess the capacity to see the particulars and see the “big picture” at the same time. The latter is strategic vision, a rare commodity; the former is operational vision that is just as precious. CSU is fortunate to have the precise combination of people who, together, allow us to see something two ways at once, both close and far.

MOMENTUM YEAR

According to Georgia's CCG website, students are most successful when they make purposeful choice, have clear paths for completion, and demonstrate an academic mindset. In Fall 2017, CSU created its CCG goals for the 2017-2018, not realizing that a section of the CCG narrative report would, in fact, be devoted to Momentum Year updates. Thus, one of our four goals (Goal #3) falls directly under the purview of Momentum Year and involves both focus area maps and program maps.

ACADEMIC FOCUS AREAS AND UNDECIDED MAJORS

In the past year, we have expanded our focus areas from five to eight (see **Appendix IV**) so that "students groping with uncertainty can pursue coursework from the start that contributes to college completion and also provides exposure to potential majors, helping them refine their post-secondary path" (Momentum Year website). These focus area maps were carefully constructed to dovetail into every major on campus so that all courses in the first year of a given general area (for example, Business) will count across all programs under that focus area umbrella and "offer an informative exposure to the subject field." Focus area maps list courses that are broadly applicable across a wide range of majors within the area, helping students avoid enrollment in unnecessary credits as they narrow their program choice.

The undecided/undeclared option for students will be eliminated on the Columbus State University (CSU) application by August 1, 2018 so that students applying for subsequent terms will select an academic focus area instead of the previous option. Students selecting focus areas, including Exploratory, will be advised by student retention specialists in the Academic Center for Excellence (ACE). Students selecting the Exploratory focus area will be required to engage in specific activities to help facilitate the selection of a specific focus area or major.

These activities will be sponsored by ACE, the Center for Career Development, the Counseling Center, and academic departments and colleges across campus. ACE, the Center for Career Development, and Counseling Center are now working on scaffolding their career support services more effectively. The students will be referred to the Center for Career Development for career advising and to complete the PAN Skills Assessment. This assessment is designed to identify strengths and interests, explore career fields based on those strengths and interests, and develop professional skills. Students will also be referred to the Counseling Center for career counseling to assist with selecting a major. The Counseling Center also administers the Strong Interest Inventory. The results of the Strong Inventory will help guide conversations with experienced counselors to discuss potential majors and career paths. Referrals will be recorded in EAB and will be monitored to ensure that students complete the required interventions and activities.

PROGRAM MAPS

CSU has maintained extensive program maps for all associate and bachelor degrees for the last five years, including a 5-year map for the BS+MS combination program in Earth and Space Science. Some of our STEM programs have multiple maps, based on the potential starting points of their math pathways. For years, we have mandated the completion of core English and the aligned mathematics course (including any required learning support courses) in the first year and required all program maps to illustrate a minimum of 30 credits per year. This year we are also ensuring that all maps include a minimum of nine credit hours (three courses) in the first year of a student's selected major or academic focus area.

ACADEMIC MINDSET

CSU distributed the Academic Mindset survey in Fall 2017 to all incoming first-year students. The return rate for the survey was low, and therefore the information it provided for planning purposes was less than ideal. However, CSU is developing strategies to increase survey participation in Fall 2018. These include publicizing the survey during orientation, providing incentives to complete the survey, and encouraging participation during first-year courses.

CSU began to offer Mindset training and discussion for faculty in the past year, which included book circles on related topics and a workshop led by academic futurist Ken Steele this past April. CSU's Faculty Center for the Enhancement of Teaching and Learning is planning to scale up the discussion about Mindsets among faculty by offering workshops during Fall 2018 Planning Week, encouraging discussion of the topic during its new faculty orientation series, offering more book circles on the topic, and making stronger connections among the different workshops and discussion groups it sponsors.

The First Year Experience (FYE) program and Academic Center for Excellence were recently awarded a three-million dollar Strengthening Institutions Programs grant from USDOE, which will support a cohort of academic coaches and peer mentors, a Learning Support Resource Center, and consulting from nationally recognized experts. These services are aligned with instilling Growth Mindsets in students who can most benefit from it. In addition, the FYE program has made direct linkages between this year's Common Reading and Growth Mindset discussions by adopting *The Working Poor* as its text.

The challenge will be in tracking and assessing the effectiveness of the various activities (including those mentioned above and others) related to the Mindset discussion. CSU's Office of Institutional Research and Effectiveness and the Faculty Center, among others, are developing strategies for meaningful assessment of activities related to these efforts.

In summary, these three elements—purposeful choice, clear path for completion, and academic mindset—create a Momentum Year for students by providing them with what they need “to find their path, get on that path, and build velocity in the direction of their goals” (CCG website).

Particularly helpful for CSU has been to develop a 2018-2019 calendar for our Momentum Year Implementation Plan (See **Appendix V**). This calendar is helping us see what we need to do and when we need to have it done. In short, it is helping us stay on track.



Dalton State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The *mission* of Dalton State College (DSC) is to provide a diverse student population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates and to reach their personal and professional goals. Through challenging academics and rich collegiate experiences, the college promotes lifelong learning, active leadership, and positive contributions to produce ethical and knowledgeable citizens who contribute back to society.

In pursuit of that goal, DSC offers targeted four-year and two-year degrees and career certificate programs, along with a wide variety of activities that engage students in local community businesses and industries. Each of the College's five Schools (Business, Education, Health Professions, Liberal Arts, and Science, Technology, and Mathematics) forges important partnerships whose objective is to inspire students to be active members within their professions and communities.

Dalton State College has expanded programs and maintained rigor in its academic offerings. According to the U.S. Department of Education, DSC has been named one of the most affordable public four-year colleges in the nation for the eighth consecutive year. During academic year 2017-2018, DSC added one new baccalaureate degree, the Bachelor of Science with a major in Health and Wellness.

During the 2017-2018 academic year, DSC became the first college in the state of Georgia to attain the status of being a Hispanic Serving Institution (HSI) by enrolling 27% Hispanic/Latino students in Fall 2017. Appendix A.

Enrollment trends over the past academic year have remained stable with no perceptible changes. In Fall

2017, the college experienced a 0.5% decrease in enrollment from Fall 2016, but enrollment increased 0.4% in Spring 2018 when compared to Spring 2017. Changes in student profiles indicate an overall upsurge in more traditional students (63% in 2006 to 83% in 2017). Dual enrollment numbers remain strong and increased 1.3% from Fall 2016 to Fall 2017. Numbers of graduates dipped slightly with 810 graduates in 2018 as opposed to 843 graduates in 2017.

In reviewing the overall enrollment growth from 2007 to 2017 relative to the rate of growth of the number of graduates for the same time period, DSC sustained an enrollment growth of 14% over that decade while demonstrating an increase in graduates of 56%. During that period, DSC transitioned from an institution that awarded a preponderance of associate and certificate degrees to one which now offers and awards mostly baccalaureate degrees. As strategies incorporated into the Momentum Year are deployed, the numbers of students graduating from DSC are expected to increase. Due to increasing numbers of baccalaureate degree programs available, numbers of baccalaureate degree graduates are expected to increase more than other graduates. Data concerning Momentum Year follow later in this report.

INSTITUTIONAL HIGH IMPACT STRATEGIES, ACTIVITIES AND OUTCOMES.

High Impact Practices (HIPs) have been integrated over time into a variety of courses across the campus.

In order to better understand faculty response, a survey was circulated to Dalton State faculty and staff in April 2018 to gauge awareness and use of HIPs. The following is a bulleted list of the most salient information from the survey. A total of 63 responses was received representing a 37% response rate.

- Representation: 25.4% Liberal Arts; 17.5% Business; 19% Health Professions; 15.9% STM; 9.5% Education; 2% Academic Affairs; Less than 1% each, Dean of Students Office; Advising, Plant Operations, Office of President, Roberts Library, Enrollment Services.
- Perceived familiarity with HIPs: 66.4% rated themselves at 7/10 or higher on this scale, with 10 indicating Extremely Informed.
 - However, 57.4% rated themselves at 1-4 on a scale indicating their lack of familiarity with the LEAP initiative of AAC&U, with 1 indicating Uninformed.
- 42.9% of the respondents indicated they had been at DSC 0-5 years, which could account for some of the self-assessments.
 - 31.7% indicated 5-10 years and the remainder 10 or more.
- In terms of commitment to using HIPs, 80% indicated that they are committed at the 7-10 level on a scale of 1-10 with 10 meaning Highly Committed.

- Regarding present implementation, the survey attempted to gauge not just perceived use of the individual HIPs by the program or course, but also the perceived quality of implementation. Appendix B provides the questions and responses in graphic form.
- Some observations:
 - 40/63 believe they hold high standards consistently in their use of HIPs.
 - 38/63 believe they invest significant time in the HIPs over the course of the semester.
 - 35/63 believe their students have substantive interactions with peers and faculty over content.
 - However, we do not have objective data on these items.
- Based on this survey, the respondents believe that students in their programs get the best exposure through capstone courses, writing intensive courses, and collaborative learning.
- Oddly, although we believe we have achieved a good awareness through public events and *The Journal for Academic Excellence*; 52.4% stated that they had not attended a workshop on HIPs in the last two years.
- The survey asked which HIPs they were most interested in implementation. None stood out as “most interested.” As “interested,” the top 3 (all 20 responses or more) were Common Intellectual Experiences (this is program specific), undergraduate research, and learning communities. The two HIPs with the least interest were ePortfolios and Course Specific First/Second Year Courses. Others fell into mixed categories of interest.

Conclusion: In comparison to an almost identical survey done in Fall 2016, there is heightened awareness of, use of, and commitment to HIPs but not at the level desired.

The action plan for AY 2019 is as follows:

1. Submit a group IRB to support research in the scholarship of teaching and learning for use of HIPs.
2. Hold a panel presentation of faculty from each school who are highly involved in HIPs in their teaching during a future campus assembly.
3. Hold a workshop early in the Fall 2018 semester where action plans for assessment of the HIPs being used are created. See Appendix C for workbook in process.
4. Continue emphasis on quality of HIPs (8 quality matrices), in line with current research on the topic.
5. Utilize a departmental/school-wide “Train the trainer” model to involve those currently using HIPs in informing peers of them.
6. Begin an overall assessment plan to investigate how exposure to HIPs affects graduation rates as well as the outcomes of courses using HIPs.

A small sample of HIPs that are being used by individual courses is listed below.

Course	Type of Activity
PSYC 1101	Collaborative Learning
BIOL 4800	Service Learning
COMM 4100	Collaborative Learning, Service Learning
ENGL 1101/PSYC 1101	Learning communities
HIST 1111	Reacting to the Past
HIST 2111	Reacting to the Past
HIST 3340	Reacting to the Past
HIST 3740	Reacting to the Past (This course was collaboratively presented with 2 other faculty members)
MARK 4700	Undergraduate research
MATH 2180	Collaborative Learning
MATH 2256	Inquiry Based Learning

Appendix D includes a narrative of a sample of the courses listed above. Appendix E shows the HIPs course redesign rubric.

ADDITIONAL ACTIVITIES

Keeping in mind the national attention to college cost and affordability, faculty at Dalton State College took advantage of the system supported initiative to develop Open Educational Resource (OER) texts. Below is a summary of those efforts.

Utilization of Affordable Learning Georgia Textbook Transformation Grants

A number of DSC faculty have contributed to retention and progression efforts by obtaining Affordable Learning Georgia Textbook Transformation Grants. As of Spring 2018, 15 of these grants (in 9 of 11 grant rounds) have been awarded to 28 DSC faculty in Biology, Mathematics, Psychology, American

Government, Learning Support English, Communication, Education, and Sociology. Projects ranged from full-scale creation of textbooks to compilations of open source readings to adoption of OpenStax® or other open educational resource OER texts.

Since most of these OER materials were adopted or prepared for freshman and/or core courses, many students have been positively affected by the cost savings. Recent large-scale research completed by the University of Georgia indicates that OERs benefit underserved populations to an even higher degree than traditional students in terms of course completion, lowering of DFW rates, and learning gains (Colvard & Watson, Spring). Since many DSC students are Pell-eligible, the ability to obtain no-cost or low-cost textbook materials is a great support mechanism for their learning. A sample of the effects on DFW rates is below:

- Biology 1107: DFW rates for Spring 2014, Fall 2014, and Spring 2015 were compared to DFW rates for Fall 2015. For the Fall 2015 semester, the DFW rate dropped to 14.8%, from a previous rate of 21.3%. This project involved creation of an open-resource lab manual.
- Psychology: Two psychology professors obtained a grant to pilot use of an OER and compared use of an OER versus the standard text. Analyses revealed a statistically significant difference for those using the OER compared to those with the standard text: ($M = 393.93, SD = 59.75$) compared to ($M = 378.53, SD = 47.16$)
- American Government: In the 2016-2017 academic year in which no-cost materials were used, the DFW rate fell from 17% to 11%. Cost savings to students here was particularly substantial since this is a required core course.
- In COMM 1110, a basic public speaking course required of all students, the faculty wrote an OER in 2016. Completion with C or better rose from 78% in 2015 to 88% in 2017-2018. In the two years of use the textbook has saved \$200,000 for students.
- Sociology: DFW rates decreased from 29.8% to 25% after the grant.

Although a direct case cannot be made at this time that widespread adoption of OERs has increased graduation rates, this project by DSC faculty, supported by the USG, has increased student success and reduced DFWs. DSC faculty are assisting students to learn and stay in class through OERs and are creating and compiling resources that are facilitating learning at many other institutions in Georgia, the U.S, and internationally. Dr. Zhou and Mr. David Brown's edited text *Educational Learning Theories* has been downloaded 42,000 times since April 2016, all over the world.

<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=education-textbooks>

The use of OERs has been very popular with the DSC students. As only one example, a faculty member in the School of Education reported that, based on a 5-point scale, students rated their OER text as follows: access to learning material, 4.69; content, 4.71; cost, 4.83; and effectiveness in helping them learn, 4.8. COMM 1110 students over the past two years indicated similar outstanding ratings for the usefulness, accessibility, and design of the department-created OER. Dalton State students have benefited significantly from the Textbook Transformation Grants and faculty efforts to provide open educational, low-cost or nocost materials.

Development of a new mobile app to connect with students

In an effort to address student engagement and provide better communication regarding events on campus, Student Affairs was instrumental in the development of a mobile app for students. Recently, DSC entered into a contract with app developer, MobileUp. Throughout the Summer of 2018, the implementation team worked tirelessly to create an app that would be engaging for students and provide them information in a seamless and constructive manner using cell phone technology. This app is designed to be role based and can be configured with specific information for each role identified in the system. Different roles can be added or deleted throughout the course of the academic year. This allows the college to engage freshmen in their first six weeks on campus and encourage participation. Data indicates this type of engagement is tied to retention and academic success. To that end, an involvement checklist was created and students are encouraged, in their first semester, to complete the checklist. See Appendix F.

Students that participate will be celebrated at the end of the semester, while those that accumulate the most points will be entered into a prize drawing. It is hoped that these incentives will encourage commitment and ultimately retention and academic success. Other potential prospects for the app include a graduation checklist for students in their last semester, involvement opportunities on campus including clubs/ organizations, residential life, and volunteering/service. During the opening week of the Fall 2018 semester, response was extremely encouraging with over 300 individuals downloading and using the app. As data is gathered through the app, appropriate actions/programs will be developed to address any needs or trends that develop.

Development of Partnerships for Student Engagement

Partnerships or internships are a direct result of industry needs in the local community. The community of Dalton is one in which there is close alignment with regional groups that range from school districts to large manufacturers to health care facilities.

Partnerships with local industry are a cornerstone of the **C. Lamar and Ann Wright School of Business**. Dalton State students are predominately from a 10-county service area. To keep these smart, educated graduates as professionals in the community, DSC works with business and industry partners to secure internships and part-time jobs while the student is at DSC, as well as full-time career placements after graduation. Professional organizations and business clubs join in helping to educate our students and facilitate placement.

A new initiative as of Fall 2018 is to involve freshman and sophomores in job shadowing to ensure they have selected the most appropriate major within the Wright School of Business. The Professional

Development course, formerly a senior-level course, now targets rising juniors. These business majors learn networking, professionalism, business dress and practice etiquette/dining as well as networking with members of the business community. The course is managed from the Wright School of Business Dean's office and features industry speakers and practitioners to aid students in the transition from college student to entry-level professional. Students in the Professional Development class mentor K-12 students in the Boys and Girls Clubs, performing 10 hours of in-field volunteer service as well as attend an in-field professional organization for additional networking. As an example of the success of DSC's partnerships, First Bank of Dalton hired six members of the 2018 graduating class from the Finance and Applied Economics students. A new structural change for FY19 includes the addition of a new Assistant Dean in the Wright School of Business. Her student-facing position will target student internships, recruiting high school business students in school-based clubs of business. Community members donate gently worn business clothing for our students' clothes closet and assist in myriad ways including speaking to classes. The Wright School of Business also engages an Executive in Residence who speaks to ethics classes as well as seniors in the capstone strategic management class.

The Wright School of Business is heavily involved in the new Appalachian Regional Port which opened in August 2018 in adjacent Chatsworth, GA (Murray County) and co-sponsored a pre-view event for members of the community, students, and area elected officials. Faculty are engaged as members in local and regional professional organizations. Also, in targeted classes within the six BBA majors, part-time faculty from the business community serve as a conduit to the world of work. One such faculty member is an HR manager at Shaw Industries, Inc. as well as a member of the Society for Human Resources Management (SHRM). Members of the local SHRM chapter conducted a seminar on the DSC campus about social media etiquette for students in January 2018. Another local businessman teaches entrepreneurship classes and shares his experiences from his work with Barret Properties as well as his involvement in Believe Greater Dalton's Entrepreneurship (BGD) Committee; the PitchDIA (Dalton Innovation Accelerator) competition is in the planning stage for a 2019 event on the heels of the success in 2018.

As part of the BGD initiatives, space for an Accelerator (upgraded incubator) will open in October 2018. Students from the Wright School of Business will serve as interns to assist members of the community in start-up tasks. In October as well, students from the Spring 2018 capstone LSCM class will present their logistics and supply chain analysis of the state's poultry industry to the Tri-State Chapter of APICS – the American Production and Inventory Control Society's monthly professional development meeting.

However, the best evidence of community involvement is the number of area businesses who contact the Wright School of Business to promote part-time and career opportunities to our students. Alumni continue to recruit DSC Wright School of Business students because they know the quality of the student.

In the **School of Education**, there are several partnerships with the local school systems that go beyond the professional development schools. With Whitfield County, a number of Governor's Office of Student Achievement (GOSA) grants were awarded and are listed below. The grants provide direct learning opportunities for the teacher candidates and introduce them professionally to the local school administrations.

- Beyond the Classroom: Pilot Grant – \$10,000 to pilot Learning Academies (parent and child workshops) and Power Lunches (Summer literacy and science lessons)
- Beyond the Classroom: Implementation Grant – \$630,000 for Learning Academies (parent and child workshops) and Power Lunches (Summer literacy and science lessons)
- Beyond the Classroom: Summer Literacy Camps – \$20,000 for the camps that were connected to the Children's Literature Class.

In addition to the grants received to collaborate with Whitfield County, a number of GOSA grants were obtained to work in conjunction with Dalton Public Schools thereby providing additional teacher candidate exposure within the district.

Students in the **School of Science, Technology and Mathematics** are fortunate to take advantage of the partnerships with local industry which allow them access to internships in a variety of Science, Technology, and Mathematic fields. In addition, Dalton State representatives partner by serving on a variety of boards including the Northwest Georgia College and Career Academy, the Gordon County College and Career Academy, and The Alliance for Innovation and Sustainability. Students engage in activities with the Greater Dalton Chamber of Commerce for Manufacturing Day Activities and the Design,

Engineering, and Manufacturing Camp each year. Most recently, along with GA Northwestern Technical College and our business partners in the community, DSC developed the Chemistry pathway and our business partners contributed to the development of the newly approved Environmental and Sustainability Studies program.

Our industry partners sponsored the Industrial Chemistry Practitioner position for two years, contributed to the purchase of laboratory instruments, and have funded scholarships for our students.

The **School of Health Professions** partners with over 75 agencies each year. These partnerships include clinical and field experiences required in the curricula of the programs. Outside of the clinical experiences, partnerships that are a benefit to the community are an integral part of the School's mission. For example, the school partners with the Blue Ridge Area Health Education Center to create programs for students, faculty, local nurses, and PK-12 schools. Some of these programs include the Area Health Education

Centers (AHEC) Scholars program, campus and facility tours for high school students, and continuing education for nurses. The School of Health Professions is involved in the Healthcare Pathway Partnership. This partnership includes Dalton State, Mercer's School of Medicine, Dalton Public Schools, and Hamilton Healthcare.

A number of outreach events to local schools including Dalton City Schools (Dalton City), Heritage High School (Catoosa Co.), Whitfield Career Academy and Coahulla Creek High School (Whitfield Co.),

Chattooga County High School (Chattooga Co.) Murray County High School and North Murray High School (Murray Co.) has occurred. These partnerships have included hands-on tours of the DSC facilities which have been run by our student volunteers and faculty. Students have also spoken to classes at Whitfield Career Academy in an effort to increase awareness of their discipline and teach a hands-on skill to the high school students.

Our faculty, staff and students are involved in a variety of community service projects. These include: blood drives, the DSC Health Fair, March of Dimes, Food drives, GoFest (asthma screenings), Blindness Screenings, The United Way Make a Difference Day, Teen Maze, Habitat for Humanity, World AIDS Day, and school recruitment fairs.

The Class of 2018 BSW graduates completed 6,960 hours of practicum work in community agencies during 2017-2018. In keeping with the mission to equip students with skills to navigate the college experience and beyond, 11 of the 15 graduates went directly into graduate MSW programs for the 2018-2019 year at institutions including: University of Alabama at Birmingham, Southern Adventist,

Campbellsville, and University of Georgia. All were admitted with advanced standing. The Junior BSW Class gave 1,100 hours of service to the community prior to admission to the BSW program junior class of Fall 2018.

Finally, in the **School of Liberal Arts**, the courses offered through the Georgia Film Academy (GFA) have afforded students opportunities to work directly in the film industry in a manner that has been unique and well-received. Since the GFA functions in space outside Atlanta, the lack of proximity to Dalton has not deterred a small group of students from engaging fully in this program. It is expected that, over time, more students will take advantage of this experience.

Additionally, a faculty member in the criminal justice program is the president of the Board of Directors of the Northwest Georgia Family Crisis Center and offers students opportunities to volunteer at the facility.

In summary, students at Dalton State College have access to a wide range of experiential learning across all

five Schools through partnerships and internships with the local community. These opportunities provide students with purposeful choices that support retention and progression.

MOMENTUM YEAR

As part of the preparation for the Momentum Year, administration, faculty and staff attended the two-day summit and met with experts from institutions that represented similar sectors. The DSC team consisted of the President, Provost and Vice President for Academic Affairs, Vice President for Student Affairs and Enrollment Management, Vice President for Fiscal Affairs, Chair of the English Department, Director of Disabilities Services, and the Director of Advising. Upon the team's return from the meeting an implementation plan was refined and additional teams were configured to address the issues of course redesign, advising and academic mindset.

Dalton State College was one of the first in the System to be evaluated through the survey developed by

Motivate Lab in Virginia. Following the distribution and completion of the survey, the research team from Motivate Lab visited DSC and met with students, faculty and staff to augment the information obtained on the survey. Aggregate data was provided to DSC to help inform the process as it moves forward.

The Mindset survey was distributed in Spring 2018 to freshmen in ENGL 1101 and COMM 1110. A total of 410 students participated. The responses to a broad range of questions were obtained during the first three weeks of the semester and again during the last three weeks of the semester. On average, students who responded to the survey identified themselves as hard workers whose reasons for pursuing higher education were to gain skills that could be used in a job and also to make their families proud.

Since DSC is an access institution with a large majority of first-generation college graduates, these responses were not surprising. Demographically, these students came from households with lower incomes and parents that were not high school educated (25% for fathers, 19% for mothers). With respect to their decision to select a particular major, the majority of students felt that their selection was based on their interest in the subject as well as the salary potential. The smallest effect on program selection was whether the recommendation came from a parent or a high school advisor.

Interestingly, students attending DSC felt strongly that they “belong here” which underscores the nature of students who are mostly commuters and who have strong ties to the local community. Many of them, however, felt that others on campus had stronger academic skills. When students’ thoughts on Math and English were queried, the majority of responses fell in the slightly agree/agree range for belief that they could be successful in each of the areas. Students also reported that they knew that they could learn the material in both Math and English and that both were interesting/enjoyable at a level of slightly agree/agree. The mindset survey is just one arm of the multifaceted program of the Momentum Year. An implementation plan, developed at the initial meeting and later refined, has been the roadmap to guide many of the processes to which DSC has committed. Below is the 90-day update to the plan.

ELEMENT 1: PURPOSE

Dalton State implemented a process to identify and guide incoming undecided students. The ‘undeclared’ option was reinstated on the application. Through contact by the director of advising, students were able to select a major that best aligned with their current goals. Students who did not respond to outreach prior to orientation were required to choose a major during orientation. Communication via phone with follow-up in-person appointments led to better discussion of goals and options, and hopefully more purposeful choice.

The professional advising staff were charged with the task of following up with all students through advising sessions and special invitations to specific career program opportunities. One roadblock that was encountered was the absence of phone number.

ELEMENT 2: PROGRAM OF STUDY

Dalton State is on track with its 90-day program of study plan. In Spring 2018, a Guided Pathways to Success (GPS) committee of advisors and faculty representatives was established from each of the Schools. Using a newly created template, all degree programs now have full-time degree maps that include 30-credit hours in the first year (including Area A English and Math), and specific coursework in the program of study when possible.

Focus area maps have been developed for students who have not decided on specific programs. Critical coursework and milestones have been included. Advisors have worked with incoming freshmen to ensure enrollment in 15 credit hours, and expectations concerning the degree maps have been set during orientation. Transactional terminals have been installed across campus to further track the activities of our students. Issues moving forward include uploading all the information to the website in a straightforward manner and creating part-time degree maps since 37% of our students attend part-time.

ELEMENT 3: ENGAGEMENT

Dalton State is prepared to conduct the Mindset survey once again with incoming freshmen. New Student

Orientation was the environment chosen to launch the Mindset initiative. Presentations by the two Vice Presidents and several Deans encouraged these ideas. The Committee on Academic Excellence offered a breakout session during the Fall faculty assembly to address and encourage academic mindset. Campus administration has also chosen the book, *The Undergraduate Experience* by Peter Felten, et al. to build discussion and focus on the student experience. The Success for Students (S4S) committee will implement reading groups around the book in the Fall. New courses for first time/first year freshmen will be utilized in the Fall to provide exposure to learning opportunities with the meta majors. According to the proposed plan, courses have been built and students are enrolled.

GATEWAY TO COMPLETION (G2C) COURSE REDESIGN

Dalton State is part of Cohort 2 of the G2C course redesign initiative. ENGL 1101 and MATH 1111 have been identified as the courses slated for redesign. Liaisons (Team Leaders), a Steering Committee, and Course-Specific Committees and Committee Chairs have been populated and loaded into the G2C platform. Members of these teams/committees have read the *Gateway to Completion Guidebook*; created a First-Year Time Table; and participated in numerous conference calls, G2C webinars, and national G2C meetings. The Student Learning Gains Survey was administered to students in ENGL 1101 and MATH 1111 during Spring 2018 and should provide useful information to the redesign committees.

Additionally, in preparation for their work in the G2C process, liaisons, and Steering Committee (including course-specific committee co-chairs), met to discuss the Gateway Course Success Inventory in late June 2018, and the inventory tables were finalized and uploaded into the G2C platform. On August 21, 2018, some of the liaisons and course-specific committee co-chairs, as well as many of the course-specific committee members, attended the G2C "Welcome Back, Course Committee Work & Intro Phase II" webinar. Beginning in Fall 2018, English and Math committees will be working during August and September to address the first two principles and Key Performance Indicators (KPIs) described in the G2C platform and guidebook. These have been shared and discussed with the appropriate committees.

1. Principle – Academic Practice and Policy (with 11 KPIs)

Gateways to Completion institutions have formal policies that promote student success in gateway courses. Policies are effectively communicated and inform academic practice at all levels. The link between policy and practice is clear, and the institutions’ actions are consistent with their policies.

2. Principle – Faculty / Instructors (with 11 KPIs)

Gateways to Completion institutions are dedicated to instructional excellence in gateway courses. Institutions and departments intentionally select gateway course faculty based on academically sound criteria, support ongoing professional development, and reward exemplary teaching in gateway courses.

Continuing throughout the Fall and early Spring semesters, the Steering Committee will meet to discuss the course-specific committees’ findings, and the course-specific committees will analyze the additional four principles and KPIs, completing them two at a time. The course-redesign implementation process will begin in August 2019.

Activity during the Momentum Year will be benchmarked utilizing data obtained from the System in order to chart DSC’s progress. These data include retention rates as well as performance in the key courses of English and Mathematics.

With regard to the percentage of full-time freshmen who were retained after one year and two years relative to those across the system, targeted goals can be set and hopefully realized. In 2015, 60% of the freshmen were retained after one year at DSC while the system reported 62.4% retention. After two years, the retention rate dropped to 44.9% for DSC compared to system retention rate of 51.7%. For 2016, the one-year retention rate was 59.5% as opposed to the drop in the system rate of 51.7%.

Interestingly, for the same period (2015), the first-year retention rate of DSC’s Hispanic students was consistent (67.1%) relative to the system rate of 68.9%. After two years, however, both retention rates for Hispanic students dropped significantly with 52.2% for DSC and 59% for the system. For 2016, the first-year retention rate was somewhat lower for both DSC and the system (61.9% v 64.4% respectively).

Students in learning support (LS) for the same period 2015 and 2016, showed poorer percentages. In 2015, 47.7% of DSC LS students were retained after the first year while the institutional rate was 49.2%. The two-year retention rate of this group is again poorer with 32.8% for DSC students and 39.3% for the institutional rate.

Table 1 below compares the overall pass rates for ENGL and MATH for DSC with the State College Sector and the System pass rates. Pass rates are also disaggregated for Hispanic/Latino students.

	ENGL 2015	ENGL 2016	HISP/ENGL 2015	HISP/ENGL 2016	MATH 2015	MATH 2016	HISP/MATH 2015	HISP/MATH 2016
DSC	68%	65%	66%	69%	65%	57%	76%	66%
Sector	65%	63%	65%	63%	57%	57%	66%	63%
System	72%	71%	74%	74%	72%	71%	80%	77%

DSC’s performance surpasses the sector in all areas except for a very slight difference in Math for 2016. The application of a co-requisite model coupled with course redesign is the lynchpin of the G2C movement. As faculty redevelop the Math and English courses and define an assessment of progress to monitor the outcomes, the goal would be to reach the overall pass rates that are identified with the system rates.

It is believed that these course initiatives coupled with aspects of the momentum year implementation plan will contribute to success for students as they negotiate their personal Gateways to Completion.



East Georgia State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

East Georgia State College (EGSC) is an associate degree granting, liberal arts institution providing access to academically transferable programs of study and targeted bachelor degrees at low cost to its students. The College extends its access mission from its home campus in Swainsboro to instructional sites in Statesboro and Augusta. EGSC has been included on both of the U.S. Department of Education's [College Affordability and Transparency Center](#) annually updated *Lowest Tuition* and *Lowest Net Price* national lists of four-year public colleges since July 2017.

EGSC began offering its initial baccalaureate degree, a bachelor of Science Degree in Biology, in Fall Semester 2012 and has awarded the degree to 15 students. The College launched its second bachelor program in Spring Semester 2016, a Bachelor of Arts Degree in Fire and Emergency Services Administration (FESA) and added an Associate of Arts FESA degree option in Fall Semester 2017. FESA is offered online for the convenience of working fire and emergency service professionals. The FESA Program is based on the Fire and Emergency Services Higher Education (FESHE) curriculum created at the National Fire Academy. In Summer Semester 2017, EGSC awarded its first two FESA Bachelor of Arts Degrees.

In extending the College's core mission of providing access to higher education beyond its home campus in Swainsboro, the College has increased the number and types of collaborations with other public institutions both within the University System of Georgia (USG) and within the Technical College System of Georgia (TCSG) throughout the Complete College Georgia initiative. In addition to its instructional site in Statesboro, EGSC Statesboro students have access to services provided at Georgia Southern University and EGSC Augusta students have access to services provided by Augusta University, where EGSC courses are delivered on the Summerville Campus of Augusta University. Both universities are units of the USG.

EGSC is working collaboratively with Georgia Southern University in Statesboro and Augusta University to encourage its former students to make application for their EGSC associate degree through the A.D.D. (Associate Degree you Deserve) program, a reverse transfer process. Since Spring Semester 2016, EGSC has awarded associate degrees to 205 former EGSC students through the A.D.D. Program.

The College launched another targeted bachelor degree to be delivered online to working professionals in Fall Semester 2017, a Bachelor of Science in Nursing (BSN) Degree designed for registered nurses (RN). EGSC has signed a memorandum of understanding with Southeastern Technical College (STC), a unit of the TCSG, to use the Health Sciences Building located on STC's Swainsboro Campus for the new EGSC nursing program. EGSC has also signed a letter of intent with Oconee Fall Line Technical College and Southeastern Technical College "to combine their collective resources to create an educational pathway for nursing students from LPN to ADN, and ADN to BSN, to meet the need for associate level and baccalaureate level nurses" in the rural area served by these colleges.

Consistent with its access mission and its Carnegie Classification as a Baccalaureate/Associate's Dominant College, EGSC expanded the number of associate degrees it offers in Fall Semester 2017. Until that semester, the College offered an Associate of Degree, Core Curriculum (AACC). In addition to the AACC, EGSC now offers 10 associate of arts and 5 associate of science degrees with disciplinary distinctions. These degree options encourage EGSC students to focus early on specific programs of study that are aligned with baccalaureate degrees offered by EGSC and other USG colleges and universities. (A list of EGSC's degrees is presented in [Table A1](#) in the Appendix.)

After posting double-digit percentage enrollment growth in the 2010 and 2011 fall semesters, EGSC experienced declining enrollments in the 2012 and 2013 fall semesters before enrollment began to steadily increase, first by 1.9% in Fall Semester 2014, then by 3.1% in Fall Semester 2015 and 5.0% in Fall Semester 2016. In Fall Semester 2017, enrollment declined by 4.7%.

Throughout the Complete College Georgia initiative (2012 to 2018), EGSC's four largest demographic cohorts have been African-American Females; African-American Males; White (Non-Hispanic) Females; and White (Non-Hispanic) Males. A percentage breakdown by campus of these demographic cohorts for Fall Semester 2018 is presented below in Table 1.

TABLE 1: FALL 2018 STUDENT POPULATION BY DEMOGRAPHIC COHORT AND INSTRUCTIONAL SITE/ONLINE ONLY

Demographic Cohorts	Augusta	Statesboro	Swainsboro	Online Only	Overall
Female	62.6%	55.8%	60.1%	66.9%	60.4%
African-American	34.7%	23.4%	32.9%	27.5%	28.6%
White (Non-Hispanic)	19.8%	25.5%	21.7%	30.2%	24.6%
Other	8.1%	7.0%	5.6%	9.2%	7.2%
Male	37.4%	44.2%	39.9%	33.1%	39.6%
African-American	18.9%	18.0%	20.8%	13.4%	17.9%
White (Non-Hispanic)	11.6%	20.2%	15.2%	15.8%	16.6%
Other	6.9%	6.0%	3.9%	3.8%	5.0%

For Fall Semester 2018, excluding dual enrolled high school students, the average age of all students is 20.8 years and the average age of new freshmen is 18.7 years. Only 1.8% of these new freshmen are aged 25 or over. While over 75% of new freshmen enrolled full-time in Fall Semester 2018, greater percentages of the College's returning students tended to continue as part-time, as summarized in Table 2 below. Table 2 excludes new freshmen and dual enrollment high school students. A large majority of students who take classes at one of the College's three locations and may take some courses online are full-time students in similar proportions to new freshmen. However, 33.0% of all returning students in Fall 2018 take courses delivered completely online, with 82.5% of those students taking less than a full course load. The proportion of part-time students is greatest for the Senior Class. One contributing factor is the College's focus on offering targeted baccalaureate degrees exclusively online.

TABLE 2: FALL SEMESTER 2018: RETURNING STUDENTS COURSE LOAD BY CLASS

Course Load by Class	Augusta	Statesboro	Swainsboro	Online Only	Overall
Full-time Overall	66.5%	70.3%	77.4%	17.5%	54.2%
Freshman	64.0%	69.3%	75.9%	16.8%	54.9%
Sophomore	71.4%	72.6%	84.8%	19.8%	59.7%
Junior	N/A	N/A	51.2%	18.5%	30.5%
Senior	N/A	N/A	66.7%	3.3%	23.3%
Part-time Overall	33.5%	29.7%	22.6%	82.5%	45.8%
Freshman	36.0%	30.7%	24.1%	83.2%	45.1%
Sophomore	28.6%	27.4%	15.2%	80.2%	40.3%
Junior	N/A	N/A	48.8%	81.5%	69.5%
Senior	N/A	N/A	33.3%	96.7%	76.7%

An academic profile of Fall Semester 2018 new freshmen by location is presented in Table 3a and 3b below. The number of new freshmen presented in Table 3a is subject to change because this report is being released prior to the official enrollment date for Fall Semester 2018. Beginning with Fall Semester 2018, to increase the number of students who are able to gain access to post-secondary education, EGSC was granted permission by the USG to return to its open access mission. This change allowed the College to admit applicants without requiring them to take placement exams. This policy change resulted in a significant increase of new freshmen placing into learning support (LS) in Fall 2018 compared to Fall 2017. For example, in Fall 2017 the percentage of new freshmen requiring LS Math was over 50 percent for new freshmen at EGSC Augusta only. In addition, at all of the College's three locations the percentage of new freshmen requiring LS English was below 50 percent in Fall 2017. As presented in Table 3b below, large majorities of new freshmen in Fall 2018 placed in LS Math at all EGSC locations and placed in LS English at all but one location, EGSC Statesboro, which saw an increase in LS English placements of more than 5 percentage points over Fall 2017.

TABLE 3A: FALL SEMESTER 2018: NEW FRESHMEN NUMBER PROFILE

Fall 2018 New Freshmen	Augusta	Statesboro	Swainsboro	Online Only	Overall
Full-time	159	488	396	16	1,059
Part-time	35	78	33	162	308
Total New Freshmen	194	566	429	178	1,367
Require Math LS	142	374	308	148	972
Require English LS	97	255	243	109	704

TABLE 3B: FALL SEMESTER 2018: NEW FRESHMEN PERCENTAGE PROFILE

Fall 2018 New Freshmen	Augusta	Statesboro	Swainsboro	Online Only	Overall
Full-time	82.0%	86.2%	92.3%	9.0%	77.5%
Part-time	18.0%	13.8%	7.7%	91.0%	22.5%
Require Math LS	73.2%	66.1%	71.8%	83.1%	71.1%
Require English LS	50.0%	45.1%	56.6%	61.2%	51.5%

INSTITUTIONAL GOALS. HIGH-IMPACT STRATEGIES, ACTIVITIES AND OUTCOMES

During the 2017-18 academic year, EGSC focused on the following four strategies to promote college completion:

1. Increase Degree Awards to Most Challenged Students
2. On-time Degree Completion
3. Increase Dual Enrollment Opportunities
4. Enhance Co-requisite approaches

HIGH-IMPACT STRATEGY 1: INCREASE DEGREE AWARDS TO MOST CHALLENGED STUDENTS

Increase in the number of undergraduate degrees awarded to low income students (Pell eligible students)

Increase in the number of undergraduate degrees awarded to first generation college students

RELATED CCG GOAL

Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.

Demonstration of Priority and/or Impact

As an access institution, EGSC serves students who depend on financial aid and are often among the first of their families to attend college. During AY 2017-18 more than three in four students received some form of financial aid and nearly one quarter were first generation students.

During FY 2017-18, 30 former EGSC students were awarded an associate degree through reverse transfer from other USG institutions. The number of reverse transfer degrees awarded in AY 2016-17 was 114. In contrast, 268 enrolled EGSC students were awarded an associate degree EGSC in FY 2017-18, up from 225 enrolled students receiving the degree in AY 2017-18. Seventy-four percent of the AY 2017-18 graduates had received financial aid. Four of the five students who completed their Bachelor's degree in EGSC in FY 2017-18 also received financial aid. Sixty-two of the enrolled graduates, or 23 percent, were first generation students. In addition, 38 percent of the College's FY 2017-18 graduates entered with learning support requirements, including 27 percent who overcame learning support requirements in mathematics. Twenty percent of graduates satisfied learning support requirements in English and 5 percent satisfied learning support reading requirements

PRIMARY POINT OF CONTACT

Name: Dr. Deborah Vess, Vice President for Academic and Student Affairs, dvess@ega.edu

SUMMARY OF RESOURCES USED AND ACTIVITIES CONDUCTED

During AY 2017-18, faculty and advising staff used GradesFirst to reach students on a more timely basis. DegreeWorks scribing was brought up to date with the current catalog and became a key resource in the advisement process.

MEASURES OF PROGRESS

Baseline Status of Metrics: The academic year 2011-2012, including Fall Semester 2011, served as our baseline year for Complete College Georgia (CCG). The College set 2020 goals based on a specific CCG measures. Presented in Table 4 below are baseline CCG metrics compared with the most recent results for the College.

TABLE 4: EGSC CCG BASELINE METRICS COMPARED TO MOST RECENT RESULTS

CCG Measurement	Fall 2011 Base	EGSC Goal	Results	Source
3-Yr FTFT Graduation Rate	6.0%	20.0%	13.7%	Fall 2014 Cohort
1-Year FT Retention Rate	42.9%	65.0%	49.0%	Fall 2016 Cohort
1-year FT Retention + Transfer Rate	53.3%	75.0%	61.0%	Fall 2016 Cohort
Overall Success Rate	57.1%	70.0%	67.1%	Fall 2017 EGSC Students
Annual Number of Graduates	168	207 Ave	303	FY 2017-18

FTFT refers to First-Time, Full-Time Freshman; FT refers to all First-Time Freshman

[Table A2](#) in the Appendix lists EGSC associate degrees earned from the 2012 through 2018 academic years. For the academic years 2013 through 2016, [Table A3](#) lists the number of bachelor degrees awarded by Georgia Southern University and [Table A4](#) lists the number of bachelor degrees awarded by other USG institutions to former EGSC students. As presented in these tables, former EGSC students complete between 300 and 400 bachelor degrees each year at other USG institutions. All three tables breakdown the degrees awarded by gender and ethnicity.

Interim Metrics: As noted above, the success rates of students will be our measure of progress toward goals. Table 5 below lists the overall success rates and those for selected gateway courses, learning support courses and courses delivered online are given for the base Fall 2011 and for Fall 2017. [Table A5](#) in the Appendix includes the intervening fall and spring semesters through Spring Semester 2018.

TABLE 5: FALL SEMESTERS 2011/2017 SUCCESS RATE COMPARISONS

Semester	Overall Success Rates	MATH 1111 Success Rates	ENGL 1101 Success Rates	HIST 2111/2112 Success Rates	Learning Support Success Rates	Online Success Rates
Fall 2011	57.1%	48.5%	56.0%	53.4%	34.6%	49.4%
Fall 2017	67.1%	51.1%	63.8%	56.4%	52.0%	67.3%

Table 6 below shows the usage of the Academic Centers for Excellence (ACE) for AY 2015-16 through AY 2017-18. In Swainsboro, student course success rates remained flat until Spring Semester 2017, but improved in Fall Semester 2017. In Statesboro, student success rates have generally been higher in the spring semesters compared to the fall semesters. The Statesboro success rate dipped in Fall Semester 2017, but recovered in Spring Semester 2018. The ACE data for Augusta is incomplete up to Spring Semester 2017, but that semester’s success rate is encouraging. The usage and student success rate of the Augusta ACE declined in Fall Semester 2017, but both metrics improved markedly in Spring Semester 2018. To increase student success, faculty have been leading learning communities in the Swainsboro ACE and the Statesboro ACE.

TABLE 6: ACE USE RATES FOR FALL 2015 THROUGH SPRING 2018

	Term	Student Visits	ACE Usage (Minutes)	Student Success Rates
Swainsboro:	Fall 2015	6,514	392,894	60.0%
	Spring 2016	4606	307,556	61.5%
	Fall 2016	7,000	399,830	60.3%
	Spring 2017	5,299	323,213	68.8%
	Fall 2017	3,295	223,366	77.0%
	Spring 2018	1,166	31,031	72.0%
Statesboro:	Fall 2015	3,006	116,962	65.6%
	Spring 2016	2,694	98,527	73.1%
	Fall 2016	4,404	279,145	74.6%
	Spring 2017	2,369	95,266	75.3%
	Fall 2017	666	36,000	64.4%
	Spring 2018	1,982	54,888	74.0%
Augusta:	Fall 2015	299	6,423	NA
	Spring 2016	NA	NA	NA
	Fall 2016	1,134	26,001	N/A
	Spring 2017	634	11,013	74.1%
	Fall 2017	125	2,110	65.3%
	Spring 2018	321	6,541	83.8%
Overall:	Fall 2015	9,819	516,279	62.8%
	Spring 2016	7,300	406,083	67.3%
	Fall 2016	12,538	704,976	67.5%
	Spring 2017	8,302	429,492	72.7%
	Fall 2017	4,086	261,476	68.8%
	Spring 2018	3,469	92,460	76.6%

Final Success Measure or Goal: In Fall Semester 2017, EGSC introduced fifteen associate degrees with majors. Prior to Fall Semester 2017, EGSC offered the Associate of Arts Degree, Core Curriculum (AACC). For Spring Semester 2018, the AACC was the major selected by 47 percent of students, ranging from 33 percent of Swainsboro students to 67 percent of Augusta students. The other 53 percent of students had selected other majors or transfer pathways.

LESSONS LEARNED

The College is encouraging its students to consider their program options early and focus on majors that interest them. Choosing a program of study early will serve to guide and motivate students toward completing both associate and bachelor degrees.

HIGH-IMPACT STRATEGY 2: ON-TIME DEGREE COMPLETION

- Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees “on time.”
- Materials or information on taking 15 credits or more included in orientation for new students
- Advisors trained to encourage students taking 15 or more credits a semester

RELATED CCG 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

During Spring Semester 2018, two-year academic plans were prepared for each associate of arts and associate of science program of study. These two-year plans were distributed to all new students during the Fall Orientations conducted during summer of 2018.

These plans are also being utilized by our returning students. Students were introduced to the Focus2 Career Assessment during Fall Orientations to aid them in choosing the appropriate program of study/transfer pathway for their work interests. A new math pathway was developed for students who are not STEM majors. Math pathways for each program of study were incorporated in the academic plans to ensure that all incoming new and transfer students were placed in the appropriate math course for their program of study/transfer pathway based on admissions, criteria including high school GPA and test scores. DegreeWorks was reintroduced to all academic advising staff and faculty to promote consistent advisement. Four-year plans were developed for baccalaureate programs, and these plans also incorporated the appropriate math pathway for the major.

Students were pre-registered for all Area A basic skills courses and for the courses listed in their degree plans for the fall term.

PRIMARY POINT OF CONTACT

Karen Murphree, Director of Learning Commons , kmurphree@ega.edu

MEASURES OF PROGRESS

Baseline Status of Metrics: The Fall 2011 cohort provided our baseline data for CCG when the three-year graduation rate was 5.8%. During the first year of CCG, we evaluated the Fall 2012-Summer 2012 graduates. We had a total of 173 graduates with 8.1% finishing their degree in two years and 24.9% completing their degree in three years. The average time to completion was 73.0 hours.

Interim Metrics Presented below in Table 7 are the two and three-year associate degree graduation rates for beginning fall semester freshmen at EGSC compared to the USG State College Sector. EGSC's graduation rates recently fallen in line with the sector rates. One contributing factor was the approvals EGSC received from the USG and the Southern Association of Colleges and Schools (SACSCOC) to begin offering associate degrees to its EGSC Statesboro students in AY 2013-14. Prior to these approvals, the 60 percent of EGSC's student body located in Statesboro had only one option, to transfer to another USG institution.

TABLE 7: EGSC TO USG STATE COLLEGE SECTOR COMPARISON OF 2-YEAR AND 3-YEAR GRADUATION RATES

Entering Fall Freshmen Cohort	EGSC Total Beginning Cohort	EGSC 2-year Graduation Rate (%)	USG State College 2-year Graduation Rate (%)	EGSC 3-year Graduation Rate (%)	USG State College 3-year Graduation Rate (%)
2008	1,063	2.5	3.5	5.3	9.5
2009	1,081	2.4	3.0	5.3	9.1
2010	1,162	2.3	2.5	6.2	8.3
2011	1,699	1.7	2.5	5.8	8.6
2012	1,319	3.0	3.0	9.8	10.3
2013	1,040	3.5	4.1	11.2	12.4
2014	1,059	5.1	4.5	12.6	12.8
2015	1,148	4.5	5.0	N/A	N/A

As indicated in Table 8 below, the average hours that associate degree graduates complete has gradually declined since Fall Semester 2012.

TABLE 8: AVERAGE NUMBER OF HOURS TAKEN TO GRADUATE WITH AN ASSOCIATE DEGREE

Graduates/Semester	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Total Graduates	58	94	77	110	92	117	98	209	107	172	94	146
Average Hours to Graduate	73.8	72.2	73.4	73.9	70.5	70.7	71.2	70.4	70.5	72.1	69.9	69.2

Our CCG graduation goal was to produce an average of 207 graduates a year between 2012 and 2020. As can be seen by the Table 9 below, the number of graduates has surpassed that number for five consecutive years. In addition, the percentage of graduates who completed their degrees in two years increased from 37 percent in AY 2016-17 to 51 percent in AY 2017-18 and those graduating in three years increased from 62 percent in AY 2016-17 to 77 percent in AY 2017-18.

TABLE 9: 2-YEAR AND 3-YEAR GRADUATES BY SEMESTER – AY 2013 – AY 2018

Semester	Semester Graduates	Total AY Grads	2-Yr Grads	AY 2-Yr Grads	3-Yr Grads	AY 3-Yr Grads
Summer 2012	28	176	11	24	2	40
Fall 2012	58		3		18	
Spring 2013	90		10		20	
Summer 2013	21	213	4	20	5	81
Fall 2013	80		2		33	
Spring 2014	112		14		43	
Summer 2014	25	244	9	70	9	143
Fall 2014	94		30		57	
Spring 2015	125		31		77	
Summer 2015	44	359	12	84	23	176
Fall 2015	106		29		63	
Spring 2016	209		43		90	
Summer 2016	64	343	20	126	32	213
Fall 2016	107		54		76	
Spring 2017	172		52		105	
Summer 2017	58	298	27	152	41	229
Fall 2017	94		56		70	
Spring 2018	146		69		118	

Final Success Measure or Goal: EGSC will continue efforts to increase both its graduation rates and the number of undergraduate degrees it awards by providing its students an environment that guides them effectively toward degree completion.

LESSONS LEARNED

Improving graduation rates requires a diligent long-term commitment to providing students with a variety of supports, guidance and incentives to succeed. EGSC will continue to improve on the techniques that work and experiment with promising approaches that contribute to student success.

HIGH-IMPACT STRATEGY 3: INCREASE DUAL ENROLLMENT OPPORTUNITIES

Participate in dual enrollment/Move On When Ready 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

As an access institution within the USG, EGSC seeks to expand post-secondary opportunities in its Southeast Georgia service area. Since substantial number of its students are first generation college students, the College encourages high school students to take college-level courses on EGSC campuses and on location at area high schools.

PRIMARY POINT OF CONTACT

Brandy Murphy, Dual Enrollment Coordinator, bmurphy@ega.edu

SUMMARY OF RESOURCES USED AND ACTIVITIES CONDUCTED

During Fall Semester 2017, EGSC enrolled 385 dual enrollment students, more than three times the 104 dual enrolled students the College enrolled in Fall Semester 2015. The number of dual enrolled students increased to 404 in Spring Semester 2018, and to 407 students in Fall Semester 2018. The number of high school that the College drew its dual enrolled students from increased from 33

in AY 2017-18 to 38 in Fall Semester 2018. In addition to hosting dual enrolled students both on-campus and online, EGSC conducted 20 classes at five area high schools in AY 2017-18.

MEASURES OF PROGRESS

Baseline Status of Metrics: EGSC's dual enrollment (formally MOWR) program has grown dramatically since the beginning of its Complete College Georgia plan as presented in Table 10 below.

TABLE 10: ANNUAL GROWTH OF THE DUAL ENROLLMENT PROGRAM

Fall Semester Dual Enrollment	No.	% Annual Increase
Fall 2011	17	35%
Fall 2012	23	
Fall 2013	44	91%
Fall 2014	54	23%
Fall 2015	104	93%
Fall 2016	349	236%
Fall 2017	385	10%
Fall 2018	408	6%

Interim Metrics: The High school grade point average (GPA) for EGSC's dual enrolled students during AY 2017-18 was 3.66 on a 4.00 scale. The overall GPA for the EGSC courses taken by dual enrolled students was 3.30 on a 4.00 scale.

Final Success Measure or Goal: EGSC will continue to use the dual enrollment program to encourage high school students to commit themselves to pursuing high education and graduating faster, as measured by increases in the College's 2-year and 3-year associate degree graduation rates.

LESSONS LEARNED

The dual enrollment program has proven to be a very effective approach of providing a seamless transition from high school to college and EGSC will continue to use it as a key component of its CCG strategy.

HIGH-IMPACT STRATEGY 4: EFFECTIVELY TARGET REMEDIATION

Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.

RELATED GOAL

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

DEMONSTRATION OF PRIORITY AND/OR IMPACT

To encourage students to complete Area A of the Core Curriculum within their first year at the College, twenty percent of all English Composition I and II and the first college mathematics courses are being offered in 8 week sessions to facilitate daily interactions between faculty and students and increase success rates.

New math pathways have now been implemented at the College. In Fall Semester 2018, EGSC shifted Core Curriculum Area A math offerings from nearly 100 percent College Algebra to 80 percent Quantitative Skills and Reasoning and 20 percent as College Algebra. Students in non-STEM majors are placed the Quantitative Skills and Reasoning course, while STEM majors continue to take College Algebra, if they meet the cut-off scores. This ratio will be examined each year to match the needs of our students.

PRIMARY POINTS OF CONTACT

Dr. Jimmy Wedincamp Dean of the School of Mathematics & Natural Sciences, Wedincamp@ega.edu

Dr. Lee Cheek, Dean of the School of Humanities & Social Sciences, lcheek@ega.edu

SUMMARY OF RESOURCES USED AND ACTIVITIES CONDUCTED

The co-requisite program in English and mathematics began on two campuses (Swainsboro and Augusta) in Fall 2014 and was expanded to the third campus (Statesboro) in Fall 2015. The alternative pathways model in mathematics has only recently been implemented in fall 2018 with the increased offerings in MATH 1001 Quantitative Skills and Reasoning and also MATH 1101 Math.

All Math and English courses are now offered in the co-requisite model, in keeping with USG policies. EGSC eliminated all Foundations Learning Support required in the Spring 2018 and offered the entirety of its Area A Math and English courses on the co-requisite model.

MEASURES OF PROGRESS

Baseline and Interim Metrics: In Fall Semester 2018, EGSC embraced the open access model with no admissions test scores required. Students without qualifying test scores (Accuplacer, SAT, and ACT) were automatically placed into co-requisite learning support courses in mathematics and English. Additionally, all incoming freshmen were pre-registered for AREA A mathematics and English which resulted in up to 90% of the incoming freshmen taking these gateway courses the first semester of their freshman year. This resulted in a higher percentage of learning support students in Fall Semester 2018. Among new freshmen, 71 percent require Learning Support Math, 52 percent require Learning Support English and 23 percent require Learning Support Reading. All of these are higher percentages compared to previous fall semesters since Fall Semester 2012.

Final Success Measure or Goal: As an associate degree dominant open admissions college, EGSC is committed to its access mission and will continue to assist those who need learning support.

LESSONS LEARNED

EGSC continues to work on its delivery of co-requisite courses and plans to hire dedicated instructors for learning support and to deliver the learning support courses in the Academic Center for Excellence, where peer tutors can be embedded. EGSC has also standardized its approach to Quantitative Skills and Reasoning across sections. All sections not only use the same textbooks but use open resource materials. In the past, poor success rates were partially due to lack of textbooks for students who could not afford them or who waited for the receipt of financial aid prior to purchasing the books. The use of open source textbooks, especially in Area A Math, has saved our students \$270,000 in Fall Semester 2018.

MOMENTUM YEAR

EGSC has worked quickly on Momentum Year Projects and taken decisive actions to improve student success rates. Among the actions we have taken are:

1. Revised and Mandatory Orientation: EGSC doubled the time spent in orientation and incorporated interactive workshops into the schedule. These workshops included a session on Growth Mindset, a workshop using Focus 2 Career-Discernment instruments, a student life session to foster a sense of belonging, and interactive sessions with faculty connecting career choices to majors. Mindset is further emphasized in the First Year Experience (FYE) through EGSC's Critical and Academic Thinking for Success course, but much more work remains to be done with Mindset.
2. Students were pre-registered for Area A courses. Approximately 89 percent of our new students are enrolled in Area A. Previously, only 34 percent of our students completed Area A courses within the 30 credit time frame mandated by USG policy. The appropriate choice of math courses was determined by the student's chosen major. Prior to Fall 2018, EGSC had no alternative math pathway for non-stem majors. Students were also registered for 9 credits of focus courses. Pre-registration created learning communities in blocks of Area A courses.
3. EGSC implemented an eight-week format for Area A courses during the fall term 2018. Twenty percent of our offerings in Area A are now on an eight-week schedule. Thus far, success rates in Math, for example, in the eight week courses are around 70 percent.
4. EGSC created two- and four-year degree plans for all programs. These plans have been programmed into DegreeWorks and students are required to register for courses aligned with the degree plan. We previously had serious issues with program sequencing and availability of courses needed by students in particular majors.
5. EGSC is working with Ad Astra to support its efforts to schedule courses offering aligned with degree plans.
6. EGSC provided training for faculty related to faculty mindset during its fall workshop, and plans a series of workshops to support this work across the curriculum.
7. EGSC has implemented a new Early Alert Policy, requiring faculty to alert a newly-formed retention team when any student misses two or more classes. The retention team includes counselors, the director of student conduct, the director of housing, a social worker on the faculty, and other faculty.

WORK PLANNED IN THE SPRING TERM AND BEYOND

EGSC has much more work to do on its delivery of the co-requisite models. Presently, EGSC has planned creative ways to schedule the learning support components in the Academic Center for Excellence, using dedicated instructors. Peer tutors are available in the ACE and can be brought directly into the LS classroom. We plan this project for the spring term. EGSC is also working with the Dana Center to deliver a series of workshops to math faculty addressing learning challenges and pedagogy.

Mindset work needs to be addressed across the curriculum. Faculty training will be provided in future terms and incentives given to faculty to design and to embed Growth Mindset modules into their classes

EGSC is implementing in-house tutoring and living-learning communities in housing. Although we have previously hosted tutoring sessions, we are expanding on this with course offerings following a redesign of housing common areas. Moreover, we are now delivering counseling group sessions in the housing units. We have significant mental health and other related issues among the student body.

Work continues to embed high impact practices in Area A and other courses.

CHALLENGES

EGSC urgently needs a career services center. Presently, all career services work is housed in the Office of Human Resources.

EGSC needs to develop a funding source for professional development. Presently, we have very few resources.

EGSC needs to focus on retention initiatives. We lose many students after the first year.



Fort Valley State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The mission of Fort Valley State University (FVSU) is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 120 years of experience and tradition. As Georgia's only 1890 Land Grant institution, FVSU offers academic programs in a variety of disciplines which include agriculture, family and consumer sciences, technology, and a new program in supply chain management just to name a few. FVSU has a commitment to continue to further its traditions of excellence in programs in the liberal arts and humanities, social, natural and physical sciences.

STUDENT BODY PROFILE

FVSU enrollment now stands at approximately 2700 students. The student retention percentage has grown over the last academic year to approximately 67%. FVSU administrators believe this increase is due to many initiatives that have been implemented. The majority of FVSU students are African-American (94%) and as of 2014, 84% of FVSU students received Pell Grant Funds. Approximately only 5% of the incoming freshmen class were considered adult learners (25 years or older), therefore the majority of the student body is comprised of high school graduates who are products of lower-performing high schools in the inner cities or rural areas. However, a shift has occurred in the enrollment practices and the reward for this is a higher retention rate and, hopefully, a future increase in graduation rates. Our slightly higher female population is consistent with national trends. These indicators were used as the committee devised the Complete College Georgia Plan for FVSU as benchmarks and as points of reference for strategies that should be developed to increase student success outcomes for the institution.

HIGH-IMPACT STRATEGY: IMPLEMENTATION OF UNIVERSITY COLLEGE

RELATED GOAL

Goal 1: To achieve a 77% retention rate for first-time freshmen by observing an increase of two percentage points each year.

Goal 2: Engage 80 % of freshmen and sophomore students in academic advising by the end of each academic year.

Goal 3: Engage 80% of first and second-year students in student engagement programs and services (e.g. civic engagement, service learning, lecture series, symposiums, first & second-year experience programs, and mentoring programs, etc.)

DEMONSTRATION OF PRIORITY AND/OR IMPACT

This priority demonstrates FVSU's commitment to increase its annual retention rate of first-time freshmen, increasing efforts that enhance academic advisement services and student engagement initiatives.

PRIMARY POINT OF CONTACT

Stevie L. Lawrence II, Ph.D., Dean, University College
 (478) 822-1018 (office)
 lawrences@fvsu.edu (email)

SUMMARY OF ACTIVITIES

During the Fall of the 2017-18 academic year, FVSU implemented a comprehensive University College (UC). The (UC) is an innovative, interdisciplinary approach to achieving student success and engagement outcomes for undergraduate students. The UC serves as the entry point for students, an innovator of new academic initiatives, and a catalyst for student success and retention for the campus. The UC will include academic advising, academic counseling and disability services, tutorial services, supplemental

instruction, reading and writing lab services, learning support, the B.S. in Organizational Leadership and the First & Second-Experience Programs.

The UC provides direct intensive support to entering freshmen who are admitted under the provisions of the limited admit status; however, services are provided to all incoming undergraduate students. Establishing the UC transforms how the institution promotes student success, engagement, and retention.

MEASURES OF PROGRESS AND SUCCESS

Measure, metric, or data element

As a method of evaluation, FVSU has chosen to assess the following student success outcomes:

- Increase the number of students achieving a grade of “C” or better in general education courses by 10%.
- Engage 75% of freshmen and sophomore students in academic advising and registration sessions provided by their academic advisor in the UC.
- Engage at least 80% of first and second-year students in first- student engagement programs and services. (e.g., civic engagement and volunteerism, tutorials, first and second year experience courses)

Baseline measures

- The retention rate for the 2016-17 academic year was 67%, for the 2017-18 academic year, it grew to 75.2%

Interim Measures of Progress

- The Center for Retention Services served as the previous academic support model for the university. This method has worked for quite some time; however, including the elements of civic engagement, leadership development and professionalism as components to complement services already in place will provides for a more comprehensive model for student success for the student demographic FVSU serves.

Measures of Success

- With implementation of the UC, first-time freshmen retention is expected to increase to at least percent each year over the course of the next five years, providing for a rate of 77%.

LESSONS LEARNED

FVSU has found that although there are academic support services in place, it is essential to enhance those services with other components of student development such as civic engagement, leadership development and professionalism in an effort to effectively serve the student body.

HIGH-IMPACT STRATEGY: STRENGTHENING STUDENT ENGAGEMENT

RELATED GOAL

Goal 1: Increase in the number of undergraduate degrees awarded by USG

DEMONSTRATION OF PRIORITY AND/OR IMPACT

This particular strategy addresses a priority for FVSU as it complements Priority 3.1.1 of the strategic plan, which seek to increase student involvement. This high impact strategy has the potential to increase active participation in campus activities, increase faculty participation with student in service learning, internships, study abroad and increase undergraduate research opportunities.

In relation to this, FVSU has implemented the iHelp Center for Civic Engagement and Volunteerism. During the 2017-18 academic year 30% of the freshmen class was identified as a pilot group to complete community service and volunteerism hours within the surrounding community in an effort to increase their leadership and professionalism capacities.

Research related to student development by Astin and Sax (1998) emphasize the importance of this type of student engagement and its positive influence on student success outcomes. In the 2018-19 academic year, FVSU will fully launch a new requirement for all undergraduate students to complete at least 30 hours of community service and volunteerism before graduation.

PRIMARY POINT OF CONTACT

LuWanna Williams, Director, Center for Student Engagement
(478) 822-1018 (office)
williamsl@fvsu.edu

Jesse Kane, Vice Provost for Student Affairs & Enrollment Management
 478-825-6291 (office)
 kanej@fvsu.edu

SUMMARY OF ACTIVITIES

During the 2017-18 academic year, the university assembled a task force chaired by Drs. Stevie L. Lawrence II and Andrew Lee to investigate the status of student engagement at the institution. There were a number of institutional stakeholders who were a part of the process.

Ultimately, the work of the task force provided a final report, which included a series of recommendations to strengthen student engagement at FVSU. Each recommendation was fully endorsed by senior administration, and specifically, President Paul Jones. To date, the work of the task force has yielded the development of the Center for Student Engagement, which houses three programmatic student development units, which are Career and Professional Development, Civic Engagement (the iHelp Center for Community Service & Volunteerism), and Student Leadership Development.

In relation to these structural developments, beginning Fall 2018, each new freshmen must complete a minimum of 120 hours of services over a course of four years.

MEASURES OF PROGRESS AND SUCCESS

Currently, the Office of Institutional Research, Planning and Effectiveness, is developing a survey, which institutionally measures student engagement relative to this initiative. Students will take this survey as a part of the FVSU 0100 course, also known as the First-Year Experience course. Upon exiting the University College at 60 credit hours, they will be evaluated in a post assessment, and finally upon graduation to assess growth and development in the areas that the Center for Student Engagement seeks to impact student development the most, which are professional and leadership developing and creating within students, a service oriented philosophy.

Measure, metric, or data element

After implementation of this initiative fully during the 2018-19 academic year, data will be provided which highlights the implications of civic engagement, volunteerism and community service on student success and retention.

Baseline measures

- Data provided from the last administration of the National Survey on Student Engagement in 2014 revealed that approximately 46% of first year students indicated that they were involved in some form of community service and/or service learning project.

Interim Measures of Progress

- N/A

Measures of Success

- The National Survey of Student Engagement and an institutional survey, as referenced above.

LESSONS LEARNED

Through implementation, expected barriers will be how to ensure that students complete the required service hours and how will they be captured.

HIGH-IMPACT STRATEGY: INTRUSIVE FINANCIAL AID ADVISING

RELATED GOAL

Goal 1: Increase in the number of undergraduate degrees awarded by USG

DEMONSTRATION OF PRIORITY AND/OR IMPACT

As over 90 % of the student body at FVSU receive some form of federal student aid, it is essential that the university provide intrusive financial aid advising. The university has taken steps to implement technology that enhances customer service in this area; specifically with the implementation of Qless and CampusLogic software packages. These technology upgrades have tremendously improved the process for awarding financial aid for students and the university expects to continue to experience success in this area.

PRIMARY POINT OF CONTACT

Kimberly Morris
 Director, Financial Aid
 (478) 825-6605
 Morrisk01@fvsu.edu

SUMMARY OF ACTIVITIES

The University continues to make a commitment to enhancing technology and providing training for the financial aid staff in order to increase the level of intrusive financial aid advising for students. To complement this effort, the Office of Financial Aid has hired an Outreach Counselor to assist students and their families with the financial aid process; educating them on financing higher education and the necessary steps that should be taken in order to be awarded federal student aid.

MEASURES OF PROGRESS AND SUCCESS

The success of intrusive financial aid advising can be measured by outcomes of the following: growth in the number of students that complete their FASFA by the deadline and before they depart the institution at the completion of the academic year. In addition to this, there should be a continued decline in default rates, the percentage of students that make satisfactory academic progress, and the quantity of financial aid outreach activities and services conducted on an annual basis.

Measure, metric, or data element

The university's financial aid office will continue to conduct annual reports and analysis of the measures of progress and success that outlined above.

Baseline measures

As the measures of progress and success have been recently identified during the 2017-18 academic year, the Office of Financial Aid must move forward with developing baseline metrics in order to assess improvement in the areas listed above. These baselines will be developed by assessing the year-to-year progress in each area described in the *measures of progress and success* section of the report above.

Interim Measures of Progress

The total enrollment for the 2017-18 academic year was 2,752 students. Of this population, there were 2,318 undergraduate students. Statistically, approximately 95% of the undergraduate student population are Pell eligible, or receive some form of federal financial assistance to attend the institution. Therefore, the Office of Financial Aid was able to successfully award approximately 2,200 undergraduate students federal student aid, with implementing technological systems, which enhance customer service, providing for increased efforts in financial aid advising.

Measures of Success

Measures of success would include the percentage of students who successfully complete the financial aid process each academic year.

LESSONS LEARNED

The university continues to experience barriers with the ability to convey information to first generation college students and their parents about the financial aid process. Especially as it relates to the process for applying for Parent Plus Loans. However, with developing an outreach initiative, led by personnel to assist in this area, the institution foresees continued advances in this area.

HIGH-IMPACT STRATEGY: INTRUSIVE ACADEMIC ADVISING**RELATED GOAL**

Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.

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

DEMONSTRATION OF PRIORITY AND/OR IMPACT

This specific strategy contributes greatly to the number of students who persist to graduation in a timely manner to graduation. Intrusive advising is tremendously important, as it ensures that students understand their degree requirements and follow them closely. Essentially, it also contributes to providing a better understanding of their undergraduate core curriculum.

Therefore, through implementation of the UC, FVSU has proven its commitment to providing intrusive academic advisement services. Furthermore, the University has implemented Degree Works to aid in the academic advising process, along with providing degree maps for students as a guide for better understanding and following academic degree program requirements.

PRIMARY POINT OF CONTACT

Stevie L. Lawrence II, Ph.D., Dean, University College, lawrences@fvsu.edu

Jocelyn Neal., Director, Academic Success Services, nealj@fvsu.edu

SUMMARY OF ACTIVITIES

The current structure for academic advising is twofold at FVSU. The UC provides academic advising services for freshmen and sophomore students (0-60 credit hours). There are a total of five staff persons who provide academic advising services for this student population. Each advisor is responsible providing academic advising for specific majors. Students undergo a two-step advising process which includes pre-advising just before registration begins in an effort to assess their progress in their current classes, and once registration begins, they undergo a the process for actually registering for classes each semester. In addition, advisors monitor the progress of their students each semester.

MEASURES OF PROGRESS AND SUCCESS:

Baseline measures

Eighty-percent (80.2%) of credits attempted were successfully completed.

Interim Measures of Progress

- Increase the percentage of GEC credits successfully completed by two percentage points each year over the next five years.

Measures of Success

- Realizing these goals will provide for a higher quantity of students graduating within a four or five year timeframe.

LESSONS LEARNED

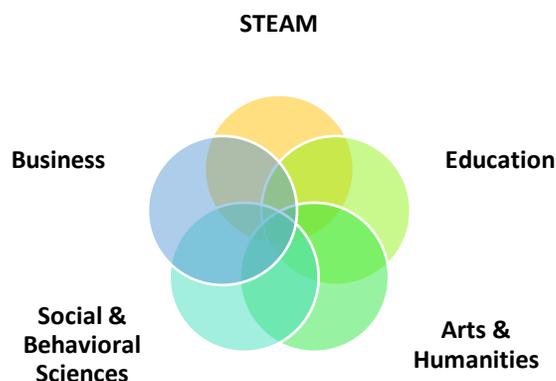
- None at this time.

MOMENTUM YEAR UPDATE

The Momentum Year Project (MYP) is just underway at FVSU. Since the inception of the UC, much of the work of the MYP has been led by efforts of the UC. Specifically, elements related to purposeful major choice, developing clear paths for students and productive academic mindset have been a tremendous focus in developing what students experience in the first year. Each of these topical areas were incorporated in the weeklong New Student Orientation program before classes started in mid-August.

In addition to this, the institution has completed the development of degree maps and they are being used in the academic advising process in the UC, and at the junior and senior levels. Moreover, additional work has been completed with developing academic focus areas for first-time freshmen. This year, the FVSU 0100, or First-Year Experience course has been designed using academic focus areas. The academic focus areas created are Arts & Humanities, Business, Education, Science, Technology, Engineering, Agriculture and Mathematics (STEAM), and Social and Behavioral Sciences:

FVSU ACADEMIC FOCUS AREAS



As these academic focus areas have been adopted, students enrolled in the course this Fall and beyond will have an opportunity to become involved in service projects coordinated through the newly established Center for Student Engagement that will connect students with organizations and industries which are representative of the five academic focus areas developed as a part of MYP. This will allow first-year students the opportunity to learn more about the possible career opportunities available to them, and the coursework associated with the academic areas they have chosen. Thus, allowing for an innovative way for students to identify their strengths, weakness, and assess whether they have chosen the correct academic and career paths in a purposeful way. In addition to this, students will also take a series of career development assessments that will highlight their innate abilities and characteristics that may further emphasize what their academic focus area should be.

In relation to the work that remains for the MYP, leadership within the academic colleges (e.g. deans and department chairs) will continue to work to identify coursework that students can take within each academic focus area in the first two semesters of a student's matriculation. Doing so will allow students an opportunity to better understanding the academic expectations and rigor associated with their chosen area of interest and ultimately their academic major.



Georgia College & State University

INSTITUTIONAL MISSION

Georgia College & State University (Georgia College) remains committed to being an integral part of the University System of Georgia’s Complete College Georgia (CCG) initiative for creating a more educated state. The CCG Campus Completion Plan, initially developed by Georgia College in 2012, was built around its mission as Georgia’s designated public liberal arts university where excellence, engagement, and innovation are essential components of an educational experience that according to its mission “supports the needs of the region and creates pathways to individual success and personal fulfillment.” This sentiment remains today as Georgia College continues to refine and improve upon the CCG goals, strategies, and objectives previously developed.

STUDENT BODY PROFILE

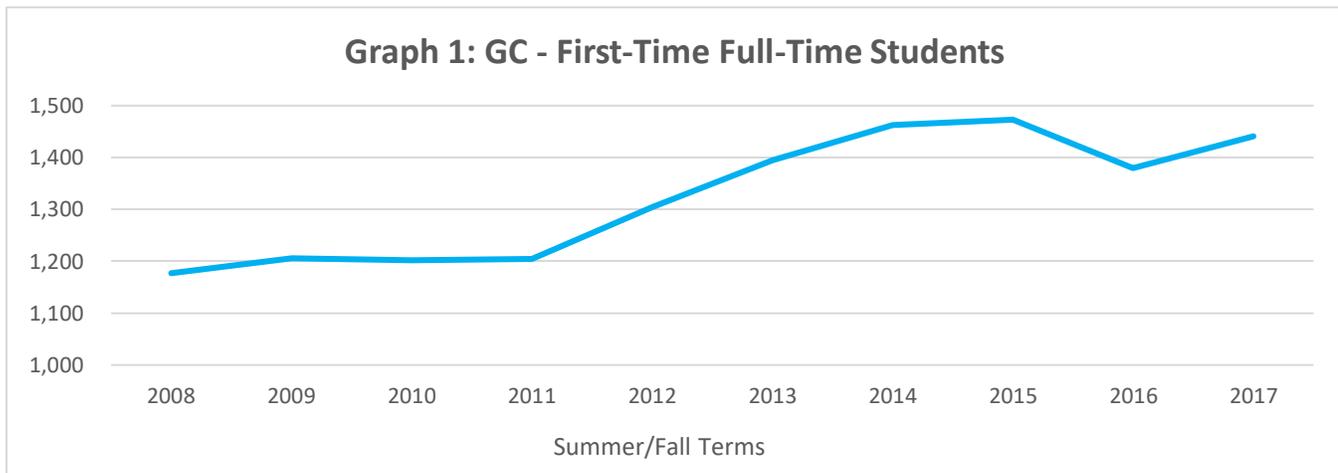
Georgia College’s enrollment has been stable over the ten years. First Time Freshmen enrollment (see Graph 1: First-Time Full-Time Students) was initially capped between 2007 and 2010 to support our mission, but has experienced steady increases since 2011, growing from 1200 students to approximately 1400 students for the last three years. (See Graph 2: Fall Undergraduate Enrollment). Further enrollment growth at Georgia College is planned for graduate programs while maintaining undergraduate enrollment at its current levels.

The academic profile of the incoming classes improved in quality as evidenced in average SAT with an increase from the low 1100s in Fall 2007 to nearly 1200 in Fall 2017 (see Graph 3: First Time Freshmen Average SAT). The average high school GPA has also steadily increased from Fall 2007 to Fall 2017 (see Graph 4: First Time Students Average HS GPA).

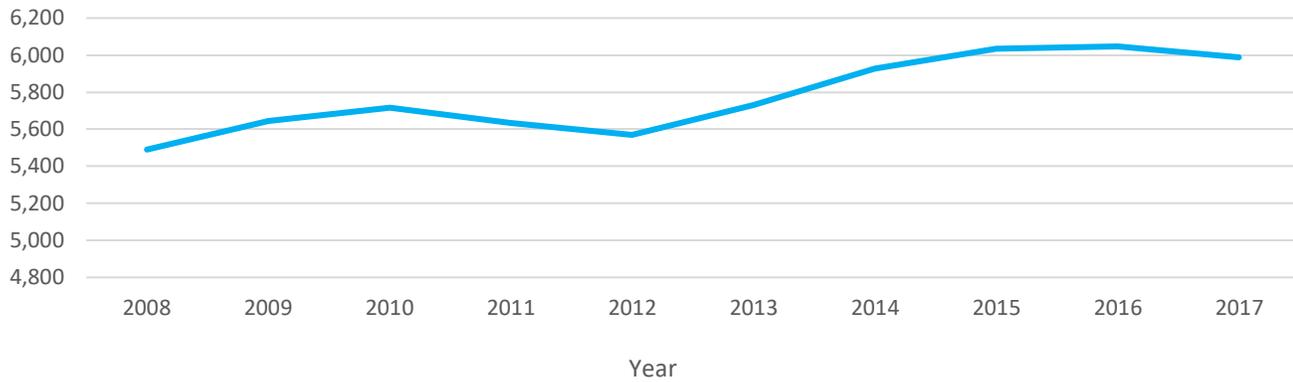
Georgia College’s four-year graduation rate (see Graph 5: Graduation Rates) rose by 10 points between 2008 and 2011 from 39.93 to 49.55 (25% overall increase) and has remained steady at roughly 49% since 2011. We are hopeful that our strategies to increase four-year graduation at Georgia College will help us achieve a 50% four-year graduation rate in the next two years.

The diversity among our student body is illustrated in Graph 6: First-Time Students by Race and Ethnicity over the last ten years. Reviewers will note the trend line for minority students, particularly African-American and Hispanic. Percentage of African-American students increased modestly from 2013 to 2014 while percentage of Hispanic students remained steady. Attracting first-year students from diverse populations continues to be a challenge for Georgia College; however, we are proud of the graduation rate of the students from minority ethnic groups who do attend. Georgia College has the second highest four-year graduation rate for African American students in the system and the third highest for Hispanic students. In coming years, Georgia College hopes to increase its minority student enrollment through the implementation of the initiatives outlined in its 2014 Diversity Action Plan, the University’s Strategic Plan (“A Path to Preeminence”), and through the potential the College has to admit greater numbers of students from the Georgia College Early College Program.

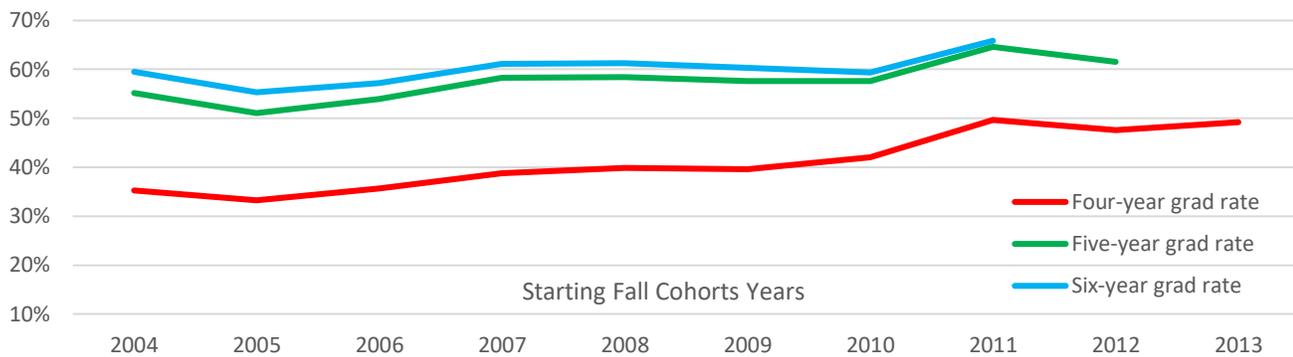
Georgia College continues to be committed to its designated public liberal arts mission and the purposeful execution of activities designed to improve retention and graduation rates of its students.



Graph 2: GC - Fall Undergraduate Enrollment



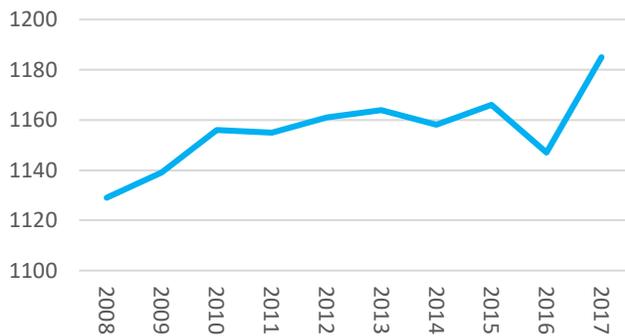
Graph 5: GC - Graduation Rates

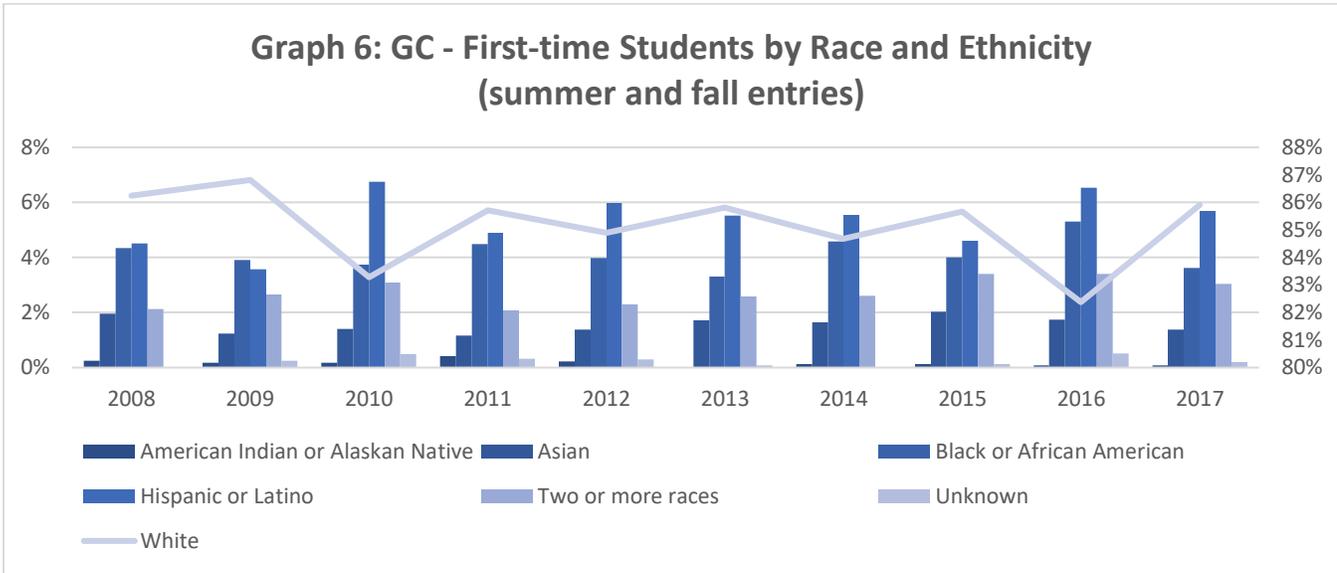


Graph 4: GC - First-time Students Average High School GPA (Fall entries only)



Graph 3: GC - First-time Average SAT





SUMMARY OF INSTITUTIONAL STRATEGIES, ACTIVITIES, AND OUTCOMES

This narrative report describes four strategies that Georgia College is implementing to address the goals of Complete College Georgia designated by the University System of Georgia. Two of the strategies are high impact strategies that affect students at and beyond Georgia College and two are high priority strategies, designed to address specific, institutional completion goals for Georgia College. This report describes each strategy and its impact, summarizes the activities supporting each strategy, and outlines the baseline measurements, lessons learned, and points of contact.

HIGH IMPACT STRATEGY #1: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS BY INCREASING HIGH SCHOOL COMPLETION FROM GEORGIA COLLEGE EARLY COLLEGE.

COMPLETION GOAL: THIS HIGH-IMPACT STRATEGY AIMS TO INCREASE HIGH SCHOOL COMPLETION FROM THE GC EARLY COLLEGE (EC) PROGRAM BY 5% ANNUALLY AND INCREASE EARNING OF COLLEGE CREDITS BY THE TIME OF HIGH SCHOOL GRADUATION BY 5% OVER THE NEXT THREE YEARS.

DEMONSTRATION OF PRIORITY

This strategy is a priority because of its potential to have a direct, positive impact on over 250 high school students in Middle Georgia - increased high school graduation rates, college admission and completion - and to increase diversity at Georgia College.

GEORGIA COLLEGE EARLY COLLEGE COMPLETION DATA

	Total GCEC Enrollment	Graduating High School (Attended GC)	% of Original Class of 55*	Continuing @ IHE	**Dual Enrollment Range of College Credits Earned by GCEC graduates
2011-12	168	10 (1)	18.2%	10	15-29
2012-13	194	11 (0)	20%	11	13-26
2013-14	229	19 (5)	34.5%	19	15-37
2014-15	216	12 (2)	22%	12	9-32
2015-16	234	26 (9)	47.27%	26	9-42
2016-17	255	25 (1)	45.45%	25	9-62
2017-18	280	37 (0)	67.27%	37	9-98

*Students graduating from GC EC compared to original class enrollment **Number of college credits awarded to GC EC graduates in each of the past six years

SUMMARY OF ACTIVITIES

We attribute this rise in the number of students graduating from the Early College program at Georgia College for the past two years to the initiatives implemented by the EC and GC administration, student groups, faculty mentors, academic advisors, and the clear goals set by the director of the EC program.

Collaboration and goal setting

Efforts by the GC administration during the 2016-2017 academic year to maintain communication with GC EC - to provide support, initiate programming, and set goals - have helped to increase graduation from EC. These conversations greatly improved communication. The goal of the EC is for all seniors to graduate and be admitted to institutions of higher education (i.e. colleges and universities).

Highlighting the success of students admitted to college

This spring, EC again hosted spring *Signing Day*, where each student admitted to a college was announced, applauded, and accompanied on stage by alumni from the college to “sign” their commitment to attend the college where they had received admission. The public acknowledgement in front of parents and other GC students, the presence of alumni from the respective colleges, and the general excitement that included balloons and cheerleaders that is often part of athletic signing day were excellent ways to make acceptance to college a fun and inspiring experience for the students, the alumni, and their parents.

Mentoring EC students

GC work-study students from the College of Education have spent much of their time working with EC students as peer mentors. Mentors and EC students met once a week to discuss the challenges of applying to college, what to expect in college, and how to survive and thrive once they enroll.

Outreach from the GC Male Connection

The MALE Connection is GC’s African-American Male Initiative, supported by the USG’s African-American Male Initiative (AAMI), which started in 2002. The MALE Connection, an acronym for Mentoring African-Americans for Leadership, Education and Connection, includes over 50 participants, over half of whom are EC and high-achieving male students who are mentored by our undergraduate students. Of the 37 seniors graduating from GC EC, 16 of those students are male, which we attribute in large measure to the success of the mentoring and outreach of the MALE Connection with EC male students. Chiefly, this outreach involved biweekly sessions with EC students, usually led by our undergraduate members of AAMI. Such sessions took place on Fridays from 1:30pm - 2:30pm and covered professionalism, college prep, relationships, and goal-setting. We are continuing this relationship with Early College this year as well, with sessions (monthly this year) beginning in September.

Collaborations between EC, GC faculty, and the GC Student Government Association

EC and GC faculty members are working together to create small group tutoring sessions to address the basic skills needed for students to succeed in college core courses. GC EC teachers have engaged in collaborative planning and team teaching with college professors to address those areas where students need to be successful. These intentional efforts are paying off for EC and GC faculty and the students, as evidenced by all seniors in the EC program being accepted to Georgia colleges for the fall 2017 term.

BASELINE MEASURE OF SUCCESS

In 2011, GCEC enrolled 168 students and since that time except for a small dip in numbers in the 2014-2015 year, the enrollment has steadily increased from 168 to 280 students in the 2017-2018 academic year (40% increase). Each year, all of the students graduating from Early College have enrolled in college after graduation. The number of students who have accepted to college institutions after graduating from Early College has increased from 10 to 37 this year. Since 2011, the number of Early College graduates attending Georgia College has fluctuated between 0 students to a high of 9 students in the 2015-2016 academic year. While Early College students do not always attend Georgia College, the support of Georgia College faculty, staff and students has helped to contribute to their success in completing high school and attending other colleges in Georgia. This year 36 of the 37 students who graduated from Early College enrolled in colleges in Georgia (18 USG, 15 GMC, 3 other colleges in Georgia -1 Paine College, 1 Clark Atlanta University, 1 Central Georgia Technical College). One student will attend Tennessee State University. Georgia College will continue to help prepare Early College students to be successful in Georgia College admission and once admitted and enrolled, to make sure that the students enrolled at Georgia College retain and graduate.

LESSONS LEARNED

Given the varied backgrounds of Early College students, often without a tradition of family members who have attended college, comprehensive mentoring and on-going engagement with them is important to ensure their readiness, their acceptance, and their retention in college. Because of Georgia College’s high admission standards, we will need more concentrated efforts, like the tutoring by members of the Student Government Association, earlier in the students’ tenure at Early College to help them prepare to meet these standards.

PRINCIPAL POINTS OF CONTACT

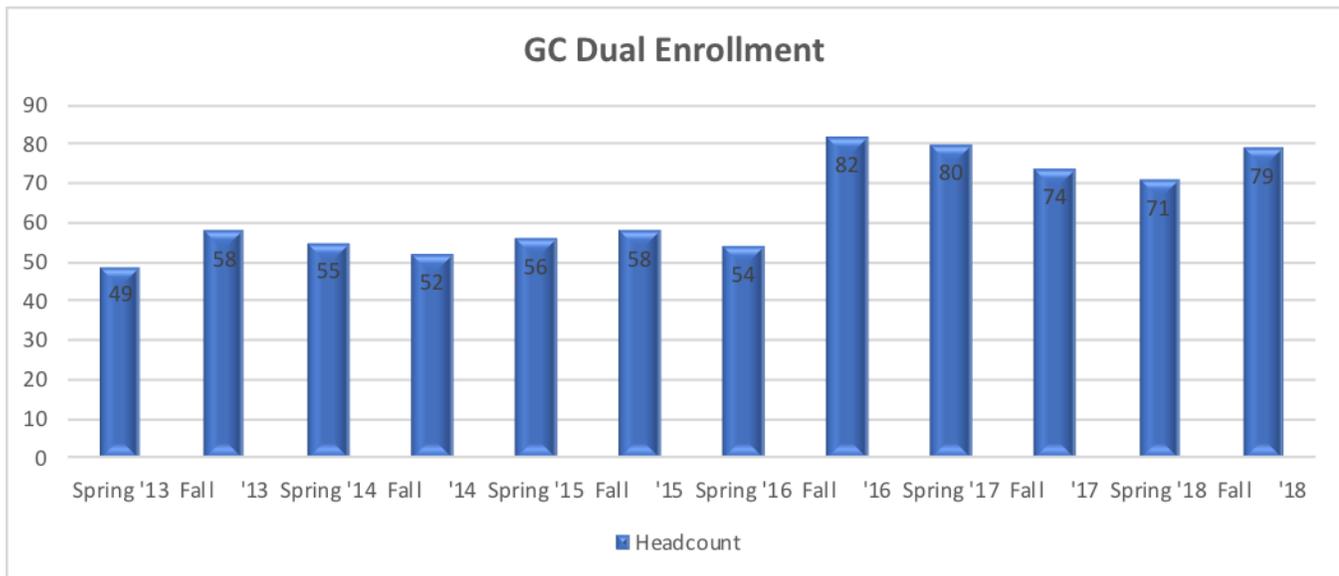
Runee Sallad, Director of the EC Program; Carolyn Denard, Associate Provost for Student Success

HIGH IMPACT STRATEGY #2 SHORTEN THE TIME TO DEGREE 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.

COMPLETION GOAL: NO TARGET AT THIS TIME. WE WOULD LIKE TO INCREASE THE NUMBER OF STUDENTS ENROLLED IN THE DUAL ENROLLMENT PROGRAM AND INCREASE THE NUMBER OF AP CREDITS ACCEPTED AS APPROPRIATELY DETERMINED BY THE REGISTRAR.

DEMONSTRATION OF IMPACT

Increasing the number of Dual Enrolled students taking GC classes and the number of students earning college credit prior to high school graduation is a High Impact Strategy that can have a positive impact on graduation rates at Georgia College and in the state as a whole. Georgia College experienced its highest number of dual enrollment students in the Fall of 2016. Since then, the enrollment has continued to be in the 70-80 student range, a marked increase from the 49-58 student range in earlier years. The increase in Dual Enrollment students at GC over the last five years is attributed to changes in the Move-On When Ready program that provided additional cost savings to students. Each academic year, for the past five years, 100-150 Georgia high school students have been positively impacted by Dual Enrollment at Georgia College:



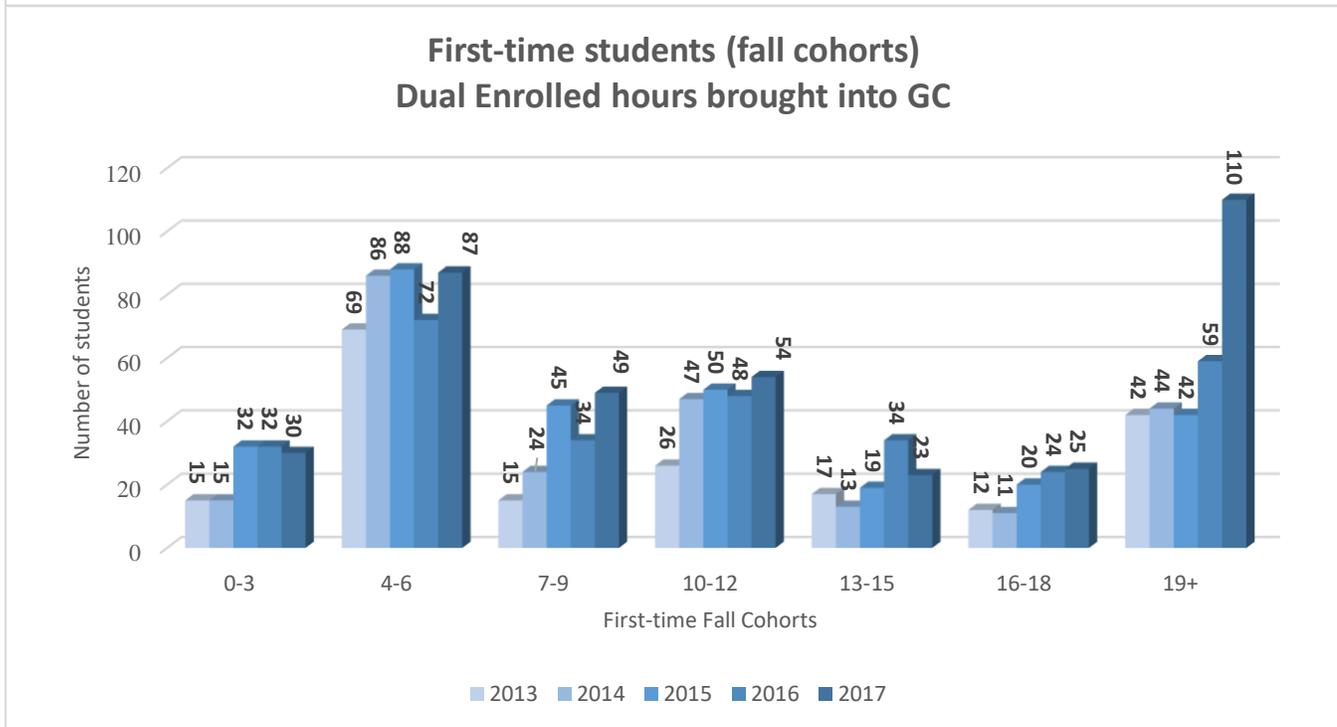
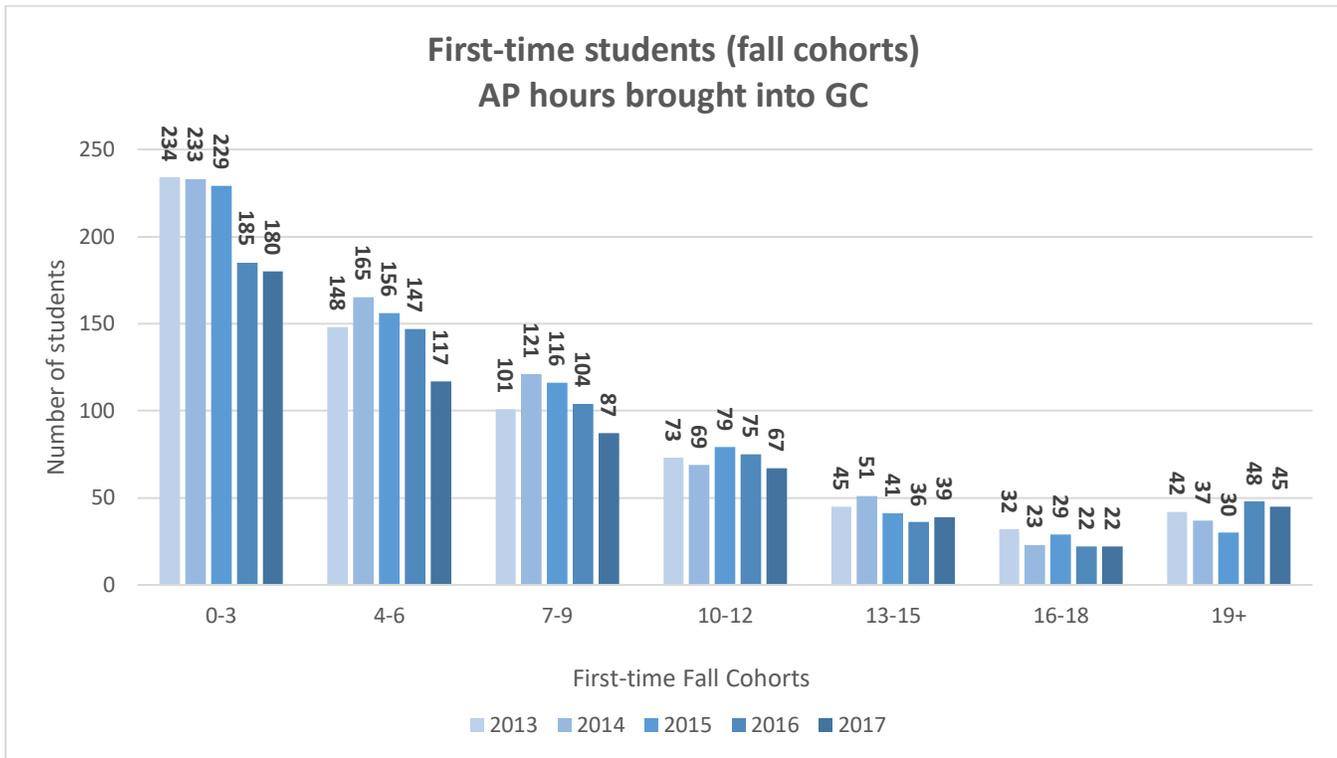
In addition to offering Dual Enrollment on our campus to our local area high school students, Georgia College also encourages entering students to enroll in advanced credit opportunities prior to arriving at GC, such as AP courses in high school and dual enrollment/MOWR classes at their local-area colleges.

AP score reports received during AY18 indicate that 557 entering first year students (38.65% of the entering class) received credit from AP and IB exams that equates to an average of 8.43 credit hours per student. This is a .43 credit hour increase over last year’s average. Additionally, 378 first year students (26.23% of the entering class) brought in Dual Enrollment credit averaging 14.8 credit hours per student. This is a 1.8 credit hour increase over the previous year. Combined, our entire entering first-year class in fall 2018 had a “head start” of 10,290 credit hours via both programs.

The charts below represent the numbers of students bringing advanced credit into GC as a freshman. An interesting note is that while the number of students bringing in AP credit has decreased by 60 students, Dual Enrollment participants in our freshman class have increased by 75 first-year students. The increase in the number of students bringing in 19 or more credit hours is especially

dramatic – an increase of 53.6%. This growing DE trend is most likely due to the state of Georgia fully funding DE tuition, fees, and books for dual enrollment students.

With over 800 students impacted by both of these programs that shorten the time to degree, Georgia College has the potential to significantly increase its four-year graduation rate.



SUMMARY OF ACTIVITIES:

Outreach to local schools

Georgia College Office of Admissions has reached out to local schools to offer assistance for students enrolling dually in high school and college. Admission counselors also work with high school counselors to encourage students all over Georgia to take advantage

of dual enrollment opportunities in their local communities to gain advance credit and also improve their admission portfolio when considering application to Georgia College. Georgia College has an advisor specifically designated to work with Dual Enrollment students.

Change in funding model

The change in the funding model for dual enrollment from the Accel Program to Move-On When Ready proved to be quite beneficial for increasing the number of Dual Enrollment students. Under Move-On When Ready funding, families receive funding for all tuition, mandatory fees, and the use of required textbooks. The Office of Admissions works closely with local schools to explain the benefits of this program.

Encouraging entering student to enroll in AP courses in high school

In addition to offering Dual Enrollment, *Georgia College encourages entering students to enroll in Advance Placement (AP) courses in high school* with the intent to exempt college courses by AP exam score. Students are advised of the potential for AP credit through direct mailings, the admissions website, and at recruitment and orientation events.

BASELINE MEASURE OF SUCCESS

The number of first-year students entering GC with AP credit was 367 in Fall 2009, and it reached a peak of 699 students in 2014. The number has drifted down each year since 2009, with 557 students entering GC with AP credit in 2017. However, students bringing in Dual Enrollment credit has climbed steadily over the past nine years, from 103 in 2009 to 378 in 2017. We continue to work to appropriately increase these numbers for the coming years.

LESSONS LEARNED

We have learned that Dual Enrollment can be positively impacted by providing free tuition for dually enrolled students and that encouraging students to take AP credits pays off in the number of students who enter the university with college credit.

PRINCIPAL POINTS OF CONTACT

Suzanne Pittman, Associate Vice President for Enrollment Management; Kay Anderson, Registrar; and Mike Augustine, Senior Director of the Academic Advising Center.

HIGH PRIORITY STRATEGY #1: TARGETED, INTRUSIVE ADVISING TO ENSURE GRADUATION REQUIREMENTS MEET FOUR-YEAR GRADUATION GOAL.

COMPLETION GOAL: INCREASE FOUR-YEAR GRADUATION RATE AT GEORGIA COLLEGE TO 50% OR ABOVE BY 2020.

Demonstration of Priority

For over ten years, Georgia College's graduation rate remained steady in the 30% range. In the spring of 2015, however, the graduation rate increased by 10 points—from 39% to 49%. Our assessment of the reasons for this increase were intentional changes in advising and in course delivery at the University (summer online courses and the benefits of centralized advising). In the spring of 2016, the graduation rate slipped to 47.7% (See Graph 5). To prevent the graduation rate from slipping again, we set out to engage in an intentional effort by academic advisors to monitor the progression of those students closest to completing the hour requirement of the institution and to intervene early as necessary to help to make sure that all students who were eligible for graduation in one year (those with 90+ hours), would meet additional requirements, graduate on time and would not be delayed by lack of course availability, lack of knowledge of requirements and deadlines, or other structural issues that could prevent their timely graduation.

SUMMARY OF ACTIVITIES:

Senior Information Sessions

In early October, all seniors were invited to an information session to advise them of all graduation deadlines and requirements and to inform them about post-graduation scholarship opportunities.

Targeted Intrusive Advising.

The Senior Information Session in early October was followed in late October by manual checks from advisors of students' status, including direct calls when necessary, of all 1401 students with 90+ hours. These calls revealed students who had not completed graduation applications, who needed to complete course petitions, who were having financial difficulties, who were struggling in their courses, and who needed to complete legislative exams. Advisor conversations with students also shed light on structural

obstacles resulting from scheduling difficulties in majors that have course pre-requisites that must be complete before students can register for required practicums or internships for graduation.

Advisor Follow-Ups.

In November, April, and July (four to six weeks prior to the end of each term), advisors conduct one last check on the progress of students who have completed graduation applications. Using the data provided by the Office of the Registrar, each student was evaluated for payment of graduation fees, remaining testing requirements, satisfaction of institutional and major credit-hour requirements, and completion of internships and graduation applications. Advisors intervened as necessary to assist student to complete these requirements immediately so that they could satisfy requirements for graduation. Advisors were successful with several of the interventions, particularly with completing graduation applications and the state legislative test requirements.

MEASURES OF PROGRESS AND SUCCESS

The success of Intrusive Advising was measured in the following ways: 1) by the number of seniors who graduated in 2017 versus 2016, 2) by identifying obstacles preventing students from progressing, and 3) by the efficacy of the strategies that advisors need to employ going forward to prevent obstacles in senior progression from continuing. Of the 1401 students with 90 or more hours at the beginning of the fall of 2017, 1246 or 88.92% of those students graduated; 708 or 56% of those students were members of the entering cohort of 2014 or four-year graduates. The other graduates were from a number of cohorts dating back as far as 2011. While preliminary numbers indicate that the number of students who did graduate in four years represents a slight decrease in the four-year graduation numbers from last year (preliminarily down to 48.39 from 49.25), the number of students who graduated overall increased by 18% from 1076 in 2017 to 1242 in 2018. While the 708 seniors who graduated in four years represents 48.39% of the number of students who entered in fall 2014 (1463), those 708 seniors represent 75.3% of the number of seniors from the 2014 entering class (940) who remained at the university at the beginning of their senior year. While we continue to work diligently to make sure that each entering class graduates from Georgia College in four years, our greatest success, institutionally, this year was increasing our overall number of students who graduated from Georgia College. Among all schools in the USG, Georgia College is also second in the USG in four-year graduation rates and first in its “state university” sector.

LESSONS LEARNED

While all of the students with 90+ hours did not graduate and the overall four-year graduation rate decreased slightly this year, we did graduate a significant amount, see above, of the students who had 90 plus hours at the beginning of the fall of 2017. This illustrates that intrusive advising clearly has the potential to positively affect the overall number of seniors who graduate. We learned important information about the student profile and the obstacles that prevent some students from graduating: completing testing requirements and major pre-requisites in a timely manner, completing double majors, and taking leaves of absence for personal and health reasons. We also learned that there are structural requirements that prevent four-year graduation for some students: programs that require five years to complete and late grade reporting for summer study abroad and internships are two examples. While we can work to address, and eliminate where possible, personal and structural impediments to a four-year graduation, we understand that some impediments will remain. We learned, that we must focus our intrusive advising efforts *on all fronts*—increasing first-and second-year retention, helping students overcome personal and academic impediments, and eliminating structural barriers where possible. We believe that, together, the aggregate of these efforts will help us increase the four-year graduation rate at Georgia College.

PRINCIPAL POINTS OF CONTACT

Carolyn Denard, Associate Provost for Student Success; Beauty Bragg, 2016-2017 Provost Fellow; and Mike Augustine, Senior Director of the Academic Advising Center.

HIGH PRIORITY STRATEGY #2: IN-DEPTH ANALYSIS OF THE OBSTACLES THAT PREVENT HIGHER RETENTION OF SOPHOMORE STUDENTS INTO THEIR JUNIOR YEAR WITH RECOMMENDATIONS FOR ADDRESSING THOSE OBSTACLES AND INTRUSIVE ADVISING STRATEGIES TO ENSURE TIMELY PROGRESSION.

COMPLETION GOAL: WE WANT TO INCREASE SOPHOMORE RETENTION—NOW IN THE 68%-70% RANGE—TO 75% BY 2021.

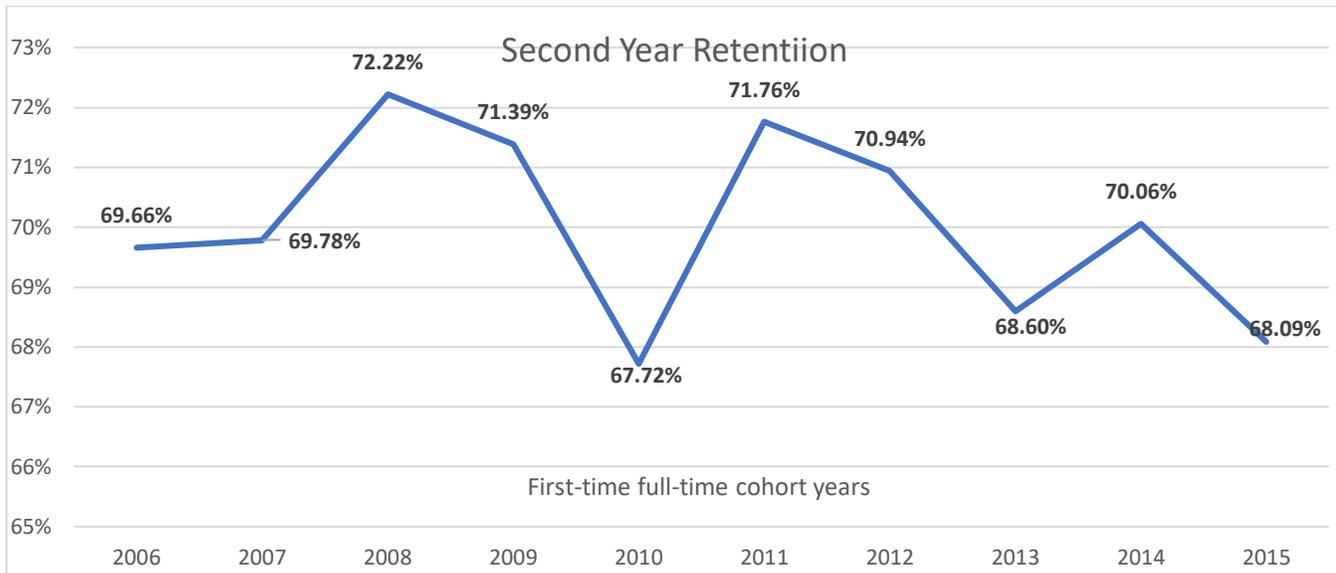
Demonstration of Priority

Over the last 10 years, sophomore retention at Georgia College has been in the range of 65 to 70 percent. The 30-to-35 percent of students who leave Georgia College each year are students who go on to highly-ranked institutions mostly in Georgia and, to a lesser degree, to other highly-ranked institutions throughout the nation. Because these students who leave Georgia College each year are high achieving students (GPAs of 3.0 or above) who go on to complete college at competitive institutions, we believe that it is in our best interest to make concerted efforts to keep these students at Georgia College. Improving the retention numbers of second-year students is directly tied to increasing our overall graduation rates. High achieving students who return for their junior year are more

likely to remain at the institution and graduate. Nearly 80% of the students who continue at Georgia College beyond the sophomore year graduate in four years.

DESCRIPTION OF STRATEGY

Because we understand that retaining more students beyond their sophomore year is critical to increasing the overall graduation rate in each class and because the numbers have remained steady for the past 10 years, fluctuating between 65 and 70%, Georgia College engaged in a two-fold strategy of research and targeted initiatives to improve sophomore retention.



SUMMARY OF ACTIVITIES

Research of Sophomore Retention Committee

Over the past year and a half, a subcommittee of the Enrollment and Retention Subcommittee completed an in-depth analysis of the reasons second-year students do not return to Georgia College their junior year. The Sophomore Retention Subcommittee included stakeholders from the Advising Center, Housing, Campus Life, Faculty, the Office of Institutional Diversity, Student Life, and Academic Affairs. The work of the subcommittee was to research and identify the obstacles that prevent sophomores from returning and to make recommendations to the full committee that would address each obstacle. This year, the committee completed its work and developed a list of seven recommendations. These recommendations included targeted data collection, intrusive advising, monitoring of academic progression, earlier faculty-student engagement, social climate assessment, class bonding activities, and support for the mental and financial health of students. Several actions accompanied each recommendation and once approved by the Provost and President's Cabinet, seven teams led by team captains for each recommendation, will begin implementing the actions of each recommendation. The value of the campus wide committee made it clear to various stakeholders what the challenges of sophomore retention were, its impact of sophomore retention on our overall graduation rate, and an increased sense of ownership by the entire university that "retention is everybody's business."

Intrusive Advising:

As they did with seniors, advisors checked the enrollment status of their second year advisees in November, April, and July. When they were not registered, advisors reached out to students by phone and email to determine why they were not registered and to offer advising help and referrals as needed to get these students registered. Advisors were able to identify and successfully address issues ranging from course availability to financial aid and keep many of the sophomore students retained and on track for timely progression because of their outreach. Each advisor completed a Sophomore Enrollment Review to document the number of sophomores registered, what the problems were with registration, and obtain projections regarding sophomore enrollment for the coming term.

Transcript Request and Outreach

In early October, Academic Advisors began their review of the Registrar's list of students who had requested a transcript with the intent to transfer (as opposed to requesting for jobs or scholarship applications). In addition to the names of the students on the Registrar's list, the advisors also identified students who have expressed an interest in transferring in advising conversations, to their professors, or to other university staff that subsequently shares it with the advisor. Advisors tagged both these groups of students in our student advising platform as "intent to transfer" or "ITT". Advisors then reached out to students with ITT tags to discuss their

intent and to see if there were advising solutions, referrals, help with registration that they could provide that would prevent students from transferring. While the majority of students indicated that they “always intended to transfer” (for familial, affective, and historical reasons) many students were experiencing registration issues and misconceptions about major and career correlations. Advisors were able to intercede with these objective obstacles, but the “affective tie” that many students have to institutions like UGA because it is the flagship institution or because there is family history, continues to be a major challenge for Georgia College in the area of sophomore retention. It is an area that we continue to address and we hope that the high impact opportunities that students have at Georgia College will gradually begin to help us reduce the number of students who transfer to other institutions for these reasons.

Sophomore Outreach to Participate in High Impact Practices and Leadership Roles

In an effort to address issues of sophomore retention, the Director of the Learning Center began last year to make an intentional effort to begin to interview sophomores for Supplemental Instruction Leadership positions, which had traditionally gone to seniors. Sophomores who were hired for these positions were grateful for the opportunity and indicated in satisfaction surveys later in the year that had they not been appointed as a Supplemental Instruction Leader, they would have likely left the university. They liked the opportunity to be engaged with a high achieving cohort; work directly with faculty; and get a deeper involvement with their field of study, preparing them better for jobs and graduate school. Twenty-six of the twenty-eight students who were selected as SI returned to Georgia College for their junior year. The model of the Learning Center is one that we will be replicating with all of our high impact opportunities. At Georgia College, sophomores can also assume important SGA Leadership positions and they are encouraged to run for office to serve in these positions. The last two SGA presidents were both sophomores when elected. Getting involved at such a high level in student government has helped them develop deeper affective ties to the College and helped them to decide to stay through their senior year. We will be working on tapping more sophomores in other areas to assume leadership positions and to participate in high impact practices that they might not be able to if they transferred to a larger institution.

Comprehensive Advising for Pre-Nursing Students

Georgia College admits approximately 250 first year students each year who are interested in applying to the nursing program at the end of their sophomore year. Because we have space for only 112 students (56 each semester), we have the potential to lose over 100 sophomores who do not get admitted to the nursing program. Academic Advisors for pre-nursing students now spend time in first-year seminars and in one-on-one and group advising sessions, informing students who want to apply to our highly competitive nursing program of other opportunities in public health and about related majors at the university. The broader role of these advisors is helping us to retain good students at the college who will go on to graduate with their entering class. Last year of the 109 GC students who were not admitted to the nursing program, we were able to retain 48 of them through “Plan B” advising.

Launch of Team Advising Initiative

This year, Georgia College was awarded a Momentum Year Grant for Team Advising. Team Advising will be a comprehensive advising effort that will address with a team of professionals across campus the educational, social, financial, and health obstacles that might present a students from continuing. Team Advising will provide an early group effort to intervene—not just with academics, but in all areas—to help retain students at Georgia College for four years.

MEASURES OF PROGRESS AND SUCCESS

While the focus of our work is on increasing institutional retention rates, Georgia College now ranks third among all USG institutions in sophomore retention (second only to Georgia Tech and UGA). Georgia College ranks first in its “state university” sector. Our baseline second-to-third year retention rate is roughly 68%. In 2017, that rate increased to 70%. Preliminary numbers for sophomore retention indicate that we will be in the 70% range again this year. With the continuation of successful advising practices and the implementation of the recommendations made by the subcommittee over the next three years, we hope to increase our sophomore retention rate to 75% by 2021.

LESSONS LEARNED

We learned that over half of the students who leave Georgia College after their second year are students with GPAs above 3.00. Factors contributing to their withdrawal from the institution were the limited availability of spaces in second-tier admission programs like nursing; familial connections to other Georgia institutions to which they want to belong; perceived higher prestige of Georgia’s flagship research institutions that they believed increased their chances for employment and acceptance into graduate programs; lack of qualitative rituals that help them develop an “affective tie” to the university; a lack of a full appreciation of the regional and national reputational prestige of Georgia College; and a limited understanding of the professional and personal value of a liberal arts education. We also learned that there are some factors that Georgia College cannot remedy - for example, the large number of students who would like to be admitted to the Nursing Program. In those places, however, where we can make a difference, we are working together intentionally to eliminate obstacles and give our students reasons to want to stay at Georgia College.

PRINCIPAL POINTS OF CONTRACT

Carolyn Denard, Associate Provost for Student Success; Mike Augustine, Senior Director of the Academic Advising Center; Chris Ferland, Associate Vice President for Institutional Research and Effectiveness

OVERALL OBSERVATIONS

Compared to all other institutions in the USG, Georgia College is performing well in both the areas of graduation and retention. We are second overall in four-year graduation rate, third in first-year retention, and third in sophomore retention. Compared to institutions in our sector we consistently out-pace our peers by as much as 30 percentage points. We are not content to accept our current graduation and retention rates, and we are working diligently to increase those numbers in every category. We know that Georgia College has many attractive opportunities for just the kind of students who are leaving the institution and that we must do more to keep them here. Our challenge is retain more of the students who enroll at Georgia College as first year students beyond their sophomore year. Our track record with those who retain (of graduating nearly 80%) clearly shows that if they remain at Georgia College they will benefit from their experience here and that our overall four-year graduation rate would increase significantly. Our continuing goal is to find ways to communicate to these students the many immeasurable benefits provided by a public liberal arts college and the qualitative educational reasons that they should continue and graduate from Georgia College.

MOMENTUM YEAR 90-DAY UPDATE

Over the past 90 days, Georgia College has worked steadily to implement all aspects of the Momentum Year Initiative. The summary of our work is outlined according to the Elements outlined in our Momentum Year Implementation Plan presented to the USG in April 2018.

ELEMENT 1 (A): PURPOSE

Each student is guided into an academic focus area or program that best aligns with that student's aspirations, aptitudes, and potential for success.

During the spring and summer of 2017, Georgia College completed trainings with academic advisors and career service advisors on academic mindset including articulating a clear definition and objectives of the Momentum Year Initiative. First-Year students have been registered through our POUNCE first-year registration system, and we have assigned undeclared students a specific advisor to help them make good decisions about their major. During this Fall Semester, Georgia College is offering 11 sections of the First Year Seminar (FYS) for students who are Undeclared but who have indicated a specific interest in an academic focus area. We are currently teaching focus area sections of FYS for Humanities, Health Sciences, STEM, Business and Social Science. Academic advisors will also include a discussion of academic mindset in their First Year Seminars, and students will complete the Academic Mindset Survey during the first three weeks of class.

ELEMENT 2 (B): PROGRAM OF STUDY

Degree programs are aligned into academic focus areas that have common first year courses.

Georgia College's **academic** focus areas include STEM, Health Sciences, Humanities & Fine Arts, Communication, Education, Social Sciences and Business. These focus areas are aligned with academic majors, and we have posted academic program maps for all majors on the Advising Center website. Over the last 90 days, we have been making sure all of the academic maps are accurate and up-to-date and easily accessible to students. Advisors have been using the academic maps during advising sessions as planning tools to make sure that students know how to read the maps and how to successfully outline their program of study over the next four years. The program maps have also become useful for recruitment purposes when advising prospective transfer students.

ELEMENT 2 (C): PROGRAM OF STUDY

Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that includes core English and mathematics by the end of their first academic year.

All academic program maps include core courses, including core English and Mathematics. Many students through Dual Enrollment and AP Credits are coming in with both core English and Mathematics already satisfied. All Georgia College students have completed core English and mathematics by end of their first year. Through POUNCE registrations and early advising sessions during the first year advisors are making sure that students are on track to complete the remaining core courses during the first two years.

ELEMENT 2 (D): PROGRAM OF STUDY

Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that includes three courses related to a student's academic focus area in the first year.

All our first-year students, including undeclared students, are registered for their first semester by a professional academic advisor. The advisor is skilled in the nuances of the core curriculum and core courses are selected to accommodate the student's focus area. Early interactions via the POUNCE registration process allow students and advisors to explore potential multiple paths, utilize program maps and other resources, and to look for commonalities in curriculums to help guide core course selection. First-year students are receiving instructions in the First Year Seminars aligned to their major or general interest area on the core and key courses needed in their academic focus areas.

ELEMENT 2 (E): PROGRAM OF STUDY

Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that incorporates as full a schedule as possible - ideally 30 credit hours - in the first year.

Last fall, Georgia College implemented a "Think 30" campaign that focuses on taking 30 credit hours each year, including first year. Given GC has a number of students who are science majors/medical/dental/vet school aspirants, we look at 30 credits across fall, spring and summer. This helps ease the anxiety of students taking a number of science classes with labs and do not want to earn a low grade in these courses to keep their GPAs up. Over the last 90 days, all academic advisors have been reviewing student schedules and working with students in advising sessions to ensure they are successfully taking 30 credit hours over fall, spring and summer. Advisors have also begun to periodically monitor the schedules of first and second year students to make sure that they are staying on track with the number of credit hours taken so that they do not fall below 30 hours in one calendar year. Recent reports on credit hours suggest that the Think 30 Campaign has been successful in increasing the number of first year students on track to complete 30 credit hours each year by completing 14 to 15 hours each semester: This fall, 53% of first-year students are enrolled in 14 hours or more (with plans to take 16 hours in the spring); 41% of first-year students are taking 15 or more credit hours, and only 16% are taking 12 hours or less.

ELEMENT 2(F): PROGRAM OF STUDY

Students are provided with personalized curricular maps and have ongoing advisement in their academic program. Students are directed to co-curricular activities and practices that are supportive of their major and overall integration into the college environment.

At Georgia College, *GC Journeys* was created to engage students early in their time at GC in both curricular and co-curricular activities. First year students have been introduced to *GC Journeys* in their first-year seminars and advisors have been trained to make sure that students are adding co-curricular choices to the activities that students engage in while at Georgia College. *GC Journeys* is an added incentive. Over the last 90 days, Georgia College has also launched GUIDE, a mobile app that will allow us through cell phone notifications, to engage students early by making sure that they know what is happening within their discipline of choice and other co-curricular activities they can participate in. We have also begun trainings for faculty regarding *GC Journeys* and their role in mentoring students to be engaged early with curricular and co-curricular activities through workshops and programs offered by the Center for Teaching and Learning. A one-week long faculty orientation for new faculty highlighted the faculty role in *GC Journeys* and student engagement at Georgia College. We have also begun to work more intentionally with Student Affairs to ensure that student engagement with the *GC Journeys* programming is supported and implemented in student affairs areas as well.

ELEMENT 3 (A): ENGAGEMENT

All incoming freshmen will be invited to participate in the USG Getting to Know Our Students Mindset Survey before the first three weeks of the semester.

During the summer all academic advisors reviewed the parameters of the academic mindset survey and shared ways that they will administer the survey in their classes for best student response. Having the survey available earlier this year, allowed more time for planning and inclusion in the course syllabus and will likely yield a greater response rate as a result. All advisors are planning to administer the survey during the first three weeks of class.

ELEMENT 3 (B): ENGAGEMENT

All faculty and staff, especially those who work with students in their first year, are oriented toward student engagement and success, and are provided with the training and tools they need to fulfill their roles in this regard.

Over the summer, both academic and career advisors and new faculty have been engaged in training and tools they need to help solidify Georgia College's effort to ensure student engagement. The Center for Teaching and Learning has taken the lead in training faculty and staff who work with first year students to assist them with understanding engagement and student success. A new *GC Journeys'* Director has been appointed to ensure that all stakeholders—faculty and staff—are aware of the goals and the opportunities of the guided student engagement of the *GC Journey's* program and, by extension, other co-curricular opportunities for engagement by Georgia College students.

ELEMENT 3 (C, D, & E): ENGAGEMENT

For part 3 of the template, select specific enrichment activities that your institution is investigating, piloting, implementing or building to a greater scale that promotes student engagement, connectivity and satisfaction with their program of study and/or college itself, or their productive academic mindset. These may be high impact practices (HIPs), reorganized courses through G2C, academic mindset interventions or other practices.

Georgia College has chosen to promote engagement, connectivity, and satisfaction through a program called “GC Journeys.” This program represents an engaging, hands-on, skill-rich undergraduate experience. It is unique in the state and designed to make learning relevant and purposeful. Upon graduation, students will be fully prepared to enter graduate school or the workforce and take on the challenges and realities of today’s rapidly changing, information-intensive, and vastly diverse global society. Because the elements of the program are intertwined in many ways, we are choosing to highlight all of them together as one “Element 3: Engagement” rather than creating three separate sections.

The program has 3 key elements:

- 1) Throughout their time in the GC Journeys program, **each student will participate in five high impact practices**; three already designated (First Year Experience, Career Planning Milestones & Senior Capstone) and two of their choice. The experiences of their choice include internships, Intensive Leadership Experiences, Mentored Undergraduate Research, and/or Service Learning designed to teach students to apply their learning and skills in experiences outside of the classroom. This aspect of the program is designed to increase student engagement as well as promoting the many positive outcomes associated with high impact practices. This element is in the full implementation phase with the incoming first year students.
- 2) Courses at GC will not only teach “content as usual” but also **every course will focus on one of 12 essential skills** drawn from AAC&U’s “essential learning outcomes” - practical skills that are essential to success in the workforce. Some of these skills include critical thinking, global awareness, inquiry and analysis, and ethical reasoning. This aspect of the program is designed to decrease the dissatisfaction students often feel when they have the sense that they are taking courses that they do not see as related to their future lives or careers. This also helps students recognize that while certain subjects may only be tangentially connected to their lives or careers, those subjects can serve as the ideal vehicle for learning broadly useful, transferable skills. This element is in the preparation phase and will be piloted in spring 2019.
- 3) Faculty and staff will be prepared to implement **a wide variety of “targeted interventions”** – small scale interventions demonstrated to have a significant impact. These fall into three categories:
 - a) Interventions related to student perceptions of themselves and their work - examples include: attributional reframing, promotion of growth mindset/academic mindset/social belonging, values affirmation and, utility value
 - b) Interventions related to teaching - examples include: collective teacher efficacy, a focus on high impact/evidence-based teaching practices, and instructor clarity and credibility
 - c) Interventions related to learning - examples include: self-regulation strategies (overcoming procrastination/present bias, increasing persistence, goal setting), stress reduction strategies/learned optimism/positive psychology, and research-based study skills

This element has been addressed with faculty workshops with first year faculty and will continue this year with faculty throughout the university.

ELEMENT 3 (F): ENGAGEMENT (REPEAT AS NEEDED)

For part 3 of the template, select specific enrichment activities that your institution is investigating, piloting, implementing or building to a greater scale that promotes student engagement, connectivity and satisfaction with their program of study and/or college itself, or their productive academic mindset. These may be high impact practices (HIPs), reorganized courses through G2C, academic mindset interventions or other practices.

Over the last 90 days, we have introduced the *GC Journeys* program to students, especially first year students, through a media blitz including videos that document the HIPs in their first-year seminar, a social media campaign, posters, and more. We have also introduced the program to faculty and staff and provided ongoing training on how to understand, introduce, and champion the *GC Journeys* program with students and with internal and external stakeholders. During the next 90 days, we plan to develop websites for students and faculty so that any information anyone could need to participate in a HIP (students) or develop a HIP (faculty and staff) is at their fingertips. The faculty website will include links to all processes such as how to propose a HIP that meets our standards, get approval, assess the students (outcomes), and assess the HIP (inputs), host a state conference on HIPs and ELO’s with 3 speakers from AAC&U, increase the quantity of HIP offerings while ensuring that they meet the standards of quality we have already established, and prepare the first faculty cohort through a 15 week program on course redesign that meets 2 hours per week with intensive work between the weekly sessions.

One of the most substantial elements of *GC Journeys* is the AAC&U ELO-aligned core. And over the last 90 days, committees charged with advancing the liberal arts curriculum at Georgia College have been discussing ways that each core course will “carry” one of the AAC&U Essential Learning Outcomes along with the course outcomes that include discipline-specific learning objectives as

mentioned above. While subject matter knowledge is clearly essential, the AAC&U ELOs provide the "21st century skills" that are needed to thrive in today's global society. In redesigning the core (including all gateway courses), faculty are being asked to consider best practices in their course redesigns.

Selected faculty at Georgia College have also been involved in piloting the G2C course redesign for core courses with high DFWI rates. A strategic team from Georgia College attended the G2C conference in March. In May, this faculty team (Steering Committee) met and agreed on the four courses chosen for the redesign. Over the summer, this team completed the Gateway Course Success Inventory, attended webinars and feedback sessions, and they are now preparing the SLG in Qualtrics for administration this fall. This team will use the Community of Practice model now used with Supplemental Instruction in STEM courses to guide their work in academic interventions and course redesign for the selected courses. The work of the G2C faculty team and the research of the John Gardner Institute fully support and parallel the direction that Georgia College is moving to implement the course redesigns of the G2C initiative.

The First-Year Seminar has become a vehicle for defining and applying the principles and practices involved in developing an academic mindset among students. Faculty workshops that focus on pedagogy in the new *GC Journey* courses have also provided opportunities for faculty to focus more intentionally on developing an academic mindset in their classrooms.

For the past 90-days, Georgia College faculty, staff, and administrators have been working to establish the parameters of our work, articulating desired outcomes, and establishing best practices for implementation and assessment of the Momentum Year Initiatives. During this academic year, Georgia College will continue to fine-tune our work and begin to implement all aspects of Momentum Year Initiatives or what Georgia College refers to as "*GC Journeys*."



Georgia Gwinnett College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Gwinnett College (GGC) is **one of four access institutions within the University System of Georgia that primarily offer baccalaureate degrees**. The GGC mission states that the College “provides access to targeted baccalaureate and associate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region.” Founded in 2005, Georgia Gwinnett College (GGC) has always operated in the context of a clear strategic plan derived from its mission. GGC’s growth and its success in serving a challenging population are evidence of the College’s commitment to providing not only access to post-secondary educational opportunity but also support structures that engender success.

GGC’s model of education reflects our values of access, attention, and affordability. We use a coordinated care model of learning and progression, integrating efforts across campus to ensure that we best serve our students. Further, we provide intersectional programming for student success, understanding that layering high impact practices both addresses the widest audience and has the greatest effect on students reaching their academic and personal goals. Four broad synthesized goals of the Division of Academic Affairs serve to organize and structure GGC’s efforts: Communities of Learners, Mentoring Reimagined, Engagement Made Meaningful, and Authentic Acculturation.

Basic demographic characteristics of the GGC student population show a preponderance of those who are traditionally underserved and for whom substantial support structures are essential. These characteristics of GGC’s student population shape the College’s specific strategies for promoting completion. GGC continues to enroll significant numbers of students who have historically not had access to higher education: those who have relatively low levels of academic preparation; are first-generation college students; are low income; and are members of racial and/or ethnic minorities. The mean high school GPA of entering freshmen continues to be between 2.69 and 2.82 and over one-third require remediation in at least one subject. Approximately 40% of each entering cohort is a first-generation student and over 50% of each entering cohort is eligible for a Pell grant. GGC remains a majority-minority institution and the proportion of Hispanic students continues to increase.

GGC’s key priorities in support of Georgia’s college completion goals are increasing enrollment among typically underserved populations, aiding students with a successful transition to higher education, and providing tools that enable early successes for our students. GGC has focused first on increasing access and success for the traditionally underserved. An effective transition to higher education is facilitated by the College’s focus on student engagement and student success in the first year, most notably through a network of support structures, careful course design and pedagogy, and advising. Early successes are fostered by the provision of tools such as academic advising for students enrolled in Learning Support pre-college courses, concurrent remediation, the multi-faceted tutoring program available to all students through the Academic Enhancement Center, and programs tailored to the needs of specific sub-populations of first-year students. The College’s overall commitment to active learning and authentic experiences for all students nurtures ongoing success, deep learning, and preparation for post-graduate careers and study. Finally, GGC’s commitment to maintaining an affordable environment makes continuation and completion more possible for our student population.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

HIGH IMPACT STRATEGY: COORDINATE PROGRAMS AND SERVICES TO ENSURE ACCESS TO HIGHER EDUCATION

GOALS ADDRESSED: GOAL 1: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS; GOAL 9: IMPROVE ACCESS FOR UNDERSERVED AND/OR PRIORITY COMMUNITIES

PRIMARY POINTS OF CONTACT:

Dr. Michael Poll, VP, Enrollment Management; Dr. Justin Jernigan, Dean, School of Transitional Studies.

STATEMENT OF PRIORITY AND IMPACT

As the student body profile above indicates, GGC has sought, recruited, and enrolled a highly diverse population that draws strongly from traditionally underrepresented groups. These results arise from the efforts of both Enrollment Management, through their recruitment, admissions, orientation and financial aid efforts, and the School of Transitional Studies, which is responsible for programs and services to support students' academic and personal transitions while enrolled.

SUMMARY OF ACTIVITIES

GGC has focused on creating deep and meaningful relationships with the Gwinnett County Public Schools, recognizing our mission to serve our immediate geographic region and the size and scope of the population in Gwinnett County. Similar sustained attention is dedicated to other schools from which GGC attracts students. These relationships are developed and sustained through ongoing events and visits. GGC's Admissions Counselors have built working relationships with guidance counselors at 202 individual schools in Georgia and are committed to visiting each school 2 -3 times a year.

The College invests in student-focused activities accessible to all prospective students, including:

GGC's Preview Day event welcomed approximately 1668 guests during the 2017-18 academic year. There were a total of five Preview Days, including sessions specifically for adult learners as well as for traditional students. Preview Days are scheduled for September and October 2018.

Access-focused admissions criteria and recruiting are central to the College's mission. GGC complies with the access mission institution admission standards established under University System of Georgia Board of Regents policies, and is committed to ensuring that our admissions procedures implement these standards.

English Language Institute (ELI)

Twenty-five students attended GGC's English Language Institute (ELI) in Fall 2017, of whom five satisfied their English language requirement. In Spring 2018, a total of 31 students attended ELI, of whom seven completed the program.

During 2017-18, a total of six ELI graduates enrolled at GGC as degree-seeking students and four have enrolled for Fall 2018. Of the 2017-18 ELI attendees, 66% indicated an intention to attend GGC as degree-seeking students.

GGC also provides a collection of programs designed to meet students where they are, introduce them (and their families) to college culture, and connect them with resources that will promote their successful progression to graduation. Some of these programs and activities include:

- Grizzlies Helping Grizzlies/Beyond Financial Aid support offerings
- Grizzly Orientation sessions for students and families
- March Through the Arch (first year student convocation)
- Grizzly Days (welcome week activities)

Beyond Financial Aid Support Offerings

GGC has committed to the *Beyond Financial Aid* framework of the Lumina Foundation. Following a comprehensive review of current campus knowledge and programs, GGC has identified several ongoing efforts that comport with the framework. Further, the College has included consideration of what was learned from the BFA assessment in its current strategic planning processes. The existing support structures on campus are listed below, sorted into the type of support offered.

Prediction: Efforts to identify in advance students who may be at risk

- Intrusive advising for academic risk, which creates a relationship
- Financial aid monitoring
- Development, in partnership with the Carl Vinson Institute on Government, of predictive models for student success

Prevention: Efforts to provide ongoing support to all students that can avert a crisis of need

- Dress for Success clothing bank
- Subsidized child care
- Money Smart week
- Subsidized auto repair
- "Last dollar" funds

Mitigation/Recovery: Efforts that respond when a student is facing a crisis

- Emergency grants
- Emergency housing
- *Grizzlies Helping Grizzlies*, a campus-funded emergency funds program.

To further develop these offerings, GGC is establishing a more structured and data-informed program to anticipate and coordinate responses to student needs.

Grizzly Orientation

Grizzly Orientation (GO) offers students a robust one-day orientation to GGC and campus culture. Also included are advising and registration sessions, to assist students in selecting appropriate first semester schedules aligned with Momentum Year goals (e.g. English and Math in the first 30 hours). GO also includes more acculturation programming, such as the "Day in the Life of a GGC Student" skit and debrief, which illustrates and then opens conversation about different issues and challenges that first-year students commonly face. More pragmatic needs of students are served through educational technology sessions and tours of campus to review class locations. These efforts aim to integrate students into the GGC community and to equip them with practical knowledge to successfully start the school year.

Grizzly Orientation programming also includes parent/family orientation meetings to acculturate families to college life and GGC in particular. For the past two academic years, GO has offered bilingual parent orientation sessions in Spanish, and this type of offering is likely to continue.

First Generation Student Programming

Over 40% of GGC students self-identify as first generation (FG). GGC is committed to serving the needs of this special population, creating more equitable access to college knowledge, and promoting progression and student success. To these ends, GGC staff and faculty have created several initiatives to develop self-efficacy and establish a strong sense of Grizzly community with our first generation students:

- **GGC Lexicon** One way we can provide access for incoming students into the college community is by demystifying and clarifying the many terms and acronyms used in academia. The GGC Lexicon is an online, searchable database of commonly used terminology, available at <http://www.ggc.edu/lexicon>. In addition, a shorter, targeted list of must-have terms for the first semester of college has been designed into brochure form, the College Terms and Acronyms User Guide. These brochures will be publicly available in high traffic offices and at student events.
- **Grizzly First (G1) Scholars** The G1 Scholars initiative has grown since last year. In Fall 2018, three learning community sections, pairing learning support math or English with a GGC 1000 first-year seminar, will be offered. Students in G1 Scholars also take part in a semester-long community engagement service project, which is part of the integrative programming of each learning community.
- **BEAM (Bears Engaging and Mentoring) Peer Mentoring** In conjunction with the G1 Scholars initiative, this academic year we are introducing our first cohort of BEAM peer mentors. Each Fall 2018 G1 learning community will be assigned several BEAM mentors to provide peer-to-peer support, as new students transition to college life. Peer mentors undergo a rigorous selection process and receive training prior to their LC assignment.
- **Faculty/Staff FG Community Campaign** The faculty/staff first-gen campaign is ongoing. Our first-generation faculty and staff are encouraged to take and display one of our FG door cards. They state "I'm a first generation college grad" and have a place for faculty and staff to list their school name and year of graduation. GGC's student-focused team is committed to supporting our FG cohort and especially wants to emphasize the reality of their ability to graduate with a college degree.

Beyond efforts on campus, GGC's engagement with the surrounding community has led to the creation of community supports for students. Most notable is the establishment of the first Gwinnett bus line service to campus in summer of 2018. Additional bus routes are planned to roll out over the next year.

MEASURES OF PROGRESS AND SUCCESS

The primary measure of GGC's success in providing an **accessible** learning environment is the student demographic profile presented in the introduction of this document. The combined efforts of Enrollment Management and the School of Transitional Studies have enabled GGC to continue to attract and enroll a student population that reflects the region it serves and that focuses on serving the entire spectrum of levels of prior academic and/or social preparation for college.

LESSONS LEARNED AND NEXT STEPS

It is clear from both the data specific to each individual effort and the overall enrollment data that GGC is succeeding in providing to students from the metropolitan Atlanta region genuine, realistic opportunities for success in higher education. Further, GGC's focus on access has supported recruiting efforts more broadly, bringing the college a meaningful number of international and out-of-state students who expand and enrich the campus diversity. GGC is committed to continuing to enroll a diverse population.

HIGH IMPACT STRATEGY: PROVIDE AN ATTENTIVE LEARNING ENVIRONMENT TO SUPPORT RETENTION AND PROGRESSION

GOALS ADDRESSED: GOAL 3: REDUCE EXCESS CREDITS, GOAL 4: PROVIDE PROACTIVE ADVISING, GOAL 6: SHORTEN TIME TO DEGREE COMPLETION, GOAL 7: TRANSFORM REMEDIATION, GOAL 8: RESTRUCTURE INSTRUCTIONAL DELIVERY

POINT OF CONTACT:

Dr. T J Arant, Sr. Vice President for Academic and Student Affairs and Provost

STATEMENT OF PRIORITY AND IMPACT

GGC's committed faculty and staff provide students with the support and tools they need to be successful in college and in life, from the first day of class until graduation. During the past academic year, GGC's faculty and staff have worked to bring to implementation four broad-based goal: Communities of Learners, Mentoring Reimagined, Engagement Made Meaningful, and Authentic Acculturation. These reflect the commitment of GGC's educational environment to high-quality high-impact practices, student engagement and support, and real-world experiences. These goals are the articulation and operationalization of the Division of Academic and Student Affairs and represent that Division's commitment to GGC's overall strategic plan. Each goal encompasses several of the individual efforts already in place at GGC to support college completion and aligns those efforts, while helping to identify and to organize the College for efficient and effective implementation. While programs currently in place continue – and continue to benefit students – efforts over the next year will focus on strengthening and coordinating existing work and implementing additional structures within the framework of these four strategic goals.

Given GGC's many current programs and strategies to support students in an attentive teaching environment, the Communities of Learners goal is most fully developed and implemented. For the other goals, foundational planning is complete, and the 2018-19 academic year is more focused on their initial implementation. The discussion below presents each goal and reflects both past and planned activity as appropriate.

COMMUNITIES OF LEARNERS:

Recognizing that the deepest knowledge is built in active, interactive contexts, GGC is expanding its commitment to coordinated learning communities. Activities in this goal will build the structures needed to develop intentional communities of learners both during and beyond the first year and for both students and faculty.

SUMMARY OF ACTIVITIES

Learning Communities

At GGC, learning communities currently consist of two to four purposefully linked classes that share the same group of students. These linked class offerings may include combinations with learning support co-requisite English and mathematics. GGC 1000 First-Year Seminar also is a course frequently included in LCs. LCs incorporate one or more integrated assignments, which involve students working across the classes to complete them. Instructors intentionally coordinate their courses and assignment schedules to provide academic support for students.

LCs are organized by theme, cohort, or goal. At this time, most contain 1000-level courses, so they are generally—although not exclusively—targeted for first-year (30 credits or fewer) students. Going forward, GGC is exploring living-learning communities, as well as LCs linking 2nd year and upper-level courses, particularly within a major or focus area.

Incoming students primarily receive LC information during their Grizzly Orientation session. In the morning welcome session, they and their families receive flyers advertising student success programs such as the first-year seminar and learning communities. During registration later in the day, they are shown a list of offerings, and presentation leaders discuss the concept and benefits of participating in a LC. Students can sign up for a LC that day, or later on, through contacting their school's advisor or the Mentoring and Advising Center. Faculty mentors also can discuss LC opportunities with their current students who may be interested. Students can learn more about upcoming LCs and submit questions through both email and the LC website.

SUMMARY OF ACTIVITIES

During **Fall 2017**, 4 learning communities were offered. During **Spring 2018**, 9 were offered. Twelve (12) first-year learning communities are running in **Fall 2018**. Significant scale-up is anticipated SP19 and AY19-20 as learning communities become a major element of GGC's academic culture.

GGC 1000 First-Year Seminar

GGC 1000 First-Year Seminar (FYS) is a course designed to promote first-year students' success by providing the knowledge and practical skills necessary to reach their educational and personal objectives. GGC 1000 supports first-year students in developing academic goals, fostering a greater sense of personal responsibility, engaging in intentional learning, and participating in campus culture. For students with under 30 credits, GGC 1000 may count for 1 credit in the "Additional Requirements" section of degree program plans.

In Fall 2017, eight sections of GGC 1000 were offered, **four** of which were part of learning communities. **78 students** completed the course. Of those 78 students, 66 (85%) earned a grade of A, B or C, 11 (14%) received a grade of D or F, and 1 (1%) withdrew. **In Spring 2018, nine sections** of GGC 1000 were offered, **four** of which were part of learning communities. **100 students** completed the course. Of those 100 students, 63 (63%) earned a grade of A, B or C, 30 (30%) received a grade of D or F, and 7 (7%) withdrew.

As part of the course structure, four signature assignments were integrated, to evaluate student progress with the learning outcomes: the Campus Resources Scavenger Hunt Quiz, the DegreeWorks Evaluation Activity, the Career Research Assignment, and the End of Semester Reflection. After reviewing samples of the four assignments (generally four student samples per assignment per class section), results suggest the success of the course in helping students meet or excel in all learning outcomes. GGC 1000 provides another valuable strategy towards GGC's coordinated care model of student success and commitment to access, equity, and attentiveness. **Eighteen (18) sections of GGC 1000 are offered Fall 2018, with twelve (12) of those embedded in learning communities.** Further scale-up is intended as part of the strategic plan and GGC's focus on communities of learners. To accommodate GGC 1000's flexible role in learning communities and to cross-check qualitative student work samples, the assessment structure will move to two signature assignments plus an end of semester attitudinal survey, issued through Class Climate. This survey first was piloted SP18.

Comprehensive and Pervasive Tutoring Support

Recognizing that, for some students, the structure and format of their class section may not be sufficient for mastery of the course material, GGC has invested deeply in tutorial services. Extracurricular tutoring provides a safety net for students who are academically underprepared, struggle with self-organization and management, or find their instructor's pedagogical approach incompatible with their own learning style. Tutoring support also benefits students who actively wish to develop their skills in a particular area through supplemental learning experiences.

GGC's investment in tutoring services has been a feature of the college since its opening. As of the most recent academic year, tutoring services are offered in a central campus location, in classrooms, online, and at a variety of other campus venues, including the campus Residence Halls and Disability Services. The on-campus tutoring center is open 64 hours per week and offers support in high-demand subject areas in either a face-to-face or an online platform. The tutoring center, known as the Academic Enhancement Center (AEC), employs two coordinators (one for Writing, one for Math/Science), 1 Lead Tutor, 17 professional tutors, 15 student/peer tutors, and 7 student assistants. In addition, 50 faculty volunteered a total of 2,172 hours in the past academic year. In the 2017-18 academic year, the AEC tutored 2,714 students for a total of 10,381 tutoring sessions.

GGC offers tutoring outside of the AEC through its TIC-TAC-TOE program. The TIC program embeds Tutors In the Classroom for selected courses (over 37 sections during the 2017-18 academic year). The TAC program provides Tutors Around Campus, professional tutors who provide drop-in tutoring in a variety of well-populated locations on campus. During AY17-18, 16 TAC tutors facilitated 609 tutoring sessions. TOE offers Tutoring Online Everywhere through a partnership with Smarthinking (a Pearson service), which provides 24/7 access to tutoring. In the 2017-18 academic year, 850 unique students utilized 2,498 tutoring sessions and/or submitted essays for review. Fifty-two percent of online tutoring users utilized Smarthinking for more than session.

AEC staff offer student success workshops in an online platform, Student Lingo. The workshop selections cover topics as diverse as exam preparation, time management techniques, stress relief strategies, and how to use learning style preferences to improve study methods. For AY 17-18, 125 students virtually attended 297 Student Lingo online workshops. One hundred forty-nine students attended in-house student success workshops in AY 17-18. The AEC also began to offer standardized test preparation workshops for pre-education and pre-nursing majors. Ninety students attended these workshops. Additionally, the AEC offers in-class writing workshops for a variety of writing concerns. In the 2017-18 academic year, writing tutors facilitated 30 in-class workshops involving a total of 664 students. The AEC regularly participates in campus-wide events for prospective and current students and maintains a social media presence. These efforts invite students to engage where they are and reinforce that GGC is committed to supporting the whole student, academically and otherwise.

MEASURES OF SUCCESS

Increased Grade Point Averages (GPA) is a valuable measure of success for the implementation of expansive and available tutorial support services at GGC. It is not possible to provide a baseline figure for this strategy as GGC has always invested heavily in making tutoring available and accessible to all students. Since students often access multiple forms of available tutoring support, it is not feasible to conduct a fine-grained comparison across the various options. For this year's report, GGC has focused on the impact of the AEC on student performance in two critical gateway courses: MATH 1111 and ENGL 1101, comparing course performance across

two variables: whether the student was enrolled in a co-requisite learning support course and whether the student made use of the AEC. *Table 2* shows the final course GPAs for students who engaged AEC tutorial support versus those who did not. The findings indicate mixed results. All ENGL1101 students who used the AEC had higher course GPAs than those who did not utilize the AEC. On the other hand, the MATH1111 students with no Learning Support component who used the AEC fared on par with non-AEC users. The MATH1111 co-requisite AEC users showed a decline in course GPA, which is an area for improvement.

TABLE 1: COURSE SUCCESS IN GATEWAY MATH AND ENGLISH BY LEARNING SUPPORT STATUS AND AEC USE

Course and LS Status	Fall 2017		Spring 2018	
	Use AEC	Not Use AEC	Use AEC	Not Use AEC
MATH 1111 No Learning Support	2.300	2.349	2.030	2.077
MATH 1111 Co-Requisite LS	1.839	2.045	1.718	1.915
ENGL 1101 No Learning Support	2.962	2.639	3.021	2.390
ENGL 1101 Co-Requisite LS	2.523	2.084	1.987	1.961

MEASURES OF PROGRESS

The primary measures of progress for this constellation of activities will be the number of integrated learning communities offered each semester, the number and distribution of students enrolled, and the number of faculty engaged in teaching in learning communities or in professional development as preparation for teaching learning communities. GGC's target is to have 2500 students enrolled in learning communities by Spring 2023 and to have 50% of faculty engaged with learning communities by the same time.

Progress will also be measured by tracking for commensurate growth in the other ancillary programs that support the creation of a campus culture as a broad community of learners.

Mentoring Reimagined

Understanding that GGC's student population is likely to need just-in-time, targeted support and mentoring, we are reexamining our already effective model for student advising and mentoring to make it more flexible. In this effort, we are investing in analytic models to support prediction at the individual student level, professional development to prepare faculty and staff to be effective mentors, and formative assessment of mentoring efficacy in the pursuit of continuous improvement.

SUMMARY OF ACTIVITIES

The core activities of the past year were in service of laying the foundation for the organization, assessment, and refining that will begin during the 2018/19 academic year. This foundation calls for engaging with pre-college students from a mentoring perspective, working with faculty to build a deeper understanding of available data on college success from both the national research perspective and the local, historical GGC perspective, conducting qualitative and quantitative assessment of the current structure at GGC to identify essential needs, strengths, and challenges, and piloting large-scale predictive analytics along with targeted interventions to assess the approach most likely to support GGC students. Each of these is briefly discussed below.

As a component of a Momentum Year grant, GGC is developing a set of **mini-workshops for high school students** on topics that include, but are not limited to: growth mindset, choosing a major, being engaged with campus opportunities and resources. These will be deployed to four partner high schools in Gwinnett County during the 2018/19 academic year. The project team has been established and the final schedule is in development at this time.

Another element of the same grant is focused **on increasing faculty awareness and understanding of data and research findings on college success**. A core group of faculty volunteers, the Mentoring and Advising Center, Interim Associate Provost for Strategic Initiatives, and the Office of Plans, Policies, and Analysis are currently reviewing the available data to select the elements that are most informative to faculty as mentors and to develop materials for broader distribution to faculty. This team is also reviewing the broad research literature to identify sound practices, particularly for initial mentoring conversations and initial academic advising conversations with the goal of developing additional support material for GGC's mentors.

As a companion element to the grant-supported work, the Office of the Provost is launching a **qualitative and quantitative evaluation of the efficacy of our current mentoring structures**. This effort is focused both on discovering how successful mentoring has been and on compiling key challenges and needs from both faculty and students. The results of this work, in combination with the externally focused research, will lead to new professional development opportunities and support structures.

Finally, GGC has engaged with two **predictive analytic initiatives**; one a system-level pilot project, the other an institutionally-funded initiative with the Carl Vinson Institute on Government. Both will use large datasets to model student likelihood of persistence using environmental factors imputed from census block data along with academic and demographic data. As these models are developed, GGC will identify ethical, respectful ways to use the resulting information.

MEASURES OF PROGRESS

The primary measure of progress on this multi-faceted goal is the number of specific tasks completed.

Engagement Made Meaningful

GGC is committed to graduating students who are prepared for the world of work and/or further advanced education. To meet this commitment, we are organizing and structuring existing programs toward two sub-goals: ensuring that students are prepared to enter careers; and enabling students to bring their curricular learning to applied settings in the community. In particular, the programs and structures under development should take in to account developmental needs, as student progress through a curriculum, and the importance of equity in access to and participation in this high-impact practices.

SUMMARY OF ACTIVITIES

The core activities of the past year for this initiative have been primarily in the realm of planning. Two clear initiatives have moved into the implementation phase for the upcoming academic year.

Career Readiness Program

The Center for Career Development and Advising and the Center for Teaching Excellence are collaborating on building an on-line, asynchronous career readiness program that will be available to all students. This series of modules will support students in developing a strong suite of career resources and workforce skills through content delivery, self-reflection, and assessment. This non-credit program will be pilot tested during Spring 2019 and all current GGC students will be enrolled beginning in Fall 2019.

Expanded Community Engagement

While many GGC students have opportunities to participate in service learning and/or volunteer efforts in the broader community, there is room for improvement in our structures and programs. Accordingly, one aspect in GGC's planning is a renewed commitment to building reciprocally beneficial relationships with the Gwinnett county community. One example is the expansion of the Aurora Performing Arts Complex in downtown Lawrenceville to include spaces for GGC faculty and students and for educational experiences. This co-location of community arts and college programming is expected to enrich and deepen cultural and economic ties. Another example is the City of Lawrenceville's investment in the College Corridor, an improved pedestrian and bicycle friendly roadway connecting the campus to downtown.

MEASURES OF PROGRESS

The primary measure of progress on this multi-faceted goal is the number of specific tasks completed.

Authentic Acculturation

The final broad goal is based in the recognition that a student's campus experience is shaped by the College's culture and commits GGC to embedding the core elements of our aspirational culture in campus activities and programs, articulating those elements appropriately, and supporting students in "owning" their development, education, and experience. Within this goal are efforts to more clearly articulate our aspirational culture, to define experiences and programs that highlight that culture, and to develop a means by which students can reflect on their own experience in this context.

SUMMARY OF ACTIVITIES**Articulate and Instantiate Aspirational Culture**

The first of two organized activities within this broad area focuses on articulating the aspirational culture for GGC or, in other words, to "define the Grizzly graduate" in terms of work place skills, self-awareness, and confidence, primarily through our institutional student learning outcomes. This will then be instantiated within an ePortfolio to support student reflection and self-awareness.

The ePortfolio will be implemented and piloted during Spring 2019 with senior capstone classes and then expanded to the full campus in Fall 2019.

Create Experiences to Highlight GGC Culture

The second primary activity in this broad area is titled "A Year in the Life of a Grizzly." This involves coordinating a series of events that bracket the beginning and ending of each semester and connect to the aspirational culture of the college. For the upcoming year, these anchor events have been identified:

- For faculty and staff
 - Opening faculty convocation
 - New student welcoming (March through the Arch)
 - Promotion and awards recognition event
 - Commencement
- For students
 - New student welcoming (March through the Arch)
 - Athletic events

- Student awards recognition event
- Commencement

Additional activities focused around a campus-wide common reader are planned for next academic year.

MEASURES OF PROGRESS

The primary measure of progress on this multi-faceted goal is the number of specific tasks completed.

HIGH IMPACT STRATEGY: PROVIDE AN AFFORDABLE EDUCATIONAL OPPORTUNITY

GOALS ADDRESSED: GOAL 1: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS; GOAL 9: IMPROVE ACCESS FOR UNDERSERVED AND/OR PRIORITY COMMUNITIES

PRIMARY POINTS OF CONTACT:

Ms. Laura Maxwell, VP for Business and Finance; Dr. T J Arant, Sr. Vice President for Academic and Student Affairs and Provost

GGC offers a high-quality, accessible, and attentive education for less money than most other schools in the USG. GGC controls costs through a variety of measures aimed at not sacrificing the quality of education but assessing which services are essential to the College's core mission and which to outsource for savings. Thus, support services such as grounds and facilities maintenance and food services are outsourced for a lower cost. In addition, GGC maintains a relatively flat organizational structure and a commitment to lean staffing to maximize fiscal flexibility and investment in the mission, vision, and core competencies.

SUMMARY OF ACTIVITIES

Affordability is not just about costs and prices. It is about helping students understand their needs, access available financial resources, and improve their financial literacy. To do this, GGC has promoted events and programming such as:

- **Money Smart week activities**, during which the College offers workshops and information on financial literacy, budgeting, and financial planning.
- **FAFSA Fridays**, during which the College offers targeted financial aid assistance in completing the FAFSA form. Sessions were run in October – December for those filing FAFSAs in the fall and March – April for those filing in the spring.
- **Parent Orientation sessions** focused on Financial Aid and Student Accounts information designed to engage parents and to enhance their ability to support their students in sound financial decision making.
- **Scholarships and Grants**, including “last dollar” funding to allow students with low balances to remain enrolled and emergency grants to support students who face unexpected expenses during a semester.
- **Scholarship Information Sessions** focused on searching and applying for scholarships in October – January
- **Housing Help Days** during the admissions timeline that focus on supporting admitted students and their families evaluate housing options and make financially sound choice.

MEASURES OF PROGRESS AND SUCCESS

GGC's commitment to keeping the out-of-pocket price for students as low as possible is both critical to maintaining affordability and central to sustaining accessibility for traditionally underserved populations. Further, GGC's state fund cost, \$4763 per FTE, is substantially lower than the USG average of \$6787 per FTE. GGC continues to be ranked second in the southern regions for lowest graduate debt among both public and private institutions (*US News and World Report*, 2017 rankings)

LESSONS LEARNED AND NEXT STEPS

GGC has established a functional business model that maintains affordability for all students. The College remains committed to this model and to ongoing attention to fiscal responsibility and excellence in core competencies.

MOMENTUM YEAR UPDATE: 90-DAY GOALS

Table 2 below provides a summary report on the status of GGC’s Momentum Year work.

Table 2: Status of GGC Actions for Momentum Year

Element	Momentum Year Statement	Status
1.a	Each student is guided into an academic focus area or program that best aligns with that student’s aspirations, aptitudes, and potential for success.	<p>STS began distributing "Steps to College Success" handouts at every first-year Grizzly Orientation that include the GGC Academic Focus Areas: Health Professions, STEM (Science, Technology, Mathematics, IT), Education, Business, Arts & Humanities, Social Sciences.</p> <p>Advisor/Mentor preparation: ongoing Student Engagement activities - focus areas are now included in VZ to encourage students to select a focus areas when signing up for Grizzly Orientation. Information included in GO packet on things to consider when selecting a focus area.</p> <p>Focus II mini assessment being reviewed for purchase to assist mentors and advisors in having discussions about focus areas/majors.</p> <p>Development of resource guide: ongoing</p> <p>Advising Fairs: High school partners have been identified and have provided initial feedback for planning.</p>
2.a	Degree programs are aligned into academic focus areas that have common first year courses.	<p>Most majors and concentrations have detailed maps available and those not yet completed are in progress. Program maps will include term-by-term guidance, information on pre-requisites, and guidance for mentors and advisors.</p>
2.b	Each focus area and program of study has an established default curricular (program) map that provides term-by-term course requirements and structured choice for appropriate electives.	
2.c	Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that includes core English and mathematics by the end of their first academic year.	
2.d	Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that includes three courses related to a student’s academic focus area in the first year	
2.e	Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that incorporates as full a schedule as possible - ideally 30 credit hours - in the first year.	
2.f	Students are provided with personalized curricular maps and have ongoing advisement in their academic program. Students are	

	directed to co-curricular activities and practices that are supportive of their major and overall integration into the college environment.	
3.a	All incoming freshmen will be invited to participate in the USG Getting to Know Our Students Mindset Survey before the first three weeks of the semester	After obtaining the student email list and a list of faculty teaching first year students, GGC's Office of Plans, Policies, and Analysis will determine strategies for contacting students. The first request for participation will be sent out during week three of classes (August 27-31).
3.b	All faculty and staff, especially those who work with students in their first year, are oriented toward student engagement and success, and are provided with the training and tools they need to fulfill their roles in this regard.	Faculty training on Momentum Year data literacy: Information for training has been identified and is being compiled. Communication plan for training has been developed and training ambassadors have been identified.
3.c	For part 3 of the template, select specific enrichment activities that your institution is investigating, piloting, implementing or building to a greater scale that promotes student engagement, connectivity and satisfaction with their program of study and/or college itself, or their productive academic mindset. These may be high impact practices (HIPs), reorganized courses through G2C, academic mindset interventions or other practices.	<p>Advisor/Mentor preparation: ongoing</p> <p>Development of resource guide: Information included in GO packet on developing a productive mindset;</p> <p>Development of engagement activities: ongoing</p> <p>Advising Fairs: High school partners have been identified and have provided initial feedback for planning.</p> <p>First-Year Seminar: In Fall 2018, GGC is offering 18 sections of its extended orientation model first-year seminar, GGC 1000, 12 of which are part of learning communities. This constitutes a doubling of FYS offerings from SP18.</p>

OBSERVATIONS

Data on the core metrics GGC has elected to track are encouraging for this reporting year as shown in Table 3 below. While overall figures fell slightly short of targets for many metrics, GGC continues to document strong performance by students entering the College with academic challenges. Further, early data suggest that, since hitting a low of 61.5% for the Fall 2010 cohort, first-year retention continues to steadily increase, indicating that GGC's integrated efforts to ensure access, attentiveness, and affordability are having an impact on student success and persistence. Since early success, which is known to predict progress and persistence, is a primary focus of much of GGC's innovative educational model, GGC will continue to monitor this closely.

Early data on graduation numbers are also encouraging, as can be seen in Table 4. Data for the Fall 2012 cohort shows a slight increase in 4-year graduation rates, which is consistent with the turnaround in retention rates seen for the same cohort. Further, the number of students graduating in each cohort has continued to climb, reflecting GGC's rapid growth rate. In addition, GGC's role as a starting point for many students is reflected in the system-wide graduation rates, which continue to show that substantial numbers of students who transfer out of GGC continue to successful completion. As with retention rates, graduation rates for the Fall 2012 and subsequent cohorts are showing a slight, but meaningful increase, reflecting GGC's efforts to support students and its stabilizing population. As reflected in *Figures 1 and 2*, the College's graduation rates, although lower, for all students parallel in system-wide graduation rates over that same time.

The common theme across the specific elements of GGC's **attentive learning model** and the four primary goals that are shaping our strategic focus is that they are all high engagement, individual focused efforts. The level of impact of these efforts is perhaps not surprising given the high-need population that GGC serves. GGC's commitment to meeting students where they are and providing the kind of high impact scaffolds and supports that are known to engender success is continuing to bear fruit as can be seen in the performance metrics in Tables 3 and 4.

Efforts that are focused on wide-scale communication and technology have shown less impact and less penetration into the mindset and practice of the institution. Two primary factors have contributed to the challenges in implementing strategies based on technology tools and communication. The first is the necessity of prioritizing initiatives in the context of budgetary limitations presented by the current economic climate. Faced with choices between funding direct student intervention efforts and funding other initiatives, GGC has consistently chosen to prioritize the former, to good effect.

The second factor impacting implementation of communication and technology initiatives arises from the limitations presented by GGC's hosted software environment for Banner. The hosted environment introduces complexities in implementing some initiatives that rely on communication across software systems and platforms, including those owned by Ellucian that are designed to integrate with Banner. Implementing these solutions requires extensive human resource investment in consultation with ITS and Ellucian to create locally-developed solutions and increases the likelihood of errors, so additional time working toward implementation is necessary.

GGC's combination of inclusive access, an attentive teaching model, and consciously- controlled affordability means a high-quality educational experience, without crippling debt, for a greater number of students. GGC provides a comprehensive, integrated environment in which the success of students is the core focus. In so doing, GGC not only opens the door to higher education to an expanded population, but also supports those students to graduation, thus contributing to the needs of Georgia and to the goals of Complete College Georgia.



Georgia Highlands College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Highlands College (GHC) is a limited-mission, four-year state college, which serves as the associate-level access institution for northwest Georgia and offers limited number of bachelor's degrees targeting the economic needs of the region. The mission is to provide access to excellent educational opportunities for the intellectual, cultural, and physical development of a diverse population. We are proud to offer students an Associate's degree for less than \$8,000.

GHC has over 30 active programs of study, including four degree options: an Associate of Arts degree, an Associate of Science degree, a Bachelor of Science degree, and a Bachelor of Business Administration degree. GHC conferred 694 degrees and awards in fiscal year 2017. This represents an increase of 15.6% from 2012 to 2017. There were 6013 students enrolled in Fall 2017 representing an 8.7% increase in enrollment over the last five years. In Fall 2017, 44.6% self-identified as first-generation status, 44.9% were Pell eligible, and 26% were adult learners.

Using 2012 as baseline Complete College Georgia, GHC has increased the one-year retention rates of first-time, full-time students by 1%, but it is important to note that although our retention rate has remained almost flat, the number of students retained has increased by 16.4%. GHC has increased the three-year graduation rates by 2.1%, it is also important to note the number of students graduating in three-years has increased by 16.8%. GHC has a large population of part-time students. When examining the retention rate for all students (graduates removed) there has been an increase in retention rate by 4.1% or an increase of 16.3% of the number of students retained (See appendix).

This year, GHC has chosen to showcase five of our high impact completion strategies, which include the African American Male Initiative program, QEP- Quest for Success, Learning Support Co-Requisite Remediation, Gateways to Completion work, and Special Topics courses. These initiatives are driven by the need to increase retention, progression, and graduation rates. Our overarching goal is to help students identify and actively progress toward the achievement of the student's educational goals. The strategies that we highlight involve cross-campus collaborations amongst faculty, staff, administrators, and students.

INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, & OUTCOMES

STRATEGY 1: AFRICAN AMERICAN MALE INITIATIVE

DEMONSTRATION OF PRIORITY OR IMPACT

Black or African American students comprise the largest minority population at GHC. Black or African American males are nationally and locally at substantially more risk of dropping out or stopping out than their female counterparts. The AAMI program at GHC started in 2008 with a focus on success, retention, and completion. It is included at GHC in a more general program toward minority male success, Georgia Highlands African American and Minority Male Excellence (GHAME), open to all males with a focus on minority males. The community partner for GHAME is the 100 Black Men of Rome-Northwest Georgia chapter.

SUMMARY OF ACTIVITIES

The AAMI program at GHC provided students in the program with mentoring from faculty and staff as well as from community volunteers, with academic and career advising, and with troubleshooting assistance for issues as different as financial aid planning to transportation challenges. To help retention, the program created involvement opportunities for the students such as leadership training, field trips and community service.

MEASURES OF PROGRESS AND SUCCESS

Participation rate (percentage of eligible students participating in AAMI in each fall term), one-year retention rate for first time, full time students, three-year graduation rate for associate degrees, and annual degrees conferred for all African American Males and separately for members of the AAMI program (five-year view of all measures in Data Appendix).

Participation. The number of AAMI participants in fall 2017 was 88 from a total enrollment of Black or African American males of 345 for a participation rate of 26%. This figure returns the AAMI to its historical level of participation (25%-29%) after a drop in participation in Fall 2016.

One-year retention. First time, full time Black or African American males who started in fall 2016 and were members of GHC's AAMI were retained to fall 2017 at a rate of 90%, while those who did not participate returned the following fall at a rate of 54%. The overall retention rate for first time, full time Black or African American males was 59% at GHC, the highest one-year retention rate for this population in the State College sector, compared with the State College average of 51%. The goal of retaining AAMI members at a one-year rate of 90% or higher was met.

Three-year graduation for associate degrees. First time, full time Black or African American males who started in fall 2014 and were members of GHC's AAMI graduated with associate degrees by the end of Summer 2017 at a rate of 33.3%, while those who did not participate graduated at a rate of 1.7%. The overall three-year graduation rate for Black or African American first time, full students was 7.1%, compared with the State College average of 8.0%. The same substantial difference in graduation rates between AAMI and non-AAMI members is seen throughout the five-year view.

The goal is to exceed the three-year graduation rate for Black or African American males at any college in the State College sector, which for the 2014 cohort would mean exceeding 15.9%. This goal was met for AAMI participants.

Degrees conferred. The data table and chart in the Data Appendix show the number and percentage of associate degrees conferred to AAMs rising in FY 2018 to 38 degrees and 5.5%, near the all-time high in FY 2016 of 5.8%. The percentage of the degrees awarded to AAMs that were awarded to AAMI members decreased in FY 2018 to 37% even as overall degrees conferred to AAMs rose. The percentage of degrees conferred remains higher than the participation rate, which has not risen about 29% in the past five years.

LESSONS LEARNED

Needs and challenges have been primarily a shortage of personnel. Those faculty and staff who assist with the program are able to do so only in addition to their official jobs, as time permits. This has led to an inconsistency of services. One full time position has been added as of May 2017, an assistant in the AAMI initiative to the director, and this is a tremendous move forward. In addition, the MDRC study will assist GHC to better organize its services across the five campus sites of the college.

PRIMARY POINT OF CONTACT

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STRATEGY 2: QEP: QUEST FOR SUCCESS

DEMONSTRATION OF PRIORITY OR IMPACT

At Georgia Highlands College (GHC), our Quality Enhancement Plan (QEP), Quest for Success, places advising at the forefront of student academic and personal success. With purposeful and holistic advising, students will be able to

- develop a meaningful educational plan,
- set academic and career goals, and
- experience increased persistence and success rates.

Quest for Success aims to increase the value of the student experience at GHC by emphasizing advising as a core component of learning. First-time GHC students will participate in a three-step advising process that connects them with professional advisors, faculty members, institutional resources, and other students. During the first two terms of enrollment, new students will work within their advising network to formulate an individualized plan for success, an online, evolving record of the student's progress and experience at GHC. In crafting a success plan, students will also learn to recognize factors that can impede progress toward their goals.

GOALS & OUTCOMES

Overarching Goal 1: To help students develop self-direction and decision-making skills related to their academic success.

SLO A: Students will determine their reason(s) for attending college.

SLO B: Students will assess their academic strengths and weaknesses.

SLO C: Students will identify and utilize appropriate resources for addressing weaknesses and developing strengths.

Overarching Goal 2: To foster student success through improved academic planning skills.

SLO D: Students will develop a success plan tailored to their academic needs and professional interests.

SLO E: Students will participate in a comprehensive advising process.

Quest for Success allows students to learn about themselves, to plan their academic careers, and to receive guidance as they navigate their college experiences. Our QEP is mission-driven and will enhance students' experiences and success at GHC.

SUMMARY OF ACTIVITIES, MEASURES OF PROGRESS AND SUCCESS, & LESSONS LEARNED

We are currently in the pilot stage of our QEP, Quest for Success. Our pilot includes general studies students at the Cartersville site. Students were introduced to Quest for Success at summer orientation in small group settings, allowing for student communities to begin forming. Students also had the opportunity to a complete career assessment that will help guide future advising conversations. This fall, the pilot students will complete two mandatory advising activities before they register for their next semester classes. We are positive that our pilot will allow us to problem solve and have lessons learned before our full roll out in the Spring of 2019.

POINT OF CONTACT

Elizabeth Tanner, QEP Coordinator, etanner@highlands.edu

STRATEGY 3: TRANSFORMING REMEDIATION

DEMONSTRATION OF PRIORITY OR IMPACT

Historically, half the incoming freshmen at GHC require remediation, so steps taken to increase their success can have a dramatic impact on progression and completion. GHC keeps a running comparison of cohort success among students starting in Fall 2009, before the Learning Support transformations currently in place were begun, and cohorts in Fall 2014 (first term with transformations at scale) and the most recent fall terms to track the impact.

SUMMARY OF ACTIVITIES

The focus during 2017-18 was phasing out the foundation level courses—ENGL 0989, MATH 0987 and MATH 0989—and removal of the EPI/MPI student placement system. An ad hoc committee with representatives from different divisions worked to coordinate the changes, addressing numerous logistical hurdles. To accommodate these needs, new policies and new computer system programming were developed in the areas of admissions, advising, placement, testing and learning support. English and mathematics faculty put together groups to comprehensively review and further develop the co-requisite course curriculum for ENGL 0999, MATH 0997 and MATH 0999. Data was analyzed to accommodate the student and institutional needs brought about by these changes. All co-requisite courses are now linked to the specific college level courses, ensuring students better alignment of the materials. Thanks to the work done during 2017-18, Georgia Highlands College successfully made the transition by summer 2018.

MEASURES OF PROGRESS AND SUCCESS

For the overall program, the goal is student success in the college level courses beyond the gateway classes.

Overall Placement in Learning Support. Worth noting is a reduction in overall placement into Learning Support since fall 2009, before co-requisite remediation and math pathways were at scale. GHC had both approaches at scale by fall 2014 and the decrease in Learning Support placements has been steady, with fall 2017 showing the biggest reduction. Fall 2017 was the first year the EPA/MPA indices were used for placement. As shown in the Data Appendix, in fall 2009, 58% of new students (first time, full time freshmen) were placed into some form of Learning Support. In fall 2017, 31% were placed.

Gateway and Follow-On Course Success. In the Data Appendix, two baseline comparisons are made with 2017-18 Learning Support students: 1) a historical comparison of success and progression with students who started in fall 2009 and 2) success and progression comparison with students taking the gateway and follow-on classes who did not start in Learning Support in a given cohort. Comparisons are available at two levels: highest level (for fall 2009, that is MATH 0099, READ 0099, and ENGL 0099, while for fall 2017, co-requisite placement is used) and lowest level (corresponds to placement in foundations courses). This report focuses on co-requisite remediation.

The fall 2017 cohort of Learning Support students continues the patterns of improvement in gateway and follow-on success begun with the fall 2014 cohort, GHC's first term at scale with changes to remediation. GHC has noted in prior updates the differences in timely completion of gateway classes before and after the adoption of co-requisite remediation and math pathways. Remarkably, the fall 2017 cohort of co-requisite students in non-STEM math exceeded a steady upward trend in pass rates when taking MATH 1001 plus co-req in the first term (90% pass rate, exceeding prior first term rates of first 77%, then 82% in prior terms).

Improvements to success rates dropped off co-requisite students (in fall 2014, 2016, and 2017 with 2015 omitted because of similarities to other fall terms) as they progressed through the corresponding follow-on classes (for gateway math, either Statistics or Pre-Calculus; for gateway English, English 1102).

Additionally, students who started in co-requisite remediation continue to lag students who did not require Learning Support in follow-on success. For example, in fall 2009, 35% of students starting at the highest level of Learning Support English (ENGL 0099 or READ 0099 with placement scores equivalent to those used for co-requisite placement in fall 2014), completed the follow-on course (ENGL 1102) in three terms, while 44% of those who did not place in Learning Support did so. In fall 2016, 42% of co-requisite students in ENGL completed the follow-on course in three terms and 49% of non-LS students completed it in three terms. The three-

term figure for the fall 2017 students is not yet available since data from fall 2018 will be required to complete it. However, 34% of co-requisite students completed the follow-on course in two terms (ENGL 1101 in fall, ENGL 1102 in spring), while 42% of non-LS students completed it in two terms.

Much more information on co-requisite success in Math and English is provided in the Data Appendix.

Retention. The gap in one-year retention between FTFT students who start in Learning Support and those who do not continued to exist from Fall 2016 to Fall 2017 (64% versus 67% for non-LS students) but was smaller than the prior year. Fall 2014-15 remains the “gold standard” at GHC with its “+1%” as Learning Support students were retained at a higher rate than non-LS students. Small gaps or none are the goal.

Completions. Having started at scale with transformed remediation in fall 2014, GHC began at the end of spring 2017 to examine whether improvements in success and progression for Learning Support students are translating into increased completions. The full historical comparison for completions is shown in the Data Appendix, extending to three-year graduation rates (graduations by the end of summer 2012 for the fall 2009 group, summer 2017 for the fall 2014 group).

As of the 3-year mark, there was no gap in credential attainment between highest-level LS Math students with equivalent placement scores in fall 2009 and co-requisite Math LS in fall 2014 (19% attainment rate for both groups). For foundations level math students, however, a gap opened favoring the fall 2014 students (12% attainment rate for fall 2014 students, 8% for fall 2009 students).

For English LS students, credential attainment rate was the same for the fall 2009 students and the fall 2014 students (9% for each). In general, students taking co-requisite remediation in math and English in fall 2014 have not, so far, attained credentials at a higher rate than those in traditional remediation in fall 2009. Future cohorts, reflecting refinements in co-requisite remediation and placement principles, may show a difference.

LESSONS LEARNED

For co-requisites, the greatest challenges continue to be format and student engagement. Course linking has helped with aligning course material, but it creates many logistical complications in scheduling, staffing, student placement and room space. Faculty continue to work on how much the co-requisite material should be remedial and how much of it should be reemphasizing the coursework in the connected college course. The co-requisite classes have also struggled with higher student absentee rates—this has been approached on an instructor by instructor basis, focusing on suggested strategies rather than creating a departmental policy.

With an eye to the overall student success goal (success in college-level courses beyond the gateway classes), the changes stated in the Summary of Activities section were incorporated this year. Increasing that success and the overall level of completions among students who begin with Learning Support requirements will most likely be an ongoing challenge.

STRATEGY 4: GATEWAYS TO COMPLETION

DEMONSTRATION OF PRIORITY OR IMPACT

Students who fail to complete work in courses that most colleges require in initial semesters also do not graduate. Time to degree and thereby costs of a degree increase as well.

SUMMARY OF ACTIVITIES

GHC is officially in Year 2 of the G2C effort. Year 3 of the effort will begin in October of 2018. The G2C program to date involves the following five courses: BIOL 2121K (Anatomy and Physiology), ENGL 1101 (Composition I), HIST 2111 (American History I), MATH 1001 (Quantitative Skills and Reasoning), and MATH 1111 (College Algebra). This group is considered Cohort 1. Piloting of new approaches and techniques began in fall 2017 after an analysis process for each course was completed during Year 1.

GHC also participated in a pilot of the data analytics included on the G2C platform. The analytics are focused on early reporting of student performance in a term. An analysis of outcomes from this pilot is not yet available. Another course, ENGL 1102, is being added to the G2C group for a new review and redesign cycle that begins in Year 3 of the current program (starting fall 2018) and will extend into an additional year.

MEASURES OF PROGRESS AND SUCCESS

Student success in the target courses. Impacts on student success in the pilot sections have varied and detailed data for two illustrative examples, BIOL 2121K and MATH 1001, are provided in the data appendix. Each example reflects success in different ways. Summary data for the other courses are also included. Specific targets for student success have not yet been set.

For BIOL 2121K, the G2C sections added to a set of transformations that began before the G2C analyses were complete. Overall DWFI rates have declined steadily in BIOL 2121K across a four-year period, a success for the team working on the course. However,

the G2C sections unexpectedly had higher DFWI rates in fall 2017 and spring 2018 than non-G2C sections. The specific changes implemented in the G2C sections and plans for adjustment are discussed in the data appendix.

For MATH 1001, the G2C sections had a positive impact immediately with lower DFWI rates. The overall DFWI rate in G2C sections in fall 2017 was 18% compared with 28% in non-G2C sections. Similarly, for spring 2018 the DFWI rate in G2C sections was 23% as opposed to a rate of 41% in non-G2C sections. Techniques used and plans for expansion of the pilot are discussed in the data appendix.

Student success in the follow-on courses. About a third of the students who passed MATH 1001 in fall 2017 took Statistics (the most likely follow-on course) in spring 2018 (34% in G2C sections, 36% in other sections). For MATH 1001 students in G2C sections, the DFWI rate in MATH 2200 in spring 2018 was higher at 32% than the rate for students in other sections of MATH 1001 at 21%. The numbers of students are small (32 from G2C sections, 97 from other sections), reflecting the pilot status of the G2C changes in 2017-18.

A small percentage of successful MATH 1001 students in fall 2017 took MATH 1111 (College Algebra) in spring 2018 (7% of students in G2C sections, 6% from other sections). Success was relatively low for both groups (DFWI rate for students in G2C sections, 50%, students from other sections, 60%).

Analysis and reporting. A portfolio of tables and charts has been developed and is updated at the end of each term. It gives both a term-based and a cross-term view of student success in the target and follow on courses. Division by demographics is included and the portfolio continues to improve and expand. The faculty coordinators for each course use this information to make adjustments to their work.

Involvement. Four of the six academic divisions (67%) have faculty and administrators involved in the G2C effort. There are at least twenty-five full-time faculty in these divisions directly involved in the effort and since each team involves other faculty in addition to those who are officially involved. Overall, approximately 20% of the full-time faculty are involved in some part of the effort.

Retention and Degree completion. These figures are not yet available for students involved in the pilot during 2017-18.

LESSONS LEARNED

During this year GHC learned that it is very hard work maintaining an effort that is asking faculty to enhance their instruction. Helping faculty to understand that enhancing instruction does not mean lowering the rigor of their instruction is a difficult message to get across and those faculty who have been involved in G2C continue to be excited about what each course chose to focus on. Their energy has encouraged other faculty to be involved.

PRIMARY POINT OF CONTACT

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STRATEGY 5: GHXX 2901: SPECIAL TOPICS IN... REDESIGN

DEMONSTRATION OF PRIORITY OR IMPACT

Special Topics course are an important part of the First Year Experience at GHC. These courses allow students to explore focus areas in a creative and enriching environment. By taking a Special Topics course in the first year, students will learn about critical thinking, information literacy, and integrative learning while also learning about a topic of interest or relevance to them. Faculty members will also have a chance to design a course centered around their passions.

SUMMARY OF ACTIVITIES

In the last 10 years, the First Year Experience at Georgia Highlands College has been a nomadic program, which has had dozens of different leaders, who over time, have reported to four different departments or divisions. Today, the program is a collaborative effort that lives in Academic Affairs and overseen by New Student and Retention Programs. Historically, the most familiar part of the FYE program has been the college success course, FCST 1010: The College Experience. A class that first appeared in the GHC catalog in the 1990s when it was Floyd College, FCST 1010 sought to teach students various study and life skills. The institution had the best intentions offering the course, but overtime as the leadership for FYE changed, so did the curriculum for the college success course. In recent years, the course was only required of students with learning support or remedial course requirements. After hearing many concerns about the quality, currency, and quantity of content available to students, the Provost charged the Center for Excellence in Teaching and Learning and New Student and Retention Programs to lead the efforts to not only improve FCST 1010, but make it available for all students to take for credit as a part of their first year curriculum.

The team led a systematic review of the course objectives, content, assessment of the course. The original goal was to redesign the college success course by elevating the curriculum, strengthening the assessment process, and requiring all students to take the

course within the first year at Georgia Highlands. After conducting a thorough program review, which involved reviewing year-to-year course assessments, conducting formal and informal focus groups with students, consulting with faculty members, instructors of the course, and students, discussing the course with various college councils and faculty senate, meeting with other key stakeholders, reviewing scheduling, sections, and seats, involving senior leadership in discussions, reviewing the cost efficiency of the course, and teaching sections of the course to gain first-hand experience, it was the team's recommendation to stop requiring FCST 1010: The College Experience for learning support students and discontinue offering the course all together. It was recommended that the institution expand their special topics offerings to promote purposeful choice of academic pathway, facilitate timely completion of degree requirements, and to enhance the first year experience of GHC students.

MEASURES OF PROGRESS AND SUCCESS & LESSONS LEARNED

The initiative to ramp up Special Topics courses and make them a part of the First Year Experience is in its inaugural year.

PRIMARY POINT OF CONTACT

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MOMENTUM YEAR 90-DAY UPDATE

ELEMENT 1: PURPOSE

Over the last 6 months GHC has worked hard to begin our EAB Navigate build. After being delayed by Banner 9 upgrades, we have recently gained momentum and are planning our third onsite Navigate build meeting in October. If all goes as planned, GHC will go live with Navigate launching to the QEP student population in November 2018. Over the summer, a pilot group of students were introduced to the QEP: Quest for Success during orientations for Fall 2018 new students. As a part of their pilot, these students took a paper form of a career and non-cognitive assessment. These tools will eventually be in electronic format as a part of Navigate and our efforts to promote a purposeful choice and focus areas.

ELEMENT 2: PROGRAM OF STUDY

All pathways have been grouped into focus areas. Each pathway within individual focus areas have aligned curriculum across the first two semesters. GHC is waiting to understand more about how students can choose a focus area on the application for admissions and where this information should be stored in Banner. At this time, all maps have been redesigned to include core English and math, three area F courses, and 30 credits in one year. To promote purposeful choice and help with pathway exploration a Special Topics course (a new model of first year seminar at GHC) was added as the part of the first year of the pathway. This course counts for Area B credit. We are now shifting our attention to formalizing the co-curricular experience and have met with various groups of stakeholders to gather the information needed to develop the content for these milestones and add them to the program maps.

ELEMENT 3: ENGAGEMENT

GHC chose to focus on many sub-areas of the element Engagement, including: administering Mindset Survey, engaging faculty and staff in learning about their role in the Momentum Year, changing recruitment messaging to begin with purposeful choice, creating a current student communication plan, continuing with our Gateways to Completion and STEM Center efforts, revamping Special Topics courses, promoting innovative pedagogy through CETL Faculty Learning Communities, establishing a co-curricular experience with a common theme, promoting resiliency with #Adulting workshops, continuously improving the transition experience of Charger Orientation, and more. The following is a brief update on some of these sub-areas:

Mindset Survey. We administered the first round of the Mindset Survey and we found that administering the survey in-class worked best for our institution. In Fall 2018, we took the same approach to target English 1101 faculty to administer the survey in class. We have already improved our participation rate from last year. We are currently interpreting last year's results and determining what they mean for GHC's planning and program development. In the future we hope to have these results ready so that departments can use them for planning purposes.

Engaging faculty and staff in the Momentum Year. In March 2018, we called a faculty meeting to discuss the Momentum Year and what it would mean for faculty members. Staff were also invited to small round table discussions to learn more about the initiative. All departments and divisions were encouraged to educate their teams at upcoming staff meetings. GHC hoped to prevent initiative fatigue by clearly communicating the link between the Momentum Year and the QEP: Quest for Success.

Gateways to Completion. We chose to include our Gateways to Completion efforts in our Momentum Year plan. These efforts have been described in a previous section.

STEM Center. Since the launch of the Momentum Year project, the GHC Center for STEM Learning (CSL) has been very active in implementing activities that will better engage and support STEM students thereby improving their persistence and success. A few of the successful activities implemented by the CSL in support of the Momentum Year goals include: ACT/SAT Prep Course for high school students to increase STEM-readiness, MATH Boot Camp (STEMFIT) for incoming freshmen to increase STEM-readiness, transformation of Chemistry 1211K and CHEM 1212K courses, development of a template for a virtual Center for STEM Learning, STEM Community Outreach Activities (See Data Appendix for a more thorough description of these programs).

GHXX 2901: Special Topics in... Redesign. As previously mentioned, our Freshman College Studies course underwent a major program review, which resulted in discontinuing offering the course. As a result, and also as a part of the First Year Experience, the college decided to expand Special Topics offerings. A FYE overlay of critical thinking, information literacy, and integrative learning will be assessed.

CETL Faculty Learning Communities. Unfortunately, GHC has had a vacant CETL director role since June 2018. A search has begun for the former director's replacement. Another employee represented GHC at the recent CETL Momentum Year Retreat in September. She will fill in until the role of director has been filled.

Common Theme. After having great success in it's first year, GHC chose to launch another Common Theme for the Fall 2018. This year's theme is Wellness. A Common Theme is a series of purposeful academic, cultural, and social programming with a focus on a certain concept. The goals are to promote in and out of the classroom learning, place an emphasis on building community, giving students from different backgrounds a shared experience, deepening student learning and engagement, and encouraging cross-campus and cross-department/division collaboration. The theme of Wellness is focusing on promoting physical, emotional, social, community, financial, academic, and career well-being, giving students the tools to be a complete charger! We will be providing students, faculty, and staff activities such as yoga, group hikes, health screenings, gratitude journals, comedians, costume contests, field trips to the Atlanta History Museum and the Funk Museum, workshops on credit basics and how to file taxes, a medical history lecture, and preparing for job interviews.

Charger Orientation. We always strive for continuous improvement with our Charger Orientation. In the summer of 2018 we added a Financing College workshop to educate students and parents about financial aid and financial literacy. We are currently planning for how the QEP: Quest for Success should be integrated into orientations for new Spring students. QEP: Quest for Success goes full-scale January 2019.

REFLECTION:

GHC continues to seek out ways to ensure faculty and staff that this is not another initiative and that everything we are doing has a common theme of student success. We try to align our Momentum Year efforts with our QEP: Quest for Success as best as we can. We have a new VPAA, Dr. Dana Nichols; she brings energy and awareness of innovative pedagogy and high impact practices. We are sure she will be an advocate for in and out of the classroom learning. We are excited about the upcoming Advising Academy and the chance to continue to review our onboarding and transition experiences. The Momentum Year Plan has forced us to have conversations that we may have avoided in the past. We continue to collaborate and hope our efforts improve retention and graduation rates, as well as deepen the student experience, both in and out of the classroom.



Georgia Institute of Technology

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The Georgia Institute of Technology (Georgia Tech) is a science and technology-focused research university with a deeply-held commitment to improving the human condition. Georgia Tech's motto of "Progress and Service" is achieved through effectiveness and innovation in teaching and learning, research advances, and entrepreneurship in all sectors of society.

A member of the Association of American Universities (AAU), Georgia Tech seeks to influence major technological and policy decisions. For more than 17 years, Georgia Tech has been ranked among the top ten public universities in the United States by *U.S. News and World Report*. The Institute is consistently rated among the top universities in the nation for the graduation of underrepresented minorities in engineering, computer science, and mathematics. Georgia Tech also awards more engineering degrees to women than any other U.S. institution. The typical Georgia Tech undergraduate is of traditional age (≤ 24), enters as a first-year student, lives on campus, attends full-time, and is seeking a first undergraduate degree.

In fall 2017, Georgia Tech enrolled 15,572 undergraduates, 79% of whom were enrolled in STEM majors⁶. In addition to its undergraduate population, the Institute had a fall 2017 enrollment of 13,797 graduate students for a total enrollment of 29,369. Between 2011 and 2017, the Institute experienced a 12% increase in undergraduate enrollment. In 2017-18, 3,516 degrees were earned by Tech undergraduates, a 22% increase since 2011-12, when 2,873 degrees were conferred. Appendix B illustrates undergraduate enrollment and degree trends.

Georgia Tech values the diversity of its student population. In 2017, Tech achieved a historic high in its undergraduate female enrollment of 5,915 students. Current enrollment of women has increased by 32% since 2011, when female enrollment was 4,488. The proportion of women has risen from 32% of the undergraduate student body in 2011 to 38% in 2017. Underrepresented minorities comprise 17% of the undergraduate student body.

To improve access for low-income students, the Tech Promise program is offered to dependent Georgia residents whose families have an annual income of less than \$33,300 and who are seeking a first undergraduate degree. This program is designed to fill a gap in the financial aid support system, picking up where other financial aid options leave off. As a founding member of *American Talent Initiative*⁷, Georgia Tech will continue its partnership with nearly 100 public and private institutions nationally to increase the number of low-income, first-generation and Pell-eligible undergraduates.

Four years ago, Tech created the Atlanta Public Schools (APS) Scholars Program, which offers automatic acceptance and financial scholarships for APS valedictorians and salutatorians. As of spring 2018, there are 17 APS scholars in the program, and all are in good academic standing. In addition, Tech is entering a partnership with *Achieve Atlanta*. The collaboration will provide scholarship support to APS graduates and facilitate interventions aimed at improving student success at Georgia Tech.

As of the submission date of this report in September 2018, Georgia Tech had achieved a first-to-second-year retention rate of 97% for the first-time, full-time freshman 2016 cohort and a six-year graduation rate of 87% for the 2012 first-time, full-time cohort. The 97% retention rate has been maintained for four consecutive years, and our 87% graduation rate is a record high for the Institute. (See Appendix A for a historical illustration of institutional rates.)

Georgia Tech's retention and graduation rates, positive enrollment trends, and number of degrees conferred underscore the Institute's ability to help meet the workforce needs of the future.

INSTITUTIONAL COMPLETION GOALS, STRATEGIES & ACTIVITIES

GOAL: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS.

- Strategy 1: Provide targeted K-12 outreach to pique interest in STEM and provide programming to retain currently enrolled STEM majors.
- Strategy 2: Implement programming to promote the academic success of underrepresented minorities.

⁶ STEM majors include students in the Colleges of Computing, Engineering, and Sciences.

⁷ <https://americantalentinitiative.org>

- Strategy 3: Provide high-impact curricular and co-curricular opportunities to enhance engagement and academic development.

GOAL: PROVIDE INTENTIONAL ADVISING TO KEEP STUDENTS ON TRACK TO GRADUATE.

- Strategy 4: Provide interventions to promote the success of students who are underperforming academically or who may be at risk for not continuing their education.

GOAL: RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS.

- Strategy 5: Implement peer-led instruction for students in traditionally challenging gateway courses.
- Strategy 6: Implement summer online undergraduate courses and on-campus summer session initiatives to help students stay on track to graduation.

STRATEGY 1: PROVIDE TARGETED K-12 OUTREACH TO PIQUE INTEREST IN STEM AND PROVIDE PROGRAMMING TO RETAIN CURRENTLY ENROLLED STEM MAJORS.

RELATED GOAL: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS.

As a science and technology-focused institution, Georgia Tech's STEM activities are central to its mission. The sustained economic impact made possible through a better-prepared STEM workforce is significant, and graduating a larger number of STEM students to meet workforce needs is a high priority for Georgia Tech.

Georgia Tech is involved in an array of outreach activities specifically designed to attract K-12 students. The Center for Education Integrating Science, Mathematics, and Computing (CEISMC) conducts a comprehensive summer program to expose K-12 students to STEM topics and careers. Additional K-12 outreach programs are conducted by the Center for Engineering Education and Diversity (CEED), and Women in Engineering (WIE), both units within the College of Engineering. In 2017-18, more than 75 individual K-12 STEM programs were held at Georgia Tech.

Through the School of Mathematics and the department of Professional Education, Georgia Tech offers distance math courses to dual enrolled high school students. In 2017-18, *Distance Math* served students in 52 Georgia high schools with 489 enrolled in fall and 477 enrolled in spring.

In addition to providing K-12 outreach for students, CEISMC has designed and implemented professional learning initiatives for STEM teachers for over 20 years. For details on CEISMC's Teacher Education Partnerships, see <https://www.ceismc.gatech.edu/outreach>. Although Tech does not offer an education degree, a pre-professional advisor located within the Center for Career Discovery and Development (C2D2) advises students who may have an interest in K-12 teaching in the future. During 2017-18, 31 students participated in pre-teaching advisement.

Summer bridge programs ease the transition from high school to Georgia Tech. *Challenge* is a five-week summer residential program for underrepresented minority students coordinated by the Office of Minority Education (OMED). In a simulation of the Georgia Tech experience, *Challenge* students take computer science, chemistry, calculus, and various seminars as a "test run" before fall semester. *Tech Prep* is a 5-day residential summer program offered by the Center for Academic Success that focuses on pre-calculus and academic success workshops.

Support mechanisms for currently enrolled students span the campus. For example, Georgia Tech offers STEM-specific living learning communities, mentoring programs, scholarships, student organizations, first-year seminar classes, leadership development opportunities, 1:1 tutoring, and supplemental instruction for traditionally challenging STEM courses. Through Georgia Tech's co-op program, 1,106 undergraduates completed 1,328 individual semester-long, major-related work terms in 2017-18. Of this total, 95% of the positions were STEM related. Additionally, in 2017-18, 1,238 undergraduates completed 1,336 semester-long internships, 87% of which were STEM related. The co-op/internship program provides in-depth access to STEM opportunities, helps students to make better connections between theory and application, strengthens students' motivation to stay on course to graduation, and increases the number of job offers students receive prior to and upon graduation.

One measure of progress for our STEM recruitment strategy involves the number of students enrolled in STEM majors. Tech has achieved an increase in STEM enrollment from 10,389 students in fall 2010 to 12,249 students in fall 2017. As of fall 2017, 79% of Georgia Tech students were seeking a STEM degree.

Efforts to engage and retain larger numbers of female students are key, as women represent one of our best opportunities for overall increases in STEM. Since fall 2010, the number of women enrolled in STEM majors at Georgia Tech increased from 2,793 (27% of undergraduate STEM enrollment) to 4,376 (36% of undergraduate STEM enrollment). Once enrolled, women at Georgia Tech consistently graduate at a higher and faster rate than men. For the 2011 overall cohort, the six-year graduation rate for women

was 90% compared to an 83% rate for men, while women in STEM majors had an 88% six-year graduation rate compared to an 83% rate for men. See Appendix D for overall STEM graduation rates and STEM graduation rates by gender. *Table 1* illustrates enrollment of women in STEM from 2010 through 2017.

TABLE 1: STEM ENROLLMENT FALL 2010-FALL 2017

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total	10,389	10,718	11,459	11,701	11,822	12,330	12,611	12,249
Women	2,793	2,990	3,301	3,475	3,638	3,975	4,226	4,376
% Women	27%	28%	29%	30%	31%	32%	34%	36%

The number of STEM degrees earned is a key measure of our success for this strategy. In 2017-18, 2,968 STEM degrees were earned, a 38% increase from the number of STEM degrees earned in 2011-12.

TABLE 2: NUMBER OF STEM DEGREES EARNED

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
2,157	2,389	2,578	2,577	2,799	3,038	2,968

Georgia Tech continues to be a U.S. leader in the number of STEM students enrolled and the number of degrees conferred each year.

STRATEGY 2: IMPLEMENT PROGRAMMING TO PROMOTE THE ACADEMIC SUCCESS OF UNDERREPRESENTED MINORITIES.

RELATED GOAL: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS.

Georgia Tech's strategic plan confirms our aspiration to be an Institute that pursues excellence and embraces diversity in all its forms. A high priority for our CCG plan involves outreach and programming for underrepresented minority (URM) students, who have frequently experienced lower retention and graduation rates compared to their Asian and White counterparts. As of fall 2017, 17% of all undergraduates were underrepresented minorities.⁸

To encourage academic excellence, the Office of Minority Education: Educational Services (OMED) provides programming specifically targeted to underrepresented minorities. OMED, a unit within the Center for Student Diversity and Inclusion (CSDI), provides a range of services designed to promote the success of underserved minorities.

- *Challenge* is a five-week, academic intensive summer residential program for incoming first-year students. During *Challenge*, students are immersed into the Georgia Tech environment; they live in on-campus housing, take classes provided by Georgia Tech professors, and participate in cultural, professional, and academic workshops and activities. *Challenge* is designed to help prepare incoming first-year students for a successful college career by equipping them to navigate the 7 C's (computer science, chemistry, calculus, communication, career development, cultural competency, and community service).
- *Edge*, a year-long peer mentoring program designed to support first-year and transfer students (both academically and socially) through their first academic school year at Georgia Tech. The Edge program mission is to help new Tech students develop and refine strategies for a successful college transition and experience. The Edge Program pairs highly engaged enrolled students with incoming students and transfer underrepresented minority students to assist them both academically and socially throughout their first year at Georgia Tech.
- *AAMI (African American Male Initiative)* is an eight-time award-winning grant program aimed to cultivate innovative talent through targeted cultural and gender-based initiatives for Black males. AAMI is the first-ever statewide initiative specifically focused on increasing post-secondary education attainment among African American males.
- ILARC (Interactive Learning and Resource Center) hosts drop-in and appointment tutoring services, guided study groups, topic-specific review sessions (concept classes by graduate students), and GPA planning.

Metrics used to assess the success of this strategy include:

- Average GPA of *Edge Program* participants compared to the average GPA of non-participating matched peers at the end of the first year.

⁸ For CCG, underrepresented minorities include students who self-identified as Hispanic or Latino, African American, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander or two or more races where at least one race is URM; includes U.S. citizens and permanent residents.

- Average GPA of the *Challenge* summer program participants compared to the average GPA of non-participating matched peers at the end of the first semester.
- First-semester average GPA and first-to-second-year retention rate of AAMI participants compared to non-participating matched peers.
- Retention and graduation rates for underrepresented minorities at Georgia Tech compared with overall campus rates.

A measure of progress is for program participants to academically outperform matched non-participating peers. Our ultimate goal is for our underrepresented students to attain or exceed the retention and graduation rates of the overall student population.

Progression metrics for 2017-18 demonstrate positive program-level outcomes:

- For the 303 URM students participating in the Edge Program (peer mentoring), the average cumulative GPA achieved at the end of the first year was 3.20 compared to 3.16 for URM non-participants.
- For *Challenge* (76 fall enrolled participants), average GPA's were higher for African American/Black students and Hispanic students compared to GPA's of non-participating matched peers. Moreover, 14 *Challenge* participants completed their first semester with a 4.0 GPA and 47 of 76 participants had a 3.0 or higher GPA at the end of their first semester.
- AAMI students (130 undergraduate participants) had an average first-semester GPA of 3.25 compared to a 2.93 GPA for non-participating African American males. AAMI students were retained to the second year at a higher rate (96%) compared to a 93% first-to-second-year retention rate for non-participating matched peers. AAMI is demonstrating the importance of peer leadership towards raising expectations and cultivating a climate of excellence.

In fall 2017, the overall URM first-to-second-year retention was 97% (equal to the overall institutional rate), while the six-year URM graduation rate for the 2010 cohort was 79% (compared with an 85% overall rate). URM six-year graduation rates have improved over the past six years (from 72% for the 2006 cohort to 79% for the 2011 cohort). For the Institute's two largest URM groups, six-year graduation rates for the fall 2011 cohort were 73% for Black or African American students and 85% for Hispanic or Latino students (compared to 85% for the overall campus population). See Appendix F for URM graduation rates.

STRATEGY 3: PROVIDE HIGH-IMPACT CURRICULAR AND CO-CURRICULAR OPPORTUNITIES TO ENHANCE ENGAGEMENT AND ACADEMIC DEVELOPMENT.

RELATED GOAL: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS.

Georgia Tech offers high-impact curricular and co-curricular opportunities to enhance engagement and academic development. According to the Association of American Colleges and Universities, these teaching and learning practices have been widely tested and found to have a positive impact on student retention and engagement.⁹ Among these options are a first-year seminar (GT 1000), living learning communities, an undergraduate research program, a study abroad program, and experiential learning (internships, co-op, and service learning). Participation levels in these optional programs are significant, and the graduation rates for program participants are among the highest at Georgia Tech. For example, in summer 2017 the six-year graduation rate for students who enrolled at Tech in 2011 and who completed an internship at some point during their enrollment was 98%. See Appendix C for graduation rates of participants in high-impact academic enrichment programs.

Innovation is inspired through options such as Create-X, InVenture, and VIP (the Vertically Integrated Projects Program). Georgia Tech is also promoting student engagement through Student Life via a wide range of services, programs, and more than 500 student organizations. Georgia Tech Health & Well-Being promotes, nurtures, and enriches a culture of health well-being, and caring for Georgia Tech students.

During 2017-18, the Institute devoted additional resources toward growing its living learning communities (LLCs), serving 595 first-year students and more than 500 upper-level students in six communities. In 2018, a new summer LLC, iGniTe, drew an additional 250 first-year participants. In 2018-19, Tech will serve 820 first-year students and more than 650 upper-level students through seven LLCs. Two additional communities, which will accommodate an additional 250 students, will open in Fall 2019. By 2021, 60% of the incoming first-year class will live in an LLC. For the first-year LLCs participants in 2017, retention rates of LLC participants equaled or exceeded the retention rate of the overall 2017 cohort.

TABLE 3: RETENTION RATES FOR 2017 PARTICIPANTS IN FIRST-YEAR LLCS

Living Learning Community	n of participants	% retained to Fall 2018
Grand Challenges	109	98%
Honors Program	204	97%
SHaRP	142	98%

⁹ George D. Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Association of American Colleges and Universities, 2008).

SMaRT

140

97%

In 2017-18, 76% of incoming first-time students participated in the first-year seminar, GT 1000, and 98% of these students were retained to fall 2018. A stated learning outcome for GT 1000 students beginning summer and fall 2018 is for participants to “Be able to describe their path to graduation and to identify opportunities for academic and professional enrichment with the assistance of a faculty member or advisor.” GT 1000 is partnering with the Registrar’s Office to offer the DegreeWorks planning tool to all first-year students. Instructors are encouraged to use this tool as the basis of the course’s degree map component, which will allow students to gain a clearer, more defined sense of the requirements for their degree program and encourage them to better understand their path to timely graduation.

STRATEGY 4: PROVIDE INTERVENTIONS TO PROMOTE THE SUCCESS OF STUDENTS WHO ARE UNDERPERFORMING ACADEMICALLY OR WHO MAY BE AT RISK FOR NOT CONTINUING THEIR EDUCATION.

RELATED GOAL: PROVIDE INTENTIONAL ADVISING TO KEEP STUDENTS ON TRACK TO GRADUATE.

Although the majority of students enter the Institute well prepared academically, after enrollment certain populations of students do not perform as anticipated and may be at a higher risk for not completing their degrees. These populations include (1) students with midterm unsatisfactory grades, (2) students who are permitted to return to the Institute after academic dismissal, (3) students on probation or warning, (4) students who end their first year in academic distress, (5) returning students who do not register for fall semester by the end of Phase I, and (6) students who “stop out.” Outreach is provided for each of these populations. While the outreach comes from multiple points on campus with departments and units reaching out to their own constituents, key allies in the support of “at risk” students include academic advising, the Center for Academic Success, and the Retention and Graduation Manager.

Academic advising at Tech, while decentralized, benefits from the leadership of the Director of Undergraduate Advising. The Retention and Graduation Manager, a position that reports jointly to the Associate Vice Provost for Undergraduate Education and to the Registrar, helps to operationalize Tech’s retention-progression-graduation (RPG) initiatives. The Center for Academic Success (CAS) was established, in part, to assist Georgia Tech with its retention and completion goals. CAS provides a range of resources for students who need additional academic support (see www.success.gatech.edu). In 2017-18, CAS served 6,967 Georgia Tech students in 19,343 visits.

Midterm Progress Reports

Georgia Tech’s early alert system provides useful feedback for students adjusting to its academically rigorous environment. We identify students who are off track in a given semester with Midterm Progress Reports (MPR’s) for 1000- and 2000-level courses. Submitted 40 percent into the term, MPR’s allow faculty in these courses to assess student performance with an “S” (Satisfactory) or “U” (Unsatisfactory). All students with U’s are contacted by the Center for Academic Success (CAS), offered tutoring and success resources, and encouraged to meet with faculty and with their academic advisor. Additionally, we *require* that all first-year students with two or more midterm U’s meet with their academic advisor or a CAS staff member, and registration holds are typically used to enforce the mandatory advisement. During advisement, students receive advice, encouragement, and referrals to campus resources where necessary.

Our MPR strategy impacts a large number of students. During fall 2017, 37,135 midterm grades were provided for 1000- and 2000-level courses, and 3,500 U’s were assigned to 2,635 students. During spring 2018, 31,299 midterm grades were entered for 1000- and 2000-level courses, and 2,657 U’s were assigned to 2,037 students. With support from the Registrar’s Office, we achieved a 97% faculty response rate in fall 2017 and a 99% faculty response rate in spring 2018.

For 2017-18, CAS reported a record high response rate from students who began to use their services or Clough Commons tutoring after receiving a midterm U and after being encouraged to use success programming. In fall 2017, 961 students (36% of students with U’s) began using success services at midterm; in spring 2018, 719 students (35% with midterm U’s) began accessing services.

In fall 2017, 56% of U grades converted to A/B/C/S grades by the end of the semester; in spring 2018, 50% of U grades converted to A/B/C/S.

Students Returning from Academic Dismissal

GT 2100, *Seminar on Academic Success*, was approved in 2013 specifically in relation to Georgia Tech’s CCG goal to provide increasing support for students who are permitted to return on contract after academic dismissal. The seminar, taught by CAS staff, offers opportunities for reflection, skill development, and one-on-one academic coaching. The inaugural class, taught in spring 2014, was optional, and the course became mandatory in fall 2014. From the course’s beginning in 2014 through spring 2018, 211 of 405 GT 2100 students (52%) have either graduated or remained enrolled. (An additional 23 students who took GT 2100 remain eligible but did not take classes during spring 2018.) Intervention outcomes represent a significant improvement over our pre-initiative baseline graduation rate of 14%.

Students on Academic Probation or Academic Warning

In fall 2017, 4% of our 15,572 undergraduates were on academic probation or warning with 372 students on probation and 297 on warning at the beginning of the term.¹⁰ Based on the promising results for GT 2100 for students returning from academic dismissal, in fall 2015 we piloted a section of GT 2100 B for students on academic probation (participation is voluntary), and the course has been offered most semesters since its inception. Of the probation students who have taken GT 2100 B, 73% have remained enrolled or have graduated.

Even with the positive outcomes associated with GT 2100, we are not reaching the majority of students who are on academic probation and academic warning. Among non-GT 2100 participants, only a minority of these “at-risk” students participated in CAS programming or Clough Commons tutoring during 2017-18.

TABLE 4: PERCENTAGE OF STUDENTS ON PROBATION OR WARNING USING CAS SERVICES OR CLOUGH COMMONS TUTORING*

	Fall 2017	Spring 2018
Academic Probation	18%	22%
Academic Warning	18%	18%

*Excludes GT 2100 students

With no required institutional intervention for these students (other than for those returning from academic dismissal), we have learned that students most in need of support are often the least likely to ask for help. However, certain colleges/schools at Georgia Tech require academic advising for their own students on academic warning or probation. In the coming year, the Advising Council will be promoting proactive advising for all students on academic warning or probation.

Students Ending Their First Year in Academic Distress

In summer 2017 a sub-committee from the CCG-GT Steering Committee met to discuss possibilities for a more robust intervention for students who ended their first year in academic distress (as defined by ending the year on academic probation or warning or in good academic standing with a GPA of 2.00 or below). Although required interventions were considered, it was ultimately decided that the intervention for 2017 would involve a greater intensity of communication with these students. The plan included a letter from the Vice Provost for Undergraduate Education sent to students’ mailing address on file with the Institute, an email from the Center for Academic Success, outreach from OMED to underrepresented minorities, and outreach from academic advisors. The letter from the Vice Provost encouraged students to take proactive steps to improve their academic progress, to meet with their advisor, and to take advantage of campus resources—several of which were delineated in the letter. The goal was to inform students that the Institute is monitoring their progress and to connect them with resources early—while they still have time to change their trajectory. A majority of participants from the 2017 intervention achieved good academic standing and improved their GPA’s during their second year. The Institute’s first-year intervention is being repeated in 2018.

Students Not Registered for Fall Semester by the End of Phase I

An annual survey of students who did not register for fall semester during Phase I was institutionalized in 2014. Historically, it has been observed that not registering for classes during Phase I may be a red flag for students who may not be returning or who may be experiencing a barrier to returning. Students who need assistance to register are referred as needed by the Retention and Graduation Manager to academic advisors, the Center for Academic Success, the Center for Career Discovery and Development, the Dean of Students, the Office of Scholarships and Financial Aid, the Counseling Center, and the Registrar’s Office. A summary report is prepared to capture demographics, trends, and issues related to non-registration. See Appendix G for population description, the numbers of students surveyed and response rates.

Non-Continuing Student Survey

An annual survey of “non-continuing” students (defined by students who are in good academic standing but have not been enrolled for three consecutive semesters) has also been institutionalized. The non-continuing survey, conducted by the Retention and Graduation Manager, helps to identify primary reasons students in good academic standing leave the Institute and to identify those who may need assistance to return to Georgia Tech. Students who would like to be readmitted to the Institute are assisted individually. A report is prepared to analyze demographics and issues related to non-continuing students; however, the survey’s primary value is that it offers the Institute an opportunity to communicate with students who have left the Institute but who are eligible to return. See Appendix H for numbers of students surveyed and response rates.

STRATEGY 5: IMPLEMENT PEER-LED INSTRUCTION FOR STUDENTS IN TRADITIONALLY CHALLENGING GATEWAY COURSES.

¹⁰ See <http://www.catalog.gatech.edu/rules/6> for academic standing rules at Georgia Tech.

RELATED GOAL: RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS.

Innovation in teaching and learning is a key component of Georgia Tech's mission. In alignment with this mission, Georgia Tech provides supplemental instruction (called Peer-Led Undergraduate Study or PLUS) to students in traditionally challenging courses—primarily math and physics. Departmental support also allows PLUS to support chemistry, organic chemistry, and biomechanics. The program is provided by the Center for Academic Success.

Enrollment and the number of contact hours represent markers of success for PLUS. During fall 2017, 2,142 students participated in PLUS for total of 7,824 visits. During spring 2018, 1,832 students participated for a total of 7,121 visits. Also useful for gauging the impact of this strategy is the percentage of participation for courses in which PLUS was offered. In fall 2017, 39% of students in the courses for which PLUS was offered participated in the program; in spring 2018, 38% of registered students participated.

To determine if PLUS is successful, we are comparing students' final grades in courses for PLUS regulars vs. non-PLUS participants. Our goal is for regular participants in PLUS (6 or more visits) to consistently outperform their peers who do not participate. In both fall 2017 and spring 2018, this goal was achieved.

- In fall 2017, 93% of PLUS regular participants (6 or more visits) earned a grade of A/B/C/S compared to 85% of their peers in the same classes who did not participate in PLUS.
- In spring 2018, 94% of PLUS regular participants earned a grade of A/B/C/S compared to 85% of their peers who did not participate in PLUS.

See Appendix I for outcomes by course.

STRATEGY 6: IMPLEMENT SUMMER ONLINE COURSES AND ON-CAMPUS SUMMER SESSION INITIATIVES TO HELP STUDENTS STAY ON TRACK TO GRADUATION.**RELATED GOAL: RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS.**

The Summer Online Undergraduate Program (SOUP) is a high-priority strategy that offers opportunities for students to take online classes during summer semester. SOUP allows us to engage with students who may not otherwise study during summers. From a baseline of 12 courses offered in summer 2013 (SOUP's initial year), we expanded to 60 online undergraduate courses by summer 2018. The number of total course registrations increased from 112 in 2013 to 1,268 in 2018. Early indications are that SOUP participants are graduating at a faster rate than non-participants with a 2% higher six-year graduation rate compared to non-participants.

Summer Session Initiatives (SSI) increased student, non-duplicative headcount by 10% from 3,522 in 2017 to 3,873 in 2018. This growth can be attributed to several new programs and initiatives introduced in summer 2018 to make summer sessions more attractive and accessible for students. The Summer Minor and Certificate Program enabled students to start or complete a minor or certificate by offering a set of general education and high-demand courses that count toward minor or certificate requirements. In summer 2018, program offerings supported student progress toward minors and certificates in computing & intelligence, economics, history, industrial design, and Spanish. Additionally, the new summer tuition model can also account for the recent growth in the summer. With the approval of the USG Board of Regents, Tech adopted a per credit hour tuition model for summer to eliminate the financial barrier to summer enrollment created by the flat rate tuition. Consequently, this change introduced greater flexibility in the number and combinations of credits taken by summer students while reducing the costs of individual courses. Furthermore, to allow students greater flexibility in academic planning and encourage timely progress toward degree completion, SSI collaborated with SOUP and several campus partners to pilot a concurrent enrollment initiative. Approximately 360 students were able to pursue a blended on-campus and online schedule.

OBSERVATIONS

Georgia Tech is implementing best practices shown to increase student engagement, retention, and completion and has adopted CCG strategies deemed appropriate for the Institute. The creation of the CCG-GT Steering Committee in 2011 (see Appendix J for current membership) continues to provide leadership for our RPG initiatives and to engender greater awareness about retention and completion issues across campus. Since the inception of CCG, Georgia Tech has attained an historic high retention rate of 97% (maintained for the past four years) and has improved its six-year graduation rate from 79% (for the 2006 cohort) to a record high 87% (for the 2012 cohort).

Identifying opportunities for increased focus has been a key outcome of our CCG work. Our data provides evidence that first-generation students at Georgia Tech may benefit from more assistance than is currently available. The Director of Research and Assessment for Student Life, through a survey and focus groups conducted with first-generation students, identified several key

needs for this population. Tech's Admission Office has designated a staff member to provide leadership in the recruitment of first-generation students and has produced a range of videos that share stories and provide advice for this population—one of which features Tech's own President G. P. "Bud" Peterson, himself a first-generation student. View at <https://admission.gatech.edu/firstgeneration>. Additional outreach for first-generation students is being considered for 2018-19.

The Advising Task Force convened in fall 2017 and presented its *Report and Recommendations* to the Provost in April 2018. If implemented, the recommendations will result in more equitable and accessible advising for all students; a closer alignment between academic and career advising; key centralized services and support; advisor training and professional development; the establishment of common advising practices and standards; enhanced advising technology, data, and analytics; and the foundation for advising assessment and evaluation across campus. A new coordinator to support advising was hired in April 2018, and a new Exploratory Advisor—Tech's first—will be hired fall 2018. This new position will support Tech's Momentum Year initiatives by providing advising for students to explore majors.

In the coming year, we will continue emphasizing existing CCG strategies and build on our current momentum with living learning communities, summer session initiatives, academic advising initiatives, and first-generation student outreach. Aligning Tech's RPG strategies with those of CCG has encouraged, and will continue to encourage, self-study and the sharing of outcomes.



Georgia Southern University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

MISSION

Georgia Southern University is classified as a doctoral/research institution by the Carnegie Foundation for the Advancement of Teaching. With an emphasis on academic distinction, excellent teaching, research, and student success, the University offers a comprehensive array of baccalaureate degrees and selected master's and doctoral programs. The University's hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, promotes student growth and life success, and prepares the student population for leadership and service as world citizens. Georgia Southern accomplishes its mission, in part, through its focus on providing a student-centered environment enhanced by technology, transcultural experiences, public/private partnerships, and stewardship of a safe, residential campus. Moreover, the University fosters access to its educational programs and enhances the quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional economic development.

FALL 2017 UNDERGRADUATE STUDENT PROFILE

As evidenced by fall 2017 student demographic data, Georgia Southern University enrolls a primarily full-time, residential, undergraduate population. Of 20,418 students enrolled in fall 2017, 17,759 (87%) were undergraduates and 16,873 (83%) were full-time. With a freshman on-campus residence requirement, the University housed 90% of beginning freshmen on campus. Consistent with its mission as a University System of Georgia institution, 94% of undergraduates were state of Georgia residents. The University enrolled 50% (n=8,955) undergraduate female students and 50% (n=8,804) undergraduate male students. Minorities accounted for 36% of the total University enrollment. Only 6% (n=1,076) of undergraduates were transfer students with most of these coming from other System state colleges.

Georgia Southern's first-year retention rate for first-time, full-time, degree-seeking freshmen who entered in fall 2016 (and returned in fall 2017) was 80%, dropping one percentage point from the previous year. The six-year graduation rate for first-time, full-time, degree-seeking freshmen who entered in fall 2011 and completed a bachelor's degree was 50%, also declining one percentage point from the previous year; however, approximately, 17% of this cohort completed their degree at another institution of higher education, representing a total degree completion rate of 67%—an increase of one percentage point from last year.

EVIDENCE OF UNDERGRADUATE STUDENT ACADEMIC PREPAREDNESS

Regular Admission

While not a "highly selective" institution, Georgia Southern University generally enrolls above average freshmen. For fall 2017, regular freshman admission at Georgia Southern University required that students have a total SAT (math and critical reading) score of at least 1010 on the old test or 1090 on the new test, or have an ACT composite score of at least 21 and meet the Board of Regents minimum requirements for each portion of the SAT/ACT. Students must also have a satisfactory grade point average on the required high school curriculum (2.0 or higher). To be considered for transfer admission, students must be eligible to return to their current school, have a cumulative college GPA of 2.0 or higher on all work attempted, and have a minimum of 30 transferable semester hours or 45 transferable quarter hours.

Table 1 depicts the average SAT composite scores of beginning freshmen compared to those at other institutions in the University System of Georgia, the state of Georgia, and the nation for the past six years. The data indicate that the average SAT composite score of Georgia Southern freshmen continues to hold steady at roughly 100 points higher than the national average SAT composite score, slightly higher than the System average SAT composite score, and well above the state average SAT composite score.

TABLE 1: AVERAGE SAT SCORES OF BEGINNING FRESHMEN COMPARED TO UNIVERSITY SYSTEM, STATE, AND NATIONAL AVERAGES FOR PAST SIX FALL TERMS

	2011	2012	2013	2014	2015	2016	2017 (old test)	2017 (new test)
Composite								
Georgia Southern	1112	1115	1112	1113	1112	1113	1106	1171 ^a
University System	1096	1110	1111	1065	1052	1056	1089	1098 ^b
State Average	972	977	977	973	975	983	n/a	1050
National Average	1011	1010	1010	1010	1006	1002	n/a	1060

n/a = not available.

^a Georgia Southern uses the redesigned total scores of S11-Evidence-Based Reading & Writing Section plus the S12-Math Section.

^b University System uses the redesigned score of S10-SAT Total.

Source: IR Web <http://em.georgiasouthern.edu/ir/fallsum/>, University System: http://www.usg.edu/research/college_readiness, State Avg (new Score): <https://reports.collegeboard.org/pdf/2017-georgia-sat-suite-assessments-annual-report.pdf> (pg.4), and National Avg (new score): <https://reports.collegeboard.org/pdf/2017-total-group-sat-suite-assessments-annual-report.pdf> (pg.3)

Table 2 displays the average high school GPA for beginning freshmen for the past six years. Again, the data demonstrate that Georgia Southern University generally admits above average students but would not be categorized as a “highly selective” institution.

TABLE 2: AVERAGE HIGH SCHOOL GPA FOR BEGINNING FRESHMEN FOR PAST SIX FALL TERMS

2011	2012	2013	2014	2015	2016	2017
3.20	3.21	3.24	3.27	3.29	3.33	3.34

Source: IR Web <http://em.georgiasouthern.edu/ir/fallsum/>

Learning Support Admits

Given the higher level of academic preparedness of the average freshman admit at Georgia Southern, the University has established a couple of programs aimed at improving access to students who are less well prepared, but given the opportunity, could most likely succeed in college. One such program aimed at increasing access for students who are not as well prepared academically is Georgia Southern’s Learning Support program administered through the Academic Success Center. Students are placed into Learning Support based upon a Mathematics Placement Index (MPI) of less than 1165 (MATH 1001 or 1101) or less than 1265 (MATH 1111) and/or English Placement Index (EPI) of less than 4230 (ENGL 1101). Essentially, learning support provides students who have been admitted with inadequate skills in reading, composition, and/or mathematics the opportunity to develop those skills to entry-level competency for regular freshman credit hours. Learning Support courses carry institutional credit but do not count in the credits applied toward a degree and are not used in the calculation of GPA (except for Hope scholarship calculations). Students must satisfy Learning Support requirements and cannot accumulate more than 30 hours of degree-credit before Learning Support course completion. Students have a maximum of two semesters to exit Learning Support in English and Reading and three semesters to exit Learning Support in Math. A Learning Support student who does not complete requirements for an area in the appropriate number of semesters will be placed on academic dismissal.

Five years of Learning Support data are provided in Table 3. Included are the number of students admitted into each area of Learning Support (math, English, and/or reading); the number and percentage of those that completed; the number and percentage of students who stopped attending the Learning Support classes; and the number and percentage of Learning Support students who were dismissed after not completing the program within the required number of semesters. Also shown is the total number of Learning Support admits and the percentage this number represents of the total freshman enrollment for that year. Over this time span, the total number of Learning Support students has risen from 61 students in 2012–13 to 107 students in 2016–17, with the largest increase occurring between 2015-16 and 2016-17 with an additional 41 students. The Academic Success Center is unable to explain why they are seeing such a large increase. Note, however, that while the total number of students in Learning Support has increased, the rate of those being dismissed after two semesters has decreased. The lower percentage of completers is due to more students being initially placed into MATH 0989, Foundations of College Algebra, which is a lower level of math Learning Support. This placement means it takes students longer to exit the program—three semesters on average compared to one semester if they are placed into a higher level course. Students are allowed two semesters to pass MATH 0989 which most of them use. The Academic Success Center continuously evaluates the quality of support given to Learning Support students and makes changes to improve course instruction, advisement, and registration.

TABLE 3: LEARNING SUPPORT STUDENTS FOR PAST FIVE YEARS BY TYPE OF LEARNING SUPPORT

Learning Support	Summer 2012-Spring 2013	Summer 2013-Spring 2014	Summer 2014-Spring 2015	Summer 2015-Spring 2016	Summer 2016- Spring 2017
Math					
Total #	47	45	33	51	97
# Completed	25 (53%)	29 (64%)	23 (70%)	24 (47%)	29 (30%)
# Stopped Attending	16 (34%)	12 (27%)	8 (24%)	20 (39%)	8 (8%)
# Dismissed	6 (13%)	4 (9%)	2 (6%)	7 (14%)	2 (2%)
English					
Total #	7	6	12	15	10
# Completed	5 (71%)	5 (83%)	11 (92%)	10 (67%)	3 (30%)
# Stopped Attending	2 (29%)	1 (17%)	1 (8%)	5 (33%)	5 (5%)
# Dismissed	0 (0%)	0 (0%)	0 (0%)	<i>Students are no longer dismissed for English Learning Support.</i>	<i>Students are no longer dismissed for English Learning Support.</i>
Reading					
Total #	7	11	6	<i>USG Learning Support (LS) structure was changed to combine the LS Reading class with LS for English.</i>	<i>USG Learning Support (LS) structure was changed to combine the LS Reading class with LS for English.</i>
# Completed	7 (100%)	11 (100%)	6 (100%)		
# Stopped Attending	0 (0%)	0 (0%)	0 (0%)		
# Dismissed	0 (0%)	0 (0%)	0 (0%)		
Total Learning Support	61	62	51	66	107
% of University Freshmen Enrollment	1.2%	1.3%	1%	1.4%	2.2%

Source: Academic Success Center, June 8, 2018

Beginning fall 2018, the Academic Success Center will have the expanded resources to support all students on academic intervention, which has not historically been the case. Under guidance from the University System Office and in collaboration with the academic departments, the teaching of Learning Support courses will fall under math and English faculty. Moreover, all Learning Support students will have the same instructor for the core class and the co-requisite class. It is anticipated that these changes will improve the experience and completion rates for Learning Support students.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES (PREFACE)

Since the implementation of the Complete College Georgia initiative, Georgia Southern University has set forth an overarching goal of increasing first-year retention, progression, and graduation (RPG) by one percentage point each year. As noted in the University's 2015 Complete College Georgia (CCG) Status Report, the institution was successful in increasing first-year retention from 80% to 81%; the retention rate remained stable for 2016, but dropped slightly in fall 2017. Less attention has been paid to progression rates, but the data demonstrate a need for such a focus. Table 4 displays retention rates for first-time freshmen and transfer freshmen by cohort for the past six years. Historically, and as affirmed by these more recent data, the institution has witnessed the greatest attrition in first-time freshmen and in transfer freshmen between the junior and senior year. Less surprising is the higher rate of attrition of transfer freshmen compared to first-time freshmen between the sophomore and junior year, suggesting that these students may be transferring out.

Although Table 4 shows the largest attrition rate between the junior and senior year, it can be argued that this result is a consequence of students experiencing difficulties in their sophomore year. For instance, students whose grades fall and who get into academic difficulties during the sophomore year may eventually give up or transfer out by their senior year. Other students who encounter financial aid issues may elect to work more hours and attend class less or spend less time on class work. Greater investigation of sophomore students is needed to understand what is happening with this student population, identify potential barriers, and alleviate barriers where possible to help students return for successful junior and senior years.

Goals I and II of the 2017-2018 CCG plan continue the focus on progression of sophomores to juniors, established in last year's CCG plan.

TABLE 4: RETENTION RATES OF IPEDS FIRST-TIME, FULL-TIME, DEGREE-SEEKING FRESHMEN AND TRANSFER FRESHMEN FALL 2010 THROUGH FALL 2016 COHORTS

	1st year retention: Fall 2011	2nd year retention: Fall 2012 (percentage point difference from prior year)	3rd year retention: Fall 2013 (percentage point difference from prior year)	4th year retention: Fall 2014 (percentage point difference from prior year)
Fall 2010 Cohort				
First-time Freshmen	79.6%	64.8% (-14.8)	56.7% (-8.1)	29.1% (-27.6)
Transfer Freshmen	68.6%	53.9% (-14.7)	37.3% (-16.6)	15.7% (-21.6)
	Fall 2012	Fall 2013 (percentage point difference from prior year)	Fall 2014 (percentage point difference from prior year)	Fall 2015 (percentage point difference from prior year)
Fall 2011 Cohort				
First-time Freshmen	77.2%	61.9% (-15.3)	56.0% (-5.9)	27.5% (-28.4)
Transfer Freshmen	73.7%	55.8% (-17.9)	43.2% (-12.6)	21.1% (-22.1)
	Fall 2013	Fall 2014 (percentage point difference from prior year)	Fall 2015 (percentage point difference from prior year)	Fall 2016 (percentage point difference from prior year)
Fall 2012 Cohort				
First-time Freshmen	80.5%	65.8% (-14.7)	58.8% (-7)	28.7% (-30.1)
Transfer Freshmen	60.6%	54.9% (-5.7)	38.0% (-16.9)	14.1% (-23.9)
	Fall 2014	Fall 2015 (percentage point difference from prior year)	Fall 2016 (percentage point difference from prior year)	Fall 2017 (percentage point difference from prior year)
Fall 2013 Cohort				
First-time Freshmen	80.6%	64.9% (-15.7)	58.0% (-6.9)	28.8% (-30.8)
Transfer Freshmen	65.7%	57.1% (-8.6)	44.3% (-12.9)	14.3% (-30%)
	Fall 2015	Fall 2016 (percentage point difference from prior year)	Fall 2017 (percentage point difference from prior year)	Fall 2018 (percentage point difference from prior year)
Fall 2014 Cohort				
First-time Freshmen	81.5%	67.6% (-13.9)	60.1% (-7.5)	
Transfer Freshmen	76.3%	62.5% (-13.8)	45.0% (-17.5)	
	Fall 2016	Fall 2017 (percentage point difference from prior year)	Fall 2018 (percentage point difference from prior year)	Fall 2019 (percentage point difference from prior year)
Fall 2015 Cohort				
First-time Freshmen	80.8%	67.4% (-13.4)		
Transfer Freshmen	71.2%	51.5% (-19.7)		
	Fall 2017	Fall 2018 (percentage point difference from prior year)	Fall 2019 (percentage point difference from prior year)	Fall 2020 (percentage point difference from prior year)
Fall 2016 Cohort				
First-time Freshmen	79.5%			
Transfer Freshmen	72.2%			

Source: Office of Institutional Research

Another population that needs attention are Georgia Southern's at-risk students (defined inclusively as students at academic and financial risk). While the Academic Success Center tracks the progress of learning support students in developmental math and English courses, it does not appear that the institution tracks the subsequent performance, progression, and graduation rates of these students nor can the Academic Success Center (with its current resources) handle the need for additional services for students who fall into at-risk status during the course of their academic studies. By far, the larger group of students who fail to register for the subsequent semester are those who experience registration and academic success issues. Therefore, goal III of the 2017-2018 CCG plan is to reduce the percentage of students in an academic warning category (operationalized as any category other than good standing) by five percentage points by spring 2021 through transforming the way that remediation is accomplished.

Eagle Incentive Program

For summer/fall 2017, the University continued to offer the Eagle Incentive Program (EIP). Since its inception in 2004, EIP provided students who are provisionally accepted for fall admission with the opportunity to demonstrate their ability to succeed at college level work in the summer. Students who passed all summer courses and earned at least a 2.0 GPA with no "F" or "W" grades could enroll under regular admission for the fall semester. New for 2017 because of changes in interpreting financial aid requirements, EIP was no longer provisional. Students were allowed to continue to the fall semester irrespective of their GPA in the summer. As previously, to be eligible for the Eagle Incentive Program in 2017, students must have a 920-1000 SAT (math and critical reading) score or a 20 ACT composite score and meet the Board of Regents minimum requirements for each portion of the SAT/ACT; have a high school academic GPA of 2.0 or higher; and have completed the required high school curriculum. Students continue to take three college level academic courses and earn eight hours of academic credit during the summer. These are not remedial courses and count toward their degree.

Over the past ten years, the Eagle Incentive Program has averaged 521 admits each summer. Table 5 displays the number of freshmen admitted each summer into the Eagle Incentive Program since summer 2008; the percentage this number represents of the total freshman enrollment for that year; the percentage of EIP students retained the subsequent fall; and the percentage of EIP students retained the following fall compared to the percentage of non-EIP students retained that same fall. As shown, the University has a strong track record of converting these provisional admit students to regular admission and retaining them the following fall.

TABLE 5: EAGLE INCENTIVE PROGRAM ADMITS AND RETENTION RATES, 2008-2017

Year	# Admitted Summer (% of IPEDS Freshman Enrollment)	% Retained Subsequent Fall	% Retained Next Fall (% Non-EIP Retained)
2008	484 (16%)	90%	81% (81%)
2009	492 (14%)	92%	80% (79%)
2010	476 (13%)	90%	82% (79%)
2011	505 (14%)	90%	83% (76%)
2012	529 (15%)	90%	81% (80%)
2013	582 (16%)	94%	76% (81%)
2014	572 (16%)	88%	81% (82%)
2015	547 (16%)	91%	80% (84%)
2016	508 (14%)	91%	75% (80%)
2017	515 (15%)	97%	
Ten Year Average	521 (15%)		

Source: Eagle Incentive Program (EIP), Non-EIP, and Integrated Postsecondary Education Data System (IPEDS) First-time Freshmen: Retention, Graduation, Demographics, and Academics: Summer and Fall 2008 through Fall 2017 Cohorts, Office of Strategic Research and Analysis

Table 6 documents the six-year graduation rates of EIP students versus non-EIP students from 2005 to 2011. The data shows mostly an upward trajectory for EIP student graduation success, with 2011 the strongest cohort yet, surpassing that for non-EIP students.

TABLE 6: SIX-YEAR GRADUATION RATES: EIP VERSUS NON-EIP

Fall Cohort	2005	2006	2007	2008	2009	2010	2011
EIP	40%	45%	46%	51%	51%	48%	54%
Non-EIP	47%	50%	51%	51%	50%	52%	49%

Sources: Ibid. and Eagle Incentive Program (EIP), Non-EIP, and Integrated Postsecondary Education Data System (IPEDS) First-time Freshmen: Retention, Graduation, Demographic, and Academic Comparisons: Summer and Fall 2005 through Fall 2015 Cohorts, Office of Strategic Research and Analysis

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

HIGH-IMPACT STRATEGY: EARLY ACADEMIC ALERT

Improve academic alert communications and expand to all students in area A-E core courses along with other key courses as designated by departments.

RELATED GOAL

Increase the sophomore to junior progression rate from 64.9% (fall 2015) to 70% by fall 2020.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

Historically, and as affirmed by the data in Table 4, Georgia Southern has witnessed the greatest attrition in the first-time freshman cohort between the junior and senior years; however, it can be argued that this attrition is a consequence of students experiencing academic difficulties in their sophomore year. For instance, students who experience academic difficulties during the sophomore year may eventually give up or transfer out by their senior year. Other students who encounter financial aid issues may elect to work more hours and attend class less or spend less time on class work. Greater investigation of sophomore students is needed to understand what is happening with this student population, identify potential barriers, and alleviate barriers where possible to retain students for successful junior and senior years. A more robust academic alert system, communicated more effectively and open to more students, will address these issues

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Christopher Caplinger, Director of the First-Year Experience Program, caplinca@georgiasouthern.edu

SUMMARY OF ACTIVITIES

In 2017-2018, the CCG team implemented a revised Academic Alert policy. Beginning in fall 2017, academic alerts were expanded from the freshman population to all students enrolled in core courses in areas A-E as well as in other key courses as designated by departments. Academic alerts were also renamed from early alert/midterm grades to emphasize that they are not midterm grades, but rather indications that students are not performing satisfactory work in one of several categories (i.e., grades, attendance, participation, missed assignments, or some combination of these categories). Faculty are encouraged to submit academic alerts as early as possible to allow more time for students to make improvements and, in some cases, for academic advisors to intervene. Faculty may submit academic alerts as early as the first day of the term, but must submit no later than the 34th day of classes during the fall and spring semesters (the calendar varies for the summer term). Faculty submit “no alert/satisfactory” for all students in the course who are performing satisfactorily at that point in the semester. Faculty may change academic alerts prior to the deadline as additional assessment occurs.

MEASURES OF PROGRESS

Metric/data element:

The metric measuring success is the second-year retention rate, or retention to students' third fall semester. Source: ‘Retention, Progression and Graduation Rates (RPG)’ produced by Institutional Research, Georgia Southern University (<https://www.sta.georgiasouthern.edu/sra/RPG/index.cfm>).

Baseline measure:

- Fall 2013-Fall 2015 second-year retention: 64.9%

Interim measures of progress:

- Fall 2014-Fall 2016 second-year retention: 67.6%
- Fall 2015-Fall 2017 second-year retention: 67.4%
- Fall 2017 (first implementation): Under the new policy, faculty submitted 83% more unsatisfactory academic alerts in 2017 than the previous year. It seemed to have a significant impact on some courses that sophomores typically take. As an example, only 43 students taking ENGL 2111 (World Literature I) in fall 2016 earned an unsatisfactory academic alert, mainly because only 14% were classified as freshmen and thus eligible. The average GPA for all students in the course was a 2.45 and the DFWI rate was 28%. In fall 2017, when all students taking the course received alerts, 192 were unsatisfactory. The average GPA was 2.82 and the DFWI rate was 22%.

Targets:

- Fall 2016-Fall 2018 second-year retention: 69%
- Fall 2018-Fall 2020 second-year retention: 70%

LESSONS LEARNED

Not all faculty understood that a submission was required of all students. As we transition to EAB for alert submission in fall 2018 and use a campaign model to capture grades, this will no longer be a concern. More fundamentally, as part of consolidation, Georgia Southern has created a new Sophomore-Year Experience (SYE) program to include a new course, CORE 2000, which will undergo pilot implementation in spring 2019. Future CCG reports may focus more directly on SYE than the academic alert program, as it more directly addresses second-year attrition.

HIGH-IMPACT STRATEGY: “SOAR IN 4!” CAMPAIGN (LOCAL BRANDING OF “15 TO FINISH”)**RELATED GOAL**

Increase the percentage of sophomore students enrolling in 15 or more credit hours per semester from 39.8% (fall 2015) to 52% by fall 2020 and junior students from 43.5% (fall 2015) to 54% by fall 2020.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

The study, “Redefining Full-Time in College: Evidence on 15-Credit Strategies” (Klempin, 2014), documents the benefits of a 15-credit course load per semester. A minimum full-time load is not sufficient to allow students to graduate on time. Given Georgia Southern’s primarily traditional, full-time undergraduate population, encouraging students to register for a 15-credit hour load per semester has considerable potential to reduce time to degree.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Christopher Caplinger, Director of the First-Year Experience Program, caplinca@georgiasouthern.edu

SUMMARY OF ACTIVITIES

In summer 2017, we showed an updated, two-minute “Soar in 4!” video (first used in summer 2016) to students and parents at orientation. The video has three objectives: (1) promote graduation in four years by telling students that the data show they are more likely to graduate if they complete 15-17 hours per semester; (2) boost GPAs by informing students that students completing more than 15 hours per semester are more likely to have higher GPAs than those who take fewer hours; and (3) save students money by telling them that taking a 12 credit hour load per semester puts them on track to graduate in 5 years which will cost students an additional \$15,000+. We continued previous “Soar in 4!” marketing efforts, including social media placement, bus advertisements, yard signs, door decals, and posters, and through an advertisement in the new student “Our House” publication. In Fall 2017, we entered students enrolled in 15 or more hours into a drawing for one of ten \$100 gift cards for the University Store.

MEASURES OF PROGRESS**Metric/data element:**

Percentage of sophomores registered for 15 or more credit hours; percentage of juniors registered for 15 or more credit hours each fall semester. Report produced by the Office of First-Year Experience.

Baseline measure:

- Fall 2015 Sophomores: 39.8% registered for 15 or more credit hours
- Fall 2015 Juniors: 43.5% registered for 15 or more credit hours

Interim measures of progress:

The CCG team met or exceeded its interim measure of progress (45% of sophomores registered for 15 credits or more and 48% of juniors registered for 15 credits or more) for fall 2017, and have thus modified upward the targets for 2018 and 2020, below.

PERCENTAGE OF STUDENTS BY CLASSIFICATION WHO ENROLLED IN 15 OR MORE CREDIT HOURS

Classification	Fall 2015 (at census)	Fall 2016 (at census)	Fall 2017 (at census)
Freshmen	55.5%	62.7%	62.9%
Sophomores	39.7%	42.3%	45.0%
Juniors	43.4%	45.2%	48.0%
Seniors	41.0%	41.4%	43.2%

- Fall 2018 Sophomores: Targeting 47% registered for 15 or more credit hours
- Fall 2018 Juniors: Targeting 49% registered for 15 or more credit hours

Measures of success:

- Fall 2020 Sophomores: 52.0% registered for 15 or more credit hours

- Fall 2020 Juniors: 54.0% registered for 15 or more credit hours

LESSONS LEARNED

We had much higher click through rate in our social media campaign for parents than for students, and therefore focused the 2018 campaign on parents. For spring 2017-2018, we discontinued the budget allocated for social media to students and more than doubled it for parents (\$298.62 in 2017 to \$650 in 2018).

HIGH-IMPACT STRATEGY: POLICY REFORM

Revise Georgia Southern University's Academic Standing Policy and develop a limited Grade Forgiveness Policy. (See lessons learned.)

RELATED GOAL

Reduce the percentage of students in an academic warning category (operationalized as any category other than good standing) by five percentage points by spring 2021 through a review and revision of institutional academic policies which may impede a student's ability to progress academically and through transforming the way that remediation is accomplished.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

Each semester, a number of students fail to register for the subsequent semester. While many of these students have valid reasons for not registering (such as graduating or transferring), others do not register due to difficulties experienced with registration or academic success issues. In fall 2017, 15,719 undergraduates were eligible to register for spring 2018. As of January 18, 2018, 719 (4.5%) were still not registered for spring 2018. The reasons why undergraduate students were not registered for spring 2018 as of January 18, 2018 are shown Table 5. These data were collected from the survey portion of the injection pages (with a 47% response rate). Of the 335 responding undergraduate students, 33 noted reasons that are under the control of Academic Affairs (i.e., academic reasons and unavailable courses), representing 4.4% of the total respondents.

In addition, each year, approximately 25% of students dip below an institution GPA of 2.0. Students in poor academic standing often leave the institution—not because of suspension—but because their academic progress (or lack thereof) negatively impacts their financial aid (SAP), their self-esteem, their ability to balance work and to support themselves academically by seeking academic support, etc. Each of these students met the admissions requirements of the institution and should, by all rights, be successful in meeting their goal of earning a degree.

University policies appear to be a barrier to students succeeding once they have stumbled academically. The Academic Standing Policy punishes students by pushing them towards suspension, even when they have taken the necessary steps to seek academic support and earn stronger term GPAs.

TABLE 5: REASONS FOR NOT REGISTERING FOR SPRING 2018 FOR STUDENTS WHO RESPONDED TO SURVEY

Reason	Number of Students Listing as Reason
Transferring	169
Personal	66
Financial	18
Military	14
Academic	12
Internship	11
Graduating	10
Family	8
Courses Unavailable	3
Other	24
Total	335

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Christine Ludowise, Associate Provost for Student Success and Advising, ludowise@georgiasouthern.edu

SUMMARY OF ACTIVITIES

Partnering with the Provost's Office (Associate Provost for Student Success and Advising), two Faculty Senate committees revised the institutional Academic Standing Policy and wrote a Limited Grade Forgiveness Policy. The new policies were approved by the Faculty Senate in November 2017 and will take effect for fall 2018.

In addition, to provide support for students in poor academic standing, the Academic Intervention Policy was revised to include all students in academic difficulty, not just first-year students. Students needing academic intervention will be paired with Academic Success Coaches and will create individualized Academic Improvement Plans.

The metrics for this goal are still under active development. All policies will go into effect in August 2018 with the start of the 2018-2019 academic year. Interim measures will be to continue to collect data on the number/percentage of students who are not registered and their current academic standing along with data for students on academic standing and current GPA. These benchmarking data allow progress to be tracked once policy changes have been fully implemented. Additionally, getting students to register is the first step in enabling them to progress and graduate.

Each semester, several thousand undergraduate students fail to register during their scheduled registration period. To encourage them to register, the Associate Provost for Student Success and Advising administers an electronic survey (commonly referred to as the injection pages) to unregistered students at least three times each semester. The first injection page is sent the day after registration begins for that particular group of students. The page is sent via My.GeorgiaSouthern to any student who has not registered for the subsequent semester. The injection page asks whether the student plans on registering for the following semester. If the student replies “no,” then the injection page asks for the reasons why: academic reasons; courses unavailable; family issues; financial issues; graduating; internships; military duties; personal reasons; transferring to another college; or other. Some of these reasons (like internships, graduating, transferring, military duties) are valid and do not require any further action. Others (academic reasons, courses unavailable, financial issues) are more within the control of the University and are the areas where our efforts are most likely to result in conversions from unregistered to registered status. If the student replies “yes,” then the injection page inquires as to why they have not registered. The second injection page is sent towards the end of classes for that semester. This page is sent to all students who originally indicated that they plan to register, but have still not done so. The injection page asks whether they plan to register and the reasons why they will not register or have not registered thus far. The third injection page is sent just before classes begin the following term, reminding students to register and asking if they need assistance from their advisor or another support unit on campus.

To convert ‘not registered’ students in areas within our control, the following activities are employed:

- Current data on each college’s ‘not registered’ student population is shared by the Associate Provost with the applicable college dean’s office and academic advisement coordinators. Academic advisors use the information to reach out to ‘not registered’ students (through letters, emails, phone calls, campaigns through EAB SSC Campus) to assist students in getting registered before the end of the semester.
- Beginning in fall 2016, a Student Dashboard through My.GeorgiaSouthern was implemented. Student Dashboard is another tool for communicating with students to ensure that they are aware of critical deadlines and other alerts that could affect their registration and academic progression. The alerts focus on tuition and fees, financial aid, and registration and advising. Alerts are time-bound and triggered throughout the semester so students will receive personalized, timely communications as needed. For example, a student with an outstanding balance will receive a student account balance pop-up immediately after logging into My.GeorgiaSouthern. Clicking on the “view details” routes the student to the Student Dashboard where the student can find additional information on how to resolve the problem.

MEASURES OF PROGRESS

Metric/data element:

The percentage of ‘not registered’ undergraduate students in spring term ($n =$ number of ‘not registered’ undergraduate students as of the Wednesday in January after the end of drop/add divided by the number of prior fall semester ‘eligible to register’ undergraduate students.) The goal is to reduce by 5% with the understanding that the baseline changes each year.

Baseline measure:

Baseline measure is the number of ‘eligible to register’ undergraduate students in the fall semester. While this number will vary each fall term, the objective is to reduce by 5% by the end of drop/add the following spring semester. The baseline measure (fall 2017 eligible to register students) was 15,719.

Interim measures of progress:

The strategies for this goal (review of academic standing and grade forgiveness policies) are still under active development. Measures of progress will be continuing to collect data on the number/percentage of students who are not registered and their current academic standing along with data for students on academic standing and current GPA. These benchmarking data will allow progress to be tracked once changes have been fully implemented.

Of the 1,464 undergraduate students who began the spring 2018 semester in academic warning (W1, P1, W2, or P2), 343 (23%) earned spring 2018 grades to convert them to good academic standing. See Table 6.

TABLE 6: ACADEMIC STANDING AT END OF SPRING 2018 FOR STUDENTS WHO BEGAN SPRING 2018 NOT IN GOOD ACADEMIC STANDING

Academic Standing Entering Spring 2018 Semester for Students Not in Good Standing	Academic Standing End of Spring 2018 Semester for Students Who Began Semester Not in Good Standing							
	GS	W1	P1	E1	W2	P2	E2	Total
W1	225	30	717					973
P1	60		16	169				245
W2	33				7	113		153
P2	25					6	62	93
Total	343	30	733	169	7	119	62	1,464

Of the 1,464 undergraduate students who began the spring 2018 semester on academic warning, 704 (48%) earned a spring 2018 term GPA of 2.0 or better; but still ended the semester in academic warning and in danger of being excluded despite a successful spring 2018 semester. See Table 7.

TABLE 7: NUMBER OF STUDENTS BY ACADEMIC WARNING STATUS AND GPA RANGE AT END OF SPRING 2018 SEMESTER

Spring 2018 Term GPA Range	Spring 2018 Academic Standing Classification				
	W1	P1	W2	P2	Total
4.0-3.0	112	30	25	23	190
2.99-2.5	149	39	20	20	228
2.49-2.25	76	33	18	8	135
2.24-2.0	110	18	11	12	151
Below 2.0	513	118	78	51	760
Total	960	238	152	114	1,464

Measures of Success:

- Reducing the spring percentage of students in academic warning by 5%.
- By the end of spring 2018, we successfully converted 23% of students who ended fall 2017 in academic warning to good standing status.

LESSONS LEARNED

At the July 12, 2017, Consolidation Implementation Committee meeting, a recommendation was put forward to develop an Academic Standing Policy that holds students accountable without imposing excessively punitive requirements for continued enrollment at the institution. For instance, students struggle academically for many reasons and some stumble spectacularly during their academic careers. An academic standing policy should both hold students accountable and provide them with a safety net of support, resources, and opportunities. It should also reward, not continue to punish, movement in the right direction (i.e., term GPAs above 2.25). Consolidation provided the opportunity for the institution to articulate the standards we expect of students, outline the consequences of failing to meet those standards, and clearly explain both the pathways to success and the tools, resources, and support a student can reasonably expect to receive as they strive for academic excellence.

Through consolidation, Georgia Southern also hoped to establish a limited Grade Forgiveness Policy. Not having a grade forgiveness policy means that missteps in the transition from high school to college are often punitive rather than instructional and transformative. In addition, many students who end up in poor academic standing require additional semesters to bring their GPAs up to 2.0. These students end up with anywhere from 10% to 40% more credit hours than required for graduation alone. Limited grade replacement policies tend to (a) require an application from the student; (b) limit both the number of retake attempts and the number of grade replacements; (c) limit the grade forgiveness to courses in which a D or an F was earned; and (d) limit the type of course for which a student can apply for grade forgiveness (e.g., lower division or CORE courses).

Partnering with the Provost's Office (Associate Provost for Student Success and Advising), two Faculty Senate committees revised the institutional Academic Standing Policy and wrote a Limited Grade Forgiveness Policy. The new policies were approved by the Faculty Senate in November 2017 and will take effect for fall 2018.

In addition, to provide support for students in poor academic standing, the Academic Intervention Policy was revised to include all students in academic difficulty, not just first-year students. Students needing academic intervention will be paired with Academic Success Coaches and will create individualized Academic Improvement Plans.

HIGH-IMPACT STRATEGY: GATEWAYS TO COMPLETION

Reduce barriers to degree completion via participation in Gateways to Completion® and lowering DFW rates in high-enrollment foundational courses.

RELATED GOAL

Increase the first-time freshmen six-year graduation rate from 50.4% (fall 2009 first-time freshman cohort) to 55% by 2023 (fall 2017 cohort).

DEMONSTRATION OF PRIORITY AND/OR IMPACT

Gateways to Completion® is a faculty-led self-study process “designed to create and implement an evidence-based plan for improving teaching, learning, and success in historically high-failure rate courses.”¹¹ “Success in foundation level courses, such as: accounting, math, chemistry, biology, and writing and rhetoric, is a direct predictor of retention.”¹² The John N. Gardner Institute for Excellence in Undergraduate Excellence lists outcomes of Gateways to Completion® as: “increases in first-to-second term retention rates; decreases in number of students in poor academic standing; increases in A, B, and C grades; decreases in D, F, W, and I grades; lower course repetition rates; and high performance in the next course in the sequence.”¹³ Helping students to complete these foundational courses successfully the first-time will alleviate one barrier to degree completion and enable students to proceed smoothly along their program of study.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Christopher Caplinger, Director of the First-Year Experience Program, caplinca@georgiasouthern.edu

SUMMARY OF ACTIVITIES

In the 2016-2017 academic year, Georgia Southern identified Calculus I (MATH 1441) as a high-enrollment course in which students often struggle, with a DFWI rate often approaching 40% in a given semester. Lack of success in MATH 1441 is a major stumbling block to degree completion for many students in the STEM fields, and especially engineering, computer science, and physics. The College of Engineering and Information Technology and the College of Science and Mathematics together accounted for over 1/3 of the first-year entering student population for fall 2017; therefore, improving student learning in MATH 1441 could have a major impact on overall retention and on-time graduation rates. The self-study process has led faculty to recommend piloting ALEKS Adaptive Technology in fall 2017. Data have shown that students weak in algebra and trigonometry perform very poorly in MATH 1441. To prepare students for the rigor of Calculus I, all new students placed in a Calculus I class were expected to complete an online review of prerequisite algebra and trigonometry skills utilizing ALEKS Adaptive Technology. Students were asked to practice each topic in ALEKS until they achieved a 70% proficiency of the subject matter. Seventy-one percent of students in MATH 1441 fall 2017 created an ALEKS account. Of those, 30% achieved target mastery of 70% or higher. Twenty-three percent of students only created an account and never demonstrated mastery of any topic. Another 48% mastered fewer than 70 percent of the topics. ALEKS mastery level was highly predictive of students’ final grade in MATH 1441. Students mastering 70% of topics had a DFWI rate of less than 13%, whereas students who didn’t register for ALEKS at all had a DFWI rate of 46%. Students who registered but didn’t demonstrate mastery of any topics had a DFWI rate of nearly 37%

While ALEKS was the major initiative for fall 2017, we also brought in Dr. Saundra McGuire, a nationally renowned expert on metacognition, to speak to students, faculty, and academic advisors (in separate settings) about promotion of student success. In spring 2018, we selected ENGL 1101, MATH 1111, and FYE 1220 to include in the G2C process beginning in fall 2018.

For students starting in fall 2018, we are using ALEKS in a more targeted way, providing it as an option for students who would not otherwise test directly into Calculus I (rather than taking MATH 1111 or MATH 1112). We also made arrangements to bring back Dr. McGuire to speak to students both in Statesboro and at Armstrong.

MEASURES OF PROGRESS

Goal metric/data element:

The metric measuring success is six year graduation rate. Source: ‘Retention, Progression and Graduation Rates (RPG)’ produced by Institutional Research, Georgia Southern University (<https://www.sta.georgiasouthern.edu/sra/RPG/index.cfm>).

Baseline measure:

- the six-year graduation rate for the fall 2009 first-time freshman cohort: 50.4%

¹¹ www.jngi.org/g2c/, retrieved 7/13/2017

¹² Ibid.

¹³ Ibid.

Goal:

- to increase the six-year graduation rate for the cohort that entered fall 2017 to 55%.

Interim measure of progress:

The target interim measure of progress is a DFWI rates consistently below 30% for MATH 1441. Prior to implementation, the DFWI rate averaged 34% for the previous three fall semesters. The rate for fall 2017 was 35%, and thus missed the target.

COMPARISON OF DFW RATES IN MATH 1441 (CALCULUS I) FOR PAST FOUR YEARS

Semester	% of DWFs	Total Enrollment
Fall 2017	35%	790
Fall 2016	30%	926
Fall 2015	36%	778
Fall 2014	36%	768

LESSONS LEARNED

While highly predictive, ALEKS can only work if students spend time in it, and that is not likely to happen unless and until faculty require it of students. Doing so has a cost, either for students or the institution, and some students don't need it, because their preparation level in algebra and trigonometry is high. While we will continue to use ALEKS with students who would like to demonstrate their proficiency, we cannot rely on it as a way to mitigate lack of preparation. Instead, the focus needs to shift to more robust student support. The University is in the process of implementing several general student success initiatives that will provide increased levels of peer support and mentoring. One possibility that we are considering is learning assistants in MATH 1441.

MOMENTUM YEAR PLAN STATUS UPDATE (JULY 30, 2018)

GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Advise students into an academic focus area. Remove the undeclared designation and introduce an exploratory designation with an academic focus area.	Implementation date from the University System Office is fall 2019. Soft launch this summer with Orientation and moving students into exploratory status.	Collaborate with Office of Admissions, First-Year Experience Program Office, and Office of Professional and Career Services on full implementation plan for Orientation 2019. Admissions including exploratory status on application for fall 2019.	Complete May 2019.
GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Identify academic focus areas and the programs with which they are aligned.	Complete.	Submit the academic focus area list, with identified programs, to our System Office liaison for review.	Identification of academic focus areas complete.
GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Create program maps for each program of study and each focus area.	All programs of study in the new institution have an established default program map.	Develop program maps for the approved academic focus areas in preparation for Orientation 2019.	Program maps complete. Focus area maps to be completed by May 2019.
GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Establish program map standard requirements, including: term-by-term course requirements; ENGL 1101 in term 1 of first year; ENGL 1102 in term 2 of first year; CORE Area A Math in first 30 hours; clearly indicated critical courses and prerequisites; semester specific benchmarks and milestones; at least three program/focus area related courses in the first year; at least 30 hours indicated per year [15 hours per semester].	Complete. All program maps include the stated requirements.	Review institutional data to determine if there are barriers to students completing any of the elements required per the program maps. Engage with colleges, departments, and programs to identify whether course and/or curriculum redesign is warranted.	Program maps complete.

GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Students have ongoing advisement in their academic program.	Complete. Students are required to meet with their academic advisor at least once per semester. We are moving all campuses to a fully professional advising model. We have hired advisors for the Armstrong and Liberty campuses; Georgia Southern class of 2022 will meet with professional advisors, in their programs/majors, from orientation through graduation.	Create a strong, faculty-driven mentoring program to support students in their program of study and to help identify appropriate co-curricular and leadership activities for each program and major.	Professional academic advisement model implementation complete.
GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Students are directed to co-curricular activities and practices that are supportive of their major and overall integration into the college environment.	Some suggested co-curricular and leadership activities are listed on program maps for each degree program. Student Affairs' offices work closely with students to both identify "best fit" activities and to provide co-curricular opportunities.	In addition to creating a strong, faculty-driven mentoring program, work with faculty to identify opportunities to integrate co-curricular activities with academic coursework in each discipline/major.	Commence work on this goal during fall 2018. Anticipate completion August 2019.
GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
All incoming freshmen participate in the University System of Georgia Getting to Know Our Students Mindset Survey.	Provided to students in fall 2017. Prepared to market and distribute to incoming first-year students for fall 2018.	Distribution of University System of Georgia Getting to Know Our Students Mindset Survey in August.	Complete August 2018. Ongoing on an annual basis.

GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
All faculty and staff engage in lifelong learning and share those tools and strategies with each other and with their students, focusing on supporting student engagement and success.	Faculty who teach the first-year experience course integrate student engagement, academic readiness, and perseverance, and co-curricular learning experiences into the course.	Integrate student engagement and co-curricular learning experiences into discipline-specific and major courses. Engage with faculty and staff about professional development needs and student support needs. Engage with colleges and departments on creating mechanisms and processes that ensure that professional development opportunities are valued in faculty and staff evaluation processes.	Commence work on this goal during fall 2018. Continue work until complete.
GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Create an inventory of high-impact practices that are already in place at one or more of our campuses.	Not yet started a formal inventory.	Create an inventory template and start gathering data on high impact practices. Determine which practices it makes sense to build upon and scale across campuses.	Create template and start gathering data during fall 2018.
GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Remove roadblocks/barriers to student completion within degree programs.	The Faculty Senate has clearly articulated that the newly consolidated curriculum should be carefully reviewed and, if needed, redesigned. Provides an opening for course evaluation and course redesign, as well as full program curriculum redesign.	Engage with faculty on where they see the barriers to student success. Use institutional data to assess where the roadblocks to degree completion likely are. Build a program to incentivize college, department, program, and faculty work with curriculum review and redesign.	Commence work on this goal during fall 2018. Continue work until complete.

GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Create a faculty/staff mentoring program.	Mentoring occurs, both formally and informally, on all campuses.	Create a mentorship inventory template and start gathering data on mentoring practices on all three campuses. Develop a formal mentoring program, managed by faculty and staff, for faculty and staff.	Create template and start gathering data during fall 2018. Encourage development of formal mentoring program to begin fall 2019.
GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Continue course redesign of high-impact courses with G2C (Gateways to Completion).	We are in the third year of the cohort for redesigning MATH 1441 Calculus. We have identified the other three courses for redesign: ENGL 1101 Composition I; FYE 1220 First Year Seminar; MATH 1111 College Algebra.	Scale our work with MATH 1441 Calculus across all three campuses. Start the first-year cohort for the other three courses.	Course selection complete. Work with MATH 1441 redesign across campuses during AY 2018-2019. Course redesign for remaining courses over three-year G2C project timeline.
GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Implement our new Student Advisement and Success plan across all three campuses.	Most of the professional staff has been hired or is in the process of being hired for fall 2018.	Create a faculty committee to support Undergraduate Research initiatives. Provide support for departments and programs to hire the undergraduate student peer leaders, tutors, supplemental instructors, course assistants, etc. Create opportunities for engagement and collaboration across divisions and across campuses.	Professional staff hiring complete in August 2018. Create Faculty Undergraduate Research Committee during fall 2018 to start spring term 2019. Support for student peer leaders, instructors, etc., ongoing starting fall 2018.
GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Create a Major and Career Exploration (MACE) space on the Armstrong campus.	The space has been identified. The MACE will be located in the Student Success Center until the new Academic Success Center space is completely renovated (3-5 years?).	Purchasing for the MACE will commence in July. Once computers and furniture are available, we will set up and equip the space. Anticipated opening for start of classes in August.	Complete August 2018.

GOAL	STATUS	NEXT STEPS	TIMELINE TO COMPLETE
Implement EAB SSC and Guide for the Statesboro campus.	Go live date for Statesboro Campus was May 14, 2018.	Integrate Armstrong instance of EAB SSC Campus into main instance. Go live date is July 30, 2018. We will also implement the Guide app for the Armstrong campus in spring or summer 2019.	Complete. Armstrong instance consolidation complete July 30, 2018. Guide app implementation complete May 2019.

ACADEMIC FOCUS AREAS

JUNE 26, 2018

Art	Behavioral & Social Sciences	Business	Computing	Education
Art Art Education Art History Graphic Design Music Music Education Theatre Visual Arts	Anthropology Child & Family Development Criminal Justice & Criminology Fashion Merch. & Apparel Design Interior Design International Studies International Trade Law & Society Political Science Psychology Recreation Sociology Sport Management	Accounting Economics Finance Information Systems Logistics Management Marketing	Computer Science Information Technology	Elementary Education Health & Physical Education Middle Grades Education Secondary Education Special Education

Engineering	Health Professions	Humanities	Science & Mathematics
Construction Management Civil Engineering Electrical Engineering Manufacturing Engineering Mechanical Engineering	Athletic Training Comm. Sciences & Disorders Exercise Science Health Sciences Medical Laboratory Sciences Nursing Nutrition and Food Science Public Health Radiologic Sciences Rehabilitation Sciences Respiratory Therapy	Communication Studies English History Interdisciplinary Studies Modern Languages Multimedia Film & Production Multimedia Journalism Philosophy Religious Studies Women's, Gender, Sexuality Studies Writing	Biochemistry Biology Chemistry Geography Geology Mathematics Physics Physics & Astronomy



Georgia Southwestern State University's

INSTITUTIONAL MISSION AND STUDENT BODY

Georgia Southwestern State University's (GSW) mission is,

Georgia Southwestern State University is a comprehensive university serving a diverse population of students, offering a range of strong undergraduate and graduate programs in a vibrant learning environment. The University is a collegial community that values collaboration and community engagement with an emphasis on faculty, staff, and student interactions. An active student body and state-of-the-art amenities enhance the learning experience on a visually appealing campus located in historic Americus, Georgia.

The primary service region of Georgia Southwestern State University (GSW) consists of Sumter County and the seven counties contiguous with it: Crisp, Dooly, Lee, Macon, Marion, Schley, Terrell, and Webster counties. The majority of these counties are among the poorest counties in the state of Georgia. Therefore, the majority of GSW's student body are Pell eligible or First-Generation college students. Our focus is on cultivating growth in these high-risk student groups specifically, while improving retention, progression, and graduation rates for all GSW students. The strategies GSW is currently pursuing to achieve the goals of Complete College Georgia have changed somewhat over the last year as changes in administration have occurred. The strategies were chosen to cultivate excellence and persistence in all GSW students.

GSW's total enrollment in fall 2017 was 3052. At that time, the gender distribution of the student population was 66.3% women and 33.7% men. The ethnicity of the fall 2017 student population was 63.8% White, 25.7% Black, 2.9% Asian and Pacific Islander, 5.2% Hispanic, 1.9% Multiracial, 0.1% Native American and 0.3% Unknown. Approximately 40% of GSW undergraduates receive Pell Grants; 49% are First-Generation college students (no parent/guardian with bachelor degree or higher); 18% began college for the first-time as adults (25 years old or older); and 24% are age 25 or older. The majority of our undergraduates (68.3%) are classified as full-time (taking 12 or more hours); 32% live on campus; 51% are enrolled in one or more online classes; and 24% are enrolled exclusively in online classes. These populations are also representative of our recent graduates. Out of the undergraduates who were awarded bachelor's degrees in FY18, 54% had received the Pell grant while enrolled at GSW, 52% were first-generation students, and 29% were 29 or older at the time of graduation.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES & ACTIVITIES

This past year, GSW has undergone administrative and organizational changes that have in some cases confirmed our previous High-Impact Strategies and Activities, and in other cases provoked change. The Hurricane Jumpstart Academy, summer bridge program, the expansion of our participation in Gateways to Completion, and Financial Literacy education are strategies that we will continue. We will continue to use the Beacon Early Warning System, but it will become part of a larger strategy to overhaul our Advising mission and its delivery. We will also continue our Windows to the World program, but we will devote more resources and energy to improving and expanding Faculty and Staff Development. All these strategies are intended to improve student engagement and success for all our students, but are also likely to achieve the greatest gains among First Generation students, Pell Eligible students, and students in traditionally underrepresented groups.

HIGH IMPACT STRATEGY #1: HURRICANE JUMPSTART ACADEMY

The Hurricane Jumpstart Academy (HJA) is a summer bridge program designed to help students admitted as presidential exceptions to our admissions standards transition from high school to GSW as smoothly as possible.

COMPLETION GOAL

The institutional goal for this program is to make access a meaningful opportunity for students who might not otherwise start at a four-year university by not only giving them access, but also giving them the additional support they need to thrive.

DEMONSTRATION OF PRIORITY OR IMPACT

GSW staged its first summer bridge program just prior to orientation in fall 2014, and our retention rate for the fall 2014 cohort was higher than it has been for any cohort since 2007. While we are not asserting that this program was the sole cause of the 2014 retention rate, we believe it was a contributing factor. Lack of a summer bridge program may have been responsible in part for the less impressive numbers for the 2015 and 2016 cohorts.

SUMMARY OF ACTIVITIES

The 2014 summer bridge program was presented as a one-week academic skills and engagement “boot camp.” This program was apparently successful in improving retention but was funded through a grant and was not a sustainable model. In 2017 GSW developed and implemented a more traditional summer bridge program similar to those used by several USG institutions. Students admitted as presidential exceptions were invited to participate. All students enrolled in two courses (ENGL 1101 and SOSC 1101) during a five-week summer semester. Students were encouraged to live on campus and all residential students were housed on the same floor. Students were also presented with a variety of academic skills classes and were required to attend tutoring for both courses. There were also a variety of activities on and off campus to help encourage engagement with the campus community. Each week of the program students also participated in a service learning activity in the Americus area.

MEASURES OF SUCCESS AND PROGRESS

Six students enrolled in the 2017 Hurricane Jumpstart Academy although one withdrew immediately owing to medical issues. The remaining five students all successfully completed the two courses presented as part of this program. All five enrolled for the fall semester. Four of those students returned for the spring 2018 semester. Three completed the spring semester in good academic standing and two re-enrolled for fall 2018.

LESSONS LEARNED

Although the enrollment in the 2017 HJA was very small, early indications are that it had a beneficial impact on the retention and success of the students who participated. Plans were developed to repeat the program for 2018 with minor changes based on feedback from participants, staff, and faculty. However, enrollment continued to be voluntary and the response from incoming students was distinctly disappointing. Owing to the very small number of students indicating interest in the HJA the decision was made to cancel the program for 2018. Because there is evidence from GSW and other institutions that a bridge program can improve retention and student success, this year we will be reviewing results from past years considering the overall structure of the program and ways that we might increase participation.

POINT OF CONTACT

J. Kelly McCoy, Dean, College of Arts and Sciences

HIGH IMPACT STRATEGY #2: GATEWAY TO COMPLETION REDESIGN OF ADDITIONAL CLASSES BEYOND MATH 1111

MATH 1111 College Algebra will be completing the third year of the G2C in 2018-19. In addition, GSW will begin the process in 2018-19 for three courses: ENGL 1101 Composition I, POLS 1101 American Government, and SOCI 1101 Introduction to Sociology.

COMPLETION GOAL

Since the redesigned MATH 1111 is ready for full implementation in fall 2018 and spring 2019, GSW will turn its attention to redesigning other important courses that affect the retention and persistence of the majority of students.

DEMONSTRATION OF PRIORITY OR IMPACT

MATH 1111 College Algebra is a gateway course for many STEM majors, especially the more unprepared students, so this redesign may affect the timely progression of significant numbers of our STEM major candidates and therefore increase degree productivity in some of GSW’s lower producing programs. In addition all incoming GSW students without transfer or dual enrollment credit must take ENGL 1101 and POLS 1101, while a significant percentage of students take SOCI 1101 in Area E of the Core. In addition, the academic units that house these courses also teach other Core courses to which the G2C redesign principles could be applied, such as ENGL 1102, American and World History and PSYC 1101.

SUMMARY OF ACTIVITIES

2018-19 will be the third year of the redesign process for MATH 1111, so we will continue to administer the Student Learning Gains Survey to monitor the success of the redesign implementation. As we begin the redesign process for additional courses, we also intend to bring Stephanie Foote to campus to introduce the course-level committee members and new steering committee

members to the process. We will also seek her guidance in conducting effective synthesis meetings, since synthesis meetings were less productive, if not unnecessary, when redesigning one course.

MEASURE OF PROGRESS AND SUCCESS

GSW's primary measures of success for this strategy continues to be the overall DFWI rate for MATH 1111, as well as the success rate of first year students in the course, defined as percentage of student receiving an A, B, or C in the course during fall term. We intend to apply the same measures to the other three courses that being redesign this year.

LESSONS LEARNED

Since our primary lesson learned from last year, that GSW needs to devote more resources to faculty development, we intend to continue upping the ante on Faculty Development by making it one of our High Impact Practices (see High Impact Practice #5). We also learned from the MATH 1111 redesign that involving as many faculty members as possible in the redesign process makes the scaling process smoother and more effective. We will apply this lesson to the redesign processes beginning in 2018-19.

POINT OF CONTACT

Suzanne R. Smith, Provost/Vice President for Academic Affairs

HIGH IMPACT STRATEGY #3: FINANCIAL LITERACY COURSE

The GSW Office of Career Services provided a financial literacy course for the fourth year that was a non-credit and voluntary course. Participating students learn the importance of managing their financial resources well and completing college while learning basic personal finance concepts.

COMPLETION GOALS

Increased financial literacy among all students will result in increased persistence and progression towards degrees since financial difficulties are a major cause of students stopping out of college. Financial literacy also aligns with GSW strategic plan goal of "expanding high-impact teaching and learning experiences" in and out of the classroom.

DEMONSTRATION OF PRIORITY OR IMPACT

Forty-two percent of GSW's fall 2016 students were Pell Grant recipients, 51 percent were First-Generation students, and 26 percent were non-traditional students. All students, not just those students identified by both CCG and GSW as critical to the success of our efforts, should benefit from a higher level of financial literacy. Offering the course to the entire student body in a broad-based manner will remove the stigmas that may prevent students from seeking help as recommended in the CCG-BFA resource, and may have a significant impact on all students.

SUMMARY OF ACTIVITIES

In 2017-18, GSW's Career Services Office purchased an annual site license for the third year for the *Foundations in Personal Finance*. Career Services introduced the topic of financial literacy in all class and group presentations, and at each Preview Day, as well as at Storm Day orientations for fall term 2018. Career Services offered the program in the evenings, as well as by appointment in the fall semester. The program was offered by appointment only in the spring.

MEASURES OF PROGRESS AND SUCCESS

Tracking student attendance and administering a pre- and post-test at each presentation are interim measures of success. Tracking progression and graduation of students who attended presentations for comparison with those who did not are long-term measures of success.

During 2017-18, 10 students attended, or watched independently, at least one session. While the site license allowed for on-campus showing only, 4 online students requested and were given links to the first chapter, which is available online. Career Services provided a class presentation on personal finances for the UNIV 1000 section for 56 business majors. This was scheduled late in the semester on November 1, which was too late for recording for other sections of the class. The "College Student Essentials" chapter was presented at a residence hall workshop with 6 students attending and engaging with questions. Another presentation on Budgeting was given for the AKA Sorority. The students and their advisor were very engaged, and used the information they learned to teach the group of high school girls that they mentor. The average score of the *pre-test* was 52.67/100. However, no post-tests were given for the 12-chapter series, because no students completed the full 12 chapters.

LESSONS LEARNED

Students rarely make time for something that is not required. For 2018-2019 UNIV 1000 students will be required to complete Chapter 3, Debt. Career Services will work with a new Adulting Seminar Series to provide 2-3 workshops and encourage attendance

at more. Additionally, Career Services will work with student organizations and advisors to encourage more participation. New this year, the first three chapters are available for online students.

POINT OF CONTACT

Sandra Fowler, Director of Career Services

HIGH IMPACT STRATEGY #4: ACADEMIC ADVISING

GSW is re-examining our approach to academic advising due to its critical function to student persistence and completion.

COMPLETION GOALS

The university uses a nationally recognized academic advising model that provides students consistent academic guidance and coaching resources. The revised approach to academic advising contributes to increasing student persistence by increasing credit hour enrollment and completion.

DEMONSTRATION OF PRIORITY OR IMPACT

Effective academic advising is the cornerstone of GSW's implementation of its Momentum Year plan. In addition, the institution is committed to creating more effective support structures to help all students carry the momentum created during their first year through to graduation and a productive and fulfilling life after graduation.

SUMMARY OF ACTIVITIES

Fall 2018, a university task force representing key stakeholders will begin reviewing current university practices and examining national best practices for academic advising. The task force will make improvement recommendations for adoption in fall 2019.

MEASURE OF PROGRESS AND SUCCESS

Success will be measured by implementation of a formal university-wide academic advising model. Implemented academic advising processes aligned with the adopted model. Increases in student enrollment, persistence, and graduation rates are among the measures that will signal the success of revising our advising program.

LESSONS LEARNED

Current student enrollment, persistence, and graduation rates suggest that advising could be improved as do the results of our spring 2017 and 2018 advising surveys.

POINT OF CONTACT

Laura Boren, Vice President for Student Engagement and Success

HIGH IMPACT STRATEGY #5: FACULTY AND STAFF DEVELOPMENT

The primary way to ensure all contact with our students is based in a growth mindset model is through the education and training of our faculty and staff. Having university personnel who are trained to better meet the needs of our high-risk populations, while also understanding what can help increase the retention and graduation rates of all of our students, is an important component to our overall success.

COMPLETION GOALS

Faculty and staff development increases our awareness of how to be more effective in interactions with students as well as pedagogical techniques which have proven successful which should have a positive effect on retention and progression. This also aligns with GSW's current strategic plan goals to "stimulate academic innovation," and to "Encourage and enable staff to contribute to the education and scholarship missions of the University to advance their expertise and advance in their individual careers."

DEMONSTRATION OF PRIORITY OR IMPACT

Providing opportunities for faculty and staff development that they find interesting and that will contribute to the advancement of our community are a priority for this academic year. Making funding available for these activities is one indication of its priority on this campus. Impact will be assessed as we follow-up on the implementation of strategies learning in trainings or during professional development.

SUMMARY OF ACTIVITIES TO TAKE PLACE

During the 2018-2019 academic year we plan to implement a variety of professional development opportunities. First, we started our year by having the Co-Directors of Motivate Labs on campus conducting large group and small group trainings on the importance

of a growth mind set and some strategies for implementation. We plan to bring them back in January for more small group work. Faculty and staff will be invited to implement one of the strategies learned during spring semester, write a summary of how it worked and what they would change next time, and then get together with others and discuss their results. We have multiple Teaching Circles taking place on campus, a newly development Faculty Development Committee as a part of the Faculty Senate, and a Center for Teaching and Learning with many ideas to take place this academic year.

MEASURES OF PROGRESS AND SUCCESS

Success will be measured by the level of attendance at professional development trainings and events, feedback from those who participate in these events, and, when appropriate, feedback from the students who are impacted by what was learned.

LESSONS LEARNED

The initial results of our Comprehensive Administrative Review report indicate that faculty would like more training and development in order to continue to offer a high quality education. The positive response to the Motivate Lab visit to GSW on August 9 confirms the initial CAR results and provides direction for future planning.

POINT OF CONTACT

Suzanne R. Smith, Provost/Vice President for Academic Affairs

MOMENTUM YEAR 90 DAY UPDATE

Element Description	90 Day Progress and Prospect
1 a.) Each student is guided into an academic focus area or program that best aligns with that student’s aspirations, aptitudes, and potential for success.	All students were placed in a Focus Area during registration based upon either their responses after viewing our Video explaining the Focus Areas or the results of the Focus 2 assessment.
2 a.) Degree programs are aligned into academic focus areas that have common first year courses.	This part of the plan is complete.
2 b.) Each focus area and program of study has an established default curricular (program) map that provides term-by-term course requirements and structured choice for appropriate electives.	Degree Pathways for all programs and Focus Areas in draft and under review by Office of Academic Affairs. The Pathways will be introduced to all new students in UNIV 1000, GSW’s First-Year Experience Course, during the weeks leading up to registration for spring semester.
2 c.) Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that includes core English and mathematics by the end of their first academic year.	All incoming first-year students who did not already have credit for ENGL 1101 Composition I were registered for that class fall term as were the majority who did not have credit for an Area A2 Mathematics course. Seats will be blocked in the spring semester schedule for first-year students needing an Area A2 Mathematics course.
2 d.) Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that includes three courses related to a student’s academic focus area in the first year.	All incoming first-year students were placed in block schedules that included one course in their major or focus area. Small block schedules will be arranged for spring semester to include to major or focus area classes and any remaining Area A classes.
2 e.) Students are provided with a default program map that is sequenced with critical courses and other milestones clearly indicated and advised and counseled to build a personal course schedule that incorporates as full a schedule as possible - ideally 30 credit hours - in the first year.	All incoming first-year students were provided with block schedules that include 14-16 credit hours, and they were advised during summer registration that they would need to register for enough hours in spring term to bring their first year total to at least 30 credit hours. Advisors will make this milestone a priority when discussing spring schedules with first-year students.
2 f.) Incorporate within academic pathways co-curricular programming that is intentionally developed and	Due to reorganization following the hiring of a new Provost and a new Vice President of Student Engagement and Success, this part of our implementation is still in the planning stages. GSW’s

Element Description	90 Day Progress and Prospect
implemented with learning outcomes aimed at enhancing student success.	President has made part of our plan a priority for the new Provost and VPSES.
3 a.) All incoming freshmen will be invited to participate in the USG Getting to Know Our Students' Mindset Survey before the first three weeks of the semester.	All incoming first-year students have been asked to complete the USG Getting to Know Our Students' Survey in UNIV 1000, GSW's First-Year Experience course. They have been asked to complete the survey by August 31, 2018, the end of the third week of classes at GSW. (add response rate later)
3 b & c.) All faculty and staff, especially those who work with students in their first year, are oriented toward student engagement and success, and are provided with the training and tools they need to fulfill their roles in this regard. Faculty training and support in growth mindset and belonging.	During the first week of August, all UNIV 1000 instructors were given basic training in encouraging a productive learning mindset to prepare them for the revised curriculum in UNIV 1000 that includes significant emphasis on developing a growth mindset, integrating into the campus community, and acquiring metacognitive skills. During Southwestern Week, the week prior to the beginning of classes, Chris Hullemen and Yoi Tibbetts of Motivate Lab were on campus for an entire day of training in simple practices to promote a productive learning mindset. In addition to a plenary session to which all staff, faculty, and peer instructors were invited, Chris and Yoi did small group sessions with the President's cabinet, staff who have regular contact with students, faculty, and the UNIV 1000 along with the Storm Spotters (peer instructors) for this year. As you will note in section of this report, GSW plans to continue our training partnership with Motivate Lab into the spring semester and beyond.
3 d.) Using connections through Alumni Affairs and the GSW Foundation, increase student participation in internships and work-based learning experiences by 25%, as the number of opportunities offered increases, especially in the areas of Arts and Sciences, Exercise Science, and Computing and Mathematics.	The Office of Academic Affairs has secured a High Impact Practice Opportunity grant from the GSW Foundation and located a student with the skills to develop our web resources. Alumni Affairs and Career Services continue to develop GSW's capacity to provide internships to all students who want to participate.
3 e.) Improve resilience of students who have relatively low resilience scores on the Student Strengths Inventory at the beginning of the fall term.	The Student Strengths Inventory (SSI) data for fall 2018 has been collected. The aggregate results have shown that resilience is an issue with our incoming first-year students as a group. In anticipation that this cohort of students would reproduce similar results resilience as in previous years, the redesign of UNIV 1000 incorporated lessons to encourage and develop resilience in academics. In addition, UNIV 1000 Faculty and Storm Spotters were trained in interpreting individual SSI results to identify students with particularly low resilience scores, so they discuss the sources of these results with students individually. Utilizing results of the SSI results and other metrics, staff within the Office of First Year Experiences meets with every new student at the beginning of each semester to incorporate institutional services, aimed at enhancing resilience, into students' educational success plans.
3 f.) Improve Social Integration of First-Year Students	Storm Spotters have been tasked to use SSI data on campus engagement and social comfort to identify students for special attention. In addition, the new VPSES transformed the first-year student orientation program, which take place on the Sunday before the beginning of classes, into an event designed to begin the process of integrating students into the campus community both socially and academically. The Division of Student Engagement and Success also expanded Welcome Week

Element Description	90 Day Progress and Prospect
	programming into two weeks instead of one to enhance new student social integration on campus.
<p>3 g.) As a part of assisting students in making a purposeful choice, we will reestablish the common reading program for students to be implemented through the UNIV 1000: The GSW Experience course. This program will equip students with critical thinking and discussion skills needed to be successful at the post-secondary level.</p>	<p>Members of the Task Force that redesigned the UNIV 1000 curriculum over the summer of 2018 chose <i>A Hope in the Unseen</i> by Ron Suskind as our common reading for 2018. The book tells the story of Cedric Jennings’s journey from Southwest Washington DC to Brown University. The book concentrates upon Cedric’s last year of high school and his first year of college. Funding was secured from the GSW Foundation to provide the book free of charge to all UNIV 1000 students to allow us to run two pilots this academic year. In one pilot involving three section of the course, the students will discuss the book on 6-8 occasions throughout the term on a variety of issues the book brings up. In the other involving the rest of the sections, students will have two focused discussions, one on Cedric’s experience of social integration and one on his mindset. In all sections the students will be encouraged to consider how Cedric’s experiences compare to theirs.</p>
<p>3 h.) Hold first annual Undergraduate Research and Creative Endeavors Symposium. Our students have presented their research at other campuses but their achievements have never been celebrated</p>	<p>The first GSW Undergraduate Research and Creative Endeavors Symposium was held on April 13, 2018, and was considered such a success that faculty have already begun planning for the second symposium in 2019.</p>
<p>3 i.) This academic year, GSW initiated a symposium entitled “Engaged Teaching for Engaged Learning” through the Center for Teaching and Learning. Next academic year, the symposium series will be centered on Academic Mindset with speakers and activities scheduled that will cultivate a renewed productive mindset for faculty and staff leading to enhanced student success.</p>	<p>As noted above, Chris Hulleman and Yoi Tibbetts of Motivate Lab have already been to campus this year. We are also planning to have Stephanie Foote present to a general faculty session on metacognition as framing for active learning when she visits campus to consult with our G2C Steering Committee, probably in early October. The first home grown Engaged Teaching Symposium will occur during the week of September 12 when Sociology Professor, M.C. Whitlovck will resent on Inclusive Pedagogy. Unlike last year, when the advertising for these development opportunities only went to the faculty listserv, this year’s announcements will go to the faculty-staff listserv.</p>



Georgia State University

OVERVIEW

“Georgia State is a perpetual laboratory of new ideas for using ‘big data’ to improve higher education and to keep disadvantaged students on track toward a degree.”

Washington Post, October 1, 2015

“Georgia State has been reimagined, amid a moral awakening and a raft of data-driven experimentation, as one of the South’s most innovative engines of social mobility.”

The New York Times, May 15, 2018

“No other institution has accomplished what Georgia State has over the past decade.”

Bill Gates, October 2017

When it comes to higher education, the vision of the United States as a land of equal opportunity is far from a reality. Today, it is *eight times* more likely that an individual in the top quartile of Americans by annual household income will hold a college degree than an individual in the lowest quartile.¹⁴ Nationally, white students graduate from college at rates more than 10 points higher than Hispanic students and are more than twice as likely to graduate with a 4-year college degree when compared to black students.¹⁵ According to the United States Department of Education, Pell-eligible students nationally have a six-year graduation-rate of 39%,¹⁶ a rate that is 20 points lower than the national average.¹⁷

In 2003, Georgia State University was the embodiment of these national failings. The institutional graduation rate stood at 32% and underserved populations were foundering. Graduation rates were 22% for Latinos, 29% for African Americans, and 18% for African American males. Pell students were graduating at a rates 10 percentage points lower than non-Pell students.

Today, thanks to a campus-wide commitment to student success and more than a dozen strategic programs implemented over the past several years, Georgia State’s achievement gaps are gone. The graduation rate for bachelor-degree seeking students has improved 23 points—among the largest increases in the nation over this period (**Chart 1**).¹⁸ Rates are up 35 points for Latinos (to 57%), and 29 points for African Americans (to 58%). Pell-eligible students currently represent 58% of Georgia State University’s undergraduate student population, and this year they graduated at a rate slightly *higher* than the rate for non-Pell students (**Chart 2**). In fact, over the past four years, African-American, Hispanic, first-generation and Pell-eligible students have, on average, all graduated from Georgia State at or above the rates of the student body overall—making Georgia State the only national public university to attain this goal.

Georgia State also continues to set new records for degrees conferred. The university awarded a record total of more than 7,000 undergraduate degrees over the 2017-2018 academic year. The university established new records for total bachelor’s degrees awarded (4,990), as well as bachelor’s degrees awarded to Pell-eligible (3,473), African American (2,035), Hispanic (557), and first-generation (1,375) students (**Chart 3**). Georgia State now awards more bachelor’s degrees annually to Hispanic, Asian, first

¹⁴ The Pell Institute (2015) Indicators of Higher Education Equity in the United States: 45 Year Trend Report (2015 Revised Edition). Retrieved from <http://www.pellinstitute.org/downloads/publications-Indicators of Higher Education Equity in the US 45 Year Trend Report.pdf>

¹⁵ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (2014) Table 326.10: Graduation rate from first institution attended for first-time, full-time bachelor's degree- seeking students at 4-year postsecondary institutions, by race/ethnicity, time to completion, sex, control of institution, and acceptance rate: Selected cohort entry years, 1996 through 2007. Retrieved from https://nces.ed.gov/programs/digest/d14/tables/dt14_326.10.asp.

¹⁶ Horwich, Lloyd (25 November 2015) Report on the Federal Pell Grant Program. Retrieved from <http://www.nasfaa.org/uploads/documents/Pell0212.pdf>.

¹⁷ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (2014) Table 326.10.

¹⁸ All charts can be found in the Appendix.

generation, and Pell students than any other university in Georgia. According to *Diverse Issues in Higher Education*, for the sixth consecutive year Georgia State conferred more bachelor's degrees to African Americans than any other non-profit college or university in the United States.¹⁹ Georgia State is also ranked first nationally in the number of bachelor's degrees conferred to African Americans in a number of specific disciplines: biology, finance, foreign languages, history, marketing, psychology, and the social sciences. A year ago, Georgia State University became the first institution in U.S. history to award more than 2,000 bachelor's degrees to African American students in a single year, a feat that was repeated in 2017-2018. Since the launch of its current Strategic Plan in 2011, bachelor's degree conferrals are up 47% for African Americans, 46% for Pell students, and 89% for Hispanics (**Chart 4**). Just as importantly, students are succeeding in some of the most challenging majors at Georgia State. Over this period, the number of bachelor's degrees awarded in STEM fields has increased by 113% overall, 116% for black students, 153% for black males, and 275% for Hispanic students (**Chart 5**).

In just the third year since consolidation, we are also making exceptional progress at Perimeter College, Georgia State's associate-degree-granting unit that enrolls more than 18,000 students. While there is still a long way to go, Perimeter retention rates have increased from 58% in 2014 to 70% in 2018 (Chart 6), while 3-year graduation rates have increased by 100%, from 7% to 14% over the same period (Chart 7). Equally encouragingly, achievement gaps at Perimeter College are quickly being closed. This past year, the graduation rate for Hispanic students (15%) was above that of the student body overall, Pell-eligible students graduated at the same rate (14%) as non-Pell students, and African American students graduated at rates (12%) only 2 percentage points behind the overall rate (**Chart 7**). The elimination of achievement gaps based on race, ethnicity and income level has been a distinctive and much-studied accomplishment of Georgia State's Atlanta campus, and the rapid progress in this area at Perimeter lends credence to the view that Georgia State's unique data-based and proactive approach to student success—an approach now being implemented at Perimeter—helps level the playing field for students from diverse backgrounds. Despite steep declines in Perimeter College overall enrollments in the years leading up to consolidation, associate degree conferrals were also up significantly with 2,014 degrees awarded in 2017-2018—an increase of 7% since consolidation (**Charts 8-9**). Perimeter College is now ranked 15th in the nation for the number of associate degrees awarded to African Americans annually (970).²⁰

These accomplishments have been the subject of growing levels of national attention:

- In December 2014, President Barack Obama lauded the exemplary work being done at Georgia State University to assist low-income students through its Panther Retention Grant program in his address at White House Opportunity Day.²¹
- In 2014, Georgia State received the inaugural national Award for Student Success from the Association of Public and Land Grant Universities (APLU), and in 2015 it received the second-ever Institutional Transformation Award from the American Council on Education (ACE). Both awards cited Georgia State's exceptional progress in student success and its elimination of all achievement gaps.
- In August 2015, Georgia State was invited to provide expert testimony on strategies for helping low-income students succeed before the U.S. Senate Committee on Health, Education, Labor and Pension.
- In September 2015, Georgia State was awarded a \$9 million grant from the U.S. Department of Education to lead a four-year study to track the impact of analytics-based proactive advisement on 10,000 low-income and first-generation college students nationally.
- In 2016 and again in 2018, the standing U.S. Secretaries of Education visited Georgia State specifically to learn about its student-success programs and approaches. Each publicly credited the University as being a national exemplar, and Georgia State currently serves as the lead partner for the U.S. Department of Education's program to improve student outcomes at federally designated Minority Serving Institutions.
- In March 2017, Georgia State's student-success programs secured the second largest gift in university history, a \$14.6 million grant from the State Farm Foundation to fund innovative, data-based programs in support of college completion at Georgia State University's Perimeter College campus in Decatur.
- In July 2017, Bill Gates made a half-day visit to campus specifically to learn more about Georgia State's innovative use of data and technology to transform outcomes for low-income students.
- In 2017-2018, Georgia State's President Mark Becker was awarded the Carnegie Prize for Presidential Leadership and Sr. Vice President for Student Success Timothy Renick was awarded the McGraw Prize in Higher Education. The awarding bodies for these highly prestigious national prizes both cited Georgia State's ground-breaking work deploying data-driven

¹⁹ *Diverse Issues in Higher Education*, August 2018.

<http://diverseeducation.com/top100/pages/BachelorsDegreeProducers2017.php?dtsearch=&dtrace=&dtmajor=&dtschool=Georgia State University&dtstate=&dtpage=0>

²⁰ *Diverse Issues in Higher Education*, August 2018.

diverseeducation.com/top100/pages/AssociatesDegreeProducers2017.php?dtsearch=&dtrace=&dtmajor=&dtschool=Georgia State University\ -Perimeter College&dtstate=&dtpage=0

²¹ President Barack Obama (4 December 2014) Remarks by the President at College Opportunity Summit. Retrieved from <https://www.whitehouse.gov/the-press-office/2014/12/04/remarks-president-college-opportunity-summit>.

student support initiatives to eliminate disparities in graduation rates based on race, ethnicity, income level and first-generation status.

- In December 2018, the Brookings Institution released a longitudinal data study that ranked Georgia State first in Georgia and 25th in the nation for “social mobility,” i.e., taking students from the bottom quintile of Americans by annual household income at matriculation and helping them move to the upper half of Americans by annual household income fifteen years later.
- In spring 2018, *The New York Times*, in a full-page article, highlighted Georgia State’s status as conferring the most degrees to African Americans in the country and labeled the university “an engine of social mobility,” while the *Harvard Business Review* and NPR’s “The Hidden Brain” both chronicled the impact of Georgia State’s groundbreaking work using an A.I.-enhanced chatbot to reduce summer melt.
- In fall 2018, *U.S. News and World Report* ranked Georgia State 2nd in the nation for its Commitment to Undergraduate Teaching (behind only Princeton) and the 2nd Most Innovative University in the nation (behind only Arizona State). Georgia State ranked 10th in the nation for Diversity. Georgia State’s First-Year Experience and Freshman Learning Community programs were both ranked among the Top 15 in the nation.

Motivated by a desire to make an impact, not only in the lives of its own students but also in the lives of students nation-wide, Georgia State University has made a conscious and significant commitment of time and resources to sharing with others the lessons that we have learned. Over the past three years, Georgia State has hosted teams of administrators and faculty members from more than 200 colleges and universities seeking to learn more about our student-success programs. Visiting campuses have included almost every university in the University System of Georgia (USG), institutions from forty-seven U.S. states, as well as universities and national governing boards from the Netherlands, Great Britain, Australia, Colombia, Hong Kong, China, New Zealand, and South Africa. Major national organizations—including Achieving the Dream, the American Association of State Colleges and Universities (AACSU), the Associate of Public and Land Grant Universities (APLU), the American Council on Education (ACE), Complete College America, and the U.S. Department of Education—have also turned to Georgia State for its expertise in the area.

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia State University now enrolls more African American, Hispanic, Asian American, first-generation, and Pell students than any college or university in Georgia. In fact, the University set new records for the number of bachelor-degree-seeking students enrolled in *every one* of these categories in 2017-18. With Georgia State’s 2016 consolidation with Georgia Perimeter College, the study body has become even more remarkable. Georgia State University enrolled 63,418 unique students this past year. This included 51,549 students during the Fall 2017 semester alone, including 18,698 students pursuing associate degrees on its five Perimeter College campuses. This means that approximately one out of every six students in the entire USG this past year was enrolled at Georgia State. This number includes a record 28,900 Pell-eligible students. (As a comparison, the entire Ivy League last year enrolled 9,800 Pell students.) According to *The Chronicle of Higher Education* (August 2017), Georgia State now ranks first among all national universities for the percent of Pell students that it enrolls. The university enrolls more than 21,000 African Americans per semester (25% of the USG total enrollment of African American students) and 5,200 Hispanic students (21% of the USG total). Georgia State’s diversity is truly exceptional. According to *U.S. News and World Report*, Georgia State University is one of only two universities to rank in the Top 15 in the nation for both its racial/ethnic diversity²² and the percent of low-income students enrolled.²³

The most foundational principle guiding our student-success efforts has been a pledge to improve student outcomes through *inclusion* rather *exclusion*. In the 2011 Georgia State University Strategic Plan, we committed ourselves to improving our graduation rates significantly, but not by turning our backs on the low-income, underrepresented and first-generation students who we have traditionally served. On the contrary: we pledged to increase the number of underrepresented, first-generation and Pell students enrolled *and* to serve them better. We committed to achieving improved outcomes for our students not merely at Georgia State but in their lives and careers after graduation. The consolidation with Perimeter College, with its tens of thousands of students who fall into federal at-risk categories, is the latest example of this deep commitment.

The central goal that we have set for our undergraduate success efforts is highly ambitious, but the words were chosen carefully: Georgia State would “become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.”²⁴

²² U.S. News & World Report (n.d.) Campus Ethnic Diversity: National Universities. Retrieved from <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>.

²³ U.S. News & World Report (n.d.) Economic Diversity: National Universities. Retrieved <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/economic-diversity>.

²⁴ Georgia State University (2012). Strategic Plan 2011-2016/21. Retrieved from http://strategic.gsu.edu/files/2012/09/GSU_Strategic_Plan_2016-2.pdf

Our goals included a commitment to raise overall institutional graduation rates and degree conferrals by significant margins—graduation rates for bachelor-seeking students would climb 13 points and undergraduate degree completions would increase by 2,500 annually by 2021—and to close all achievement gaps between our student populations. As outlined in this update, we are not only on track to meet these goals, we already have met the latter two—years ahead of schedule. (See Section II for more the details.)

The Strategic Plan also outlined key strategies to achieve these goals. We made a commitment to overhaul our advising system, to track every student daily with the use of predictive analytics and to intervene with students who are at risk in a proactive fashion, to expand existing high-impact programs such as freshman learning communities and Keep Hope Alive, to raise more scholarship dollars, and to pilot and scale innovative new types of financial interventions. These programs and their impacts are outlined in the next section.

COMPLETION GOALS AND HIGH-IMPACT STRATEGIES TO ATTAIN THEM

COMPLETION GOALS

In 2011, Georgia State University committed to reach a graduation rate for bachelor-degree-seeking students of 52% by 2016 and 60% by 2021.²⁵ We also committed to conferring 2,500 more degrees annually than we did in 2010 and to eliminating all significant achievement gaps between student populations. We now have committed to *doubling* the graduation rate of our new associate-degree seeking students from the 2014 baseline over the next five years.

On the surface, attaining these goals seems implausible. Georgia State’s demographic trends—characterized in recent years by huge increases in the enrollments of students from at-risk populations—typically would project a steep *decline* in student outcomes. Georgia State University, though, has been able to make dramatic gains towards its success targets even as the student body has become far more diverse and financially distressed.

Since the launch of Georgia State University’s 2011 Strategic Plan and the start of our participation in Complete College Georgia, our institutional graduation rate for bachelor-degree-seeking students has increased by 7 percentage points from 48% to 55% (Charts 1 and 2). It is important to note that, due to changes in jobs and economic circumstances, low-income and first-generation students’ families move more frequently than do middle- and upper-income college students. This phenomenon significantly impacts Georgia State’s institutional graduation rates. Using National Student Clearinghouse data to track Georgia State’s most recent 6-year bachelor-seeking cohort across all universities nationally, the success rates are even more encouraging. For the current year, a record 77.7% of the students who started at Georgia State six years ago have either graduated from Georgia State or some other institution or are still actively enrolled in college (Chart 11).

The news is equally positive for Perimeter College. In the short time since consolidation was announced, graduation rates for associate-degree-seeking students at Perimeter College have increased by 100%, doubling from 7% to 14%. While just a few years ago, Hispanic and Pell-eligible students were graduating from Perimeter at rates 40% to 50% lower than their counterparts, achievement gaps for both Pell-eligible and Hispanic students have now been eliminated at Perimeter (Chart 8). Despite steep enrollment declines in the years leading up to consolidation, associate degrees conferred this year reached a total of 2,014, a 7% increase from the pre-consolidation baseline.

Aided by the consolidation with Perimeter College, the record 7,004 undergraduate degrees conferred by Georgia State University during the 2017-2018 academic year represent a 2,782-degree increase (66%) over the baseline year of 2011 (Chart 3) and exceeds the Strategic Plan’s target to increase degrees awarded by 2,500 annually.

The gains have been greatest for at-risk student populations. In the 2016-2017 academic year, Georgia State University conferred record numbers of bachelor’s degrees to Pell-eligible, first generation, African American, and Hispanic students (Chart 4). Since the 2010-2011 academic year, the number of bachelor’s degrees conferred to Pell students has grown by 46%, conferrals to African American students by 47%, and degrees awarded to Hispanic students by 89%²⁶. Time to degree is down markedly—by more than half a semester per student since 2011—saving the graduating class of 2016 approximately \$18 million in tuition and fees compared to their colleagues just five years earlier (Chart 10).

²⁵ Georgia State University (2012) College Completion Plan 2012: A University-wide Plan for Student Success (The Implementation of Goal 1 of the GSU Strategic Plan). Retrieved from http://enrollment.gsu.edu/wp-content/blogs.dir/57/files/2013/09/GSU_College_Completion_Plan_09-06-12.pdf

²⁶ Actual percent increases were much higher in these two categories, but we have controlled for the effects of the University implementing more rigorous processes encouraging students to self-report their race and ethnicity.

Georgia State's combination of large enrollment increases of students from underserved backgrounds and significantly rising graduation rates confounds the conventional wisdom. How has Georgia State accomplished these exceptional gains?

HIGH IMPACT STRATEGIES

Georgia State's student-success strategy has been consistent and unconventional. We do not create programs targeted at students by their race, ethnicity, first-generation status, or income level. Rather, we use data to identify problems impacting large numbers of Georgia State students, and we change the institution for *all* students. Examples include:

1. GPS ADVISING

HIGH-IMPACT STRATEGY

Use predictive analytics and a system of more than 800 data-based alerts to track all undergraduates daily. Create a structure of trained academic advisors to monitor the alerts and respond with timely, proactive advice to students at scale.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

System went fully live in August 2012. This past academic year, the system generated more than 55,000 individual meetings between advisors and students to discuss specific alerts—all aimed at getting the student back on path to graduation. Since Georgia State went live with GPS Advising three years ago, freshmen fall-to-spring retention rates have increased by 5 percentage points and graduating seniors are taking fewer excess courses in completing their degrees.

In 2016, Georgia State University consolidated with Georgia Perimeter College. EDUCAUSE, with the support of the Bill & Melinda Gates Foundation and the Leona M. and Harry B. Helmsley Charitable Trust (the Helmsley Trust) and in partnership with Achieving the Dream (ATD), has awarded Georgia State University a grant to facilitate our efforts to deploy our technology solution and adapt our advising strategy in order to increase graduation rates for the 20,000 students seeking associate degrees at Perimeter. In addition to providing much needed support to students seeking associate degrees, the extension of our GPS to encompass the entirety of the new consolidated university provides us with the opportunity to better understand and support transfer pathways between two- and four- year institutions. The GPS platform launched at Perimeter in 2016-17 and the university hired an additional 30 Perimeter academic advisors in support. Early data show that GPS is equally effective in improving outcomes for associate and bachelors' students. In each context, 90% of the upfront costs have been directed to personnel, not technology.

BASELINE STATUS

- Six Year Graduation Rate at Launch: **48%** Bachelor level (2011)
7% associate level (2014)
- Degrees Conferred: in the 2013-2014 Academic Year: **4,155** bachelor's degrees (2011) and **1,882** associate degrees (2014)

INTERIM MEASURES OF PROGRESS

The numbers we are achieving via the programs are exceptionally strong.

Bachelor's:

- Credit hours at the time of graduation have declined by an average of 8 credit hours per graduating student since 2011 (**Chart 10**)
- Face-to-face advising visits grew to a record 55,000+ during the 2017-2018 AY.
- Percent of students in majors that fit their academic abilities (up by 13 points)
- Progression rates have increased by 16 points (from 47% to 63%)
- Decline in changes of major in the sophomore, junior and senior years (down by 32%)
- Correlation between advisor visits and success markers (such as credit hours attempted and retention rates) (**Chart 12**)

Associate:

- Face-to-face advising meetings with associate-degree students at Perimeter College increased to 42,589 during the 2017-2018 academic year (**Chart 13**). While there are no reliable baseline numbers from before consolidation, with only four to five advisors, it is estimated that annual visits were below 7,000.
- Bachelor's degree six-year graduation rates are up 7 percentage points and associate degree three-year rates are up 7 percentage points since their respective launches (2012, 2016)
- Bachelor's degree conferrals up 22% and Associate degree conferrals up 7% since launches

- Wasted credit hours have declined by 8 credit hours per graduating student while average time to degree is down by half a semester, saving students roughly \$15 million a year.
- All achievement gaps for bachelor's students based on race, ethnicity and income have been eliminated
- Boston Consulting Group has determined a positive ROI for the initiative

PRIMARY CONTACTS

Dr. Timothy Renick (Vice President for Enrollment Management and Student Success),

Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)

Carol Cohen (Assistant Vice President of the University Advisement Center)

2. SUMMER SUCCESS ACADEMY

HIGH-IMPACT STRATEGY

Use predictive analytics to identify admitted students for the fall freshman class who are academically at-risk and require that these students attend a seven-week summer session before fall classes and pursue 7 credit hours of college credit while be immersed in learning communities, near-peer mentoring, and a suite of mindset-building activities.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

Program was initiated for bachelor's students in 2012 as an alternate to deferring weaker freshman admits to the Spring semester. Students enroll in 7 credits of college-level (non-remedial) courses and have the support of all of GSU's tutoring, advising, financial literacy, and academic skills programs at their disposal. All students are in freshmen learning committees, participate in community and campus projects, and worked with near-peer tutors—all designed to increase "mindset," the students sense of belonging and confidence. This year's cohort at the Atlanta campus was the second largest ever, with 332 students enrolled. The most recent cohort was retained at a rate of 94%. This compares to an 83% retention rate for remainder of the freshmen class who were, on paper, better academically prepared for college. It is important to note that these same students, when Georgia State was deferring their enrollment until the spring semester (as is the common practice nationally), were being retained at only a 50% clip. This equates to more than 100 additional freshmen being retained via the Summer Success Academy annually than was the case under the old model. We launched the first application of the program to Perimeter College, the Perimeter Academy, in the Summer of 2017. Amid the first cohort of 60 students, 92% persisted to the spring semester (compared with 70% for students overall).

BASELINE STATUS

- Bachelor's: Prior to the launch of the program, students with their similar academic profile had a one-year retention rate of 51% (2010). Associate: The baseline retention rate for Perimeter Decatur-campus students overall is 64.5% with 11 credit hours attempted and a first-year GPA of 2.1.

INTERIM MEASURES

- Retention rates, GPA, hours attempted and completed

MEASURES OF SUCCESS

- Bachelor's: Retention rates for the at-risk students enrolled in the Success Academy (**90+**) exceed those of the rest of the freshman class (**82%**) and the baseline of **51%** in 2011.
- In summer 2017, the program enrolled 332 students, up 207 from summer of 2012.
- 62% of the students from the first cohort of the Success Academy in 2012 have now graduated, making their 6-year graduation rate higher than both the rate of the rest of the freshman class and the one-year retention rate was for the like cohort the year before the program launch (**Chart 14**).
- Associate: The first cohort of Perimeter Academy students enjoyed markedly higher credit-hours attempted, GPAs, and retention rates than the rest of the Decatur campus students (**Chart 15**).

PRIMARY CONTACTS

Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)

Dr. Eric Cuevas (Director of Student Success Programs)

3. PANTHER RETENTION GRANTS

HIGH-IMPACT STRATEGY

Provide micro-grants to students at the fee drop each semester to help cover modest financial shortfalls impacting the students' ability to pay tuition and fees, thus preventing students from stopping/dropping out. This past fall, more than 18,000 of Georgia State's 25,000+ bachelor-seeking students (72%) had some level of unmet need, meaning that even after grants, loans, scholarships, family contributions and the income generated from the student working 20 hours a week, the students lack sufficient funds to attend college. Each semester, hundreds of fully qualified students are dropped from their classes for lack of payment. For as little as \$300, Panther Retention Grants provide the emergency funding to allow students who want to get their degrees the opportunity to stay enrolled. Last year, more than 2,000 Georgia State students were brought back to the classroom—and kept on the path to attaining a college degree—through the program. As of spring semester 2018, 11,027 grants have been awarded to Atlanta campus and Perimeter College students since the program's inception in 2011. Of these, 86.5% have gone on to graduate. The program has prevented literally thousands of students from dropping out of Georgia State.

SUMMARY OF ACTIVITIES AND LESSON LEARNED

Staff examine the drop lists for students with unmet need, who are on track for graduation using our academic analytics, and who have modest balances for tuition and fees. Students are offered micro-grants on the condition that they agree to certain activities, including participating in financial literacy modules and meeting with a financial counselor to map out plans to finance the rest of their education. Last academic year, 2,285 grants were awarded. This included grants awarded to Perimeter College students. The timeliness of the intervention and access to good data are the keys to success.

BASELINE STATUS

- A California State University study found that, among students who stop out for a semester, only 30% ever return and graduate from the institution. The PRG program is designed to prevent stop out and the negative impact on completion rates that follow.

INTERIM MEASURES OF PROGRESS

- Of freshmen who were offered Panther Retention Grants in fall 2017, 93% enrolled the following spring, a rate higher than that of the student body as a whole. 83% of freshman PRG recipients returned to class in fall 2017.
- Of the Perimeter College students receiving Panther Retention Grants during the Fall 2016 semester, 73% returned for the Spring 2017 term.

MEASURES OF SUCCESS

- The ultimate measure of success is college completion. More than 11,000 Panther Retention Grants have now been awarded since the program's inception in 2011. 86.5% of students who have received the grant have graduated, most within two semesters. The program also generates a positive ROI for the institution according to a Gates-Foundation-financed 2018 analysis of the program conducted by the Boston Consulting Group,

PRIMARY CONTACTS

Dr. Timothy Renick (Vice President for Enrollment Management & Student Success)

Mr. James Blackburn (Associate Vice President for Student Financial Services)

4. KEEP HOPE ALIVE (KHA)

HIGH-IMPACT STRATEGY

With 58% of Georgia State students coming from Pell-eligible households (where the annual household income last year was less than \$30,000), the Hope scholarship can be a mixed blessing. The \$6,000+ scholarship provides access to college for thousands of Georgia State students, but for the students who do not maintain a 3.0 college GPA, the loss of Hope often means they drop out for financial reasons. In 2008, the graduation rates for students who lose the Hope scholarship were only 20%, 40-points lower than the rates for those who hold on to it. Before Keep Hope Alive, gaining the Hope Scholarship back after losing it is a statistical longshot: only about 9% of Georgia State students pull this off. Keep Hope Alive provides a \$500 stipend for two semesters to students who have lost Hope as an incentive for them to follow a rigorous academic restoration plan that includes meeting with advisors, attending workshops, and participating in financial literacy training—all designed to help students improve their GPAs and to regain the scholarship. Since 2008, the program has helped to almost double the graduation rates of Georgia State students who lose the Hope scholarship.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

By signing a contract to receive \$500 for each of the first two semesters after losing Hope, students agree to participate in a series of programs and interventions designed to get them back on track academically and to make wise financial choices in the aftermath of losing the scholarship.

Scholarship Criteria:

- Program is open to freshman and sophomore students with a 2.75 – 2.99 HOPE grade point average.
- Students must pursue a minimum of 30 credit hours within the next academic year.
- Students must attend Student Success workshops facilitated by the Office of Undergraduate Studies.
- Students must meet with their academic coaches on a regular basis.
- Students are required to attend mandatory advisement sessions facilitated by the University Advisement Center.

During the coming academic year, we are exploring models for the use of KHA for our associate-degree seeking students. It is critical to identify students at risk of losing Hope as early as possible, when the interventions are far more likely to change outcomes. Good tracking data are essential.

BASELINE STATUS

- Retention rates for students receiving the HOPE scholarship were 50% in 2008.
- Six-year graduation rates for students who lost their HOPE scholarship at some point in their academic career were 21% in 2008

INTERIM MEASURES OF PROGRESS

- For students in KHA in the period from 2011 to 2017, better than 55% gained the scholarship back at the next marker, in the process leveraging our \$1,000 scholarship investment by gaining between \$6,000 and \$12,000 of Hope dollars back again. Students losing HOPE who did not participate in the program regained the HOPE scholarship at a 9% rate.

MEASURES OF SUCCESS

- Since 2008, institutional HOPE retention rates have increased by 50%, from 49% to 75% in 2015.
- Compared to 2008, the six-year graduation rate for students who lost their HOPE scholarship at some point in their academic career has almost doubled, from 21% in 2008 to 38% in 2017.

PRIMARY CONTACTS

Dr. Eric Cuevas (Director of Student Success Programs)

Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)

5. META-MAJORS/CAREER PATHWAYS

HIGH-IMPACT STRATEGY

At a large public university such as Georgia State, freshmen can feel overwhelmed by the size and scope of the campus and choices that they face. This fall, Georgia State is offering 96 majors and more than 3,400 courses. Freshmen Learning Communities are now required of all non-Honors freshmen at Georgia State. They organize the freshmen class into cohorts of 25 students arranged by common academic interests, otherwise known as “meta majors” or “career pathways” (STEM, business, arts and humanities, policy, health, education and social sciences). Students in each cohort travel through their classes together, building friendships, study partners and support along the way. Block schedules—FLCs in which all courses might be between, for example, 8:30 AM and 1:30 PM three days a week—accommodate students’ work schedules and help to improve class attendance. FLC students have one-year retention rates that are 5 percentage points higher than freshmen not enrolled in FLCs. 70% of this fall’s freshmen class are in FLCs. In the first year of rolling out “career pathways” at Perimeter College, 92% of incoming freshmen were enrolled in the thematically-based block schedules. Requiring all students to choose a meta-major/career pathway puts students on a path to degree that allows for flexibility in future specialization in a particular program of study, while also ensuring the applicability of early course credits to their final majors. Implemented in conjunction with major maps and a suite of faculty-led programming that exposes students to the differences between specific academic majors during their first semester, meta-majors provide clarity and direction in what previously had been a confusing and unstructured registration process.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

Upon registration, all students are required to enroll in one of seven **meta-majors/career pathways**: STEM, Arts, Humanities, Health, Education, Policy & Social Science, and Exploratory. Once students have selected their meta-major, they are given a choice of several **block schedules**, which are pre-populated course timetables including courses relevant to their first year of study. On the

basis of their timetable, students are assigned to **Freshman Learning Communities** consisting of 25 students who are in the same meta-major and take classes according to the same block schedules of 5 – 6 courses in addition to a one-credit-hour orientation course grounded in the meta major and providing students with essential information and survival skills to help them navigate the logistical, academic, and social demands of the university. Academic departments deliver programming to students—alumni panels, departmental open houses—that help students to understand the practical differences between majors within each meta major. A new career-related portal allows students in meta majors and beyond to explore live job data including number of jobs available in the Atlanta region, starting salaries, and their connection to majors and degree programs. The portal also suggests cognate careers that students may be unaware of and shared live job data about them. It is critical to make career preparation part of the curriculum, from first semester on. Doing so also promotes voluntary students visits to Career Services, which have increased by 70% since the introduction of meta majors.

BASELINE STATUS

- 48% FLC participation with opt-in model at the Atlanta campus (2010); 0% FLC participation at Perimeter College (2014)
- Retention rates of 81% for non-FLC students (2011).
- Average bachelor-degree graduates going through 2.6 majors before graduating (2009). In the 2017-2018 academic year, enrollment in a Freshman Learning Community according to meta-major resulted in an average increase in GPA of 8%.
- In the 2016-2017 academic year, enrollment in a Freshman Learning Community by meta-major was found to increase a student's likelihood of being retained through to the following year by 5%.
- Perimeter College retention rates were 64.5% in 2014.

INTERIM MEASURES

- Adopting an opt-out model has meant that more than 70% of bachelor's-degree freshmen and 92% of associate-s-degree freshmen now participate in FLCs.

MEASURES OF SUCCESS

- One-year retention rates reached 84% for FLC freshmen (2016) in bachelor's programs. Perimeter Academy students, the first associate-degree-seeking students to start their studies in meta-major-based FLC, had a semester-to-semester retention rates 15 points higher than other Perimeter students.
- Changes in majors after the freshman year are down by 32% at GSU since 2011.

PRIMARY CONTACTS

Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)

Dr. Eric Cuevas (Director of Student Success Programs)

6. A.I.-ENHANCED CHATBOT TO REDUCE SUMMER MELT**HIGH-IMPACT STRATEGY**

In the Fall 2015, 19% of Georgia State's incoming freshman class were victims of "summer melt." Having been accepted to GSU and having confirmed their plans to attend, these students never showed up for fall classes. We tracked these students using National Student Clearinghouse data and found that, one year later, 274 of these students (74% of whom were low-income) never attended a single day of college classes at any institution. We knew we needed to be far more proactive and personal with interacting with students between high-school graduation and the first day of college classes. Towards this end, we launched a new portal to track students through the fourteen steps they needed to complete during the summer (e.g., completing their FAFSA, supplying proof of immunizations, taking placement exams) to be ready for the first day of college classes. We also become one of the first universities nationally to deploy a chat-bot in support of student success. Current grants from the Michael and Susan Dell Foundation and ECMC will allow for the expansion of the chatbot to all continuing Georgia State students.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

In the summer of 2016, we piloted a new student portal with partner EAB to track where incoming freshmen are in the steps they need to complete during the summer before fall classes. With the help of Admit Hub, we deployed an artificial-intelligence-enhanced texting system—a chatbot—that allowed students to text 24/7 from their smart devices any questions that they had about financial aid, registration, housing, admissions, and academic advising. We built a knowledge-base of 2,000 answers to commonly asked questions that served as the responses. We secured the services of Dr. Lindsay Page of the University of Pittsburgh as an independent evaluator of the project. From these efforts, we lowered "summer melt" by 22% in one year. This translates into 324 more students, mostly low-income and first-generation, enrolling for freshman fall who, one year earlier, were sitting out the college experience. Critical to success is building an adequate knowledge base of answers so students can rely on the system. Many students reported that they preferred the impersonal nature of the chat-bot.

BASELINE STATUS

- Summer Melt rate of 18% for the incoming freshman class of 2015.

INTERIM MEASURES

- In the three months leading up to the start of Fall 2016 classes, the chatbot replied to 201,000 student questions, with an average response time of 7 seconds. Similar usage has been tracked each of the past two summers, with summer melt declining by an additional 4 percentage points.

MEASURES OF SUCCESS

- Summer Melt has been reduced by more than 20% when compared to the 2015 baseline, translating into almost 1,000 more students, mostly low-income, who matriculated at Georgia State rather than sitting out college entirely. Dr. Lindsey Page has published a research article confirming these results. See <https://www.ecampusnews.com/top-news/gsu-summer-melt-enrollment/> <https://hbr.org/2018/01/how-georgia-state-university-used-an-algorithm-to-help-students-navigate-the-road-to-college>

PRIMARY CONTACTS

Dr. Timothy Renick (Sr. Vice President for Student Success)

Mr. Scott Burke (Associate Vice President for Admissions)

7. SUNTRUST STUDENT FINANCIAL MANAGEMENT CENTER

HIGH-IMPACT STRATEGY

Supported by a gift from the SunTrust Foundation, Georgia State opened the SunTrust Student Financial Management Center (SFMC) in late fall 2016. Predicated on the premise that more students will persist if their financial problems are identified early and proactively addressed, the center deploys predictive analytics parallel to those critical to Georgia State's ground-breaking GPS academic advising system. In the case of SFMC, ten years of financial data were analyzed to identify early warning signs of student financial problems. We discovered that some financial decisions made before the students first set foot on campus may determine whether a student ever graduates, such as a student choosing a single dorm rather than living at home or with roommate in the summer before the freshman year. Through the SFMC, certified financial counselors now track students daily and reach out to offer support and advice when problems are identified. In the first 18 months of operation, 56,833 Georgia State students visited the SFMC.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

A central objective of the SFMC is to deliver to our students the help they need before financial problems become severe enough to cause them to drop out. Building on a similar system that Georgia State has already deployed for academic advising, the initiative extends our predictive analytics to financial advisement. In the first six months of 2017, the SunTrust SFMC conducted **72,121** in-person, online and phone interactions. **62%** of the interactions focused on loans, FAFSA verification, status of aid, and HOPE Scholarship questions. We found that missing or incomplete documents, FAFSA problems, and parent loans were among the leading issues faced by students. An additional **6%** of interactions focused on Satisfactory Academic Progress (SAP) appeals. Combining information currently in Banner, our student information and records system, with experiences observed during the past year, the SunTrust SFMC has identified 16 risk triggers that are aligned with the data. A new financial alert system, created in part through our engagement with the Educational Advisory Board (EAB), is accessible by campus advisors, college academic assistance staff, and student retention staff.

BASELINE STATUS

This project represents new territory, not only for Georgia State but nationally. We have more than 1,000 students being dropped for non-payment each semester, and historically 50% of our students miss the deadline for completing the FAFSA.

INTERIM MEASURES

In the first year of SunTrust SFMC operation, 56,833 unique students visited the center. Of the 13,428 student who visited the center over its initial semester, 12,326 completed the Free Application for Federal Student Aid (FAFSA), and 1,104 did not complete the FAFSA. In addition, more than 2,500 first-year students received financial literacy training through their GSU 1010 new student orientation course, primarily offered through the Freshman Learning Community program. This hour-long session provides information on maintaining financial-aid eligibility, FAFSA completion, Satisfactory Academic Progress, HOPE Scholarship eligibility, and student loan responsibilities. Students were also given information on managing credit and budgeting. These efforts had a significant positive impact on our students, as we found a more than 94% FAFSA completion rate for students re-enrolled in the spring semester compared to a general Georgia State student population FAFSA completion rate of 74%.

MEASURES OF SUCCESS

With 93% of Georgia State undergraduates receiving federal aid, a major challenge for the university is getting students to take the steps to address outstanding financial-aid obligations and to resolve their balances. For the Fall 2017 semester, students who visited the SFMC were 6 percentage points more likely to complete all financial-aid requirements and bring their balances down to zero than the rest of the student body. With a campus of 52,000 students, this translates into more than 3,000 students being financially able ready to start the semester than would have been true without the assistance of the SFMC. We believe these kinds of positive impacts will only increase in the coming year, as the programs and capabilities of the SFMC reach full capacity.

PRIMARY CONTACTS

Dr. Timothy Renick (Sr. Vice President for Student Success)
 Mr. James Blackburn (AVP for Student Financial Services)
 Ms. Atia Lindley (Director of the SFMC)

8. SUPPLEMENTAL INSTRUCTION**HIGH-IMPACT STRATEGY**

Supplemental Instruction (SI) builds upon Georgia State's extensive use of near-peer tutoring and mentoring by taking undergraduates who succeed in lower-division courses one semester and deploying them as tutors in the same courses the next semester(s). Student are paid to go through training, to sit in on the same class again so they get to know the new students, and to offer three formal instructional sessions each week.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

During the past academic year, Georgia State had more than 1,000 course sections with near-peer tutors embedded in the courses. We have found that we can leverage our data to identify federal work-study and Panther Works students who have succeeded in courses with high non-pass rates and redeploy these students from their current campus jobs, thus reducing the costs of the program. We have also found that SI becomes more important with the use of early alerts to identify academic risks (as with our GPS Advising). The reason is simple: if one identifies a student struggling during week three of an Accounting course (to use one example), there needs to be support specific to that Accounting course. SI provides it. Finally, we have found that SI creates a natural and strong mentoring relationship between the faculty members teaching the course and the SI instructors (who faculty often nominate to the position), thus improving graduation rates for the tutors.

BASELINE STATUS

- Average GPA in courses identified prior to SI was 2.6 with non-pass (DFW) rates in excess of 20%.

INTERIM MEASURES

- 7,939 students attended at least one SI session during the Fall 2017 semester and another 7,889 attended during Spring 2018.

MEASURES OF SUCCESS

- During Spring 2018, students who attended FI earned an GPA in these sections of 3.22 (when compared to 2.59 for students who did not attend) and non-pass rates were 30% lower (**Chart 16**).

PRIMARY CONTACTS

Dr. Allison Calhoun-Brown (AVP for Student Success)
 Mr. Eric Cuevas (Director of Student Success)

9. HYBRID MATH CLASSES USING ADAPTIVE LEARNING**HIGH-IMPACT STRATEGY**

Deliver introductory courses in mathematics using a pedagogy that requires students actively to do math rather than merely to hear an instructor talk about math. Leveraging adaptive technologies, students receive dozens of bits of immediate, personalized feedback every hour that they are in class, and they spend class times with instructors and classmates in a math lab environment.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

Georgia State has adopted and scaled a model for introductory math instruction on the Atlanta campus in which students meet for one hour per week in a traditional classroom and three hours per week in a math lab with classmates and instructors. In the lab, dubbed the MILE (Mathematics Interactive Learning Environment) students sit at their own computer terminals and learn the subject matter at their own pace. As they answer questions, students receive personalized feedback from the adaptive program that allows slower students time to build up foundational competencies and more advanced students to be challenged—all at the same time. Results show improvement in GPA and pass rates for all demographics, but the largest gains are for students from underserved backgrounds. Students taking adaptive classes not only pass math courses at significantly higher rates, they perform at higher levels in next-level courses reliant on math skills. We are working on a pilot with Stanford University to test open-source adaptive math courseware, as well as a project funded by the Bill & Melinda Gates Foundation to expand adaptive pedagogies to first-year courses in the social sciences (Psychology, Economics, and Political Science).

BASELINE STATUS

Before the launch of the model, 43% of all Georgia State bachelor's students attempting introductory math courses were receiving non-passing grades. These numbers are often in excess of 60% at Perimeter College, where the adaptive model is set to be piloted.

INTERIM MEASURES

Last year, all 8,500 seats of Introduction to Statistics, College Algebra and Pre Calculus offered at the Atlanta campus were taught using adaptive, hybrid pedagogies. Since the launch of the program, non-pass rates for these courses have been reduced by 35%. We deployed random control trials in initial semesters, having students in the lecture and hybrid sections of a given math courses come together to take the same mid-term and final, thus verifying the effectiveness of the new approach.

MEASURES OF SUCCESS

1,300 more bachelor's students annually are passing math courses in their first attempt than was the case before the launch of the initiative. STEM completion rates at Georgia State have more than doubled over the last six years, with the greatest gains being seen by underserved populations (**Chart 5**).

PRIMARY CONTACTS

Dr. Guantao Gu (Chair of Mathematics)

Dr. Tim Renick (VP for Student Success)

10. COLLEGE TO CAREER**HIGH-IMPACT STRATEGY**

Integrate career preparation and awareness throughout the college curriculum and experience, starting with the first semester. Onboard students through learning communities structured around career pathways/meta majors, with competencies documented by students in real time by providing all students with career-based e-portfolios.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

Georgia State's new Quality Enhancement Plan, College to Career, is a campus-wide effort to get students to recognize the career competencies that they are acquiring through their curricular and co-curricular activities; to document these competencies in a robust fashion through archiving textual, video and audio evidence in faculty- and peer-reviewed e-portfolios; and to articulate the competencies through resumes, cover letters, and oral discourse. All students are now provided with e-portfolios upon matriculation at Georgia State. Faculty and departmental grants are awarded to encourage instructors to integrate assignments highlighting career competencies into both lower-level and capstone courses. New technologies have been implemented to share real-time job data for metro Atlanta with students, starting before they arrive on campus. All undergraduates are now onboarded on career-pathway-based learning communities in their first semester. In 2018, Georgia State became the first university nationally to partner with Road Trip Nation to create a searchable video archive of the careers of Georgia State alumni.

BASELINE STATUS

In 2015, the average Georgia State undergraduate was first visiting University Career Services in their final semester before graduation.

INTERIM MEASURES

Last year, Georgia State students posted more than 700,000 artifacts (evidence of their career competencies) to their e-portfolios. All students complete a first resume as part of their first-semester orientation courses. Visits by first- and second-year students to University Career Services have increased by more than 100% since 2015.

MEASURES OF SUCCESS

The Brookings Institution 2017 Rankings of Social Mobility ranked Georgia State first in Georgia and 25th in the nation for social mobility (defined as moving students from the bottom quintile of Americans by annual household income at matriculation to the top half of Americans by annual household income fifteen year later).

PRIMARY CONTACTS

Ms. Catherine Neiner (Director of University Career Services)

Dr. Tim Renick (Sr. Vice President for Student Success)

III. MOMENTUM YEAR

The high-impact practices (HIPS) outlined in the previous section are strong evidence of Georgia State’s deep commitment to the principles of the Momentum Year, a program to ensure that newly enrolled students meet a series of metric-based milestones that have been shown to correlate to college completion. These HIPS are already having a positive impact on key Momentum-Year indicators.

- Georgia State students find a **purpose** from the outset of college through being exposed to portals with live job-data before matriculation, enrolling in learning communities organized around meta-majors/career pathways in their first semesters, and exploring career options in both curricular and co-curricular settings through the College to Career initiative as they pursue their degrees. Since our model of onboarding incoming students via career and meta pathways was implemented at the Atlanta campus, Georgia State has seen a 32% reduction in students changing majors after their first year. Students are finding the right academic fit earlier on in their academic careers, and, starting in their first semester, they are documenting their career interests, goals, and directions in their e-portfolios through curricular- and co-curricular-based assignments. This past year, students posted to their e-portfolios more than 700,000 artifacts evidencing the career competencies they have acquired. (See High Impact Practices 5, 9 and 10 in Section II, above.)
- Learning communities with block schedules for all incoming students ensure that **students enroll in the appropriate English and math courses in their first semesters**. All incoming freshmen are required to enroll in learning communities, and, as part of their blocked schedules, all learning communities include English as well as the math appropriate to the career or meta pathway (HIP 5). For bachelor’s students, 93.4% of freshmen are successfully completing college-level English and 81.1% college-level Math in the first year, numbers which need to improve and will serve as baselines for our next-level efforts in this area (**Chart 17**). At Perimeter College, the numbers are 76.4% for English and 68.4% for Math. Part of the challenge at Perimeter has been that, with foundations as the prevailing model for learning support, many freshmen were not even attempting college-level courses in these areas during their first twelve months of enrollment. This issue is being addressed through the move to a co-requisite approach to remedial education as well as the adoption of learning communities at Perimeter. The news is already encouraging. In part due to the implementation of structured pathways and better advising at Perimeter, the percent of freshmen who did not attempt college-level English in their first year declined from 13.5% in 2016 to 3.3% in 2017 (**Chart 18**).
- Learning communities with block schedules also promote the accumulation of **30 attempted credit hours in the students’ first year of enrollment**. In the first year that the learning community/career pathway program was initiated at Perimeter College, average credit hours attempted for incoming freshmen during the fall semester increased from 9.0 in fall 2016 to 12.4 in fall 2017. At the Atlanta campus, where the program is fully implemented, the average incoming freshman (including part time students and new transfer students with freshman standing) this fall attempted just under 14 credit hours. For academically at-risk students, the Success and Perimeter Academies allow students to earn 7 college credits before the start of the freshman fall. Student completing the first-ever Perimeter Academy, launched at the Decatur campus in the summer of 2017, earned 7 credit hours in the summer and then successfully completed an average of 19.7 credit hours during the fall and spring semester, for an average total of 26.7 credit hours earned during the first twelve months. The year before, Perimeter students averaged a total of 13.2 credit hours completed for the first year—meaning that the Perimeter Academy students accumulated 100% more credit than their counterparts from a year earlier. (HIPS 5 and 2).
- Because these learning communities are based on meta majors/career pathways, they embed courses specific to the academic field as well as feature an orientation course that focuses on the discipline, thus **ensuring that students receive substantive course-tied exposure to their chosen academic fields in their first year** (HIP 5).
- Hybrid adaptive learning classes in introductory math not only **help thousands of additional students to satisfy their math requirement in their first year** but provide a better foundation of math skills to promote success in subsequent courses. At the Atlanta campus, we have increased the percent of first-year students who complete college-level math in their first attempt by 35%, and the percent of students who then go on to successfully complete STEM majors has increased by more than 100% (HIP 9). We have a current proposal to pilot the hybrid adaptive model in introductory math sections at Perimeter College. With the support of the John Gardner Institute, we are also currently engaged in a major initiative to scale co-requisite remediation for all Perimeter College students needing learning support in English and mathematics, a program that we are confident will further increase the number students successfully completing English and math in their first years (and adding to the list of HIPS in next year’s report).
- Through the programming and design of the Summer and Perimeter Success Academies, supplemental instruction, and programmatic components of all learning communities (including near-peer mentors embedded in the communities, field trips, and group and service-learning projects) **students develop a sense of belonging and a positive mindset** from the first semester. Adaptive components of introductory math sections—as is the case with courseware we are piloting with Stanford University—are explicitly designed to address **mindset** issues by tracking students’ levels of frustration and adjusting questions posed accordingly (HIPS 2, 5, 8, 9).

- Finally, GPS Advising has now been fully implemented at both the Atlanta and Decatur campuses. The initiative includes the use of predictive analytics to track all undergraduates daily for hundreds of data-based risk factors and immediate interventions by trained advising staff when problems are detected. Since the launch of GPS Advising on the Atlanta campus in 2012, we have hired more than 50 additional advisors to support the platform and launched more than 250,000 proactive interventions with students. Every student has a personalized, four-year academic map, and the system monitors all registration records and all grades to ensure students stay on path. GPS Advising monitors that first- and subsequent-year students are taking the right courses in the right order—including **attempting required English and math courses in the first year and enrolling in courses specific to the students’ academic field**. It has also served as a potent **boost to student credit-hour momentum**. Since the program’s launch, bachelor’s students are completing their degrees with an average of eight fewer wasted credit hours and in half a semester’s less times, saving the graduating class of 2018 \$18 million in tuition and fees when compared to the graduating class of 2012 (**Chart 10**). Administrative savings from consolidation were used to hire 32 additional advisors at Perimeter College in 2017. Last year, there were 42,589 proactive interventions with Perimeter College students. We have already begun to see significant increases in credit-hour accumulation, retention rates, and graduation rates among Perimeter College students. In effect, GPS Advising is the institutional tool that allows for the day-to-day monitoring and enforcement of Momentum Year parameters throughout the entire academic careers of Georgia State students (HIP 1).

CONCLUSION

Georgia State University is testimony to the fact that students from all backgrounds can succeed at high rates. Moreover, our efforts over the past few years show that dramatic gains are indeed possible not through changing the nature of the students served but through changing the nature of the institution that serves them. How has Georgia State University made the gains outlined above? How do we propose to reach our ambitious future targets? In one sense, the answer is simple. We employ a consistent, evidenced-based strategy. Our general approach can be summarized as follows:

- Use data aggressively in order to identify and to understand the most pervasive obstacles to our students’ progressions and completion.
- Be willing to address the problems by becoming an early adopter. This means piloting new strategies and experimenting with new technologies. After all, we will not solve decades-old problems by the same old means.
- Track the impacts of the new interventions via data and make adjustments as necessary to improve results.
- Scale the initiatives that prove effective to have maximal impact. In fact, many of the programs that we offer are currently benefitting 10,000 students or more annually.

Our work to promote student success at Georgia State has steadily increased graduation rates among our traditionally high-risk student populations, but it has also served to foster a culture of student success among faculty, staff, and administration. As the story of Georgia State University demonstrates, institutional transformation in the service of student success does not come about from a single program but grows from a series of changes that undergo continual evaluation and refinement. It also shows how a series of initially small initiatives, when scaled over time, can significantly transform an institution’s culture. Student-success planning must be flexible since the removal of each impediment to student progress reveals a new challenge that was previously invisible. When retention rates improved and thousands of additional students began progressing through their academic programs, for instance, we faced a growing problem of students running out of financial aid just short of the finish line, promoting the creation of the Panther Retention Grant program. It also led to a new analytics-based initiative to better predict and address student demand in upper-level courses. For a timeline of where we have been and where we are going next, please see **Chart 12**.

Georgia State still has much work to do, but our progress in recent years demonstrates that significant improvements in student success outcomes can come through embracing inclusion rather than exclusion, and that such gains can be made even amid a context of constrained resources. It shows that, even at very large public universities, we can provide students with personalized supports that have transformative impacts. Perhaps most importantly, the example of Georgia State shows that, despite the conventional wisdom, demographics are not destiny and achievement gaps are not inevitable. Low-income and underrepresented students can succeed at the same levels as their peers.



Gordon State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Gordon State College's mission is to ensure affordable, supportive access to high quality post-secondary education. As an access institution, we provide engaged faculty-student interaction through intimate classroom experiences; innovative and effective teaching strategies; excellent advising and mentorship programs; and effective student support services. GSC offers baccalaureate and associate degree programs. The institution has focused more in recent years on meeting the needs of underrepresented populations and dual-enrollment students.

Final Fall 2017 enrollment was 3,985; as of August 24, 2018, Fall 2018 pre-midterm census enrollment is 3,655. Of entering freshmen in fall 2017,

- 53% had learning support requirements, down slightly from 56% in Fall 2016.
 - 34% of entering freshmen had only a Math requirement (N=423), up from 26% in Fall 2016
 - 11% had Math and English requirements (N=134), up from 5% in Fall 2016
 - 2% had English requirements (N=25)
- 844 were Pell-eligible, an increase of 63% over Fall 2016
- The percentage of Pell-eligible freshmen was 68.4%, up from 59% in Fall 2016
- 38% were African-American
- 20% self-identified as first-generation college students, down slightly from Fall 2016; however, another 22% chose not to answer the question, and we suspect our first-generation population is actually much larger

To better serve our student population, Gordon State College was one of the first institutions in the USG to take remediation transformation to scale. Overall, we have targeted traditionally underserved populations for increases in access and completion. At the same time, our institution has increased its population of students taking courses on a dual-enrollment basis. In the semester of our peak enrollment, fall 2010, we enrolled 41 dual-credit students. In fall 2017, that population increased 997%, to 452 students.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

HIGH-IMPACT STRATEGY 1. IMPROVE STUDENT ENGAGEMENT AND ADVISING THROUGH

- Intrusive advising
- Engagement and advising training for new faculty members
- Faculty development in teaching and learning

RELATED GOAL

1: Increase in the number of undergraduate degrees awarded by USG institutions.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

Effectively engaging and advising students are critical factors in success for many students, and in an access institution these factors receive considerable attention.

PRIMARY POINT OF CONTACT

For strategies 1.A and 1.B, Prof. Peter Higgins, Assistant Vice-President for Academic Excellence, phiggins@gordonstate.edu.

For strategy 1.C, Dr. Anna Higgins-Harrell, Coordinator of the Center for Excellence in Teaching and Learning, a_higgins@gordostate.edu

SUMMARY OF ACTIVITIES

A. Provide Always Alert intrusive advising for disengaged and poorly performing students.

Due to significant program growth in previous years, Always Alert decentralized the academic interventions in the 2015-2016 academic year, relying less on Student Success Center staff by recruiting, training, and using more faculty for the Always Alert interventions. The 2017-2018 academic year saw explosive growth in the program and continued efforts at decentralizing the

interventions. In all, 16 faculty and staff members from 5 departments (and two schools) volunteered to be academic coaches in addition to the Student Success Center Staff. These academic coaches included faculty from the following School of Arts and Sciences departments: Biology/Physical Science; Business/Public Service; History/Political Science; Humanities; and Math/Computer Science. The School of Nursing and Health Sciences also contributed faculty volunteers. In total, academic coaches conducted 1,154 Always Alert interventions for 602 unduplicated students during 2017-2018. That represented a 59% increase in interventions and a 94% increase in unduplicated students over 2016-17. Also, the trend towards Always Alert becoming a campus-wide responsibility continued: non-SSC staff (faculty volunteers) performed 37% of all Always Alert interventions during the academic year. As a point of reference, as recently as the Spring 2016 semester, non-SSC staff had performed only 13% of all Always Alert interventions.

As part of the effort to decentralizing academic interventions, Academic Coaches began walk-in Always Alert advisement in 2015-2016 in an effort to improve accessibility to academic coaching and remove scheduling difficulties that come with working around both students' and faculty members' schedules. That initiative continued in the 2017-18 academic year, with walk-in Always Alert advising being made available in a central location on campus (the Student Center); the Student Activity and Recreation Center; and in the campus's largest residence hall.

B. Improve training of new faculty members in student engagement and advising.

In 2017-18, Gordon State continued to expand its academic advising training program for new faculty. The training was provided by the Student Success Center professional advisors and was informed by the principles of the National Academic Advising Association (NACADA). The training focused in depth on the following topics:

- Learning Outcomes
- DegreeWorks, Banner, and Academic Summaries
- Core Curriculum and Academic Plans
- Learning Support
- Academic Standards and Satisfactory Academic Progress
- Always Alert Intrusive Advising
- Working with Student Success Center Advisors

Based on feedback from previous years, the majority of the training was done through online modules developed by the SSC advisors. A total of 16 new faculty—13 from five different School of Arts and Sciences departments, and 3 from the School of Nursing and Allied Health Sciences—completed the training program, which included “live” Always Alert and academic advising opportunities, overseen by the SSC staff.

C. Increase and improve learning opportunities for all faculty members in the knowledge and practice of excellence in teaching and learning.

The GSC Center for Excellence in Teaching and Learning continued to grow in 2017-18, with the appointment of Dr. Anna Higgins-Harrell as the new director. In addition to less formal meetings and conversations, CETL held 15 official events over the course of the academic year. Below is a sampling of titles:

Looking Abroad for Answers: Collaborating to Change the Model of American Developmental Education

Faculty Interactions to Promote Intrinsic Student Motivation

Our Students, Open-Education Resources, and Textbook Affordability

Building and Designing an Effective Rubric (and using it in D2L)

D is for Dedicated Scholars: Supporting Undergraduate Research at GSC

CETL continued the annual Teaching Matters Conference that draws participants from the eastern United States. Seventy-three faculty members from around the state attended the Spring 2018 conference. In addition, CETL was moved into its own designated house on campus.

D. Hold an on-campus student success conference to engage faculty and reinforce the message that everyone on campus is responsible for student success.

In August 2017, GSC held its second annual Student Success Summit (SSS), an on-campus conference-style event that drew campus-wide participation from both faculty and staff. John Gardner and Betsy Barefoot, nationally known student success experts and liaisons to the USG's Gateway to Completion initiative, kicked off the SSS with a lunch-time keynote address, which was followed by two sets of student success-related presentations and discussions put together by faculty and staff. Although it is the type of event whose impact is difficult to quantify, once again the Summit received overwhelmingly favorable feedback, and the Always Alert program (see above) continued to see increased faculty participation, both in terms of Academic Coach volunteers and number of referrals.

MEASURES OF PROGRESS AND SUCCESS

Measure, metric, or data element

Combined number of degrees conferred and students who transfer to other USG institutions. As an access institution offering both associate and baccalaureate degrees, we measure “completion” by the number of degrees conferred and the number of students who transfer to a university or college. We have reliable transfer data only for USG institutions.

Baseline measures

1193

Interim Measures of Progress

One-year changes:

- Associate’s: -4.0% (421 to 404)
- Bachelor’s: +8.0% (187 to 202)
- Transfer Outs: -9.4% (464 to 420)

See table below, Degrees and Transfer Outs by Academic Year.*

Metric	2013/14	2014/15	2015/16	2016/17	2017/18
Associate Degrees	454	403	436	421	404
Bachelor's Degrees	155	148	181	187	202
Transfer to other USG Institutions	584	509	464	464	420
Total	1193	1060	1081	1072	1026

Measures of Success

Increase in combined number of degrees conferred and transfer outs.

LESSONS LEARNED

Always Alert: De-centralizing much of the Always Alert advising continues to make the work load manageable and is perhaps contributing to campus culture change regarding student success. Although the number of referrals grew, the percentage of referred students who actually attended an intervention dropped below 50% for the first time in the program’s history. For 2018-19 we are planning to implement a variety of measures to address that drop, including better communication about what Always Alert is; even more walk-in availability; and asking faculty to provide some in-class context about Always Alert once reporting season opens, in the hope of de-stigmatizing it.

NFO Training: Many new faculty come with insufficient training in engagement and advising, so it becomes an important responsibility on the College’s part to get them prepared for that crucial duty. A big lesson learned this year is that we face some resistance that seems to have originated with a few veteran faculty undercutting the need to advising training

CETL: These activities have a less direct but still important connection to completion goals. There have been no significant challenges to increasing and improving CETL learning opportunities.

Completion Goals: Decreases in enrollment after 2010/11 eventually caused a corresponding decrease in degrees conferred and transfer outs, and after an increase in degrees conferred in 2015-16, we were disappointed to see decreases over the past two years. We are, however, pleased to see that the number of baccalaureate degrees increased for the fourth consecutive year.

HIGH-IMPACT STRATEGY 2. INCREASE HIGH SCHOOL DUAL ENROLLMENT PARTICIPATION

RELATED 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

For some years, Gordon State College had built on its strong relationships with service area high schools to provide access to post-secondary education through dual-enrollment. In 2015, Georgia SB 132 and SB 2 provided a boost to dual enrollment opportunities for high school students, primarily through financial support.

PRIMARY POINT OF CONTACT

Dr. Ric Calhoun, Assistant Vice-President of Innovative Education and Strategic Initiatives. ricc@gordonstate.edu

SUMMARY OF ACTIVITIES

In 2017-18, Gordon State moved responsibility for the booming dual-enrollment population under the newly created Assistant Vice-President of Innovative Education and Strategic Initiatives position, after having added the position of Move On When Ready Coordinator in 2015-16. The move was made to meet the growing demand while continuing to improve customer service, including communication with local high schools, their students, and the parents of those students.

For the 2017-18 year, GSC continued to work with public and private school systems in our service area to facilitate dual enrollment, through a variety of strategies:

- vigorous recruiting at high schools
- evening information sessions for students and parents at the high schools and at Gordon State College campuses
- partnering in three College and Career Academies

MEASURES OF PROGRESS AND SUCCESS

Measure, metric, or data element

Increase in dual enrollment.

Baseline measures

At the peak of GSC's overall enrollment, in fall 2010, dual enrollment was 41.

Interim Measures of Progress

Dual-Enrollment Headcount by Academic Year

2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
70	155	172	194	315	452

Measures of Success

The maximum dual-enrollment headcount will be determined primarily by the maximum number of students in service area high schools who meet enrollment requirements.

LESSONS LEARNED

- Serving this student population requires relatively more resources compared to "traditional" freshmen. Getting students through the admissions process involves extra challenges, particularly at off-campus sites (high schools and academies) with whom we have relationships: conflicting cultures and sometimes priorities make the enrollment process difficult.
- Intentional and well-crafted NSO's are a must and make all the difference with this population of students. Expectations must be communicated clearly to both students and parents from day one.

HIGH-IMPACT STRATEGY 3. ENROLL ALL STUDENTS IN NEED OF REMEDIATION IN GATEWAY COLLEGIATE COURSES IN ENGLISH AND MATHEMATICS, WITH CO-REQUISITE LEARNING SUPPORT; COMBINE ENGLISH AND READING REMEDIATION; AND ENSURE THAT ALL REMEDIATION IS TARGETED TOWARD SUPPORTING STUDENTS IN THE SKILLS THEY NEED TO PASS THE COLLEGIATE COURSE.

RELATED GOAL

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

DEMONSTRATION OF PRIORITY AND/OR IMPACT

Gordon State College is an access institution in the USG, with 582 entering freshmen in Fall 2017 having one or more learning support requirements.

PRIMARY POINT OF CONTACT

Dr. Steve Raynie, Director of College Readiness: sraynie@gordonstate.edu

SUMMARY OF ACTIVITIES

GSC continued to be ahead of the system curve regarding co-requisite remediation. ALL students with a math requirement were placed in a support lab for either Quantitative Skills and Reasoning or College Algebra, and ALL students with an English requirement were placed in a support lab for English 1101.

MEASURES OF PROGRESS AND SUCCESS

Measure, metric, or data element

Number of semesters to pass collegiate course for co-requisite and stand-alone remediation

Baseline measures

Students admitted in fall 2012 with LS requirements could take only stand-alone LS courses, so passing a college course in the first term was not an option. The table below reflects the percentages of students who passed in two, three, or four semesters:

	2 Terms	3 Terms	4 Terms	Not Passed
English	29%	10%	1%	59%
Math	20%	13%	6%	60%

Interim Measures of Progress

For students admitted in Fall 2017 with an English Learning Support requirement,

- 68% taking co-requisite courses passed English 1101 in their first semester, up from 64% in Fall 2016
- Another 5% passed in their second semester
- So 73% of all students with an English LS requirement passed ENGL 1101 in their first academic year, up from 71% in 2016
- Compared to our baseline measure, those success rates represent a 151% improvement

For students admitted in fall 2017 with a Math Learning Support requirement,

- 54% taking co-requisite courses passed a college-level math course in their first semester, and another 10% in their second semester.
- That 64% success rate represents a decline over the Fall 2016 rate of 76%
- However, the 64% two-semester success rate represents a significant improvement over the baseline measure of 20%

Measures of Success

Students in the co-requisite courses will meet or exceed, within two semesters, the overall pass rate for the corresponding collegiate course in the fall term (ABC rate).

- For Fall 2017, the overall ENGL 1101 ABC rate was 72%. The ABC rate for co-requisite English students was 73% within two semesters, or one point higher.
- The overall MATH 1001 (Quantitative Skills and Reasoning) ABC rate was 52% and the MATH 1111 (College Algebra) rate was 44%. The ABC rate for all co-requisite Math students was 64% within two semesters.

LESSONS LEARNED

As we moved to scale on co-requisite remediation with the complete elimination of Foundations courses, the success rates continue to be encouraging. We did see a drop from Fall 2016 Math success rates, but co-requisite students once again outperformed our measure for success.

One important lesson learned is that de-coupling support labs from college-level sections proved to be more challenging than expected, both in terms of logistics and unexpectedly strong resistance from faculty/department culture. We “re-coupled” for Fall 2018, but will continue to look for ways to make de-coupling happen.

HIGH-IMPACT STRATEGY 5. CREATE AN OPPORTUNITY FOR APPLICANTS WHO FALL JUST SHORT OF GSC’S ADMISSION REQUIREMENTS TO ACCESS A COLLEGE EDUCATION THROUGH A STRUCTURED LEARNING ENVIRONMENT.

RELATED GOAL

9: Improve access for underserved and/or priority communities.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

As an access institution in the USG, Gordon State College has the responsibility of developing innovative methods for providing students the opportunity to earn a degree.

PRIMARY POINT OF CONTACT

Dr. Steve Raynie, Director of College Readiness; sraynie@gordonstate.edu

SUMMARY OF ACTIVITIES

ACCESS stands for Admissions Course through Collegiate Excellence and Student Success. The ACCESS Institute provides an alternative admissions pathway to applicants identified as having the potential to succeed in college but who do not otherwise meet regular admissions criteria. This program is available by invitation only through the Gordon State College Office of Admissions. Not all applicants will qualify, but those who are admitted participate in a designed curriculum with extra advising and tutoring support.

Students enter in a cohort taking the same, carefully-planned set of classes and must meet the following contractual requirements to remain in the Institute:

1. All students must earn at least a C in all courses during both terms.
2. All students who remain in the program after the first term must take a set of prescribed classes together (i.e., remain in a cohort) for at least one additional semester.
3. All students agree to meet regularly with academic coaches, advisors, and tutors appointed by the college and to follow their guidelines and recommendations.

The first ACCESS Institute cohort was enrolled in the summer 2014 term, and our enrollment goal was 25 students for the first three cohorts. For the fourth cohort in fall 2015, we were prepared to push the enrollment goal to 50, which we exceeded.

In Fall 2016, we began a second ACCESS program in conjunction with Fort Valley State University (FVSU GAP, or Gordon Access Program), focused on students who do not quite meet FVSU admission standards. These students were guaranteed full admission to FVSU if they successfully completed the two-semester FVSU GAP program. We have expanded the program greatly in Fall 2017, with 99 students in the program, an increase of 76 students over the original Fall 2016 cohort, or a 330% increase.

MEASURES OF PROGRESS AND SUCCESS

Measure, metric, or data element

Cohort enrollment

Baseline measures

No students were admitted who did not meet admission standards in the prior year (other than Presidential Exceptions)

Interim Measures of Progress

Institute Enrollment by Cohort

Fall 2014	Su 2015	Fall 2015	Fall 2016	Fall 2017
17	10	58	51	61

Measures of Success

The long-term enrollment goal is 75 students.

LESSONS LEARNED

We continue to see the need for close collaboration between the ACCESS team and our Admissions office, so that we can identify ACCESS students and communicate with them in a timely way during summer.

Also, the ACCESS Institute experience confirms that students’ obstacles to success tend to have far less to do with comprehending the academics than they do with building successful habits in thought and action. For that reason, we are excited to have had our new FIRE 1000 course, which is focused on growth mindset and critical thinking, approved as an Area B course that all students must take.

Our success with the FVSU-GAP program is a double-edged sword. Over 70 of the original 99 student cohort was successful and enrolled as FVSU sophomores in Fall 2018, but they count **against** our retention numbers because they did not enroll at GSC for Fall 2018.

OBSERVATIONS

Our most successful strategy and activities to this point continue to come under Goal 6, shortening time to degree completion by facilitating access to dual credit opportunities.

It continues to appear that transforming remediation has the potential to have the greatest impact on retention, progression, and completion.

Despite intensive efforts to improve branding and communicating, general efforts at attracting more students to a college education have been less effective than marketing to targeted populations: adults who wish to complete a degree, young people who fall just short of admission standards but are motivated, and dual credit students.

As an access institution, GSC has the major challenge of trying to change long-term habits in a short timeframe for a significant portion of our student population. Such habits include time management, financial management, study skills and work ethic. We must assist students with developing good habits before they lose academic eligibility and/or lose financial support.

To that end, after a false start in Fall 2017, we are recommitting to our “Gordon First” program, which provides both faculty and peer mentoring for our significant first-generation population, and our AAMI program, which suffered from lack of funding in 2017-18 but is off to a great start in 2018-19.

Expectations: GSC is excited to continue many of the above high-impact practices for 2018-19, and even more excited about the Momentum Year, organized at GSC under the umbrella of *The Highlander Edge*. We already feel that Momentum Year projects, such as re-imagining our New Student Orientations and the new FIRE course, are already having a positive impact on our student population and campus as a whole.

PART III: MOMENTUM YEAR UPDATE

Roughly 90 days in, we feel as though we have made progress towards our Momentum Year goals. What follows is further progress since we submitted our implementation plan on March 15, 2018:

ELEMENT 1 (A): MOVE STUDENTS FROM “UNDECIDED” TO A FOCUS AREA

- Completed two Momentum Year planning sessions
- NSO planning committee met throughout the spring
- NSO planning committee divided up into subcommittees
- Drafted NSO framework
- Held multiple focus groups with Gordon State sophomores and upperclassmen
- Developed assessments for how new NSO’s help students in making a purposeful choice
- Finished plans for newly reimagined NSO and developed communication plan for students
- Determined final NSO framework
- Selected and trained NSO staff: student Gordon Orientation Leaders (GOL’s) and faculty NSO Specialists
- Hired 16 GOL’s and 6 NSO Specialists
- Created and implemented overall NSO assessment plan
- Have begun campus-wide debriefing on new NSO effectiveness

Still to do:

- Admissions application updates for new focus areas
- Identify further assessments to assist student in making a purposeful choice

ELEMENT 2 (A): DEGREE PROGRAMS ARE ALIGNED INTO ACADEMIC FOCUS AREAS THAT HAVE COMMON FIRST YEAR COURSES

- Finalized focus area document
- Communicated program map concept and published maps

Still to do:

- Continue to improve course scheduling process to match focus area/program map needs

ELEMENT 2 (B): EACH FOCUS AREA AND PROGRAM OF STUDY HAS AN ESTABLISHED DEFAULT CURRICULAR (PROGRAM) MAP THAT PROVIDES TERM-BY-TERM COURSE REQUIREMENTS AND STRUCTURED CHOICE FOR APPROPRIATE ELECTIVES

- Developed Learning Support overlays (three) for first two semesters for all programs
- Identified courses and credit hours earned for “new freshmen”
- Determined who will be advising new students and developed training for those advisors

Still to do:

- Continue to review program maps for accuracy in light of potential changes in requirements

- Ensure matching course scheduling

ELEMENT 2 (C): STUDENTS ARE PROVIDED WITH DEFAULT PROGRAM MAPS THAT ARE SEQUENCED WITH CRITICAL COURSES AND OTHER MILESTONES CLEARLY INDICATED AND ADVISED AND COUNSELED TO BUILD A PERSONAL COURSE SCHEDULE THAT INCLUDES CORE ENGLISH AND MATHEMATICS BY THE END OF THEIR FIRST YEAR.

- Task completed—will continue to fine-tune course selections through internal research

ELEMENT 2 (D): STUDENTS ARE PROVIDED WITH DEFAULT PROGRAM MAPS THAT ARE SEQUENCED WITH CRITICAL COURSES AND OTHER MILESTONES CLEARLY INDICATED AND ADVISED AND COUNSELED TO BUILD A PERSONAL COURSE SCHEDULE THAT INCLUDES THREE FOCUS AREA COURSES IN THE FIRST YEAR.

- Task completed—will continue to fine-tune course selections through internal research

ELEMENT 2 (E): STUDENTS ARE PROVIDED WITH A DEFAULT PROGRAM MAP THAT IS SEQUENCED WITH CRITICAL COURSES AND OTHER MILESTONES CLEARLY INDICATED AND ADVISED AND COUNSELED TO BUILD A PERSONAL COURSE SCHEDULE AS FULL A SCHEDULE AS POSSIBLE—IDEALLY 30 CREDIT HOURS—IN THE FIRST YEAR.

- Completed Learning Support overlays to insure 30 hours in the first year
- Implemented the use of program maps during NSO's and advising to encourage 30 hours in the first year
- After NSO's, saw significant increase in percentage of new freshmen registered for 15+ hours—61.06% in Fall 2018, compared to 30.63% in Fall 2017.

Still to do:

- Develop handout to educate students and parents on benefits (both academic success benefits and cost benefits) of 15-hour + course semesters

ELEMENT 2 (F): STUDENTS ARE PROVIDED WITH PERSONALIZED CURRICULAR MAPS AND HAVE ONGOING ADVISEMENT IN THEIR ACADEMIC PROGRAM. STUDENTS ARE DIRECTED TO CO-CURRICULAR ACTIVITIES AND PRACTICES THAT ARE SUPPORTIVE OF THEIR MAJORS AND OVERALL INTEGRATION INTO THE COLLEGE ENVIRONMENT.

- Developed a list of all clubs, with many academic disciplines already established
- Have instituted co-curricular transcripts
- Made club advising significant service for faculty
- Worked out co-curricular transcript procedures

Still to do:

- Improve club recruitment process
- Work on communication plan to announce meetings
- Institute club advisor training with focus on Momentum concepts

ELEMENT 3 (A): ALL INCOMING FRESHMEN WILL BE INVITED TO PARTICIPATE IN THE USG GETTING TO KNOW OUR STUDENTS MINDSET SURVEY BEFORE THE FIRST THREE WEEKS OF THE SEMESTER

- Because the Mindset Survey was not available during our orientations, we scrapped our plans to administer it there. Instead, we returned to the email process we used last year, with supportive announcements made by faculty teaching our FIRE 1000 class.

Still to do:

- Analyze results and use to develop new student success initiatives

ELEMENT 3 (B): ALL FACULTY AND STAFF, ESPECIALLY THOSE WHO WORK WITH STUDENTS IN THEIR FIRST YEAR, ARE ORIENTED TOWARD STUDENT ENGAGEMENT AND SUCCESS, AND ARE PROVIDED WITH THE TRAINING AND TOOLS THEY NEED TO FULFILL THEIR ROLES IN THIS REGARD

- Organized Third Annual Student Success Summit, held on August 1, 2018
- Set topic (Giving Our Students the Edge) and recruited keynote speaker (Dr. Tristan Denley)
- Promoted importance of the SSS and insured that all campus offices shut down on August 1 so that ALL GSC employees could participate
- Held three face-to-face debriefs on the SSS to gain feedback from faculty and staff on its effectiveness and impact
- Devised and distributed via email an anonymous survey to gain feedback from faculty and staff on its effectiveness and impact

Still to do:

- Analyze feedback and use to improve SSS for next year

ELEMENT 3 (C): CONTINUE TO ENGAGE STUDENTS IN THE LEARNING PROCESS IN A MORE MEANINGFUL WAY BY INTRODUCING NEW PEDAGOGIES AND HIPS, AND INCREASE STUDENT SUCCESS IN GATEWAY COURSES

- Successfully re-submitted proposal to get our new freshman seminar course, FIRE 1000, approved for Area B
- Implemented FIRE 1000 for Fall, with all freshmen required to enroll
- G2C entering second year of redesign for ENGL 1101 and MATH 1111
- G2C entering first year of redesign for HIST 2111
- G2C conference attended by key faculty and staff involved in the redesign

LESSONS LEARNED THUS FAR:

- Campus-wide undertakings like the Momentum Year, re-designed New Student Orientation, and the Student Success Summit require “overcommunication.” It is easy for some faculty and especially staff to feel left out. There is no such thing as too much communication with projects like these
- Developing the program maps was a worthwhile endeavor—also going the extra mile to develop Learning Support overlays was a great investment of time, given our student population
- Redesigning NSO’s was an arduous task, but a worthwhile one both in terms of practical impact (students coming to campus with better sense of expectations and better schedules) and campus community, as volunteers from every corner of campus came together to build these crucial events
- Using students in NSO’s is a huge investment of money and time, but it is definitely worthwhile
- Coordinating class offering with the demand set forth in the program maps/focus area courses is a crucial step that we can improve on for next year
- Closing the campus and allowing ALL staff to participate in our Student Success Summit was worthwhile and beneficial



Kennesaw State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Kennesaw State University is one of four comprehensive universities in the University System of Georgia and the third-largest university in the state of Georgia. The mission statement affirms KSU’s commitment to student success.

“The KSU community values open, honest, and thoughtful intellectual inquiry, innovative and creative problem solving, professionalism, expertise, collaboration, integrity and ethical behavior, engaged citizenship, global understanding, sustainability, mutual respect, and appreciation of human and cultural diversity. The University community strives continually to enhance student success, improve institutional quality and respond to public demand for higher education.”

The KSU 2017-2018 Bridge Strategic Plan embodied the student success focus with the first strategic priority being to “enhance learning and services to improve retention, progression, and graduation rates.” Furthermore, the current KSU 2018-2023 Strategic Plan exemplifies the student success focus with the first strategic priority being to “offer high-quality academic programs, providing each student with a clear and timely academic pathway that leads to graduation,” a priority that is central to the mission of KSU.

As illustrated in Table 1, Kennesaw State University enrolled 32,741 undergraduate students in fall semester 2017, a 2.4% increase from fall semester 2016. Undergraduate enrollment has continuously increased since consolidation with Southern Polytechnic State University in Fall 2015. The proportion of full-time undergraduates has remained consistent at roughly three-quarters of the total undergraduate student population. The percentage of women has steadily decreased by one percentage point since consolidation; however, there has been a steady increase in the percentage of racial/ ethnic minority identified students. The percentage of undergraduate students receiving Pell Grants decreased two percentage points from 39% in fall semester 2015 to 37% in fall semester 2016. Pell grant data for fall semester 2017 were unavailable at the time of data collection.

The number of enrolled first-time freshmen decreased by 2% from 5,347 in fall semester 2016 to 5,238 in fall semester 2017. The full-time student percentage has remained consistent at 97% of the total first-time freshman student population. Female students remain relatively consistent at 48% while the percentage of racial/ ethnic minority identified students has increased to 42%, a percentage that has consistently increased since fall semester 2012. Similar to the overall KSU student population, the percentage of first-time freshmen receiving Pell Grants has decreased to 33% and has followed this trend since fall semester 2013.

TABLE 1. KSU DEGREE-SEEKING UNDERGRADUATE ENROLLMENT 2012-2017

Undergraduate Enrollment Profile

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total Undergraduates	27,904	28,138	29,332	30,281	31,976	32,741
Full-time	75%	75%	75%	76%	77%	76%
Female	50%	50%	49%	49%	48%	47%
Race/Ethnic Minority	37%	39%	40%	42%	43%	44%
Asian	5%	5%	5%	5%	5%	5%
Black	17%	19%	20%	20%	22%	21%
Hispanic	7%	8%	8%	9%	10%	10%
Pell Recipients	42%	41%	41%	39%	37%	-

First-time Freshmen Enrollment Profile

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total First-time Freshmen	3,984	4,034	4,665	5,032	5,347	5,238
Full-time	97%	97%	97%	97%	97%	97%
Female	50%	50%	47%	49%	49%	48%
Race/Ethnic Minority	30%	33%	35%	37%	40%	42%
Asian	4%	5%	5%	5%	5%	5%
Black	13%	15%	17%	19%	19%	19%
Hispanic	8%	8%	8%	9%	10%	10%
Pell Recipients	37%	37%	36%	35%	33%	-

Source: USG

Note: Total Undergraduate Enrollment Headcounts corrected for all Fall terms reported

INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, AND OUTCOMES**STRATEGIC PLANNING**

The Strategic Thinking and Planning committee developed the 2017-2018 Bridge Strategic Plan in response to multiple executive leadership changes in 2016, including a change in presidency. The plan was informed by a survey of campus constituencies including 405 students, 359 faculty members, 333 staff members, 586 alumni, 9 trustees, and 84 community members.

Implementation of the [Kennesaw State University Bridge Strategic Plan](#) began in July 2017. The Bridge Plan contained five strategic priorities: enhance learning and services that improve retention, progression, and graduation rates; increase engagement and prominence regionally, nationally, and internationally; improve collaboration and the campus climate related to diversity, equity, and inclusion; expand, realign, and optimize resources to meet university priorities; and build, enhance, and sustain innovative research, scholarship, and creative activity. Multiple action steps were identified for each priority. Each action step was assigned sponsors and leads who were responsible for ensuring action was taken and progress was assessed. The action step leads submitted mid-term progress reports in early 2018 and final progress reports in July for each action step, including information about the results of initiatives and tactics.

The intention was to identify action steps that could make significant progress in one-year. Several highlights from progress across the Bridge Strategic Plan (BSP) on tactics, initiatives, and results related directly to student success are including within the identified strategies below.

During the 2017-2018 Academic Year, a Planning Task Force was convened to create a new 2018-2023 Strategic Plan. Due to another Presidential change, a Guiding Committee was charged with creating a one-page document containing themes and goals for a new strategic plan. After over twenty listening sessions and an online survey, [themes and goals](#) were developed. The themes include a purposeful journey, transformational learning, our inclusive culture, community impact, and institutional excellence.

The following describes several high priority, high impact strategies for KSU. Included are results from the BSP, alignment with the new strategic plan, and progress that has been made in several areas.

ADVISING AND ACADEMIC PROGRAM MAPS

BSP Action Step 1.3: Develop new advising structures that meet standards of the Council for the Advancement of Standards in Higher Education (CAS). [Improve advising]

2018-2023 Strategic Plan: Immersed Academic Advising. Every student will have access to excellent advisors who help students toward graduation drawing on both meaningful data and mindful empathy.

An Early Alert pilot began in Fall 2017 and continued into Spring 2018. Nearly 1500 students were marked 'at risk' by their faculty in Spring 2018. Students marked at risk who met with an advisor had a DFW rate of 47%, compared with 53% who did not.

KSU Advising captured reports on nearly 20,000 student interactions in the spring of 2018 in the EAB Student Success Collaborative (SSC). The number is significant, but also important because the narrative in these reports is viewable by all in the advising community and campus partners. The number and breadth of campus partners increased and includes: Campus Awareness, Resource, & Empowerment (CARE) Services; Career Planning and Development; Center for Student Leadership; Coles College of

Business Tutoring Center; Hughes Leadership Career Coaches; and the SMART Center. This collaborative approach to student success through advising provides a supportive and proactive environment for students to be successful and supported during their time at KSU.

With the increased number of partners and advisors using EAB-SSC, we were able to establish a solid baseline of data from Spring 2018 data. Highlights from those reports include the following averages from across Colleges:

- Number of advisors per college is 5.4
- Advisor to student ratio is 637:1
- Number of advising reports was 2161
- Number of unique alerts issued 135.8
- Number of hours attempted 12.498; earned 10.951
- Percent below 2.0 was 16, above 3.5 was 37
- Number registered for Fall 2018 was 82%

Academic program maps offer suggested four-year schedules of courses for all of KSU's degree programs based on requirements in the KSU catalog. Each map provides a sample schedule each term, including milestones to help keep students on track for timely progress to graduation (<http://academicmaps.kennesaw.edu/>).

HIGH-IMPACT PRACTICES AND HIGH-IMPACT EXPERIENCES

BSP Action Step 1.2: Enhance and expand high-impact practices and high-impact experiences.

BSP Action Step 1.4: Expand mentoring, life coaching, and academic enrichment for students.

2018-2023 Strategic Plan: Integrate Classroom and Co-Curricular Activities. We will more fully integrate curricular and co-curricular offerings to enhance student development and success.

The number of participants in internships and co-ops increased from 672 in AY17 to 933 in AY18. The Associate Director of Outreach and Communication in Career Planning and Development and Associate Vice President for Curriculum have been working closely to create zero-credit internship opportunities. The Student Career Ambassador program has launched and been successful so far and has begun recruiting and interviewing the second cohort of ambassadors.

An instrument assessing soft skills and higher-level thinking skills was developed and administered to students participating in internship and co-op courses and their supervisors in the College of Science and Mathematics and the Coles College of Business at the end of spring semester, 2018. Results and findings from the pilot are summarized below:

Items with highest ratings by students and supervisors (% of respondents with ratings of 4 or 5)

- Oral communication skills (92 and 93%)
- Written communication skills (92 and 91%)
- Work behaviors (91 and 93%)
- Ethical behavior (99 and 96%)
- Teamwork skills (93 and 97%)
- Students freely asked questions or felt free to ask questions (100 and 98%)
- Experience will assist with employment (95 and 99%)

Items with lower ratings by students and supervisors

- Leadership skills (82 and 85%)
- Problem solving skills (89 and 89%)
- Degree prepared students for experience (77 and 81%)

Items with discrepancy between student and supervisors

- Analytical/critical thinking skills (97 and 88%)
- Teamwork skills (93 and 97%)
- Recommend another student/supervise another student (96 and 86%)

Items with high rating: Student items only

- Experience met educational goals (99%)
- Experience was meaningful (97%)

A career aptitude test, YouScience, was piloted by Career Planning and Development, Counseling and Psychological Services, and several sections of KSU 1101. We are still evaluating the efficacy of the tool and appropriate length of the testing for the target audiences. An additional variable is that many of the school districts have begun using YouScience in high schools across Georgia. We are going to explore whether it will be possible to have access to some of this data to help with career and academic advisement.

QUALITY ENHANCEMENT PLAN

BSP Action Step 1.2: Enhance and expand high-impact practices and high-impact experiences.

2018-2023 Strategic Plan: High-Impact Teaching Practices. We will ensure every academic program at KSU offers its students integrative, reflective learning experiences that lead to personal and professional development.

The [Quality Enhancement Plan](#) (QEP) will facilitate integrative learning demonstrated through reflection by students after participating in high impact experiences characterized by a framework of quality. This plan provides an opportunity for students to engage in multiple High Impact courses, which will include an active or experiential component of learning as well as individual reflections. The goal is for students to be transformed and this will be demonstrated through a summative reflection on their overall experience at KSU and within the High Impact courses. High impact courses are characterized by: active or experiential learning; high expectations of students; frequent feedback on student progress; a tangible product at the end of the semester that may have the potential for dissemination, such as a paper, poster, oral presentation, or report; and reflection on experiences.

In January 2018, select students who participated in multiple courses aligning with the QEP framework participated in a pilot, testing the summative reflection prompt and rubric. These students were given the opportunity to write a summative reflection and have it evaluated by the QEP pilot committee. Their feedback was collected and utilized to improve the experience and tools.

In Fall 2018 KSU will also begin reviewing select courses and faculty which align with the established framework. These faculty will be asked to attend a Course Enhancement Training at the end of Fall 2018 and utilize the enhanced framework in their courses. The course sections will also receive an attribute within the scheduling system, to allow students to search and choose courses that are considered high impact practices. This portion of the pilot will allow KSU to test the course enhancement training as well as the attributes within the scheduling system.

For each high-impact practice (HIP) included in the QEP, there will be an overview document, including the description from AAC&U, the KSU definition, and specific characteristics of the HIP as a transformational experience as well as a taxonomy with attributes of the HIP and descriptions for high impact, higher impact, and highest impact implementation. Currently, KSU has completed the documents for undergraduate research, internships and co-ops, and first-year seminars.

USG STEM INITIATIVE GRANT

2018-2023 Strategic Plan: Retention, Progression, and Graduation. We will improve our retention, progression, and graduation rates through initiatives targeted at the distinct challenges faced by students at each stage of their education.

Kennesaw State University implemented an integrated approach for improving student success in STEM courses and degree programs. Because every student regardless of major at the University must also take one course (3-4 credits) in math skills and 2 courses (7-10 credits) in science, mathematics, and technology, improving student outcomes in science and mathematics courses should have a material impact on the progression and graduation rates for the entire University, particularly students seeking degrees in STEM and STEM education. Highlights from the STEM Initiative progress report include the following:

- A predictive model using pre-matriculation data was developed and utilized to advise students into learning communities with a set of courses chosen to increase their chances of success.
- The Mentor Protégé Research Program is a broader scaffolding model that is guided by two areas of best practices in scholarly research-training and fosters undergraduate research projects and encourages grant proposal through research community models.
- Program maps for all of College of Science and Mathematics (CSM) degree programs have a clear, realistic path to completion in a four-year time frame.
- The Learning Assistant model was used in several courses and in a variety of ways, including peer-led, team-learning in Biology courses. 54 learning assistants have been employed over a two-year period and must take a pedagogy seminar as part of their training

MOMENTUM YEAR PROGRESS AND UPDATES

Kennesaw State has made significant progress towards the implementation of the Momentum Year Plan. Most of our 30- and 90-day strategies have advanced or been completed. In order to provide a comprehensive update of our progress, five primary areas of work have been identified.

COMMITTEE APPROACH

Kennesaw State University created a committee to implement the Momentum Year plan. The committee includes representation from faculty, enrollment services, faculty development, University College, deans, financial aid, business operations, institutional research, assessment, marking and communications, student affairs, curriculum, and advising. The current projects are Graduation

Coaches, Focus Areas & Program Maps, Living-Learning Communities, and the Mindset Survey. A website (<http://oie.kennesaw.edu/momentum/>) has been created to provide information and updates to the broader community.

FOCUS AREAS

A small group used the current program maps to identify commonalities and to drive the identification of the focus areas. After an initial draft, the Deans were asked to work together and with faculty to finalize the focus areas. Currently, those focus areas are: STEM; Life Science, Exercise Science, and Nursing; Computing; Arts; Business; Education; Health, Nutrition, and Human Services; Social Sciences, Humanities, and World Affairs; Built Environment; and Exploratory. The plan is to finalize focus areas by October so curriculum changes can begin in November as well as changes to the admissions application. During the Spring semester, the committee will collaborate with orientation, advising, and student affairs to assist students in the transition to focus areas. In the Fall of 2019, there will be a focus on working to move undeclared students to a focus area.

GRADUATION COACH PROPOSAL

A Graduation Coach Proposal was submitted to the Provost as a strategy to address KSU's current challenges regarding student academic success, retention, progression, and graduation rates. The proposal includes an organizational structure which establishes the coaching program within University College with a Director to oversee six coaches with a caseload of approximately 250 students each. The criteria for student eligibility was identified to include first year students with a GPA just below the threshold for HOPE and second-years or higher who are first-generation or fit other at-risk qualifiers. The program design and purpose, graduation coach roles, budget, and additional benefits of the program are also described in the proposal.

MINDSET SURVEY

KSU wanted to increase the response rate on the Mindset Survey because of the value of the data in helping our Momentum Year plan and student success efforts. The plan was simple: integrate the survey in the first-year seminar. The Director of the First-Year Seminar communicated with the faculty about the survey and included it in manuals, seminar overviews, and course examples. A link was embedded directly into D2L for the students. As of early September, KSU had 2133 responses from students, well ahead of all other USG institutions. A similar strategy will be employed for the post-survey administration. A faculty research team within First-Year and Transition Studies will further analyze the data to help inform first-year seminar pedagogy, first-year experience programs, and first-year student success programs focused on access.

LIVING-LEARNING COMMUNITIES

Housing and Residential Life is committed to elevating the living learning program to support the Momentum Year and other student success initiatives. Currently, living learning communities (LLCs) are theme based with related programming, have designated Resident Assistants (RAs), and access to funding for educational and/or service trips. The goal is to move to a more traditional living learning community with a faculty representative and a strong partnership between the curricular and co-curricular. A pilot is planned for Fall 2019 and will include at least two LLCs, one on each campus, a direct course connection, and themed by focus areas. In addition, there will be a Gaming LLC and possibly one for Honors and one for Science and Math. The application for the communities is set to go live in November. In order to avoid confusion and enhance collaboration, Housing and Residential Life is working with the Learning Communities Program in University College, which currently enrolls over 1500 students each year.



Middle Georgia State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Middle Georgia State University (MGA) is a five campus institution providing selective undergraduate and graduate education throughout the middle Georgia region. MGA serves a diverse student body through traditional, online, and hybrid delivery of curriculum. It is the mission of MGA to educate and graduate inspired lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships, and community engagement. The institution's vision is to transform individuals and their communities through extraordinary high learning. Four core values underscore this vision: stewardship, engagement, adaptability and learning.

Middle Georgia State University offers nineteen programs at the baccalaureate level and four at the master's level. An additional baccalaureate program will be offered in fall 2018. The University awarded 1079 degrees in the 2017-18 academic year which represents an increase of 2.96% over the 2016-2017 academic year. The number of baccalaureate degrees awarded increased from 675 in FY 2017 to 703* in FY 2018, an increase of 4.1%.

Census data define the fall 2017 student body to be Georgia residents (94.95%), predominantly White Non-Hispanic (60.33%) and Black/African American Non-Hispanic (35.92%), and under 25 years of age (72.39%). 61.58% of the student body were enrolled full-time. Females comprised 57.82% of the student body and males 42.18% of the student body.

In fall'17, 95.62 % of enrolled students were Georgia residents representing 139 counties with the majority of the in-state students coming from Houston, Bibb, Laurens, Peach, Dodge, Bleckley, Henry, Monroe, Jones, Fulton, DeKalb, Gwinnett and Pulaski counties. 111 out-of-state counties were also represented in the fall'17 enrolled student body. There were 268 students that came from out-of-state primarily from Alabama, Florida, South Carolina and North Carolina. International students represented 0.74% of the total fall'17 enrollment.

The number of MGA students eligible for the Pell grant in fall'17 was 3650 (49.77 %) of total enrollment as compared to 3971 (51.60 %) for the 2016-17 academic year. The fall 2017 enrollment was also comprised of 268 (3.65%) first generation college students and 2025 (27.61%) adult learners. In fall 2017, there were 401 military students that comprised 5.92% of the total enrollment as compared to 434 students (5.64%) of the total enrollment in fall'16. The ethnic minority student population in fall 2017 was 3073 (41.90%) as compared to 3461 (44.87%) in fall 2016.

MGA has a blended mission-it serves both the academically gifted students in dual enrollment, bachelor's and master's degree programs while also serving as a point of access to higher education for all underrepresented populations. Quality and distinctiveness of student success are 2015-2018 strategic priorities for MGA. Each of these attributes is dependent on data-driven decision making, better service to students, more efficient use of faculty and staff resources, and utilization of tools to measure and communicate performance. Keeping students on track to program completion is the CCG goal most closely aligned with MGA's strategic priorities. Outcomes for this goal include improved persistence and retention rates and increase in the number of students completing their degree on-time. In order to fulfill its' vision of "transformation of individuals and their communities through extraordinary higher learning", MGA has identified the following high impact strategies to enhance retention and graduation.

INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES AND OUTCOMES

Institutional CCG Goals and their associated strategies are summarized in the appendix. Description of each strategy, the activities involved, the outcomes and the lessons learned are explained below.

HIGH PRIORITY CCG GOAL 1: EXPAND ACCESS AND PROMOTE STUDENT SUCCESS

HIGH IMPACT STRATEGY 1: STRENGTHEN THE DELIVERY AND SUPPORT OF ONLINE INSTRUCTION

ACTIVITIES:

- Online courses were designed and developed by the Center for Excellence in Teaching and Learning (CETL) staff in collaboration with faculty
- A website was developed for the Center for Excellence in Teaching and Learning

- The Exam Proctoring Widget was updated and maintained to support proctoring of mathematics exams on-campus and at external locations as needed by students

OUTCOMES:

- The number of courses offered in a fully online mode increased in AY17 by 14.8 % from 782 in AY16 to 898 in AY17
- The number of distinct students in online classes increased from 5612 in AY16 to 5866 in AY17, an increase of 4.5%.
- Four 3-day workshops and online training were offered with 32 courses developed or redeveloped each scoring above 85 on an internal Quality Matters review
- The Exam Proctoring Widget supported live proctoring of 861 students; Macon 364, Warner Robins 170, Cochran 142, Dublin 53, and 132 in remote locations throughout the US and overseas

LESSONS LEARNED:

Quality instruction is the heart of any academic institution. As online courses and programs have become more common, the need to provide assistance to faculty to migrate or create materials to teach students at a distance has become critical to student's experience and achievement. It is difficult to broadly disseminate information and provide assistance to faculty with the design, development, and management of their courses. Constraints on time and the logistics of supporting an institution with 5 campus locations makes aligning schedules a challenge. To address this problem, the CETL is planning workshops for specific departments, developing common course templates, and will be creating an online course promoting strong online instructional practices for faculty who cannot attend face-to-face training.

HIGH IMPACT STRATEGY 2: CHANGING THE ADVISING MODEL TO PROVIDE AN INTRUSIVE, DECENTRALIZED PROCESS

ACTIVITIES:

- Professional advisors were assigned to all academic units
- An in-depth self-assessment of the advising process was conducted for each unit and modifications in processes were proposed to remove barriers
- Caseloads were established for each academic advisor, professional or faculty, so every MGA student has the same professional advisor or faculty advisor or both from enrollment till graduation
- All professional advisors were trained to use Degree Works. Training of faculty in different academic units is underway.
- Advising with mentoring were integrated to establish a more meaningful and impactful relationship between the student and the advisor

OUTCOMES:

- Every student has an assigned advisor in Banner as soon as they are enrolled
- Every student has a professional advisor or a professional advisor along with a faculty advisor or faculty advisor only in units that use only faculty for advising
- Every advisor has a defined caseload; professional advisors have up to 250-300 students per advisor.
- Students will be advised from the time of enrollment until graduation by their advisor

LESSONS LEARNED:

Since MGA moved to a decentralized advising process only by the end of spring'18, the impact and the barriers experienced will be more visible after another academic year. Some of the case loads are not very distinct based on campus since MGA students can take classes at more than one campus in a given semester.

HIGH IMPACT STRATEGY 3: FOCUS ON CAREER GUIDANCE

Career Services collaborated with community partners to meet the twofold purpose of 1) providing students/alumni career-focused, leadership development training and 2) connecting employers seeking full/part-time and internship candidates to students/alumni of MGA who are ready to enter the workforce.

ACTIVITIES:

- Academic advisors were trained to provide career-focused resources to "undecided" students
- A *Student Success Series* was created to provide 100 business cards, a leather portfolio and a Certificate of Completion as incentives for students or alumni who attended 3 or more events
- Additional support was sought from outside agencies in delivering full-time, part-time, internship, co-op, job shadowing, and volunteer opportunities to students and alumni of MGA

- Specialized student-focused professional development programs were offered

OUTCOMES:

- Six academic advisors were trained to provide career-focused guidance to “undecided” students in spring 2018 supporting the two person team of the Career Center
- 124 students/alumni attended more than three professional development programs since fall 2017
- Forty outside agencies were confirmed for the spring 2018 career fair compared to 28 agencies in spring 2017
- While the number of opportunities for engaging in professional development and networking activities decreased from 43 in 2016-2017 to 35 in 2017-2018, the 35 offered were more evenly administered across all five campuses to include morning, afternoon, and evening programs

LESSONS LEARNED:

Career Services provides professional development to students and alumni on five campuses, during various times of the day and evening, in addition to serving an active online population. Additionally, this office supports the development of employer relationships nationwide. Maintaining a balanced schedule of program offerings on all campuses is very challenging with limited staff and funding but the Center has continuously accepted the call to collaborate with various academic units in an effort to increase retention, progression, and graduation rates university-wide.

HIGH PRIORITY GOAL 2: SHORTEN THE TIME TO DEGREE AND DECREASE EXCESS CREDITS

HIGH IMPACT STRATEGY 1: 15 TO FINISH

ACTIVITIES:

- Trained all the professional advisors to encourage students to take 15 credits per semester
- Provided financial incentives to students to take “free” credits over 15 hours
- Improved core course scheduling to enable students to create a 15 hour schedule

OUTCOMES:

- 1508 students (20.56%) were enrolled in 15+ hours in fall 2017 as compared to 1497 (19.45%) students in fall 2016
- 40.38 % of students earned fewer than 30 hours at the end of spring 2018
- 27.80 % of students earned between 30-59 hours at the end of spring 2018
- 16.56 % earned between 60-89 hours at the end of spring 2018
- Of the AY18 graduates who earned an associates degree, 13.86% earned it in two years;
- Of the AY18 graduates who earned the bachelor’s degree, 20.19% earned it on time
- The percentage of credits successfully completed versus attempted at the end of fall’17 semester was 79.75 as compared to 77.86 at the end of fall’16.

LESSONS LEARNED:

MGA serves students on five campuses as well as online. Maintaining a balanced core and upper level course offering on all campuses is very challenging with limited faculty resources. The Division of Academic Affairs has recently identified distinct associate and bachelor’s degree programs that will be offered on each campus which will enable more focused planning of course offerings that will allow students in those degree programs to take 15 credits per semester and maintain a four year graduation timeline. Taking 15 credits per semester sometimes does not work for all majors (for example nursing and other allied health programs) and individual differences may exist. The impact of this strategy on retention and graduation rates will be more visible after MGA has used it for another couple of years.

HIGH IMPACT STRATEGY 2: TRANSFORM REMEDIATION TO ENABLE STUDENTS REQUIRING LEARNING SUPPORT (LS) TO TAKE THE REMEDIAL AS WELL AS THE GATEWAY ENGLISH AND/OR MATH COURSE IN A CO-REQUISITE MODEL.

ACTIVITIES:

- Meetings were held with the LS professional advisors team, Math and English faculty who teach the co-requisite support and gateway courses, and the Office of Admissions director and staff to inform them of the new LS guidelines.
- Revised co-requisite courses were submitted to the Academic Affairs committee and the Senate for approval.

OUTCOMES:

- The Foundation course for English was phased out in fall 2017 and students were placed in English composition along with its corequisite class
- The Foundation course for Math will be phased out in fall 2018 and students will be enrolled in a co-requisite support class and the corresponding gateway course.
- Co-requisite courses changed from 2 credits to 3 credits
- Redesign of co-requisite courses is underway .
- Admission process for Spring 2018 applicants was revised to be consistent with new LS placement guidelines.
- LS dismissals decreased from 38 in AY 2016 to 11 in AY 2017.

LESSONS LEARNED:

With the termination of LS Foundation courses, Fall 2018 will be the first semester when all LS students will be enrolled in co-requisite and the corresponding gateway course. Students' progress will be closely tracked. Effectiveness of the co-requisite model will be evaluated particularly for students who would previously have been placed in a Foundations course.

High Impact Strategy 3: Provide opportunities for dual enrollment**ACTIVITIES:**

- Dual enrollment was offered for both non-residential as well as residential students (GA Academy)
- Classes for dual enrolled students were scheduled at appropriate timings and seats reserved
- Program maps were used for the GA Academy students to enable completion of both high school graduation requirements as well as the course requirements of an associate's degree
- Dual enrollment nights at the high schools were attended to provide information on MGA
- Communication with the high school counselors were strengthened to streamline processes and remove barriers for students
- 'Elite Scholar Days' were planned for students and parents interested in the GA Academy
- A 5-day orientation was developed and offered for the GA Academy students

OUTCOMES:

- 56 students participated in the GA Academy in 2017-18
- 28 students graduated from the GA Academy with an Associate's degree in spring 2018
- 537 students were enrolled in the non-residential dual enrollment program in 2017-18
- 5 students in the non-residential program graduated with an Associate's degree in spring 2018
- 22 dual enrolled students continued in baccalaureate programs at MGA in 2017-18

LESSONS LEARNED:

Efforts to expand the dual enrolled population must continue. Marketing efforts for the GA Academy are necessary to build that population of students. Additional opportunities for GA Academy students to participate in experiential learning like undergraduate research, co-ops and internships must be offered to make it more attractive to the students. For both the residential and the non-residential populations, students need to be linked to their major and department of interest at the time of enrollment in the program so they get more involved and more engaged with the faculty and the department.

HIGH IMPACT STRATEGY 4: DEVELOP MATH PATHWAYS FOR STEM AND NON-STEM STUDENTS:

MGA planned clear math pathways for STEM and non-STEM majors to ensure students take the appropriate math classes for their program of study.

ACTIVITIES:

- Math Modeling was offered for non-STEM majors to satisfy the Area A math requirement
- Algebra was offered for STEM majors
- For students who did not meet the SAT requirement to take the Algebra class, an alternate pathway was provided via Math Modeling
- Outcomes:
- 1405 students in non-STEM majors took Math Modeling to satisfy the Area A requirement in 2017-18 academic year
- 551 students in STEM majors took Algebra or a higher math course to satisfy the Area A requirement

HIGH PRIORITY GOAL 3: IMPROVE PERSISTENCE AND RETENTION RATES

HIGH IMPACT STRATEGY 1: IMPLEMENTING COURSE REDESIGN

ACTIVITIES:

- Two courses-Introduction to Psychology and American Government-were redesigned and offered to two sections each
- POLS 1101 redesign involved the inclusion of “town hall” meetings to apply course content knowledge outside the classroom.
- PSYC 1101 redesign involved the use of in-class activities – at least one per course unit – to encourage and enhance student engagement and understanding as well the use of active, learner-centered, web-based program - Learning Curve- to gives individualized assistance, ongoing assessment, and prompt automated feedback. A more affordable textbook was adopted that included the Learning Curve-adaptive learning system.

OUTCOMES:

POLS 1101 DFW rate:

Fall 2017: redesigned sections DFW rate: 12.2% (9 out of 74 students), non-redesigned sections DFW rate: 27.2% (273 out of 1003 students)

Spring 2018: redesigned sections DFW rate: 35.0% (7 out of 20 students), non-redesigned sections DFW rate: 31.5% (211 out of 669 students)

PSYC 1101 DFW rate:

Fall 2017: Redesigned sections DFW rate: 24.3% (17 out of 70 students); non-redesigned sections DFW rate: 20.6% (174 out of 845 students)

Spring 2018: Redesigned sections DFW rate: 15.6% (7 out of 45 students); non-redesigned sections DFW rate: 19.5% (102 out of 523 students)

LESSONS LEARNED:

Uncontrolled, confounding variables (e.g., course time, lack of uniform tests/assessments) preclude from arriving at statistically valid, convincing conclusions about the effectiveness or lack of effectiveness of the intervention. For example, the DFW rate for PSYC 1101 was much higher in 8 a.m. course sections than other course times (e.g., 11 a.m.).

The level of effort and training that would be required to maintain the fidelity/reliability of the redesign may not be easily transferred across all course sections (e.g., because of numerous part-time faculty, diverse faculty teaching styles and preferred levels of autonomy).

Additional assignments/activities may actually decrease course grades for some students because of the sheer number of assignments (which some students did not do) that account for a significant portion of the course grade. Further investigations may explicitly consider individual differences (e.g., past academic performance) that may moderate the influence of the intervention.

Implementing town hall meetings is probably not feasible in fully-online sections of POLS 1101.

HIGH IMPACT STRATEGY 2: PROVIDING OPPORTUNITIES FOR EXPERIENTIAL LEARNING

The Office of Experiential Learning continues to oversee the implementation of *Experiential Learning @MGA* - the Quality Enhancement Plan of the institution. *Experiential Learning@MGA* strengthens student learning and engagement by increasing participation in an array of experiential learning opportunities – opportunities which involve students in practical application of their learning. These high-impact practices can include internships, undergraduate research, and service learning that shape our efforts to build the most meaningful educational experience possible for all students, in all disciplines, on all campuses. The initiative encourages “exploration and application beyond the classroom,” transforming students’ perspective, their career trajectories, and our shared communities. *Experiential Learning@MGA* initiative provides opportunities for students to engage in experiential learning – formal, guided, and authentic experiences outside the classroom which: improve the students’ knowledge of the subject matter, and increase their ability to apply their learning in new situations; promote the development of new and practical skill sets; and create an atmosphere of learning as students share their experiences with other students in their fields of study.

ACTIVITIES:

- Experiential Learning Course Redesigns
- Faculty Professional Development

- Student Conference and Travel Funding
- Experiential Learning Speaker Bureau and Honorarium Funding
- Regional History Conference Hosting and Institutional Undergraduate Conference Hosting

OUTCOMES:

The following shows our historical graduation data – Total Graduates – 982

- AY 2015/2016 – 143 Total (Silver = 126; Gold = 17)
- AY 2016/2017 – 351 Total (Silver = 231; Gold = 101; Platinum = 20)
- AY 2017/2018 – 487 Total
 - Dec 2017 Graduation – 199 Total (Silver = 107; Gold = 55; Platinum = 37)
 - May 2018 Graduation – 288 Total (Silver = 103; Gold = 79 ; Platinum = 106)
 - 288 of the 546 undergraduates (51.6% of the graduating class) will walk with designation
 - 103 of the 288 received silver (participating in 1 High Impact Practice)
 - 79 of the 288 received gold (participating in 2 High Impact Practices)
 - 106 of the 288 received platinum (participating in 3 or more High Impact Practices)
- AY17/18 EL Graduates up 38% from AY16/17

LESSONS LEARNED:

The QEP was developed with constituency input and mindfully crafted to maximize student learning outcomes that support the mission and reflect the strategic priorities of the institution. In its third year, we have seen a significant impact on the culture of the institution – manifested as a focus on undergraduate research. The academy's interdisciplinary collaborations is a result of strong penetration within the academic pathways. The increase in student participation can be directly attributed to the gamification model and the intentionality of critical reflection and the cumulative value and competitive advantage proposition shared with students.

HIGH PRIORITY GOAL 4: PROMOTE ACADEMIC SUCCESS FOR DIVERSE POPULATIONS

HIGH IMPACT STRATEGY 1: ENHANCING THE ACADEMIC SUCCESS OF ATHLETES

ACTIVITIES:

- Additional duties were assigned to three coaches to serve as academic advisors for athletes
- Training in the use of Banner, Degree Works and EAB Student Success Collaborative as well as workshops to understand the core curriculum, institutional and USG policies, and advising and registration procedures were offered to the academic advisors for athletes
- Academic success of athletes was recognized by the department and the university.
- Athletes were encouraged to register for 15 hours per semester

OUTCOMES:

- Team GPA's have remained relatively constant with 5 of 10 teams maintaining a 3.0+ team GPA again this year.
- 88% and 83% of student athletes earned 15+ hours in fall and spring semesters respectively.
- Percentage of athletes with a 3.75+ GPA increased from 15.30% in fall 2016 to 20.65% in fall 2017 and from 20.44% in spring 2017 to 24.86% in spring 2018.

LESSONS LEARNED:

Reinforcement and refinement of best practices each year will be an essential element in the continued academic success of student athletes. The role of athletic staff to provide academic intervention for players who may be struggling is important. The need to get assistance in various forms (Student Success Center, peer mentor from team, faculty resources, etc.) as early as possible has been recognized and stressed to the athletes.

Athletes have responded in an overwhelmingly positive way to the awards ceremony and equal emphasis being placed on academic success.

HIGH IMPACT STRATEGY 2: IMPLEMENT DIVERSITY/GLOBAL LEARNING TO SUPPORT AN INCLUSIVE CAMPUS ENVIRONMENT THAT RESULTS IN EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS

ACTIVITIES:

- The first Unity Project Public Art Installation was hosted to celebrate diversity at MGA
- Speakers were invited to lecture on issues of diversity, including lunch and learn opportunities
- The Office of Diversity collaborated with the offices of Student Life and Career Services to host the first MGA Student Leadership Conference for two years

OUTCOMES:

- Over 200 participants from the MGA campus community participated in the Unity Project
- Over 20 students who participated in the Unity Project received bronze level status or higher through the Office of Experiential Learning
- 100% of the students surveyed learned at least one diversity and inclusion concept as a result of the MGA Student Leadership Conferences both years

LESSONS LEARNED:

MGA is a diverse and inclusive campus. Diversity issues that are reflected or discussed on the larger stage of our country are usually the same issues that are of concern in higher education. The Office of Diversity, Inclusion, and Equity is working to increase learning and conversations around the diversity and inclusion issues that could affect retention, progression, and graduation if students do not feel that their differences are welcomed.

The impact of this strategy on retention and graduation rates will be more visible as the Office of Diversity, Inclusion, and Equity develops more programs and receives more feedback from the students who attend MGA over the next few years.

HIGH IMPACT STRATEGY 3: IMPLEMENT THE AFRICAN AMERICAN MALE INITIATIVE

The African American Male Initiative (AAMI) enhances retention, progression, and graduation of African-American males at Middle Georgia State University.

ACTIVITIES:

- AAMI coordinators provided weekly academic guidance through study hall and one-on-one meetings with AAMI participants.
- Peer mentors helped to connect AAMI participants to academic resources, acclimate them to the collegiate environment, and provide them with emotional support while at MGA.
- AAMI participants participated in at least one community service opportunity per month.

OUTCOMES:

- Average cumulative GPA for AAMI participants seeking a Bachelor's degree in Fall 2017 was 2.52 compared to 2.30 during Fall 2016.
- Average cumulative GPA for AAMI participants seeking a Bachelor's degree in Fall 2017 was 2.52 compared to the 2.46 cumulative GPA for all African American males attending MGA.
- Average cumulative GPA for AAMI participants seeking an Associate's degree in Fall 2017 was 2.8 compared to 2.4 during Fall 2016.
- Average cumulative GPA for participants seeking an Associate's degree in Fall 2017 was 2.8 compared to the 2.2 cumulative GPA for all African American males attending MGA.

LESSONS LEARNED:

The AAMI is a very effective program that is vital to the retention of African American males. One of the major challenges the program faces is staffing. Student Affairs has addressed the staffing issue by working with Academic Affairs to identify faculty who could assist with the program. As the program grows and more faculty and staff get involved, we expect to see the AAMI program make a huge impact at MGA. The current data suggests that the men who are a part of the AAMI program are performing at a higher level academically than African American men who are not in the program. This validates that the program is impactful and that we should continue to grow and develop it.

CCG METRICS AND OUTCOMES FOR 2017-18

Table 8 in the appendix highlights the CCG goals and outcomes for the 2017-18 academic year.

CCG METRICS AND OUTCOMES FOR 2018-19

The CCG metrics for Academic Year 2018-2019 will include: (a) Increase Bachelor's degrees conferred by 3%, (b) Improve retention rates among all students by 3%, (c) Increase the number of students taking 15+ credit hours by 1%, (d) Increase need based aid by 3%.

UPDATE ON MOMENTUM YEAR

The following goals and strategies have been planned and are in the initial stages of execution in this Momentum Year:

Goal 1: Build program maps in Degree Works whereby year 1 will include completion of thirty credit hours, core English and the required mathematics courses, as well as nine credits in the selected major

Update: Professional advisors have already been trained in the use of DW; faculty training has begun. Templates for all the degrees are being designed in DW that will establish a 4 year program map for the student in that major.

Goal 2: Establish various teams to develop recommendations for building an academic mindset

Update: Three teams have been built to work on recommendations on incorporating an academic mindset into 1) the curriculum, 2) the advising sessions, and 3) student life activities

Goal 3: Revamp orientation to include an academic introduction to the program/major, building relationship with departmental faculty and integrating career advising with academic advising

Update: An academic showcase was built into the summer'18 orientations. In addition, each academic department presented information about the major to the students prior to advising and registration.

Goal 4: Provide intrusive advising and mentoring by establishing and tracking caseloads for professional and faculty advisors

Update: Professional Advisors have been assigned to each academic School/College and have been assigned caseloads. Faculty advisors in some units have also been assigned caseloads of students for the purpose of tracking as well as mentoring towards graduation.

Goal 5: Transition students in the 'Undecided' major into defined majors/programs of study

Update: Students declaring 'Undecided' as their major were linked to career services during the orientation process. Several advisors were also trained to use the career exploration software for helping students select a major. The goal is to completely transition all 'Undecided' students into defined programs of study

Goal 6: Implement co-requisite remediation for English and Math

Update: A corequisite support course for English Composition I as well as Math Modeling has been offered. The Foundations course for students in Learning Support English was discontinued in the 2017-18 academic year. The Foundations course for students in Learning Support Math Modeling will be discontinued from fall'18 onwards.

Goal 7: Redesign selected gateway courses to improve student outcomes

Update: Two courses were redesigned and offered in the 2017-18 academic year. Two additional courses are being redesigned in the 2018-19 academic year-Algebra and the support course for English Composition I.



Savannah State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

MISSION

Savannah State University, the oldest public historically black university in the State of Georgia, develops productive members of a global society through high quality instruction, scholarship, research, service and community involvement. The University fosters engaged learning and personal growth in a student-centered environment that celebrates the African American legacy while nurturing a diverse student body. Savannah State University offers graduate and undergraduate studies including nationally accredited programs in the liberal arts, the sciences and the professions.

STUDENT BODY PROFILE

The total headcount enrollment for Savannah State University was 4,429 students, with a full-time equivalent (FTE) enrollment of 4,192. The Fall 2017 enrollment was down 10% from the Fall 2016 enrollment of 4,950. A total of 433 adult learners, 243 non-traditional undergraduate students and 190 graduate students enrolled during 2017-2018. First generation college students comprised 43.5% of the total undergraduate student body and 87% of the undergraduate student population was Pell-eligible.

The statement in our mission, “The university fosters engaged learning and personal growth in a student-centered environment”, drives our completion work’s key priorities. We realize that many of our students enter the university with challenges and we undertake the responsibility to ensure that we help them to overcome these challenges through intrusive advising, academic support, and high-impact and high-touch practices.

INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

Savannah State University focused on the redesign and refocusing of the Freshman Year Experience (FYE) course as the primary High-Impact Practice (HIP) for the 2017-2018 academic year. In addition to indoctrinating students into the Academic Mindset early in their matriculation, it also provides an opportunity to provide content that is aligned with the Institutional Student Learning Outcomes (ISLOs) that undergird all degree program at the university.

The FYE HIP is aligned to two ISLOs:

1. Critical Thinking (CT): A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
2. Integrative Learning (IL): An understanding and disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

The scope of the first year experience at Savannah State University has largely been a freshman orientation course over one semester for two credits meeting two times a week for 50 minutes. The initial phase of implementing a high impact FYE occurred from June 2018 - August 2018, during which time the course was completely redesigned with a team of faculty and professional staff. The intent of this first phase was to place the 2-credit, one semester FYE course back under the purview of the four colleges with a focus on academic mindset, college-specific content and their related career opportunities, and an orientation to collegiate life and SSU.

The redesigned FYE course is being piloted this fall under the leadership of two coordinators who were instrumental in the redesign. They have since developed an instructor orientation and training program, online resources for instructors and students in the LMS, and a communication network with instructors with weekly tips and announcements. In addition, they hold monthly meetings for instructors and provide small group and one-on-one training in the tools used to track student work and progress. The second phase will be to make FYE a year-long first year experience with more integrative learning opportunities that are co-curricular in nature and that scaffold students into undergraduate research, early internships, other HIPS following the first year experience.

ASSESSMENT OF THE FRESHMAN YEAR EXPERIENCE (FYE) HIGH-IMPACT PRACTICE (HIP)

The following qualitative and quantitative measures will be used to track the **Freshman Year Experience (FYE) High-Impact Practice (HIP)**:

1. Academic Mindset Survey results: pre- and post-test (CT)
2. Focus 2 Career and Education Planning Survey results (IL)
3. Critical Thinking: Components of the corresponding VALUE rubric (see 2.b.) to reflect the scope of the FYE course to assess a sampling from the following FYE assignments: a) Academic Mindset Written Reflections (pre- and post-survey), b) Learning Strategies Reflection, c) HBCU History and Legacy Assignment
4. Integrative Learning: Components of the VALUE rubric to reflect the scope of the FYE course to assess a sampling from the following FYE assignments: a) Focus 2 Career Written Reflection, Academic Map Assignment, Major Fair Passport Assignment
5. FYE course data to include: a) students' attendance, b) students' progress reports, c) mid-semester grades, d) students' grade contracts vs. earned course grades, e) student evaluation of the course, and f) DFWI rates using the EAB Student Success Collaborative Campus tool, the D2L Brightspace LMS, and the SSU Student Reactions to Instructor and Course Survey (administered online) as documented in the SSU Academic Institutional Effectiveness Plan (IE Plan)
6. Co-Curricular engagement using Tiger Stripe data retrieved from Student Affairs that tracks points earned for students' participation in co-curricular events

Instructors in FYE will collect and/or require students to upload written reflections to the LMS. The academic co-coordinator of FYE will retrieve samplings of evidence and use teams of scorers and the adapted VALUE rubrics to assess the critical thinking and integrative learning in the designated assignments. Sampling will be across two broad FYE course types: a) general and b) college.

General FYE courses are categorized as TIGR 1101. These are FYE sections that have been redesigned but are more general in terms of specific college content until all colleges implement the college specific FYE course. The college sections of FYE that have been implemented fall 2018 are in the College of Education (EDUC 1103) and the College of Sciences and Technology (COST 1103). In spring 2019, the College of Liberal Arts and Social Sciences plans to implement (CLAS 1103), as does the College of Business Administration (COBA 1103).

Updates on Freshman Year Experience courses are shared at Momentum Year Implementation Team meetings, updates to faculty and staff, at monthly meetings with FYE instructors, and the president's cabinet and with executive and senior level administrators at monthly leadership council meetings.

MOMENTUM YEAR

The Momentum Year Implementation Team has been established and has been meeting regularly since Spring of 2017. The team include representation from all of the college of the university, with the majority of the faculty representation from the College of Liberal Arts and Social Sciences, where English (ENGL 1101 and 1102, English Composition I & II) and Humanities (HUMN) 1201 Critical Thinking and Communication) courses are taught, and the College of Sciences and Technology, where mathematics courses (MATH 1111 College Algebra) are taught.

PURPOSEFUL CHOICE OF MAJOR/METAMAJOR/FOCUS AREA

Prior to Fall Semester 2018, students admitted to Savannah State University were able to select "Undeclared" as an option on the admission application, and many students chose to do so. The challenge that this presented is that, although students were advised each semester and were encouraged to choose a major as soon as possible, many would enter their sophomore year or even junior year without having chosen a major. When a major was chosen, quite often, some course that should have been taken earlier in their matriculation had not been taken, which of course increased the time to degree completion.

Beginning in Fall 2018, "Undeclared" is no longer an option for incoming students, as they are required to select a major upon initial admission. For those students who do not have a major or focus area identified, the Focus 2 instrument is administered to help them narrow their options based on their interests, aptitudes, and talents. Once the focus area has been identified, students are provided with information on the majors offered at the university via advisement sessions, presentations in Freshman Year Experience courses on different majors and focus areas, and university-wide activities designed to assist students with the selection of a major, such as Major Fairs, one of which is scheduled for September 24, 2018.

To assist students with the selection of metamajors and focus areas, Savannah State University has aligned the general focus areas provided by the University System of Georgia with the majors offered at Savannah State, and has convened a subcommittee of the Momentum Year Implementation Team to further refine the focus areas to more closely align with majors offered at the university.

ACADEMIC MINDSET

One of the first steps in addressing the academic mindset of the students at Savannah State University was to get a true reading of the mindset of a critical mass of our students. Realizing that the e-mail strategy for administration of the survey that was employed in the 2017-2018 Academic Year yielded very few responses from students, the strategy for administration was revisited and it was decided that the Mindset Survey would be administered in the Freshman Year Experiences courses that all new incoming students are required to take. This strategy resulted in over 700 respondents to the Fall 2018 administration of the survey. Analysis of the data collected this semester will be used to inform sessions in the FYE course that focus on the academic mindset.

It was also determined that there is a need to expose faculty and staff members to the academic mindset and the role that it plays in student success. To that end, an Academic Mindset workshop was conducted on campus by Jonathan Hull, which provided valuable information to faculty and staff on the role of the academic mindset and strategies that can be employed to develop the mindset in students.

CLEARLY SEQUENCED PROGRAM MAPS

Program maps have been developed for all of the majors at Savannah State University that include (1) English and Math in the first thirty hours of matriculation; (2) Nine semester credit hours in the students' identified focus area; and (3) thirty credits in the first year, usually by either taking fifteen semester hours in fall and spring, or twelve hours in fall and spring and six hours in the summer.

Beginning in Fall 2018, schedules for incoming freshman students are monitored to ensure that they meet all three of the Momentum Year criteria above.

COURSE REDESIGN

While course redesign is a requirement of Savannah State University's participation in Gateway to Completion (G2C) with the John N. Gardner Institute, it is also an integral component of our Momentum Year initiative. The courses selected for redesign were ENGL 1101 and 1102 English Composition I & II; MATH 1111 College Algebra; and HUMN 1201 Critical Thinking and Communication. The rationale for selection of these course was the act that all students are required to take the composition sequence, and College Algebra and Critical Thinking and Communication are core courses. All of the courses have high DFWI rates and redesign of the courses to reduce these rates and improve students' writing and computational skills would improve their performance, not only in the general education core, but in upper-division courses in majors across the campus, as well.

Course Redesign Committees have been established for ENGL 1101/1102 MATH 1111and HUMN 1201. Following are team chairs for course redesign:

ENGL 1101/1102 English Composition I & II

Dr. Jordan Dominy, Assistant Professor of English

MATH 1111 College Algebra

Dr. Tilahun Mucho, Assistant Professor of Mathematics

HUMN 1201 Critical Thinking and Communication

Dr. Lisa Yount, Associate Professor of Humanities

Following is a synopsis of the course redesign activities since Spring 2018:

ENGL 1101/1102

Student achievement data for ENGL 1101 and 1102 is being analyzed to determine if course redesign in English, which began in Fall of 2017, has resulted in gains in achievement or reductions in DFWI rates in ENGL 1101 and 1102.

Results of analyses will be used to inform further redesign of courses.

MATH 1111

Course content was reviewed and it was determined that the course included too much material. To better utilize the course time and better prepare students for pre-calculus, more emphasis placed on content that moves student toward pre-calculus. One unit was eliminated from the course (Exponential and Logarithmic functions) and content was redistributed into the other units of the course, reducing the total number of units in the course from eight units to six.

The redesign of MATH 1111 will take place in Fall 2018. Two redesigned sections will be taught by faculty on the committee in Fall 2018, along with two non-redesigned sections for control, to determine if there were any differences in student achievement in the two course formats. Students who are taking redesigned MATH 1111 in Fall 2018 will be encouraged to take MATH 1113 with same instructors who taught redesigned MATH 1111 sections to monitor their progress in MATH 1113 to see if the redesign of MATH 1111 improved performance in MATH 1113.

A proposal will be developed in Spring 2019 and taken through the curricular review process to change the course structure from 3-0-3 (3 lecture/0 lab/3 SH) format to 2-2-3 (2 lecture/2 lab/3SH) format.

In order to make the course more affordable for students, the textbook for the course was changed from a \$100.00 textbook for MATH 1111 alone to textbooks for MATH 1111 College Algebra and MATH 1113 Pre-calculus for 75.00 (\$37.50 per semester).

HUMN 1201

The course redesign committee for HUMN 1201 Critical Thinking and Communications is focused on three primary areas of redesign:

1. Refreshing the writing assignment to ensure that are able to solve an ill-structured problem;
2. Improve expectations and evaluation of the students' presentation skills, specifically speeches and oral delivery. A presentation rubric is being developed to assess those skills; and
3. Piloting the use of group testing for quizzes in the course. This process is designed to assess content mastery on individual quizzes and group quizzes.

SAVANNAH STATE MOMENTUM YEAR: SELECT 90-DAY MILESTONES AND ACTIVITIES

Following are select milestones identified in the Momentum Year Implementation Plan for Savannah State University and the status of each milestone:

We will create a set of clear degree pathways to guide new and returning students in the identification of academic focus areas that will lead to careers or graduate education.

All degree programs at Savannah State University were converted from program grids program maps. Program grids which were essentially lists of courses that the students would need to complete to earn the degree arranged by Areas A-F, followed by upper-division courses in the major. While this format did provide students with the coursework need to complete the degree, it did not illustrate to student ho they move through the curriculum from the first semester of their matriculation to graduation. Program maps are arranged by semester and clearly indicate which course are to be taken, by semester.

The Office of Student Affairs will expand Career Days Fair into the colleges.

The Director of Career Services is a member of the Momentum Year Implementation Team and is working with deans, chairs, and program coordinators in each college to develop Career Day Fairs and other activities specifically targeted to careers and graduate school opportunities in the colleges.

All incoming students will take the FOCUS 2 online inventory, either prior to or during orientation. The link could be sent in the welcome letter.

All incoming freshman students received a letter welcoming them to the university and including information on Week of Welcome and other activities. The letter included a link to the FOCUS 2 inventory that students could use to access them instrument before arriving on campus.

The completion of this online inventory will be available to incoming students during New Student Orientation in August 2018.

Those students who did not complete the FOCUS 2 inventory prior to arriving on campus for the Fall 20178 semester completed the inventory during the Week of Welcome, which took place August 4th – 12th.

A web-based training process will be developed coupled with guided instruction by the SSU Innovation Team for department chairs and faculty over the summer. This will be launched during the Fall General Assembly as the beginning activity for the Fall 2018 semester.

Meeting of the Momentum Year Implementation Team took place throughout the summer of 2018, focusing on course redesign and the roles of department chairs and program coordinators in ensuring that clear degree pathways were developed for each program prior to the beginning of the Fall 2018 semester.

During the Fall General Assembly, which took place on August 3, 2018, Momentum Year updates were provided to faculty and staff and on August 7, 2018, a Professional Development Day took place, during which a session on Momentum Year was conducted.

The Academic Affairs Office has developed a web-page that includes the following information, which can be accessed via the corresponding links:

Momentum Year: <https://www.savannahstate.edu/academic-affairs/momentum-year.shtml>

Academic Mindset: <https://www.savannahstate.edu/academic-affairs/academic-mindset.shtml>

The web page is updated frequently and includes the most current information relative to Momentum Year and Academic Mindset.

Vet the redesigned orientation programming with Student and Academic Affairs deans and directors.

The deans and directors in Academic Affairs and Student Affairs have reviewed the redesigned orientation programming and will monitor progress going forward. This semester, both redesigned sections and sections utilizing the previous format are being taught simultaneously. Analysis of results of examinations and other course activities

Share and review Academic Mindset Survey results and use this to inform Student and Academic Affairs programming and workshops for freshmen.

As stated above, the Academic Affairs Office makes Mindset Survey data available on its web page (<https://www.savannahstate.edu/academic-affairs/academic-mindset.shtml>).

These data are being reviewed to determine trends in the data and to identify areas in which the academic mindset is reinforced, as well as those in which additional reinforcement is needed.

TRACKING OF MOMENTUM YEAR ACTIVITIES AND MILESTONES

One of the challenges that was recognized at the outset of implementation of our Momentum Year initiatives was the myriad of concurrent activities and data collection, analysis, and reporting requirements to effectively manage the initiatives. In order to establish a framework in which to collect data from a number of sources, a tracking system was developed by a faculty member in Engineering Technology, Dr. Bryan Knakiewicz. Dr. Knakiewicz developed a Gantt-chart format tracking system that allows for data input from various sources into a shared drive. This helps tremendously as the Implementation Team moves systematically through the milestones for each element the Momentum Year Implementation Plan.

SUMMARY

Savannah State University has made significant progress with its Complete College Georgia (CCG), Gateway to Completion (G2C), and Momentum Year initiatives over the past academic year. The entire campus is invested in developing strategies and initiatives to shorten the time to degree completion for our students and better prepare them for graduate school or the world of work upon completion of their degrees. These strategies include development of clear degree pathways; redesigning the Freshman Year Experience courses to better align them with the college in which students earn their degrees; and engaging the entire campus in training and discussion of the Academic Mindset and its implications for student retention, progression, and completion.

We look forward to continuing the implementation and tracking the progress of the many activities designed to increase the likelihood that our students, many of whom come to Savannah State University with various challenges, are able to fully realize their potential and become productive citizens of the State of Georgia and beyond.



South Georgia
State College

South Georgia State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE: WHO WE ARE

ACADEMIC YEAR 2017-2018

South Georgia State 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.

(SGSC Mission Statement, approved 2012)

SGSC offers three associate degree programs (AA, AS, and AS in Nursing) with a total of twenty academic pathways, as well as four bachelor's degree programs (BS in Nursing, BS in Biological Sciences, BS in Management, and BS in Long-Term Healthcare Management). The college's completion priorities focus primarily on attainment of the associate's degree, at which level 96% of students were enrolled in fall 2017.

SGSC's mission, completion priorities, and student body demographics clearly align. SGSC consistently enrolls primarily "traditional" students (86% fall 2017). However, a variety of student-support services for all students is extremely important at SGSC, where almost two-thirds of all students have been Pell grant recipients (64% average, fall 2013-fall 2017), over half of entering freshmen have remedial mathematics requirements (51% fall 2017), and almost one-third (31% average, fall 2013-fall 2017) have been first-generation college students. Such student demographic data has led SGSC to select four college completion strategies focusing on helping students to succeed and earn a degree.

The "Enrollment and Demographic Trends" and "Underserved Enrollment Trends" tables (**Appendix Tables A and B, respectively**) provide a good look at the SGSC student body's characteristics.

In addition to the data in the tables, it is noteworthy that in the fall of 2017 SGSC enrolled students from 101 of the 159 Georgia counties, from 20 other states and 5 other countries, and from 368 high schools. The students represented in these enrollment figures help "to create a diverse, globally-focused learning environment" (SGSC mission statement).

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES & ACTIVITIES

(All tables and graphs referenced are in the Appendix.)

HIGH-IMPACT STRATEGY #1: INCREASE DUAL ENROLLMENT OFFERINGS AT HIGH SCHOOL AND SGSC CAMPUSES

RELATED GOAL:

Shorten time to degree completion through programs allowing students to earn college credit while still in high school

DEMONSTRATION OF PRIORITY AND/OR IMPACT:

This strategy aims to provide opportunities for academically-qualified high school students to earn college credits while still enrolled in high school, thereby shortening their time to a college degree. The strategy also positively impacts enrollment at SGSC, both while students are still in high school and as a recruitment strategy/incentive to maintain SGSC enrollment after high school graduation. Significantly, dual enrollment also facilitates and encourages transfer to senior USG institutions.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY:

Ms. Walida Swaggard, Dual Enrollment Specialist, Walida.swaggard@sgsc.edu

SUMMARY OF ACTIVITIES:

(1) Dual enrollment (DE) is promoted to high school students and their parents through mail, recruiters at college fairs, high school counselors, and direct contact from the SGSC Dual Enrollment Specialist. **(2)** DE students and percentages were enrolled at the following locations fall 2017: an SGSC campus only—52%, at a high school campus only—37%, at both a college and high school campus—11%. **(3)** Students are supported by the SGSC Academic Success office, tutors, Enrollment Services office, and high school counselors. Tutoring is available onsite at the Academic Support and STEM Centers on both campuses, as well as online. However, DE students constituted only 6.61% of all students utilizing these resources (29 of 439 students) fall semester 2017. **(4) DE students are offered free use of loaned textbooks** and receive information on the textbook process at least one month prior to the beginning of classes. **(5)** Students are provided information on continuing enrollment at SGSC after high school graduation, as well as on transferring to other USG institutions (see measure #5 below). **(6)** DE students matriculating both on campus and at high schools are offered personalized campus tours.

MEASURES OF PROGRESS AND SUCCESS:**Baseline Measures:**

(1) The enrollment baseline is 96 students enrolled in fall 2013 (**Table C**). **(2)** The credits awarded baseline is 2535 in FY 2014 (**Table D & Graph E**). **(3)** The course success rate baseline is 94.03% percent success for fall 2013 (**Table F & Graph G**). **(4)** The DE course success rates compared to non-DE success rates is 94% (DE) versus 73% (non-DE) for fall 2013 (**Graph G & Table H**). **(5)** The college enrollment post-high school graduation baseline is 90% (**Table I**).

Interim Measures of Progress:

(1) The fall 2017 dual enrollment of 385 is a 301% increase over the baseline enrollment of 96 in fall 2013 (Table C). **(2)** In FY2018 SGSC awarded 6,762 dual enrollment credits, a 167% increase over the baseline credits awarded of 2535 in FY2014 (Table D & Graph E). **(3)** The fall 2017 DE course success rate of 97.13% is an increase of 3.1% over the baseline rate of 94.03% for fall 2013 (Table F & Graph G). **(4)** The fall 2017 DE/non-DE course success rate ratio of 97%:69% is close to the ratio for the fall 2013 baseline semester, as expected at SGSC (Graph G & Table H). The data for all four measures demonstrates that the DE strategy at SGSC has been quite successful. **(5)** SGSC tracks continuing college enrollment of DE students after high school graduation. Table I demonstrates that for all four academic years shown, over 90% of SGSC's former DE students continued their college careers after graduating from high school (a figure that could be higher if all students could be tracked). Also, on average 80% of those continuing college chose to do so at either SGSC or another USG institution.

Measures of Success:

(1) Maintain or exceed a DE enrollment of 350 through fall 2020. **(2)** 5000 DE credits awarded for FY2020. **(3)** A DE course success rate of at least 92% each semester through fall 2020. **(4)** A DE/non-DE course success rate ratio of approximately 92:75 is expected through fall 2020. **(5)** We continue tracking data on continuing college. While SGSC has no control over this data point to establish a measure of success, we are using 90% of DE students continuing in college as a target. **Every measure of success was already met for fall 2017.**

LESSONS LEARNED:

(1) Area high schools are eager to have their better students participate in dual enrollment. **(2)** In order to meet accreditation standards, we must ensure that DE students on high school campuses have available the same types and quality of support services available to students on the College campuses. **(3)** Availability of tutoring online and in Academic Support and STEM Centers on both campuses has been promoted more vigorously beginning fall semester 2017. **(4)** Freeing up full-time faculty and recruiting part-time faculty to teach DE courses on high school campuses continues to be a challenge to continued growth in DE enrollment.

HIGH-IMPACT STRATEGY #2:

Increase student academic success by providing Student Support mechanisms for academic achievement.

RELATED GOALS:

Increase the number of undergraduate degrees awarded; shorten time to degree.

DEMONSTRATION OF PRIORITY AND/OR IMPACT: (

A) "Strategies to Emerge, Progress, and Succeed" (STEPS) is an effort to increase the persistence and retention of residential students. The profile of those students is as follows: First-year residential students enrolled in at least one Learning Support course at SGSC and/or who had a high school GPA of < 2.5. These "at risk" students who reside on campus are targeted because of underperformance among SGSC's residential student population, proximity, ease of staff contact, and high percentage of Pell-grant recipients and learning support requirements. Of the first-time freshman residential students enrolled fall 2017, over a third (37%) were STEPS-eligible. Significantly, for fall 2018 the percentage STEPS-eligible has increased to 56.4% (N=110). While about half of

those eligible had a HSGPA of 2.5 or greater, the number required to enroll in Learning Support courses increased—probably due to new LS criteria. **(B) Learning Center tutoring, included in the CCG report for the first time**, is available on both the Douglas and Waycross campuses. Each campus has an Academic Support Center and a STEM Center, as well as the availability of 24/7 online tutoring.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY:

Ms. Amber Wheeler, Academic Success Director, amber.wheeler@sgsc.edu

SUMMARY OF ACTIVITIES:

(A) Strategies to Emerge, Progress, and Succeed (STEPS): **(1)** STEPS involves student success workshops, Academic Support Center tutoring, STEM Center tutoring, academic coaching provided by faculty and staff members, course grade monitoring throughout the academic year, a STEPS-student-specific SGSC 1000 orientation/first-year experience course, and other intervention practices. **(2)** In fall 2016 and 2017 there were two sections of the SGSC 1000 first-year experience course for STEPS students, and there will be three STEPS sections in fall 2018. Designed collaboratively by the Vice President for Academic and Student Affairs, the Academic Success Director, and an Academic Support counselor, the STEPS FYE/orientation class differs from other sections of the course in that it is a skills-driven class for at-risk students focused on student resources, goal setting, studying, note taking, testing, time management, financial literacy, student policies and procedures, academic planning, career planning, and “soft skills.” It also focuses on academic advising, academic standards, grade point average calculation, and other topics related to student success. Resources used in developing and delivering the course include “Open Forum for Learning Assistance Professionals” (<https://lists.ufl.edu/archives/lrnasst-l.html>), a listserv developed for those who teach this type course, as well as a variety of other online sources and publications. In addition, the Academic Success Director researched Open Educational Resource texts to utilize for the fall 2017 cohort. **(3)** STEPS cohort student achievement for each fall semester is compared to the non-STEPS but STEPS-eligible fall 2013 baseline cohort achievement for data reporting purposes. STEPS students are not “visible” as such to faculty other than their orientation class instructor.

MEASURES OF PROGRESS AND SUCCESS, STEPS:

Baseline Measures, STEPS:

Baseline measures for all eight metric/data elements come from the performance of the fall 2013 entering cohort of non-STEPS residential students—those students whose academic performance was not affected by the STEPS strategies initiated with the fall 2014 entering cohort. **All baseline data can be found in Table J.** The baseline measures are as follows: **(1)** fall 2013 to spring 2014 baseline persistence rate: 87.50% persisted; **(2)** fall 2013 to fall 2014 baseline retention rate: 48.96% were retained; **(3)** the fall 2013 baseline grade point average is 1.85; **(4)** a baseline of 78.13% of students were in good standing at the end of fall term 2013; **(5)** the baseline course success rate for fall term 2013 is 67%; **(6)** the spring term 2014 baseline grade point average is 1.51; **(7)** a baseline of 46.43% of students were in good standing at the end of spring term 2014; **(8)** the baseline course success rate for spring term 2014 is 50.13%.

Interim Measures of Progress, STEPS:

All progress data can be found in Table J.

1. The fall to spring **persistence** rates for the STEPS cohorts are 92.72% (fall 2016) and 89.47% (fall 2017), **the latter indicating a slight decrease, which is being reviewed.**
2. The fall 2016 to fall 2017 **retention** rate for the STEPS cohort is 60.00%, **11.04% percent higher than that of the non-STEPS baseline cohort** but 5% below the target.
3. The **grade point averages** for the STEPS cohorts are 1.96 (fall 2016) and 1.64 (fall 2017), **the most recent of which is lower than the 1.85 average for the non-STEPS baseline group and needing improvement.**
4. STEPS students remained in **good standing** at rates of 63.64% (fall 2016) and 65.79% (fall 2017), **both below the rates for the non-STEPS cohort (78.13%); however, as is demonstrated in the data for #7 below, by the end of a full academic year the STEPS cohort far out-performed the non-STEPS baseline cohort in terms of remaining in good standing.**
5. The **course success** rates for the STEPS cohorts are 68.20% (fall 2016) and 55.93% (fall 2017), **rates comparable in 2016 to those for the non-STEPS baseline cohort (67%) but below the baseline in 2017; however, as is the case with end-of-academic-year good standing rates, #8 below demonstrates that by the end of a full academic year the STEPS cohort far out-performed the non-STEPS baseline cohort in terms of course success rates.**
6. The spring term **grade point averages** of STEPS students are 1.89 (spring 2016) and 1.83 (spring 2016), **well above those of the non-STEPS baseline cohort (1.51).**
7. The percent of STEPS students in **good standing at the end of a full academic year** is 62.75% for the fall 2016 cohort and 55.88% for the fall 2017 cohort, **well above the 46.43% for the non-STEPS baseline cohort.** The decrease for the fall 2017 cohort is being reviewed.

8. The **course success rates for STEPS students at the end of a full academic year** are 64.68% for the fall 2016 cohort and 62.37% for the fall 2017 cohort, **well above 50.13% for the non-STEPS baseline cohort.**

Measures of Success, STEPS: “

Success” for each of the eight measures of progress above is defined as follows: **(1)** a fall to spring persistence rate of 85% for the fall 2020 STEPS cohort; **(2)** a fall to fall retention rate of 65% for the fall 2020 STEPS cohort; **(3)** a fall term grade point average of 2.00 for the fall 2020 STEPS cohort; **(4)** 65% of the fall 2020 STEPS cohort in good standing at the end of the fall 2020 term; **(5)** a fall 2020 course success rate of 60% for the fall 2020 STEPS cohort; **(6)** a spring term 2020 grade point average of 2.00 for the fall 2019 STEPS cohort. **(7)** 65% of the fall 2019 STEPS cohort in good standing at the end of spring term 2020; **(8)** a spring term 2019 course success rate of 65% for the fall 2020 STEPS cohort. Some targets are currently not yet being met; however, student achievement for 2017-2018 was well above the 2013-2014 baseline achievement for all measures.

LESSONS LEARNED, STEPS:

(1) The SGSC Office of Institutional Effectiveness has analyzed data to identify potential causes of the current trend in STEPS cohort course success, retention, and fall grade point average rates, as well as poor performance in academic standing, in order to develop an action plan in fall 2017 that is being implemented in the 2018-2019 (current) academic year. **(2)** Rubrics are needed to assess STEPS FYE/orientation course assignments with more clarity and accuracy. **(3)** The STEPS FYE/orientation course is definitely scalable to other communities/institutions. In fact, portions of the course have been used in academic success workshops offered campus-wide, and components of the course have been inserted into the FYE/orientation course for the general student population.

SUMMARY OF ACTIVITIES:

(B) Learning Centers Tutoring: **(1)** Tutoring takes place in the four SGSC Learning Centers—a STEM Center on each of the two campuses and an Academic Support Center (ASC) on each campus—as well as through the 24/7 online tutoring services of tutor.com. Ongoing activities include the day-to-day operations of the tutoring centers and online tutoring. In addition, SGSC has extended tutoring from our Academic Support and STEM Centers into the residence hall in spring 2018. Day-to-day operations include the following: (a) Providing peer tutors for tutoring, (b) inventorying and tracking resource utilization, (c) managing center facilities, (d) tracking center utilization, (e) facilitating group study, (f) marketing support services, (g) and generally supporting students and faculty. At the beginning of every semester Academic Success provides classroom presentations for faculty and participates in any presentations requested. **(2)** During academic year 2017-2018, Academic Success was also asked to join the collaborative programming team hosted by Campus Life. **(3)** Academic Success is on the STEM Grant committee housed within the School of Sciences and the Housing Task Force. **(4)** Throughout the academic year, Academic Success proctors exams in the testing centers located within the Academic Support Centers. From August 1, 2017, through July 31, 2018, professional tutoring staff proctored 795 exams on-site and several exams off-site. **(5)** During convocation week of fall semesters, Student Success trains residential assistant (RA) staff on tutoring services available to the SGSC student body. **(6)** Programming activities of the SGSC tutoring centers for the past academic year include the following:

- On August 17, 2017, we held the first annual STEM Fest. It was a huge success drawing in over 1,000 people.
- On August 21, 2017, our centers opened their doors for tutoring for the academic year.
- On August 22, 2017, the STEM Centers hosted Dr. Weiping Yu from NASA who presented to the Waycross Campus student body.
- On August 22 & 23, the STEM Centers in partnership with the School of Sciences held their BOOST workshops on the Douglas and Waycross Campuses respectively. The BOOST workshops are geared toward incoming STEM majors and equip them with student success strategies as they relate to STEM courses.
- On August 23 through October 4, 2017, the ASCs launched the SMART Cookie workshop series for the fall semester. This workshop series provides one workshop per week and is open to all students and promotes general success strategies. Topics include study skills, successful student activities, time management, note taking, critical thinking, and how to calculate your grade (GPA calculation and weighted syllabus grade scales for courses).
- On September 1 through September 22, 2017, Academic Support Centers processed early alert referrals and outreach to students.
- On October 5, 2017, the STEM Centers hosted the Birds-in-Flight show from Georgia Southern University.
- On October 16, 2017, the centers hosted South University.
- On November 8, 2017, STEM Centers hosted N-ov-8 (STEM Day) at Satilla Elementary School.
- On January 12, 2018, the Waycross campus held the tutor training day.
- On January 17, 2018, a BOOST Workshop was held by the STEM Coordinators on the Waycross campus.
- January 22 through February 2, 2018, Academic Success staff processed early alert referrals and outreach to students.
- On January 23, 2018, a BOOST Workshop was held on the Douglas campus.
- January 26, 2018, Academic Success hosted STEM Day for Waresboro Elementary School on the Waycross Campus.
- February 2, 2018, Academic Success staff served the Science Fair on the Douglas campus.
- February 9, 2018, STEM Day was hosted for Coffee High School and Citizens Christian Academy in Douglas.
- March 1, 2018, the ASC hosted the annual Graduation Workshop.
- On March 7, 2018, all staff of Academic Success participated in assessment training.

- March 23, 2018, Academic Success staff served the Science Olympiad for the Waycross Campus.
- July 20, 2018, Academic Success staff supported the Hawk Connect re-enrollment event.
- Academic Success provided support throughout the academic year during peak student advising and open registration periods by offering peer advising and Learning Center locations for student advising.

MEASURES OF PROGRESS AND SUCCESS, TUTORING:

Baseline Measures, Tutoring:

Baseline measures for all seven metric/data elements come from the performance of the fall 2013 students—those students whose academic performance was not affected by the strategies initiated with the fall 2014 entering cohort. **All baseline data can be found in Tables K-Q.** The baseline measures are as follows: **(1)** fall 2013 residential status: 76.89% non-tutee commuter, 5.78% non-tutee residential, 10.39% tutee commuter, and 6.94% tutee residential; **(2)** fall 2013 mid-term grade baseline course success rates: 75.49% for non-tutees vs. 73.32% for tutees; **(3)** fall 2013 final grade baseline course success rates: 74.34% for non-tutees vs. 76.79% for tutees; **(4)** fall 2013 to spring 2014 baseline persistence rate: 73.36% for non-tutees vs. 82.55% for tutees; **(5)** fall 2013 to fall 2014 baseline retention rate: 46.76% for non-tutees vs. 58.17% for tutees; **(6)** fall 2013 average institutional cumulative GPA: 2.60 for non-tutees vs. 2.62 for tutees; **(7)** a baseline of 80.63% of non-tutees vs. 83.89% of tutees were in good standing at the end of fall 2013 term.

Interim Measures of Progress, Tutoring

(All Interim Measures of Progress Data can be found in Tables K-Q): **(1)** fall 2017 residential status: 75.84% non-tutee commuter, 6.83% non-tutee residential, 14.92% tutee commuter, and 2.41% tutee residential; **(2)** fall 2017 mid-term grade course success rates: 73.22% for non-tutees vs. 75.59% for tutees; **(3)** fall 2017 final grade course success rates: 74.83% non-tutees vs. 78.91% for tutees; **(4)** fall 2017 to spring 2018 persistence rate: 73.45% for non-tutees vs. 86.33% for tutees; **(5)** fall 2017 to fall 2018 retention rate: 40.74% for non-tutees vs. 62.41% for tutees; **(6)** fall 2017 average institutional cumulative GPA: 2.7 for non-tutees vs. 2.9 for tutees; **(7)** good standing at the end of fall semester 2017: 79.85% for non-tutees vs. 88.15% for tutees. **For all measures, those students engaging in tutoring achieved significantly greater success than those not receiving tutoring.**

Measures of Success, Tutoring:

(1) Maintain at least 15% of student population receiving tutoring each fall through fall 2020. **(2)** Mid-term course success rates for tutees will exceed non-tutees each fall through fall 2020. **(3)** Final course success rates for tutees will exceed non-tutees each fall through fall 2020. **(4)** Fall to spring persistence rate for tutees will exceed non-tutees each fall through fall 2020. **(5)** Fall to fall retention rate for tutees will exceed non-tutees each fall through fall 2020. **(6)** Average institutional cumulative GPA for tutees will exceed non-tutees each fall through fall 2020. **(7)** The percentage of tutees in good standing will exceed that of non-tutees each fall term through fall 2020.

LESSONS LEARNED, TUTORING:

(1) There was a delay fall semester 2017 in hiring peer tutors for the Academic Support Centers due to financial aid processing delays. The situation was reviewed, and corrective actions were implemented to prevent future delays. **(2)** The Academic Support specialists on both of SGSC's campus Academic Support Centers are part-time positions. While much has been accomplished in these centers, full-time specialists would have an even greater impact. **(3)** Douglas Campus building renovation required moving that campus's Academic Support Center to another building. Advance planning minimized the negative aspects of moving by allowing for the move during the summer term; however, the move took longer than anticipated, a situation from which the college has learned.

HIGH-IMPACT STRATEGY #3

USE ACADEMIC ADVISING AS A MEANS OF INCREASING STUDENT PROGRESSION, RETENTION, AND GRADUATION

RELATED GOAL

Keep students on track to graduate; encourage shortening of time to degree by emphasizing "15 to Finish"; decrease excess credits on the path to completing a degree.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

SGSC's significant at-risk and Pell grant student population needs a solid grasp of the advising process as a learning tool for success.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Charles Johnson, Dean, School of Sciences, Charles.johnson@sgsc.edu

SUMMARY OF ACTIVITIES

(1) An academic advisement session is a feature of the college's first-year experience course, SGSC 1000, a course in which all first-time, full-time students enroll each semester. The session uses academic program maps from senior institutions to match with SGSC academic pathway maps to help students complete an assignment to plan their entire course of study at SGSC while also emphasizing "15 to Finish" as the best means to achieve academic goals. Another focus of the advisement session is to help students understand their own roles and responsibilities in degree completion. **(2)** All academic program maps, available on the SGSC website, have been revised so that students have a ready guide for program completion. Maps are now aligned with Momentum Year recommendations, including information on career opportunities for each academic pathway. Academic deans are responsible for maintaining and updating program maps. **(3)** Advising "tip sheets" for advisors have been created for academic programs in specialized areas, such as pre-nursing, STEM pathways, and education, as well as on learning support policies and rules. Tip sheets include points to remember, comments on program maps, potential impediments to graduation, and FAQ. **(4)** Training and mentoring opportunities in advising for faculty members have been established, including opportunities prior to orientation and registration sessions, as well as throughout the academic year. **(5)** During academic year 2017-2018, SGSC had in place two professional academic advisors to assist students, train and collaborate with faculty advisors, assist with advising assessment, and maintain student records and reports. One of these advisors is assigned to each campus. **(6)** During academic year 2017-2018 professional advisors engaged in the following activities:

- hosted focus groups for the development of a campus-wide assessment plan of advising
- used resources from NACADA, to create a survey for advising assessment for faculty
- submitted a proposal approved by the President's Cabinet to launch the "Phoenix Program" to address the needs of high-risk students returning from academic suspension
- created and implemented a Student Advising Workshop series in spring 2018
- revised academic standing letters for academic probation and suspension to align with Momentum Year
- launched the USG Stop-Out Campaign
- launched Hawk Express and Hawk Connect—both recruitment events—with Hawk Express for new students and Hawk Connect for returning students (these events tailor to the needs of quick enrollment by providing advisors, financial aid, and registrar in a one-stop-shop format)
- began degree audits for Required High School Curriculum (CPC) and Area A completion
- designed and implemented the Entry Program contract to communicate expectations and policies for entry program students, because data reflected that students were staying the EP's longer than the MOU allowed—thus changing the advising culture at the entry programs and ensuring that SGSC is abiding by Momentum Year recommendations
- aided in SGSC's Early Alert program pilot
- developed The Hawk Advisor, a newsletter publication to offer training including tech tips useful to advising, article reviews, campus event information, program updates, USG initiative updates, and trends in the advising arena
- hosted DegreeWorks training for both students and faculty (different events)
- hosted a lunch & learn with Financial Aid and faculty for financial aid training during Financial Aid Awareness Month
- conducted hands-on advising training for new faculty.

(7) With Momentum Year in mind, the Student Orientation, Advisement, and Registration process (SOAR) was completely redesigned for the Waycross Campus. This was a complete overhaul of the SOAR format that incorporated academic mindset, early intervention for all students, and initiated the education process before classes began.

MEASURES OF PROGRESS AND SUCCESS

Baseline Measures

(1) The baseline one-year retention rate for FTFT freshmen is 48.63% for fall 2013 (**Table R**). **(2)** The baseline percentage of students enrolling in 15 or more credit hours is 21.33% in fall 2013 (**Table S**). **(3)** The baseline percentage of students successfully completing 15 or more credit hours is 46.99% for fall 2013 (**Table T**). **(4)** The three-year graduation rate baseline is 9.99% for the fall 2011 cohort (**Table U**). **(5)** The baseline for degrees conferred by degrees offered is 266 for FY2014 (**Table V**).

Interim Measures of Progress

(1) The one-year retention rate for FTFT freshmen for fall 2016 is 49.63%, a 1% increase from the fall 2013 baseline (Table R) and a 4.68% increase from the previous fall (2015). **(2)** The percentage of students enrolling in 15 or more credit hours for fall 2017 is 26.22%, a 4.89% increase over the fall 2013 baseline and 2% higher than for fall 2016 (Table S). **(3)** The percentage of students successfully completing 15 or more credit hours for fall 2017 is 50.91%, a 3.92% increase from the fall 2013 baseline and a 4.17% increase from the previous fall (2016) (Table T). **(4)** The three-year graduation rate for the fall 2014 cohort is 14.43%, a 4.44% increase over the fall 2011 cohort baseline (Table U). **(5)** The number of degrees conferred by degrees offered is 364 for FY 2018, a 36.8% increase over the FY 2014 baseline and an 11% increase over the FY 2017 number of 329 (Table V).

Measures of Success

(1) a one-year retention rate for FTFT freshmen of 55% for fall 2020; **(2)** 30% of students enrolling in 15 or more credit hours for fall 2020; **(3)** 60% of students successfully completing 15 or more credit hours for fall 2020; **(4)** a three-year graduation rate for the fall 2018 cohort of 18%; **(5)** a number of degrees conferred by degrees offered of 360 for FY 2020.

LESSONS LEARNED

(1) From the baseline semester of fall 2013 to the present approximately half of all students enrolled in 15 hours successfully completed 15 hours (**Table T**). Academic advisor and early alert intervention is indicated, and the addition of two fulltime academic advisors has helped. (2) Average excess credit hours per fiscal year for each SGSC degree program can be determined using data in **Table W** to assist SGSC in addressing that issue by degree program. (3) Effective academic advising and grade monitoring are essential to high-risk students' success. (4) Study of **FTFT freshmen one-year retention rate** has led to further planning for change.

HIGH-IMPACT STRATEGY #4: GATEWAY TO COMPLETION

Implementation of Gardner Institute/USG Gateway to Completion (G2C) Collaborative to improve student performance in foundational high-enrollment, high-risk courses through course redesign, use of predictive analytics, and improved teaching and learning pedagogy.

RELATED GOALS

Increase number of degrees awarded; shorten time to degree; use predictive analytics; restructure instructional delivery to support educational excellence and student success.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

G2C provides faculty with processes, instructional and curricular guidance, and analytics tools to redesign teaching, learning, and success in high-risk gateway courses. The USG is invested in G2C through commitment to and application of the G2C process at ten USG institutions, among them SGSC.

PRIMARY POINTS OF CONTACT FOR THIS ACTIVITY

Dr. Robert Page, Vice-President for Academic & Student Affairs, Robert.Page@sgsc.edu

Ms. Dani Sutliff, Director of Institutional Effectiveness, Dani.Sutliff@sgsc.edu

SUMMARY OF ACTIVITIES

SGSC is one of 10 USG institutions partnering with the John N. Gardner Institute for Excellence in Undergraduate education to improve teaching and learning in gateway courses. The work of 2016-2017 **Year 1** (Analyze and Plan) of the 3-year G2C process, involved the following actions: (1) creation of a steering committee, (2) completion of Gateway Course Analytics Inventory and identification of a gateway course, "Principles of Biology I" (BIOL 2107), based on the Analytics Inventory evidence, (3) administering of the Student Assessment of Learning Gains survey (3 times), (4) completion of Review of Principles & Key Performance Indicators, (5) creation of an Initial Action Plan (Phase II Plan) and an Implementation Team, (6) participation in Analytics Process Collaborative and faculty workshops at G2C conference, (7) participation in G2C Teaching and Learning Academy and Community of Practice Meeting, (8) administering Learning Analytics Readiness Instrument to selected faculty and staff, and (9) Implementing redesign of new BIOL 2107 classroom pedagogy summer semester 2016. **Year 2** actions saw SGSC engaged in continuing BIOL 2107 course redesign in the summer and fall of 2017, including action items such as design and implementation timeline, costs analysis, assessment and evaluation, and development of a status report. (10) The redesigned course was launched spring semester 2018 as a pilot **to be replicated with four new gateway courses** in Cohort II to be developed in AY 2018-2019 (ENGL 1101, MATH 1111, HIST 2112, POLS 1101). (11) Training materials were developed for the August 30, 2018, kickoff meeting, at which the following topics were discussed: course team leader responsibilities, course committee guidelines, steering committee introduction, timeline for AY 2018-2019, introduction of the G2C platform, and the initial assignment for course committees. (12) The work of Year 2 also involved administering the Student Assessment of Learning Gains Survey (twice), participation in the G2C Teaching and Learning Academy and Community of Practice meeting, participation in the Analytics Process Collaborative and the faculty Academic Success and Institutional Research workshops at the G2C annual conference. (13) The G2C Steering Committee is currently completing the spring 2018 course redesign report and analyzing data.

MEASURES OF PROGRESS AND SUCCESS (ALL BASELINE DATA IS FOR FY2015 AND IS IN TABLE X):

Baseline Measures:

(1) The baseline overall DFWI rate for BIOL 2107K is 44.2%. (2) The baseline DFWI rates by gender for BIOL 2107K are 54.3% (male) and 38.2% (female). (3) The baseline DFWI rates by full-time and part-time status are 46.8% and 36.1%, respectively. (4) The baseline DFWI rates for the most at-risk race/ethnic groups are 50% (Hispanic or Latino) and 64.4% (Black or African-American). (5) The baseline DFWI rate for Pell-eligible students is 49.4%. (6) The baseline DFWI rate for first-generation students is 41.7%. (7) The baseline DFWI rate for non-first generation students is 44.8%. **NOTE: All G2C measures are selected by the Gardner Institute.**

Interim Measures of Progress (all measures refer to BIOL 2107K)

(1) The FY17 DFWI rate is 34.7%, an improvement of 9.5% below the baseline percentage. **(2)** The FY17 DFWI rates by gender are 44.4% (male) and 28.1% (female), approximately a 10% improvement for each gender compared to the baseline rate. **(3)** The FY17 DFWI rate by full-time and part-time status are 36.3% and 28.3%, respectively—approximately 10% and 8% improvements over the baseline. **(4)** The FY17 DFWI rate for at-risk ethnic groups are 35.3% (Hispanic or Latino) and 36.7% (Black or African-American), improvements of approximately 15% and 28%, respectively. **(5)** The FY17 DFWI rate for Pell-eligible students is 34.6%, a 15% decrease from the baseline rate. **(6)** The FY17 DFWI rate for first-generation students is 27.3%, an improvement of approximately 14%. **(7)** The FY17 DFWI rate for non-first-generation is 35.9%, an improvement of approximately 9%.

The graph in Table Y depicts the dramatic drop in the DFWI rates for BIOL 2107K students beginning spring 2017 and continuing through spring 2018 as new pedagogy derived from G2C efforts took effect.

Measures of Success

(1) Reduce overall DFWI rate by 10 percent by FY19 compared to the FY15 baseline. **(2)** Reduce DFWI rates for males and females by 10 percent FY19 compared to the FY15 baseline. **(3)** Reduce DFWI rates for full-time and part-time students by 10 percent FY19 compared to the FY15 baseline. **(4)** Reduce DFWI rates for Hispanic or Latino and Black or African American students by 10 percent FY19 compared to the FY15 baseline. **(5)** Reduce DFWI rates for Pell-eligible students by 10 percent FY19 compared to the FY15 baseline. **(6)** Reduce DFWI rates for first generation students by 10 percent by FY19 compared to the FY15 baseline. **(7)** Reduce DFWI rates for non-first generation students by FY19 compared to the FY15 baseline.

LESSONS LEARNED

(1) Course teaching release time or a stipend for course team leaders is essential to the success of the G2C strategy because of the faculty teaching load at SGSC, a state college. In addition, many faculty are teaching course overloads in addition to their already busy course commitments. **(2)** With the first G2C course (BIOL 2107) the strategy has produced remarkable results in student success progress, as the data indicates. Consequently, SGSC looks forward to developing and implementing four additional new G2C course designs.

REFLECTIONS, OBSERVATIONS, AND PLANS FOR NEXT YEAR

REFLECTIONS:

(1) While there is need for improvement in some strategy areas, our data demonstrates that **all of our ongoing college completion strategies continue to be effective, although portions of some of the activities are being reviewed as a result of data analysis.**

(2) The SGSC Quality Enhancement Plan on undergraduate research included for the first time as a CCG strategy in last year's report has been removed from the CCG strategies reported on here for academic year 2017-2018 for several reasons: (a) The plan contains far too many student learning outcomes (approximately 30) for timely assessment, data analysis, and action resulting in changes to improve student learning. Consequently, the outcomes are under review. (b) In part because of the cumbersome SLOs, faculty reporting of data is behind by a full academic year; therefore, there is no current data from which to provide meaningful interim measures of progress. (c) Simplification of QEP assessment, which is the focus of current review, will result in changes to the measures of success identified in last year's CCG report. After QEP assessment revision, SGSC plans to include the QEP among CCG strategies again. Using the results of QEP assessment in the college's CCG efforts has had the very positive effect of helping the institution identify the need for QEP revision to enhance student learning.

OBSERVATIONS:

One challenge to SGSC's college completion efforts is the institution's need for additional technology and research personnel to support the generation and analysis of data needed to assess and inform completion strategies, particularly as SGSC strives to develop a predictive analytics model.

PLANS FOR NEXT YEAR:

(1) We have implemented the pilot year of an academic early alert system utilizing tools available internally (BanWeb Faculty Feedback Form, Discoverer reports, Tutor Track, and Excel).

(2) We will assess the orientation requirement for dual enrollment students and make necessary changes to improve student understanding of college policies and processes.

(3) SGSC has committed to developing a new cluster advising model to enhance our retention efforts. There is currently a professional advisor assigned to the Douglas and Waycross campus respectively. Four additional professional advisors, one for each of SGSC's academic schools (Nursing; Arts & Professional Studies; Sciences) and one for residential students (Residential Academic Advisor & Coach) are being hired fall semester 2018.

(4) For academic year 2018-2019 the G2C strategy will include four additional gateway high-risk courses—ENGL 1101, MATH 1111, HIST 2112, and POLS 1101.

90-DAY MOMENTUM YEAR UPDATE

The SGSC Momentum Year team has participated in each of the USG Momentum Year summits and has developed (while continuing to develop and revise, as appropriate) 30, 60, and 90-day Momentum Year plans. Of the three elements of the Momentum Year plan (Purpose, Program of Study, and Engagement) SGSC has focused during the past academic year primarily on the first two, with most attention given to identification of academic focus areas; aligning student guidance into a focus area with student interests and aptitudes; initiating the USG “Pathway Pitch” initiative; training of faculty and staff on academic focus areas and pathways; student orientation redesign; and identification of milestone courses in each academic focus area and pathway. Specific SGSC Momentum Year activities include the following:

- Participation in all USG Momentum Year summits
- Academic focus areas have been identified:
 - Applied Technology-Computer Science (AS), Physics (AS)
 - STEM-Mathematics (AS), Physics (AS), Biology (AS), Chemistry (AS), Computer Science (AS)
 - Health Professions-Biology (AS), Chemistry (AS), Health and Human Performance (AS), Allied Health (AS), Pre-Professional (AS), Nursing (ASN), Nursing (BS), Long-Term Healthcare Management (BS)
 - Arts-Communication (AA)
 - Humanities-English (AA), Foreign Language (AA)
 - Social Sciences-Economics (AA), History (AA), Political Science (AA), Psychology (AS), Sociology (AA), Criminal Justice (AS)
 - Business-Business Administration (AS), Logistics (AS), Management (BS)
 - Education-Education (AS)
- Development of focus area academic pathway curriculum maps for all academic pathways has been initiated.
- Updating of academic pathway maps
- Registrar-created audit report for Area A completion in 30 hours to facilitate advisor and student notifications
- Initiation of SGSC 1000 orientation/first-year experience course redesign to align with Momentum Year strategies
- Career Services initiation of identifying career aptitude inventory tools



The University of Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

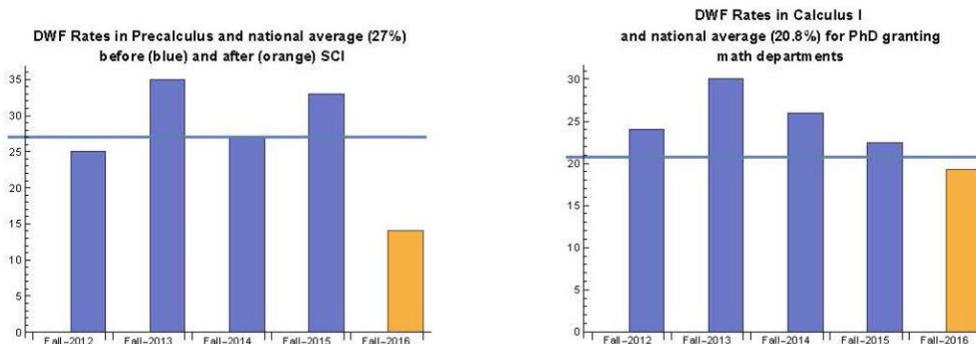
The University of Georgia—a public, research, land- and sea-grant institution with commitments and responsibilities to the entire state of Georgia—is the birthplace of higher education in the U.S. Its mission is encapsulated by its motto: “to teach, to serve, and to inquire into the nature of things,” three distinct actions that are visually embodied in the three pillars of its iconic Arch at the entrance to campus. This Complete College Georgia report is once again focused not only on that first pillar “to teach” but also how the University’s teaching mission aligns with its retention, progression and completion efforts.

UGA is the state’s oldest, most comprehensive and most diversified institution of higher education with more than 10,000 faculty and staff members and over 37,000 students in the 2017 Fall semester (undergraduate, graduate and professional, enrolled in 17 schools or colleges). It offers 136 undergraduate degrees, 238 graduate and professional degrees, and 95 certificates. UGA’s teaching faculty and staff are committed to superior teaching and student learning, to serving a diverse student body, and to promoting student success.

There is no single undergraduate student profile at the University of Georgia. Rather the institution is a rich tapestry of diverse students with widely varying backgrounds, interests, experiences, and challenges. In Fall 2017, the total undergraduate population numbered 28,848 students, the vast majority of whom hailed from the state of Georgia (89% vs. 9% out-of-state and 2% international). The majority of undergraduate students (94%) were enrolled full time; 43% were male; 31% (self-reported) were of racial/ethnic minority status. The typical UGA undergraduate was of traditional age (≤ 24 years), entered as a first year student, lived on campus for the first year, and was seeking a first undergraduate degree. The demand for a UGA degree has risen dramatically in recent years; for the class of 2021, the Office of Admissions received over 24,000 applications, a 7% increase over the previous year. From that pool of applicants, 5,437 students, with an average ACT score of 30 and high school GPA of 4.0, matriculated. The Office of Student Financial Aid disbursed \$578,051,727 of federal, state, institutional, and other/external program assistance to 36,628 unique students (24% of whom received a Federal Pell Grant with over 220 students self-identifying as independent, i.e., former foster youth, wards of the court, orphans, homeless, or with legal guardians).²⁷

Despite the size of its student population, UGA maintains small class sizes, having on average 38 students per class with a 17:1 student-to-teacher ratio. The Small Class Size Initiative (SCI) is improving that ratio. The SCI, which was introduced in 2015-16, reduced class sizes by hiring additional faculty and creating more than 300 new sections in high-demand courses, “bottleneck” courses, and courses that historically have high failure rates. To cite one example, the Mathematics department received SCI funds to add sections of pre-Calculus and Calculus classes with enrollments capped at 19. The results (see Figure 1) to date are quite encouraging: student and faculty reaction is strongly positive; DWF rates are down in both classes; and more students are progressing into the next course in the sequence on schedule and succeeding in those courses.

Figure 1:



The University of Georgia is a national leader among public universities in the number of major scholarships earned by our students, including 24 Rhodes Scholars, 7 Gates Cambridge Scholars, 7 Marshall Scholars, 53 Goldwater Scholars, 20 Truman Scholars, 16 Udall

²⁷ Please note that the financial aid data is not yet finalized, and these figures may change slightly.

Scholars, 37 Boren Scholars, 3 Schwarzman Scholars, 3 Mitchell Scholars, and 112 Fulbright Student Scholars. UGA, according to *The Chronicle of Higher Education*, is one of the top producers of U.S. Fulbright students by type of institution.

UGA's challenging learning environment and innovative programs continue to garner national attention and recognition. For example, U.S. News & World Report's 2017 "Best Colleges" edition ranked UGA 16th among public universities,²⁸ and *The New York Times* ranked UGA 10th among public universities doing the most for low-income students in its 2015 College Access Index. For the fourth consecutive year UGA received an INSIGHT into Diversity Higher Education Excellence in Diversity Award for its efforts to foster an inclusive, diverse campus.

UGA is among institutions with the highest retention and graduation rates nationwide (see Appendix A, Table 1). It has an exceptional first-year retention rate of 96%. The time to degree has steadily declined from a high of 4.16 years for students who graduated in 2008 down to an all-time low of 3.94 years for those who graduated in 2017 (see Appendix A, Table 3). The six-year completion rate remains steady at 85%, which exceeds that of all but two of our peer institutions, and the four-year completion rate continued at 66.2% for the 2013 cohort.²⁹ UGA is working to increase the four-year graduation rate to 70% for the 2021 cohort.

It is clear that the University of Georgia enrolls a high performing and academically strong student body. The teaching and learning environment at UGA features a large number of the high-impact practices identified by AAC&U; those most widely used include a first-year experience (our award-winning First Year Odyssey Seminar that is required of all first-year students), first-year living/learning communities, global learning,³⁰ service learning,³¹ collaborative learning, experiential learning, internships,³² and undergraduate research opportunities.³³

Since Fall 2016, all UGA undergraduate students must fulfill an experiential learning requirement to graduate. UGA students can meet the requirement by engaging in creative endeavors, study abroad and field schools, internship and leadership opportunities, faculty-mentored research, and service-learning. At this point, students may choose from nearly 1,600 rigorously vetted courses and co-curricular activities to satisfy this requirement. In addition to EL, UGA also has launched Double Dawgs, a program to provide pathways for students who want to earn both a bachelor's degree and a master's degree in five years or less. To date, UGA has approved 154 Double Dawgs programs, either within a single department and discipline or across departments, schools, or colleges. We will be tracking these students to measure and assess the impact of this rigorous program on, for example, graduation rates and the transition into graduate study.

The [President's Task Force on Student Learning and Success \(2017\)](#) made a number of recommendations to enhance teaching and learning on campus, including the wider adoption of active learning in more courses and classrooms. To support this recommendation, the university allocated \$1.25 million to help faculty incorporate active learning strategies into their undergraduate courses and to transform several traditional classrooms into active learning spaces. These and other efforts are supported by the staff in the Center for Teaching and Learning (see Appendix B). UGA's traditional degree programs, in concert with these many special initiatives, demonstrate that UGA is preparing the work force that will serve the state now and well into the future.

INSTITUTIONAL COMPLETION GOALS, STRATEGIES, AND OBSERVATIONS

This year the University of Georgia is reporting on three Complete College Georgia goals: 1) increasing the number of degrees earned on time (in particular, in four years); 2) providing targeted, proactive programming and advising to keep students on track to completion; and 3) restructuring instructional delivery to support educational excellence and promote student success. To meet

²⁸ In the 2018 report, UGA is ranked #13.

²⁹ The gains for transfer students have been more modest, and UGA is implementing strategies recommended by the [President's Task Force on Student Learning and Success](#) to ease their transition to UGA and improve their completion rates; one important new resource is the online transfer handbook that students and their advisors can consult as they prepare to transfer to UGA.

³⁰ UGA has over 170 Study Abroad, exchange programs, and field school opportunities available to students; in 2017-2018, 2,410 students (34% of the undergraduate population) participated in study abroad programs. The university currently ranks #13 in the nation for overall student participation in education abroad, and #8 in short-term participation, according to Open Doors.

³¹ In 2017-18 a record number of unique undergraduate students (5,282) enrolled in a course with a service learning component, and 996 took more than one service learning course during the year; 77.5% of the students who responded to a survey reported that the service-learning component of the course positively influenced their intention to complete their degree.

³² UGA has over 275 internship opportunities that students may use to fulfill the Experiential Learning Requirement.

³³ Through the Center for Undergraduate Research Opportunities (CURO), all UGA undergraduates, beginning in their first year, may engage in faculty-mentored research, regardless of discipline, major, or GPA. At the spring 2017 CURO Symposium, a record number of 554 students shared their research findings with the University and local community.

these goals, the University has implemented a number of strategies that are synergistic and advance several of our CCG priorities. This year we report on five of those strategies, all of which will help increase the four-year graduation rate.

GOAL: INCREASING THE NUMBER OF DEGREES THAT ARE EARNED ON TIME

- Strategy 1: Offer resources and interventions to promote student academic success and completion in four years

GOAL: PROVIDING TARGETED, PROACTIVE PROGRAMMING AND ADVISING TO KEEP STUDENTS ON TRACK TO COMPLETION

- Strategy 2: Provide proactive, cohort-based academic support programs for underserved students to promote student academic success and completion in four years
- Strategy 3: Elevate advising to improve student academic success and completion in four years

GOAL: RESTRUCTURING INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND PROMOTE STUDENT SUCCESS

- Strategy 4: Expand online course offerings, particularly in the summer sessions, to give students more flexibility in planning their programs of study and to promote student academic success, progression, and completion in four years
- Strategy 5: Continue efforts to improve general education, update pedagogy, and support faculty efforts to improve instruction to enhance student learning and progression

STRATEGY 1: OFFER RESOURCES AND INTERVENTIONS TO PROMOTE STUDENT ACADEMIC SUCCESS AND COMPLETION IN FOUR YEARS

Primary Contact: T. Chase Hagood, Director of the Division of Academic Enhancement, tchagood@uga.edu

The Division of Academic Enhancement (DAE, www.dae.uga.edu) houses a number of resources—from tutoring to academic coaching—to bolster student success, support students as they transition into higher education, and help them progress through UGA from the day they are admitted through graduation. Their resources include courses in creative thinking, study strategies, active learning, and metacognition, along with special seminars for transfer students and a comprehensive roster of success workshops. Here we report on three programs.

The Freshman College Summer Experience (FCSE), run by DAE, is a four-week academic residential program for a diverse community of first-year students to help them form meaningful academic and social networks. FCSE students enroll in three credit-bearing courses including a high-demand discipline-based course, a service-learning course, and a writing seminar designed to help students transition into college-level academic writing. Graduate student mentors live in residence during the program to provide sustained support as students navigate their first experiences as college students. FCSE students are traditionally retained through year one at higher percentages than the overall student population: 98% retention rate for FCSE 2016 and 97% for FCSE 2017.³⁴

DAE has a comprehensive Academic Resource Center that includes space for tutoring, both online and face to face. In 2017-2018, 3,926 unique students had a total of 19,585 tutoring appointments. Preliminary data show significant impact of tutoring on student grades; for example, if students visited the tutoring center in DAE for Chemistry more than 10 times, they saw a 1.91 GPA boost in their final course grade; for Math, the increase was 1.48. We know that persisting in these two particular classes affects four-year graduation and are encouraged by these results.

Since Fall 2017, DAE has offered UGA students the opportunity to meet with certified and trained academic coaches to map out a pathway to academic success. Typically, the coach and student work together over four sessions to create a strategic learning plan that lays the groundwork for knowing what strategies and practices will be necessary for success at UGA (<http://dae.uga.edu/resources/academic-coaching/>). During the 2017-2018 pilot, 515 unique students created a strategic learning plan with their coach; DAE is tracking these students to assess the impact of coaching on graduation, and we expect to have data for next year's report.

STRATEGY 2: PROVIDE PROACTIVE, COHORT-BASED ACADEMIC SUPPORT PROGRAMS FOR UNDERSERVED STUDENTS TO PROMOTE STUDENT ACADEMIC SUCCESS AND COMPLETION IN FOUR YEARS

Primary Contacts: Judith Iakovou, Coordinator of Special Academic Programs in the Office of Instruction, jiakovou@uga.edu, T. Chase Hagood, Director of the Division of Academic Enhancement, tchagood@uga.edu, and Naomi J. Norman, Associate Vice President for Instruction, nnorman@uga.edu

³⁴ FCSE 2018 was able to offer scholarships to high-need and traditionally underrepresented students to participate; we will be collecting data on the impact of the program on this particular population to report in future years.

The UGA student body reflects a diverse group of individuals in terms of their domicile (rural, suburban, or urban), exposure and familiarity with college (first generation college students), and in terms of their financial means. While many UGA students come from metropolitan Atlanta, Savannah, and other urban areas throughout the Southeast, approximately 15% of the student population at UGA hails from more rural parts of the state. Similarly, approximately 5% of UGA's incoming freshman class in the fall 2017 semester were the first in their families to go to college, while 23% were eligible to receive Pell grants. In light of these factors, the Task Force recommended creating a new cohort model (like the Coca-Cola First Generation Scholarship Program) to serve rural students, and the Office of Instruction committed to providing additional resources for all first generation students at UGA.

To serve first generation students, UGA created "1st at the First," a comprehensive and proactive outreach program to help students and their families learn about the network of support and resources that UGA provides, including handbooks (in English, Spanish, Chinese and Korean) to assist them with the terms and processes that characterize higher education in the U.S. All students who identified as first-gen students are invited to join the "1st at the First Leadership Institute" that offers multiple touch points to expand their on-campus networks while also developing skills essential to leadership and professionalism. We are tracking these students to measure and assess the impact of the program and expect to have some results for next year's report.

Data from the Office of Institutional Research show that students from rural areas of Georgia have approximately 10 percent lower four-year graduation rates and higher one- and two-year withdrawal rates than their sub/urban peers, and rural students who self-identify as minority students slightly underperform other rural students (see Appendix C).³⁵ UGA launched the ALL Georgia Program to support students from rural areas and help them achieve the same levels of success at UGA as their peers from sub/urban regions. The ALL Georgia Program offers rural students two pathways to academic success at UGA: 1) an intentional network of support and resources available to all rural students through the DAE; and 2) a comprehensive, four-year scholarship program for a cohort of high-achieving and high-need ALL Georgia Scholars. We are tracking these students to measure and assess the impact of the program and expect to have some results for next year's report.

STRATEGY 3: ELEVATE ADVISING TO IMPROVE STUDENT ACADEMIC SUCCESS AND COMPLETION IN FOUR YEARS

Primary Contacts: Julia Butler-Mayes, Interim Director of University Advising Services, jmbm@uga.edu, Jennifer Eberhart, Coordinator of the Exploratory Center, jteber@uga.edu, and Naomi J. Norman, Associate Vice President for Instruction, nnorman@uga.edu

Excellent advising helps enable students to attain their academic goals, and research shows that meaningful relationships with advisors are critical elements of superior undergraduate education and degree completion. To optimize advising, UGA has a three-prong approach: 1) enlarging the corps of professional academic advisors in the schools and colleges; 2) opening in Fall 2016 the Exploratory Center where specially trained advisors help students find a major that aligns with their unique talents and aspirations; and 3) using a common platform to facilitate communication among students, advisors, and other units that support student success.

Since fall 2017, UGA has hired 41 additional academic advisors and encourages the use of DegreeWorks and DegreeWorks Planner so students can create, in consultation with their advisors, a comprehensive four-year plan and track their progress to graduation. All of the undergraduate-serving schools and colleges now have professional academic advisors working with their students, and all have adopted a more centralized advising model to keep each student, whenever possible, with the same academic advisor.

At the Exploratory Center (EC), specially trained advisors help students find a major that aligns with their unique talents and aspirations. The EC was created in response to the ongoing issue of students changing their majors multiple times, decisions which often significantly delay degree completion and add to their debt burden.³⁶ Advisors are available in the EC for both scheduled and walk-in appointments; these numbered 10,302 in 2017-2018.³⁷ In addition, the EC is partnering with both the Career Center and Student Affairs on programming, including holding walk-in appointments in the EC. We are currently collecting data on the number and timing of major changes and expect to see a small decline. We can already report that in 2015-16 to 2016-17, 48% of students changed their primary major at least once, but in 2016-17 to 2017-18, after the EC opened, that number dropped to 40%.

UGA uses SAGE, a campus-wide software platform, that allows students, advisors, and other student services offices to schedule student appointments, manage student advising notes, adjust advising caseloads, refer students to various resources and services,³⁸

³⁵ "Rural," for this preliminary research, encompasses all population, housing, and territory not included within a Census defined urban area, 2010 boundaries..

³⁶ In evaluating student data for more than 4,310 first-time freshmen who graduated in Spring 2014, we observed that only 32% of these students graduated with the same major in which they started, while 19% switched majors twice and about 6% changed majors three times or more which, in addition to delaying graduation, led to more student debt and extraneous credits.

³⁷ The EC also advises pre-business and pre-journalism majors; this number includes those appointments as well.

³⁸ Since deploying SAGE, there has been a sharp uptick in the number of tutoring appointments at DAE; see Strategy 1 for data on impact of tutoring on student success.

make to-do lists, and generally track student interactions. It allows UGA advisors and campus partners to collaborate on student issues through a shared system and provides a unified hub for sharing information and resources. In 2017-2018, SAGE recorded 52,090 advising appointments (46,749 scheduled, and 5,341 walk-ins). The software also gives advisors access to information that helps them deliver timely interventions.

STRATEGY 4: EXPAND ONLINE COURSE OFFERINGS, PARTICULARLY IN THE SUMMER SESSIONS, TO GIVE STUDENTS MORE FLEXIBILITY IN PLANNING THEIR PROGRAMS OF STUDY AND TO PROMOTE STUDENT ACADEMIC SUCCESS, PROGRESSION, AND COMPLETION

Primary contacts: Stephen Balfour, Director of the Office of Online Learning, Stephen.Balfour@uga.edu and Paul Klute, Director of Office of Institutional Research, pklute@uga.edu

In 2013, the Office of Online Learning (OOL) launched a Fellows program to recruit and train faculty to design, develop, and teach high-quality online courses. Through this initiative UGA has developed 68 online undergraduate courses (up from 49 last year) that satisfy at least one area in the core and over 200 unique courses (up from 181 last year) at the 3000, 4000, and 5000 level. Many of these are online versions of required, high-demand, and/or bottleneck courses. UGA also offers an online BSEd (Bachelor of Science in Special Education) and a BBA (Bachelor of Business Administration) in General Business, along with 10 online graduate certificates and 16 graduate degrees.

Growth in the roster of online courses, especially in the summer, is positively impacting time to degree, for these courses allow students who are studying or interning off campus or who must return home to work full-time during the summer to stay on track for graduation. A measure of their success is that more and more students complete their undergraduate degree with at least one online course in their program of study. Moreover, an increased number of students are opting to enroll in online courses during the summer; in summer 2014, online enrollments accounted for only 10.5% of the overall summer term enrollments, but that number rose to 49.2% in summer 2018. Clearly the availability and flexibility afforded by online courses helps student stay on track for graduation.

STRATEGY 5: CONTINUE EFFORTS TO IMPROVE GENERAL EDUCATION, UPDATE PEDAGOGY, AND SUPPORT FACULTY EFFORTS TO IMPROVE INSTRUCTION TO ENHANCE STUDENT LEARNING AND PROGRESSION

Primary contacts: Megan Mittelstadt, Director of the Center for Teaching and Learning, megan.mittelstadt@uga.edu and Naomi Norman, Associate Vice President for Instruction, nnorman@uga.edu

Prompted by the recommendations in the [President's Task Force Report](#) and USG's Momentum Year goals, UGA is:

- Re-designing the undergraduate biology courses and their requirements, including re-evaluation of the necessary sequencing of courses. Anticipated implementation: Fall 2019.
- Revising UGA's undergraduate writing and communication requirements. Discussions are ongoing, and we anticipate implementation of updated requirements by Fall 2019.
- Introducing "data literacy" as a core requirement of the undergraduate education. Discussions are ongoing, and we anticipate implementation of this requirement by Fall 2019.
- Implementing campus-wide efforts to increase adoption of "active" pedagogy in classes (reported on here).

The Center for Teaching and Learning (CTL), in addition to offering workshops, programs and initiatives to support retention, progression, and completion efforts at UGA, also helps faculty transform undergraduate courses to engage students actively in their learning. In March 2018, the CTL created and disseminated a survey to inventory the active learning strategies being used by faculty at UGA. To record an accurate and reliable "snapshot" of teaching practices and to facilitate adoption of a common vocabulary on active learning, faculty were asked to inventory the active learning strategies they used in a target course session in response to an Active Learning Snapshot Survey. Of the more than 400 faculty respondents—representing 13,508 students and 332 classes taught in Spring 2018—51% percent indicated they spent little to no lecture time during their classes, engaging instead in various active learning practices.

The snapshot provides the baseline against which UGA will measure the impact of the 2018 Active Learning Summer Institute that helped 32 faculty redesign their courses to include more active learning strategies. Faculty worked independently and with consultant partners to finalize their courses for implementation during the 2018-19 academic year; over 10,000 students will be affected by these courses during the current academic year. We are tracking the students enrolled in these redesigned classes and

expect to have data for next year's report.³⁹ In addition, DAE is offering a course for students on how to learn in an active learning environment so that the issue is being addressed from both sides of the classroom.

OBSERVATIONS

The University of Georgia's retention and completion plan is focused both on having an engaging and supportive environment designed to support all students and on providing specific programs for students who are at risk. At UGA, students are being retained and are completing bachelor's degrees at exceptional rates. The first-year retention rate for all students hovered around 94% every year from 2008 through 2013 but is currently at 96%; during this same period, the first-year retention and six-year completion rates for certain underrepresented populations at UGA realized some gains (see Table 2). However, there is work still to do, especially with underrepresented populations and transfer students.

In addition, completion rates for the entire undergraduate population also have increased by several percentage points during the past 10 years. For the 2007 cohort, the four-year completion rate was 58% but was 66.1% for the 2012 cohort. Similarly, the average time to degree for entering freshmen has steadily declined, from a high of 4.16 years for those graduating in 2008 to an historic low of 3.94 years for those graduating in 2017 (see Table 3). Our goal is to boost our four-year completion rate to 70% by 2020.

UGA graduates are recruited by major corporations, small businesses, non-profit organizations, and government. Indeed, UGA's 96% career outcomes rate⁴⁰ is 11% higher than the national average. Even more striking is that 88% of full-time employed graduates obtained that employment within three months of graduation while 20% of graduating seniors are continuing their education.

The University of Georgia's completion strategy combines programs targeted to specific populations as well as those that impact the entire undergraduate population. They were designed with our high performing, academically strong student body in mind—to challenge, engage, and support students on their way to timely completion. Our retention and graduation rates, positive enrollment trends, number of degrees conferred, and job offer rates underscore UGA's ability to help address the workforce needs of the future.

MOMENTUM YEAR

Here we report on the three specified areas of our Momentum Year work: purposeful choice, clear paths for students and productive academic mindset.

PURPOSEFUL CHOICE

Goal: Reduce the number of students who change their major by helping them discover a good fit early and by increasing support for transfer students to ensure success in their major.

- **Completed elements:** Students take the grit assessment and Holland Interest Inventory before orientation; these scores are available to advisors via SAGE (see above) to guide their discussions with their advisees about their aspirations, aptitudes, and potential for success within various majors/pathways; in addition, the Exploratory Center is now fully operational (see above) and seeing large numbers of students each semester.
- **Elements in process:** A Transfer Advisory Committee has been working on ways to assist transfer students to ensure that they remain on track for on-time graduation. The committee will finalize its recommendations later this semester. Based on initial conversations, the recommendations are expected to include measures such as: improving communication with students before they transfer and finalizing transfer handbooks for each undergraduate-serving school/college so students do not accumulate extraneous credits before they arrive; having dedicated transfer advisors in every undergraduate-serving school/college; creating a web portal to answer questions from students who are planning to transfer to UGA; and creating an online system so students can have courses from their home institution vetted and approved before they arrive.
- **Elements forthcoming:** Implementing some/all of the recommendations made by the Transfer Committee as appropriate.

CLEAR PATHS FOR STUDENTS

³⁹ For or more information about Active Learning Initiatives at UGA, visit: <https://ovpi.uga.edu/initiatives/active-learning/>; <https://wwwctl.uga.edu/active-learning/>; and <https://wwwctl.uga.edu/pages/active-learning-snapshot>.

⁴⁰ The Career Outcomes Rate is calculated from the percentage of students who are either employed, continuing their education, or not currently seeking employment within an average of 6 months after graduation.

Goal: Use meta-majors—not a default program map—to help students find the major that is a good fit for them.⁴¹

- **Completed elements:** UGA’s 140+ majors are included in seven meta-majors: Creative, Leadership, Service, Life/Health, Technology, Culture, and Nature. Each meta-major is based, in part, on common core courses, and each major within the meta-major is identified according to the Holland Inventory to give students a range of options within each meta-major.⁴²
- **Elements in process:** The Office of Institutional Research is validating our meta-majors for best fit with the core; this requires a major restructuring of our curriculum data tables.
- **Elements forthcoming:** Disseminate meta-majors across campus and educate campus advisors on how they were built, what they mean, and how they might be useful in helping students identify their pathway.

PRODUCTIVE ACADEMIC MINDSET

Goal: Continue to administer the USG Getting to Know Our Students Mindset Survey according to the USG timetable and analyze and act on information obtained from that survey as relevant.

- **Completed elements:** We administered the survey in the 2017-2018 academic year and are ready to administer it again this year. Our return rate last year was quite small. At the spring 2018 advising workshop, there was a session on academic mindset and advisors were invited to become part of a learning community on the topic.
- **Challenges:** Overall, our response rates for all surveys appear to be declining as the use of surveys proliferate. One option is to replace multiple surveys with a single “master” census and support it with significant advertising and incentives, as could be done with the “Student Experience in the Research University (SERU)” tool. Questions regarding mindset could be embedded within the same survey. However, this will require elimination of several other surveys that are standard practice at UGA and/or more broadly within the USG.
- **Elements forthcoming:** Additional sessions on academic mindset will be offered to advisors throughout the academic year.

⁴¹ UGA does not have a “default program map” for various reasons, including the large number of majors at UGA, as well as the large number of AP/IB classes that UGA students bring. The variability due to these two factors makes it difficult to work with a small number of standard program maps. Instead, advisors build a custom map for each student, and English/Math is always recommended within the first year. Similarly, students who are still exploring the right major see advisors in the Exploratory Center and create their plans.

⁴² UGA students and their advisors use the DegreeWorks Planner tool to make 4-year plans for their courses. Although we continue efforts to increase its adoption across campus, it is important to highlight that the tool is more generally accepted in majors that have more well-defined curricula (e.g., Engineering) and is used less in areas that are inherently more flexible and allow students to build their curriculum as they advance in the major (e.g., humanities and social sciences).



University of North Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

MISSION:

The University of North Georgia, a regional multi-campus institution and premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. The University of North Georgia is a University System of Georgia leadership institution and is The Military College of Georgia.

- The University of North Georgia (UNG), a 5-campus institution of approximately 20,000 enrolled students, includes campus locations in Blue Ridge, Cumming, Dahlonega, Gainesville, and Oconee.
- UNG focuses on academic excellence in liberal arts, pre-professional, professional and graduate programs, military education, service, and leadership. UNG is 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 seeks to assure the success of its students and contribute to the quality of life in the surrounding region. In 2017, U.S. News and World Report ranked UNG 22nd among public regional universities in the South. UNG was also ranked No. 1 in the South for the least amount of student debt among regional public universities on U.S. News' 2017 Student Debt Load at Graduation list, reinforcing the university's reputation for excellent academics and affordability. In 2017, UNG had an economic impact of more than \$625 million and generated 6,204 jobs.
- UNG emphasizes academic excellence, military education, leadership, engagement, and broad access by providing multiple pathways for degree completion and career preparation. The goals and strategies chosen for our Complete College Georgia plan reflect the breadth of our mission and utility of 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 provides a fundamental level of access to higher education for the population of Northeast Georgia. UNG also provides greater access to higher education through a strong dual enrollment program.
- UNG is one of only six military colleges in the United States, and its Corps of Cadets includes more than 800 students.

INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

15 TO FINISH INITIATIVE/CAMPAIGN

	Fall 2017	Fall 2018 to date *	% Change
Students taking 15	2,111	2,315	+ 9.66
Students taking > 15	2278	2,397	+ 5.22
Total # of full-time students (12 or more credits)	12,712	13,432	+ 5.66
% of full –time taking 15 or more credits	34.5%	35.1%	+ 0.6%

* As of August 14, 2018.

UNG has witnessed a steady positive trend line from fall to fall in the number of students enrolled in 15 or more credit hours that mirrors UNG's overall enrollment growth. The parallel trend line makes the percentage of students taking fifteen or more credit hours appear essentially flat; however, the raw number of students enrolled in 15 or more credits grew approximately 15 percent over fall 2017 enrollment, suggesting that consistent messaging is having the desired effect. Nevertheless, the institution is conscious of the need to reaffirm the commitment to 15 to Finish and going forward will re-emphasize the importance of the campaign with orientation leaders and academic advisors.

There is also recognition that many students work part-time while attending school full-time, and that students bring increasing numbers of credits into college via dual enrollment and AP credit. When appropriate, UNG has adjusted its messaging in this initiative to "What is your right 15?" For these students, the focus is on the importance of earning 30 credits for the first year in order to stay on track. We will analyze our entering freshmen cohort to verify that they are earning 30 credits by the beginning of the subsequent fall term.

DEMONSTRATION OF PRIORITY OR IMPACT

Raw data suggests that messaging and efforts to address issues of course availability have resulted in UNG maintaining the percentage of students enrolling in 15 or more credit hours alongside enrollment growth. Additionally, USG data on graduation rates

for First-Time, Full-Time Freshman has been slowly rising for both Associate and Baccalaureate students, suggesting that 15 to Finish is helping to reduce time to graduation for UNG students. The institution is also examining credit hours attempted compared to credit hours earned by freshman cohorts, to identify possible opportunities to more appropriately tailor messaging on 15 to Finish.

DUAL ENROLLMENT (PREVIOUSLY KNOWN AS THE MOWR PROGRAM)

UNG continues to grow in its dual enrollment program. This past year, 1068 high school students participated in the dual enrollment program at UNG across our five campuses and two external sites: Jones Early College in Hall county and East Jackson High School, exceeding our target of 900 students. Fourteen dual enrolled students graduated from UNG with an Associate degree in spring 2018. The dual enrollment population for fall 2018 exceeded 1200 students, a 30% increase over fall 2017.

	Dual enrolled students	Credits earned
Fall 2016	865	6341
Fall 2017	964	7389
Fall 2018	1260	

UNG is partnering with Jackson County School System (JCSS) as they develop their College and Career Academy, moving dual enrollment courses from East Jackson High School to the JCSS location in order to serve additional students more effectively. At the request of the Hall County School system, UNG expanded its offerings at Jones Early College, which draws students from six high schools and provides access to dual enrollment programming for traditionally underserved students, to include enrollment of very high achieving 9th and 10th graders in a pilot program for the 2018-19 academic year.

In reviewing our efforts to increase the number of dual enrolled students who matriculate to UNG, we discovered an error in previous reporting and calculating of the number of matriculating students. These corrected data, shown below, is based on Dual Enrollment seniors participating in the previous summer, fall and spring that matriculated in the current Summer/Fall as freshmen.

Fall Term	Student Count	% of eligible
201408	101	42%
201508	188	40%
201608	249	42%
201708	272	36%
201808		
Grand Total	810	39%

DEMONSTRATION OF PRIORITY OR IMPACT

To serve the North Georgia region, UNG expanded its partnerships with area school systems and augmented on-campus and online offerings to better serve dual enrolled eligible students. In developing partnerships and increasing course offerings, UNG expanded access for dual enrolled eligible students by 31% generating nearly 9,000 credit hours. Additionally, the number of dual enrolled students matriculating to UNG has increased by 63% since fall 2014.

DISTANCE EDUCATION

Headcount and Registration data are provided for eCore and UNG online. Totals include all undergraduate online students.

Headcounts are unduplicated student counts for the term and success rates were A-B-C grades.

	Headcount		Registrations		Success Rate		
Fall 2017	eCore	1674	2574	74.09%			
	UNG Online	2847	4106	76.69%			
	Total	4135	6681	75.68%			
Spring 2018		Headcount		Registrations		Success Rate	
	eCore	1804	2737	75.05%			
	UNG Online	3083	4446	80.12%			
	Total	4481	7183	78.18%			
Summer 2018		Headcount		Registrations		Success Rate	
	eCore	1010	1382	85.9%			
	UNG Online	2713	3948	91.7%			
	Total	3503	5330	90.3%			

DEMONSTRATION OF PRIORITY OR IMPACT

Enrollment in online courses continues to grow at UNG. Student success in online learning, measured in completion of a course with a grade of C or higher, reached just above 78% during the 2017-2018 academic year. The number of students graduating from UNG with at least one course taken fully online also continues to grow. In the 2017-2018 Academic Year 68.6% of graduates completed at least one online course. Similarly, Adult students earning a degree with at least one fully online course rose slightly, surpassing 66% in the 2017-2018 Academic year. Online courses can help students shorten time to degree and stay on track by providing the flexibility in scheduling, avoiding program bottlenecks, and increasing access to courses, especially in the core curriculum.

PRIOR LEARNING ASSESSMENT**DEMONSTRATION OF PRIORITY OR IMPACT**

UNG is examining the institutional data to determine how many graduates used prior learning assessments such as CLEP exams to earn credits towards a degree. The exact impact on shortening time to degree is unknown at present. CLEP exams and similar exam credits do reduce degree costs for students. The estimated tuition-savings to students in 2017 was approximately \$600,000.

MOMENTUM YEAR 90-DAY UPDATE

UNG has already implemented components of the Momentum Year plan approved by the Board of Regents and is positioned to reach full implementation by the start of the fall 2019 term. Building on UNG's Quality Enhancement Plan, "On Time and On Target", Momentum Year strategies will increase institutional capacity to provide additional resources for students' use in planning their educations. Many of these resources leverage technology to better serve students; an example of technology available to students for planning purposes is DegreeWorks. Also available to assist students in planning their educations are fillable Plans of Study and Program Course Planning Guides developed under the QEP that map out academic programs at UNG. All academic programs should have these resources available for students by the start of the fall 2019 term. UNG is also using technology to monitor program and course bottlenecks that can impede students' timely progression. The use of *Banner* waitlists and *Civitas Illume* predictive analytics programs aid in identifying issues tied to course availability that may delay a student's academic progress. Greater use of technology allows coordination of academic success efforts that include 'nudge' campaigns focused on mattering and belonging as well as directing students to resources or support services to assist them in reaching educational goals. To coordinate institutional nudge efforts, a Persistence Steering Committee consisting of 11 members from academic and student affairs, was formed in the spring of 2018 to identify targeted student groups using our *Civitas Illume* platform starting in fall 2018.

UNG conducted workshops for staff and faculty involved in New Student Orientation, First Year Experience, and Academic Advising to integrate Growth Mindset goals into programs for students in their first year of college. Professional development programs were designed to both inform faculty and staff of Momentum Year objectives and to help them identify ways to promote a growth mindset and a sense of mattering and belonging in communications with students and in academic programming.

UNG's Momentum Year efforts includes participation in the Gateways to Completion program to increase student success rates in key first year courses. UNG identified, through an institutional review, four courses for redesign: English 1101 Composition I, Math 1111 College Algebra, History 2111 U.S. History I, and Psychology 1101 Introduction to Psychology. UNG has committed additional resources to support faculty professional development, the inclusion of best practices, and participation in a year-long Teaching and Learning Academy facilitated by the John N. Gardner Institute.

UNG has also identified specific staff and administrators who are responsible for coordinating the university's multipronged approaches to student success identified through its Momentum Year effort.

DEMONSTRATION OF PRIORITY OR IMPACT

As this is a new strategy supporting student success, direct measures are not available for 2018. UNG has tasked key personnel including Dr. Chris Barnes, Associate Dean for Academic Administration, Oconee Campus, Ms. Terri Carroll, Executive Director of Academic Advising, Ms. Michelle Eaton, Associate Director for Enrollment Management, and Dr. Eugene Van Sickle, AVP for Strategic Student Success Initiatives with coordinating Momentum Year programs and strategies with the goal of full implementation in fall 2019.

INTENTIONAL ADVISING:

As part of the SACSCOC 2016 decennial review and compliance report Quality Enhancement Plan (QEP), UNG identified an institutional project that improved student learning. After an extensive review process, the institution selected a QEP topic that improves student learning through advising. UNG's QEP, On Time and On Target, uses a blended model of intentional advising and faculty mentoring to develop students' knowledge of and ability to achieve their educational goals and to support student responsibility in accomplishing those educational goals. The QEP goals and student learning outcomes are as follows:

The UNG QEP Will Support Students in Achieving the Following Goals:

- Defining academic goals and taking personal responsibility for developing educational plans.
- Utilizing appropriate campus resources to support educational goals.
- Engaging in appropriate learning experiences to achieve educational goals.

To achieve these outcomes, the UNG QEP developed advising curriculum for mandatory advising sessions, created multiple exposure points for learning outcome constructs, increased the number of Professional Advisors, created Master Faculty Positions to advise/mentor junior and senior level students, and developed interactive advising tools that empower students to map their educational goals.

QEP IMPACT

DEVELOPMENT OF ADVISING STRUCTURE TO SUPPORT A BLENDED ADVISING MODEL

UNG began the QEP with seven Professional Advisors and five Master Faculty Advisors. By the end of spring 2018 and the completion of the second year of the QEP, UNG had 28 Professional Advisors and 21 Master Faculty Advisors that supported nearly 40 associate degree pathways and baccalaureate programs on four campuses.

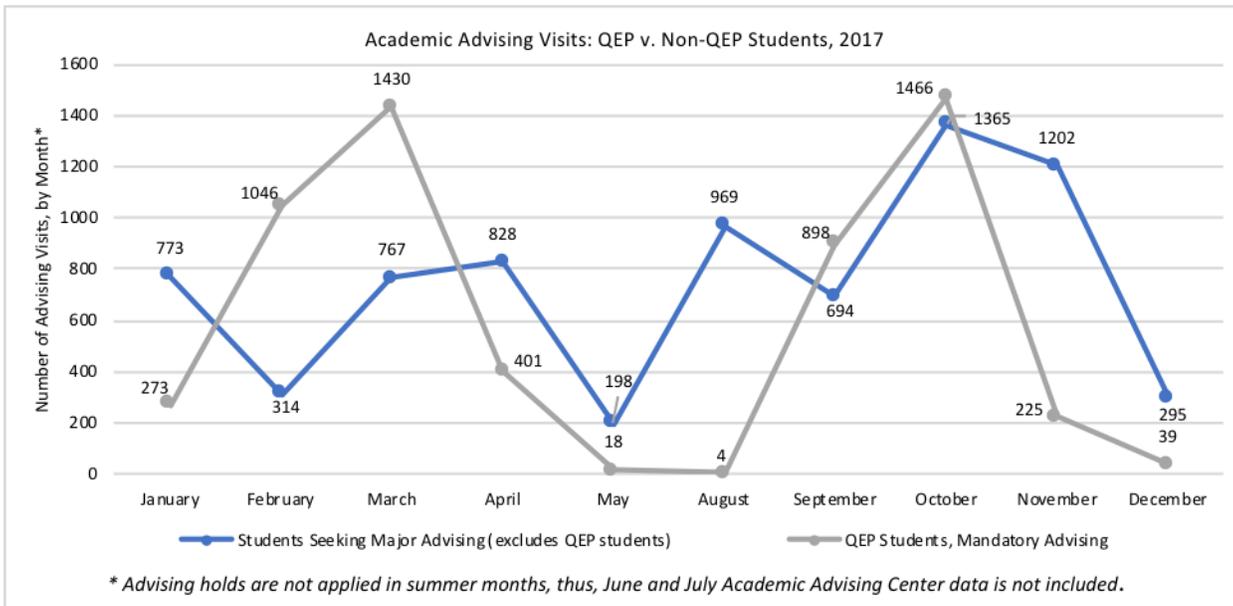
Under the University's QEP, students in QEP majors receive mandatory advising up to 45 credit hours by professional advisors who specialize in their majors. After 45 credit hours, a faculty member from the student's major program becomes the primary advisor. The faculty member also serves as a mentor who consults with the student on learning opportunities such as internships and undergraduate research to enhance the educational experience. Together, professional advising and faculty mentoring supports students in making the most of their college careers.

SHIFT IN ADVISING CULTURE

Under the blended advising model, advisees work with Professional Advisors for the first two years to understand their interests and strengths as related to their chosen majors, the core curriculum, registration and program policies and procedures, academic support services, and the process to establish academic goals. Students then transition to Faculty Advisors where they receive a greater focus on mentoring, discipline-specific learning and career opportunities.

Although the ultimate purpose of "On Time and On Target" was to improve student learning, the many elements needed to accomplish this have positively changed the landscape of advising at UNG. Students now experience advising sessions that utilize an "advising as teaching" strategy with a consistent curriculum designed to support student self-efficacy and self-regulated learning and provide accurate and timely advising and program planning tools. The emphasis has shifted to allow the advisor to teach the student the best approach to academic success as well as direct the student to the online and institutional tools. With this support and these tools, the student is able to take the primary responsibility for his or her own academic success.

Traditionally, students have sought advising at the time of registration. This limited the time available for developmental advising and the exploration of resources. The QEP has emphasized the importance of seeking advising prior to registration and, consequently, students in QEP majors have begun to schedule advising sessions well in advance of the registration period. This has enabled advisors to focus on the advising "curriculum" and the support students need to be successful.



CHANGES IN STUDENT UNDERSTANDING, ABILITY, CONFIDENCE, AND BEHAVIOR

Beginning in the students’ matriculating semester and continuing through the course of their UNG academic experience, data were collected to measure the change in student self-efficacy and self-regulated learning constructs. Understanding the core curriculum, program of study, and planning guides and how they work together to map and achieve a student’s educational goals is critical to successful program planning and completion. Observational data from Professional Advisors demonstrated that as QEP students move from their first semester to subsequent semesters, their understanding of the core curriculum, program of study sheet, and course planning guide increases substantially. Professional Advisor data shows a 44% increase in student understanding of how to use these tools for planning their educations by the third semester.

- Students must understand themselves and their chosen major well enough to articulate how their strengths, weaknesses and interests support success in a selected major or career. Professional Advisors observed the QEP students’ understanding of their own interests and abilities concerning chosen majors. Here student understanding increased with each advising session. By the third semester 90% of students demonstrated moderate or substantial understanding of the relationship between interests and strengths with chosen major or program.
- The QEP also looks to increase student ability to create an educational plan for subsequent semesters, an important skill in academic planning and degree completion. Data from Professional Advisors reported growth in QEP students’ ability to create these educational plans over multiple semesters. QEP students’ ability to create an educational plan for the next two semesters based on the Plan of Study increased by over 55% from their first semester to their third semester. In addition to creating educational plans, successful students demonstrated the ability to reflect on their academic progress and experiences to determine the appropriateness of their current academic path. Professional Advisors (PA) observed the level of this ability in students during the first three semesters at advising visits and reported an increase in the QEP students’ ability to reflect on their individual academic paths. The percentage of students with “No” or “Minimal” ability in this area declined from 49% in the first semester to 8% in the third semester.

Academic support programs are designed to provide additional academic support and encourage successful study and learning behaviors. Supplemental Instruction and Labs have been demonstrated to substantially support students’ academic success within the classroom. QEP students reported increased use of Supplemental Instruction and Academic Labs from their first semester to their third semester.

At any academic institution, understanding registration policies and procedures, including schedules and implications of drop/add, can impact a student’s ability to successfully navigate his or her academic program. The QEP included multiple points of exposure to ensure student awareness of policies and procedures. QEP students reported increased confidence in explaining registration policies and procedures including drop/add and withdrawal from first to third semester.

IMPROVED RETENTION AND PROGRESSION

Although the QEP design was focused on providing students with better tools and guidance to support self-efficacy and self-regulated learning towards their academic goals, QEP majors matriculating summer and fall 2016 had higher rates of retention and progression for students in QEP majors when compared to students in non-QEP majors. The table below outlines the one-semester persistence and one-year retention rates for students in QEP majors and students in non-QEP majors. Overall, students in QEP

majors had a 7% higher one-semester persistence rate and an 11% higher one-year retention rate. These rates will continue to be tracked for the duration of the QEP.

QEP STUDENTS

Degree Level/Time Status	Count	1-Semester Persistence	1-Semester Persistence %	1-Year Retention	1-Year Retention %
Associate	198	176	88.9%	140	70.7%
Full-Time	183	163	89.1%	130	71.0%
Part-Time	15	13	86.7%	10	66.7%
Baccalaureate	825	785	95.2%	691	83.8%
Full-Time	800	766	95.8%	674	84.3%
Part-Time	25	19	76.0%	17	68.0%
Grand Total	1,023	961	93.9%	831	81.2%

NON-QEP STUDENTS

Degree Level/Time Status	Count	1-Semester Persistence	1-Semester Persistence %	1-Year Retention	1-Year Retention %
Associate or less	2,082	1,784	85.7%	1,395	67.0%
Full-Time	1,823	1,610	88.3%	1,260	69.1%
Part-Time	259	174	67.2%	135	52.1%
Baccalaureate	953	858	90.0%	731	76.7%
Full-Time	920	839	91.2%	716	77.8%
Part-Time	33	19	57.6%	15	45.5%
Grand Total	3,035	2,642	87.1%	2,126	70.0%

REFLECTIONS:

UNG continues its tradition of academic excellence, expanding its access mission, and supporting student success. The institution, by virtue of its QEP and other strategic programs like Momentum Year, continues to create infrastructure to support student success. Additionally UNG is actively planning the integration of all its student success strategies, building bridges between units of Academic Affairs and Student Affairs to increase collaboration, and marshalling resources to holistically support the communities the institution serves. UNG still faces challenges in bringing student success programs to full implementation because of its continued growth on all campuses. UNG must balance its growth alongside efforts to expand institutional capacity to strengthen the learning community it provides for all students.

PLANS FOR NEXT YEAR:

UNG will integrate and coordinate its CCG programs with larger institutional programs and strategies that support student success, progression, retention, and ultimately graduation. Specifically, UNG seeks to capitalize on its QEP by integrating Momentum Year strategies into the on-boarding process for incoming students and infusing growth mindset principles into FYE programs. By the fall of 2019 UNG should have advising tools available for all undergraduate programs that students can use to plan their educational experience, clear pathways for academic programs, and intentional advising to support program choice for students exploring academic focus areas in their first year. Additionally, UNG has started work on redesigning gateway courses that many students take. This work will continue with piloting of the reworked courses in fall 2019.

As part of its overall strategy in providing clear pathways for students, UNG has started a review of institutional processes/policies and will make recommendations to senior administration in an effort to reduce or remove barriers that inadvertently impact student progression. UNG will pursue strategies to increase overall institutional persistence, assess strategies piloted during fall 2018 in order to make revisions, and scale up persistence efforts in preparation for fall 2019. Finally, UNG is seeking USG enhancement funding that directly supports institutional efforts to bring these programs and strategies to full implementation by fall 2019.



University of West Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of West Georgia, a charter member of the University System of Georgia, is a comprehensive, residential institution providing selectively focused undergraduate and graduate education primarily to the people of West Georgia. The University is also committed to regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites, and an extensive program of continuing education for personal and professional development. Opportunities for intellectual and personal development are provided through quality teaching, scholarly inquiry, creative endeavor, and service for the public good.

The University of West Georgia has 90 active programs of study, including 44 at the bachelor's level, 30 at the master's and specialist levels, five at the doctoral level, and 11 at the advanced certificate level. The university conferred 2,659 degrees and awards in fiscal year 2018. This is a 1.8% increase over the number awarded in fiscal year 2017 (2,612) and a 24% increase over the number awarded in fiscal year 2012 (2,136), which is the baseline year for the Complete College Georgia initiative.

There were 13,520 students enrolled in Fall 2017: 11,229 at the undergraduate level and 2,291 at the graduate level. Overall enrollment at UWG has grown 20% since the Fall 2008 semester. UWG has a diverse student population: 51.2% Caucasian, 36.4% African-American/Black American, 5.8% Hispanic, 3.3% two or more races, 1.4% Asian, 1.7% did not declare any race, 0.1% American Indian/Alaskan Native, and 0.1% Native Hawaiian/Pacific Islander.

Ninety-one percent of the student body was from Georgia and represented 42 different counties. Carroll, Gwinnett, Coweta, Douglas, and Cobb were the five counties with the largest numbers of students at UWG. There were 896 out-of-state students representing 37 of the 49 remaining states. Alabama, Florida, New York, Illinois, Tennessee, New Jersey, and Mississippi were the top states sending students to UWG. Additionally, there were 331 students from 72 countries. Canada, China, India, Jamaica, Niger, Nigeria, Comoros, and Ghana were the top countries sending students to UWG.

The number of students eligible for the Pell grant has decreased slightly in the past five years. In Fall 2013, the percentage of students who were Pell eligible was 55.2%. The percentage of Pell eligible students decreased slightly to 53.6% in Fall 2014 and 51.9% in Fall 2015. The Pell eligible student percentage further decreased to 50.4% in Fall 2016. In Fall 2017, the percentage increased slightly to 51.6%.

The University of West Georgia has long been committed to providing access to college for students in the western region of the state, as well as students from across the state of Georgia and the nation. Our Mission and our Strategic Plan both point to our commitment to student success. In particular, the first Strategic Imperative – Student Success: Enhanced Learning, Access, Progression, and Development – focuses on the importance of retention, progression, and graduation (RPG); access; and student engagement. The second imperative focuses on Academic Success: Academic Programming and Faculty Support. The commitment to our Strategic Plan has helped the university identify and implement three high impact strategies to help our students successfully obtain a degree. These high impact strategies are discussed in Section 2 of this report.

Tables 1 through 4 provide supporting data for the strategies discussed in Section 2 and are found in the Appendix at the end of this document.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES

HIGH-IMPACT STRATEGY 1: THREE TO SUCCEED.

Increase student use of services offered by the Center for Academic Success: Tutoring, Peer Academic Coaching, and Supplemental Instruction.

RELATED GOAL

CCG GOAL 2. Increase the number of degrees that are earned on time.

CCG GOAL 3. Decrease excess credits earned on the path to getting a degree.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

This high impact strategy is aligned with two of UWG's Student Success strategic imperative goals:

- Goal A. Increase student persistence and timely progression to degree attainment. See Tables 1, 2, 3, and 4 in the Appendix.
- Goal A, Action 2: Increase student academic performance through focused classroom strategies, support programs, and enhancements to policies and procedures.

PRIMARY POINT OF CONTACT

Ms. Carrie Ziglar, Interim Director, Center for Academic Success, cziglar@westga.edu

SUMMARY OF ACTIVITIES

The Center for Academic Success offers academic support services to students through peer tutoring, academic coaching and supplemental instruction.

MEASURE OF PROGRESS AND SUCCESS**Measure, Metric, or Data Element**

- Number of students using each service
- Retention of students using services
- Number of students that successfully completed courses for which they received tutoring
- Term GPA of students using services

Baseline Measures**2016-2017**

Academic year 2016-2017

Tutoring

- 1,328 students attended one or more tutoring sessions.
- 92% of students using tutoring services in Fall 2016 were retained to Spring 2017.
- 1,044 of the 1,328 students (79%) who attended one or more tutoring sessions successfully completed the courses for which they received tutoring with grades of A, B, C, or S.

Peer Academic Coaching

- 457 students attended one or more Academic Coaching Sessions.
- 82% of students attending coaching for 2016-2017 were retained to Fall 2017.
- Students who attended four or more sessions had an average GPA of 2.63 for the academic year.

Supplemental Instruction

- 2,273 students attended one or more Supplemental Instruction Sessions.
- 89% of students who attended SI in Fall 2016 were retained for Spring 2017.
- Students who attended six or more SI sessions had a term GPA 0.66 points higher than students who attended no SI sessions.

Interim Measures of Progress**2017-2018**

Academic Year 2017-2018

Tutoring:

- 1,269 students attended one or more tutoring sessions.
- 87% of students using tutoring services in the Fall 2017 were retained to Spring 2018.
- 976 of the 1,269 students (77%) who attended one or more tutoring sessions successfully completed the courses for which they received tutoring with grades of A, B, C, or S.

Peer Academic Coaching:

- 898 students attended one or more Academic Coaching Sessions (51% increase from 2016-2017).
- 84% of students using coaching services in the Fall 2017 were retained to Spring 2018.
- Students who attended four or more sessions had an average GPA of 2.43 for the academic year. In essence, while our coaching numbers increased in 2017-2018, the GPAs decreased in comparison to last year. However, our coaches worked with a much higher percentage of students who were in deeper academic success than were those last year. Students achieved academic success in both years, which is the goal of Peer Academic Coaching.

Supplemental Instruction (SI):

- 1,955 students attended one or more Supplemental Instruction Sessions.
- 92% of students who attended SI in the Fall 2017 returned for the Spring 2018 semester.
- Students who attended six or more SI sessions had a term GPA of 0.74 points higher than students who attended no SI sessions.

Measures of Success

Ultimately, we anticipate that the focused attention on tutoring, peer academic coaching, and supplemental instruction will positively influence graduation rates. The increased effort began on a small scale in 2015-2016. We developed the services more fully in 2016-2017 and strengthened them further in 2017-2018. Four-year graduation rates at the end of FY 2020 should reflect the effect of this initiative.

LESSONS LEARNED

Adequate space to host SI sessions continues to be a challenge. In 2017-2018 we carved out three designated SI spaces in the Center for Academic Success to help with access to appropriate space at best times for our students. Due to staffing, we have lost one of those spaces for the upcoming academic year. We are still searching for that dedicated space that will hold between 20 – 25 students. Hopefully, such a space will develop in 2018-2019 as we have some transitions in this facility. Additionally, UWG's new scheduling software will give us more control over finding available space.

We have become very strategic in targeting courses for Supplemental Instruction (SI) using this criterion: courses with at least a 25% or higher DFW rate. This threshold garners strong attendance from UWG students. Indeed, when we began building SI support in 2015-2016, we set a goal that 30% of the students who have access to Supplemental Instruction would actually attend sessions. In Spring 2018 we reached that percentage of attendance.

During the 2017-2018 academic year we focused effort, branding, and promotion on our THREE TO SUCCEED initiative. We set out to get as many students as we could to use all three of our services: tutoring, peer academic coaching, and supplemental instruction. While data confirmed a sharp increase in usage, our analysis revealed that students were more successful if they chose one program and attended it multiple times. Indeed, students who used three services – but only one or two times each – did not show the improvement we hoped for.

We continued onward with the THREE TO SUCCEED initiative into the Spring 2018 semester, but we aligned our focus on students who received an Early Alert from their faculty. We worked with these "Alert" students, encouraging them to use all three services available to them. Of course, we kept in mind that not all of the targeted students had supplemental instruction available to them. At the end of the Spring 2018 semester we reviewed the academic performance of these targeted students. These are the results:

- Target Group (students using all three services). They earned a Semester GPA of 2.36 and an Overall GPA of 2.54.
- Comparison Group (students who did not use ANY of the services, although they received an Early Alert from a faculty member and were encouraged to take advantage of academic support services in the Center for Academic Success). These students earned a Semester GPA of 2.03 and an Overall GPA of 2.31.

HIGH-IMPACT STRATEGY 2: INTRUSIVE ADVISING.

Identify at-risk student populations and use intrusive advising strategies to assist them.

RELATED GOAL

CCG GOAL 4. Provide intrusive advising to keep students on track to graduate.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

This high priority strategy is aligned with two of UWG's Student Success strategic imperative goals:

- Goal A. Increase student persistence and timely progression to degree attainment. See Tables 1, 2, 3, and 4 in the Appendix.
- Goal D, Action 1: Provide quality academic advising experiences with emphasis on effective academic planning, early identification of a major for undergraduates, and a clear pathway to student accountability and self-sufficiency.

Our partnership with the Education Advisory Board through the SSC-Campus academic advising system supports progress with this goal, as the technology gives advisors critical information to help students exactly when they need it.

PRIMARY POINT OF CONTACT

Melissa Tarrant, Director of the Advising Center, mtarrant@westga.edu

SUMMARY OF ACTIVITIES

We first implemented these activities in 2016-2017. We repeated the same activities with our 2017-2018 freshman cohort.

Group 1 (Students admitted on appeal): In early Fall, UWG contacted all students who were admitted to UWG via the appeal process. These students received an email communication from the Admissions offices directing them to go to the Center for Academic Success for academic assistance.

Group 2 (Students with low, but recoverable first semester GPAs): At the end of the Fall term, first-semester students with a term GPA between 1.75 and 1.99 were identified and received email, phone, and text communications and encouragement from their advisors to take advantage of academic support and other campus resources. Students also received a post card at home over the winter break informing them about CAS and academic support programs. Advisors followed up with the students throughout the Spring semester.

MEASURES OF PROGRESS AND SUCCESS

Measure, metric, or data element

Group 1 (Students admitted on appeal)

- Number and percentage of students admitted on appeal who used the CAS services
- Term GPAs

Group 2 (Students with low, but recoverable first term GPAs)

- Number of first-semester students with a GPA between 1.75 and 1.99
- Cumulative GPAs (entire freshman year)

Baseline measures

2016-2017

In the 2016-2017 Academic Year

Group 1 (Students admitted on appeal). These data refer to Fall 2016 activities.

- 113 students were admitted via appeal and were directed to go to the CAS for assistance.
- 79 of the 113 students (70%) used one or more CAS services such as tutoring, peer academic coaching, and supplemental instruction. This group's average term GPA was 2.45, compared to 2.16 for students who used no CAS services.
- 9 of the 113 students (8%) visited the CAS ten or more times. Their average term GPA was 3.05.

Group 2 (Students with low, but recoverable first term GPAs). These data refer to Spring 2017 activities.

- 93 first-semester students were identified as having a Fall 2016 term GPA between 1.75 and 1.99.
- At the end of Spring 2017, 52% of these 93 students had earned a cumulative GPA above 2.0 (cumulative for entire first year, which means they kept their federal financial aid).

Interim Measures of Progress

2017-2018

In the 2017-2018 Academic Year

Group 1 (Students admitted on appeal): These data refer to Fall 2017 activities.

- 112 students were admitted via appeal and were directed to go to the CAS for assistance.
- 74 of the 112 students (66%) used one or more CAS services such as tutoring, peer academic coaching, and supplemental instruction. This group's average term GPA was 2.32, compared to 1.60 for students who used no CAS services.
- 20 of the 112 students (18%) used our services at least ten times. Their average term GPA was 2.60.

Group 2 (Students with low, but recoverable first term GPAs): These data refer to Spring 2018 activities.

- 63 first-semester students were identified as having a Fall 2017 term GPA between 1.75 and 1.99.
- At the end of Spring 2018, 47% of these 63 students had earned a cumulative GPA above 2.0 (cumulative for entire first year, which means they kept their federal financial aid).

Measures of Success

Ultimately, we anticipate that the focused attention on at-risk populations will improve retention and graduation rates. The specific efforts began in 2016-2017. The four-year rates that will be reported at the end of the FY 2020 should reflect the effect of this initiative.

LESSONS LEARNED

Identifying at-risk students early in their academic career and encouraging them to use academic support had a positive effect on students' academic success. Group 1 students who were admitted on appeal had a substantially higher GPA if they used the services offered by the Center for Academic Success shown in the Interim Measures of Progress above. For the Group 2 students who had a

GPA between 1.75 and 1.99 in their first semester, approximately half (52% in 2-17-2017 and 47% in 2017-2018) earned a cumulative GPA above a 2.0, following outreach and encouragement by academic advisors. Our predictive data from EAB indicates that students whose GPA drops below a 2.0 are not retained, so assisting these students with improving their GPA decreases their risk of leaving. We will continue these efforts in 2018-2019.

HIGH-IMPACT STRATEGY 3: EXPAND ACCESS TO PROFESSIONAL ADVISING.

Provide Professional Advising in the Advising Center for all College of Social Science majors (i.e., juniors and seniors). Continue Professional Advising for students under 60 credit hours in the College of Arts and Humanities and College of Science and Mathematics.

RELATED GOAL

CCG GOAL 4. Provide intentional advising to keep students on track to graduate.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

This high impact strategy is aligned with two of UWG's Student Success strategic imperative goals:

- Goal 1.A.1: Implement and continually assess evidence-based strategies that improve retention, progression, and graduation rates. See Tables 2, 3, and 4 in the Appendix.
- Goal 1.D.1: Provide quality academic advising experiences with emphasis on effective academic planning, early identification of a major for undergraduates, and a clear pathway to student accountability and self-sufficiency.

PRIMARY POINT OF CONTACT

Melissa Tarrant, Director of the Advising Center mtarrant@westga.edu

SUMMARY OF ACTIVITIES

A mixed model of advising was used in 2017-2018.

- Most students in the College of Arts and Humanities and College of Science and Math were advised by Professional Advisors until they earned up to 60 credit hours. After 60 hours, these students were advised by faculty in their departments.
- Students majoring in Music, Theatre, Art, Geosciences, and Physics were advised by Professional Advisors until they earned 30 credit hours. After 30 hours, these students were advised by faculty in the academic departments.
- All Undeclared majors were advised in the Advising Center.

Prior to 2017-2018, the Advising Center's Professional Advisors worked with the College of Social Sciences (COSS) freshman and sophomores, while faculty advised the majors (juniors and seniors). Beginning in Fall 2017, all COSS undergraduate students were advised by Professional Advisors in the Advising Center. Further, COSS juniors and seniors had the opportunity to meet with faculty members in a mentoring relationship, although the faculty mentoring model is just beginning to develop.

MEASURES OF PROGRESS AND SUCCESS

Measure, metric, or data element

Full-time, degree-seeking undergraduate students who were advised in the Advising Center:

Baseline and Interim Measures of Progress

- Percentage of students who return the following year.
- Percentage of students attempting 30+ credit hours in one year (Fall, Spring, Summer).
- Percentage of students earning 30+ credit hours in one year (Fall, Spring, Summer).
- Credit hour completion rate (passing grades)

Measures of Success

- Reduced excess credits at graduation
- Improved graduation rates

Baseline measures

2014-2015

In the 2014-2015 academic year, first-time, full-time, degree-seeking undergraduates served by the Advising Center achieved the following results:

- 73% of students were retained Fall 2014 to Fall 2015.
- 46% of students attempted 30+ hours in one year (Fall, Spring, Summer).
- 34% of students earned 30+ hours in one year (Fall, Spring Summer).
- Students completed 90% of total attempted hours (i.e., earned passing grades).

Interim Measures of Progress

2017-2018

In the 2016-2017 academic year, first-time, full-time, degree-seeking undergraduates served by the Advising Center achieved the following results:

- 72.4% of students were retained Fall 2016 to Fall 2017
- 44% of students attempted 30+ hours in one year (Fall, Spring, Summer)
- 30% of students earned 30+ hours in one year (Fall, Spring Summer)
- Students completed 86% of total attempted hours (i.e., earned passing grades).

In the 2017-2018 academic year, first-time, full-time, degree-seeking undergraduates served by the Advising Center achieved the following results (most data for this section are not available yet):

- X% of students were retained Fall 2017 to Fall 2018 (data available after Fall 2018 Census Date).
- 44% of students attempted 30+ hours in one year (Fall, Spring, Summer)
- X% of students earned 30+ hours in one year (Fall, Spring Summer) (data available at end of Summer 2018)
- Students completed X% of total attempted hours (i.e., earned passing grades). (data available at end of Summer 2018 semester)

Measures of Success

Ultimately, we anticipate that the improved advising experience will reduce excess credit hours and positively influence graduation rates. The increased effort began in 2014-2015, and intensified these past two years. The four-year rates that will be reported at the end of the FY 2020 should reflect the effect of this initiative.

LESSONS LEARNED

We were unable to compare student experiences with Professional Advisors in 2017-2018 versus those with faculty advisors prior to 2017-2018, because faculty did not record appointments in the EAB Student Success Collaborative (SSC) platform. However, going forward, more robust data will be collected to identify the effectiveness of professional advising on student progress toward graduation. Further, we will employ a satisfaction survey, which will help us incrementally improve the advising experience over time.

Regarding the expansion of professional advisors in the College of Social Sciences, we were successful in terms of providing those experiences to all undergraduate COSS students. Professional Advisors met with every junior and senior in the College of Social Sciences (N=1,264 unduplicated headcount) twice during 2017-2018: once in Fall and once in Spring. Professional Advisors in the Advising Center continued to serve freshman and sophomores students, as has been the practice before this year. Lastly, the faculty mentoring model for juniors and seniors is just beginning to get off the ground; efforts to deepen this work will continue in 2018-2019. When the Professional Advisors/Faculty Mentor model is refined, we hope to expand it beyond the College of Social Sciences.

MOMENTUM YEAR UPDATE

Since the initial Momentum Year Summit in February 2018, the University of West Georgia has developed a strategic plan aligned to the major areas of the Momentum Year and has begun work on accomplishing the goals identified in the plan. West Georgia's progress thus far and next steps are described below.

COREQUISITE LABS

UWG developed new ENGL 1101L and MATH 1111L sections, which were approved by the faculty senate in Spring 2018. These are one-credit hour (two contact hours / per week) corequisite labs. Collaborative work among the two academic departments, Admissions, the Advising Center, the Registrar, and the Provost's office led to the development of criteria for determining placement in the corequisites based on test scores. The core section and the corequisite lab section will be taught by the same faculty member. In Fall 2018, the English department will pilot five sections of ENGL 1101L (60 seats) and the Math department will pilot five sections of MATH 1111L. UWG funded three additional full-time core instructor lines in mathematics to support the implementation of corequisite MATH sections. The Provost's office provided professional development funding over the summer for faculty from English and Math to work on the course design of the corequisite labs and alignment with ENGL 1101 and MATH 1111 respectively. An assessment plan for the corequisite labs is in place for Fall 2018. In Spring 2019, additional sections of ENGL 1101L and MATH 1111L will be offered with plans for full implementation in Fall 2019.

In Spring 2018, sections of MATH 1001L will be scheduled as UWG expands the corequisite lab model. MATH 1001L has already been developed and approved by the faculty senate. UWG also plans to offer one section of ENGL 1101L and MATH 1001L, each fully online, for adult learners who are taking all of their courses online.

ACADEMIC FOCUS AREAS OR META-MAJORS

Utilizing the Administrative Council (a monthly meeting of deans, associate deans, department chairs, and support staff), the leadership team in the Provost's Office worked to coordinate the development of academic focus areas or meta-majors. Since student advising on campus is divided among the Advising Center and the academic college, dialogue and collaboration were essential throughout the process. From this work, nine academic focus areas were identified, created, and approved by the faculty senate: Arts, Business, Education, Health Professions, Humanities, Social Sciences, STEM: Science Focus, STEM: Technology Focus, and Wellness and Sports. Each focus area includes three common courses that students will take in the first year. Collaboration between the colleges, the Advising Center, the Registrar, ITS, and the Provost's office led to the inclusion of the new focus areas in Banner for purposes of admissions and advisement.

UWG is using the focus areas this summer during orientation and all entering students who have not declared a major are being advised and placed into a focus area at that time. Beginning in Fall 2018, UWG will be able to track the progression of students in focus areas, including their progress in the required focus areas courses.

Our plan going forward is—based on assessment—to make refinements to the focus area process as well as the focus areas themselves. There is already conversation among the colleges about the alignment of some majors to the different focus areas—especially those connected to health and wellness professions. UWG will also be working on printed and web-based materials to better describe focus area options and their value to students and parents.

ACADEMIC OR PURPOSEFUL MINDSET

In 2017-2018, the UWG Momentum Year Implementation Team conducted an inventory of all academic and student affairs units of current academic mindset practices. Because work on corequisites and focus areas needed immediate attention for Fall 2018 implementation, UWG did not make much progress developing a campus-wide mindset plan aligned to the inventory. However, in addition to the work going on across campus identified in the inventory, a number of specific initiatives have emerged that will be implemented in 2018-2019.

Early Alert: UWG has embedded an electronic early alert notification in all classes for a number of years through a partnership between Student Affairs and Academic Affairs. However, the process has been optional. Beginning in 2018-2019, all 1000- and 2000-level courses will be required to use the early alert notification process for students who are not making significant progress in a class (grades, absences, etc.). This requirement emerged from work in UWG's G2C (Gateways to Completion) courses and will now be expanded. There have been some problems with the early alert process in the past (for example, faculty who submit notifications do not always receive any follow-up communication), so Student Affairs and Academic Affairs are working collaboratively to improve the process.

Academic Mindset Survey: UWG has worked to improve distribution channels and student response to the USG Academic Mindset Survey. Because of timing in 2017-2018, there was very little coordination or communication about the survey and as a result we saw a fairly low student response. To address this problem, we have implemented the following for 2018-2019:

- Student Affairs and Academic Affairs worked collaboratively to create a more effective strategy for distribution and success. We will model the procedures that UWG used to increase the student response success with the NSSE survey that was administered in Fall 2017.
- We will use our First-Year Seminars and Learning Communities to coordinate and reinforce student access and response to the mindset survey.

Work began this summer to increase faculty awareness and understanding of academic mindset and its influence on student success. Academic mindset was an area of focus at the Provost's Summer Symposium, a two-day event that brought together 40 faculty and staff to work on the next steps in UWG's *LEAP West!* Campus plan. New Faculty Orientation will include a unit on academic mindset that will introduce the concept to new faculty and outline faculty roles in creating a purposeful academic mindset for students. Lastly, academic mindset is being more purposefully integrated into the campus work on High Impact Practices (HIPs) and Guided Pathways.



VALDOSTA
STATE
UNIVERSITY

Valdosta State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Valdosta State University (VSU) is a comprehensive University within the University System of Georgia, with a fall 2017 enrollment of over 11,000 students. VSU is a welcoming, and vibrant community founded on and dedicated to serving the communities' rich and diverse heritages. Through excellence in teaching, basic and applied research, and service, VSU provides rigorous programs and opportunities that enrich our students, our university, and our region. Our mission to students is to provide a diverse student population with an inspired education, a safe learning environment, a nurturing community, and a wealth of experience that assists students in molding their futures in a creative, conscious, and caring fashion while preparing them to be lifelong learners who will meet the needs of a changing global society.

DEGREE SEEKING UNDERGRADUATES

Group	2013	2014	2015	2016	2017
Adult	802	832	826	814	834
American Indian or Alaska Native	22	21	23	18	19
Asian	218	244	260	244	204
Black	3,405	3,283	3,099	3,180	3,255
Female	5,597	5,355	5,026	5,056	5,165
Full-time	8,165	7,720	7,154	7,074	7,059
Hispanic or Latino	425	442	459	496	570
Male	3,865	3,720	3,498	3,372	3,229
More than one race	295	275	280	305	319
Native Hawaiian or Other Pacific Islander	17	15	13	5	5
Part-time	1,297	1,355	1,370	1,354	1,335
Pell	4,572	4,375	4,094	4,179	NA
Unknown race	43	48	47	48	37
White	5,037	4,747	4,343	4,132	3,985
Total	9,462	9,075	8,524	8,428	8,394

INSTITUTIONAL COMPLETION GOALS, HIGH IMPACT STRATEGIES & ACTIVITIES

HIGH IMPACT STRATEGY 1: GATEWAYS TO COMPLETION

Completion Goal: CCG Goal 4: VSU Strategic Goal: 1

DEMONSTRATION OF PRIORITY OR IMPACT:

VSU is part of the USG's first cohort to participate in the John N. Gardner Institute's (JNGI) G2C study. G2C is designed to assist institutions like VSU in researching factors related to high failure rates (DFWI) in courses, developing and implementing a plan to address the identified factors, and evaluating the impact of the implemented plan on improving teaching, learning, and success in high failure rate courses.

SUMMARY OF ACTIVITIES:

In the fall of 2015, VSU chose in its first phase of G2C to work with faculty in the following courses: HIST 2112, MATH 1111, ENGL 2113, CHEM 1211/2, and BIOL 1107/8. These courses were selected based on the DFWI rates, the number of students serviced by the course, and departmental recommendations and approval. Therefore, it should be noted that courses selected for the study do not necessarily represent the courses with the highest DFWI rates at VSU.

MEASURES OF PROGRESS AND SUCCESS

For the 2017-2018 academic year, the G2C committee and those teaching within the identified course for the project have focused on student assessment of learning gains (SALG). In biology, chemistry, English, and history there was an improvement in SALG averages from spring 2016 to spring 2017. Chemistry and history also did SALGs in fall 2016. For both courses the SALG averages were higher in fall 2016 than in spring 2016 and spring 2017. Math 1111 showed no change from spring 2016 to spring 2017. The overall SALG scores seem to indicate that the course innovations that were applied had a slight positive impact on students' assessment of their learning.

SALGS FOR G2C COURSES

Course	SALG Categories	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
BIOL 1108	Class Overall	3.5		4.5	4.5	3.7
	Class Activities	3		4.2	4.2	3.5
	Assignments	3.2		4.3	4.3	3.4
	Information Given	3.2		4.3	4.3	3.8
	Individual Support	3.7		4.1	4.1	3.5
	Content Understanding	3.8		4.5	4.5	3.8
	Class Impact	3.7		4.3	4.3	4.1
	SALG Average	3.4		4.3	4.3	3.7
CHEM 1211	Class Overall	3.5	4.3	3.8	3.7	3.6
	Class Activities	3	3.2	3.4	3.1	3.1
	Assignments	3.5	3.9	3.7	3.8	3.9
	Information Given	3.1	3.9	3.9	3.8	3.7
	Individual Support	3.2	3.6	3.8	3.5	3.3
	Content Understanding	3.6	4.2	4.1	3.9	3.6
	Class Impact	3.6	4.1	4.1	4.1	3.8
	SALG Average	3.4	3.9	3.8	3.7	3.6
ENGL 2113	Class Overall	4.3		4.5	4.4	4.1
	Class Activities	3.9		4.1	4	3.8
	Assignments	4.2		4.6	4.3	4.1
	Information Given	4.1		4.6	4.4	4
	Individual Support	3.8		3.7	3.4	3.6
	Content Understanding	4.2		4.5	4.5	4.1
	Class Impact	3.8		4.4	4.1	3.8
	SALG Average	4		4.3	4.2	3.9
HIST 2112	Class Overall	4.7	5	4.5	4.6	4.1
	Class Activities	3	3.1	3.6	3.4	3.2
	Assignments	4.6	4.8	4.5	4.7	4.3
	Information Given	4.6	4.9	4.4	4.8	4.1
	Individual Support	3.3	2.9	3.7	3.6	2.7
	Content Understanding	4.6	5	4.6	4.7	4.1
	Class Impact	4.2	4.9	4.4	4.6	4
	SALG Average	4.1	4.3	4.2	4.3	3.8

SALGS FOR G2C COURSES, CONT.

Course	SALG Categories	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
MATH 1111	Class Overall	4.1		4.4		
	Class Activities	3.8		3.8		
	Assignments	4.2		4.3		
	Information Given	4.1		4.3		
	Individual Support	3.4		3.3		
	Content Understanding	4.1		4.3		
	Class Impact	4.2		4		
	SALG Average	4		4		

For a full report of G2C efforts and a definition of each SALG at VSU see: <https://www.valdosta.edu/administration/enrollment-management/student-success-council/documents/comprehensive-report-and-plan.pdf>

LESSONS LEARNED

In the fall, there will be a continued evaluation of the impact of active learning techniques on

student success at VSU and the application of evidence-based revisions to the use of applied learning techniques in courses at VSU. There would also be the opportunity for collaboration

in relation to scholarship on the strategies used at VSU to develop, implement, evaluate, improve, and maintain active learning techniques. VSU will need to work with colleges and departments to ensure that the scholarship of teaching that emerges from the university-wide active learning application and scholarship program counts as scholarship toward promotion and tenure, regardless of the discipline.

PRIMARY POINT OF CONTACT:

Shani P. Wilfred, Ph.D., Professor and G2C Liaison, spray@valdosta.edu

HIGH IMPACT STRATEGY 2: COLLEGE ASSISTANCE MIGRANT PROGRAM

Completion Goal: CCG Goal: 9; VSU Strategic Goal 1

DEMONSTRATION OF PRIORITY OR IMPACT

The College Assistance Migrant Program (CAMP) at Valdosta State University is federally funded through the U.S Department of Education, Office of Migrant Education for a 5-year grant period. The CAMP Program was established to assist migrant and seasonal farm workers, or their dependents, through their first year of college. CAMP will support these students by providing intensive academic, social, and financial support to help them succeed during their first year at VSU and continue with their postsecondary education.

Each year, the program welcomes at least **25** CAMP students who are passionate and dedicated to achieve their dreams of a college education with backgrounds including:

- 96% are first generation college students
- All qualify for Pell Grant, 85% receive the maximum award.
- Students come from 9 counties in Georgia and 4 in Florida
- 26 of 27 students self-identified as Hispanic. Since the inception of the program, the Hispanic and Latino population of our first-time, full-time freshmen has increased by nearly 50%. See Appendix Table 1.

It is worth noting that this is the largest external grant VSU has been granted.

SUMMARY OF ACTIVITIES:

Students are supported by director, academic advisor, admissions recruiter and administrative support in the following ways:

Financial Assistance

CAMP will provide supplemental financial aid to cover costs during the first year at VSU. These include:

- Tuition and Fees
- Housing
- Meal Plan
- Book Loan Assistance
- Health Services
- Students will receive a modest stipend

CAMP Academic Support

The CAMP program is here not only to assist you financially but to provide any resource that might be needed in order to achieve success here at VSU. CAMP will assist the students academically and provide emotion support through services such as:

- Academic Counseling and Follow-Up
- Tutoring
- Learning Communities
- Research Opportunities
- Course Selection and Registration Assistance
- Skill Development Workshops
- Study Abroad Information
- Social and Cultural Events

Career Development:

- Job Search Training Skills
- Mock Interviews
- Employment Referrals

MEASURES OF PROGRESS AND SUCCESS

- 23/27 students completed the academic year with 24 earned hours (88%)
- 20/27 continued to the second year of college (87%)

LESSONS LEARNED

Over the 2017-2018 academic year, the CAMP advisor has worked diligently to build campus relationships. While the CAMP students are supported by CAMP staff, the collaborative relationship with other service areas is critical to success. One example of purposeful relationship building has been developed to advisor shadowing with members of the University Advising and Transition Programs in both individual meetings and new student orientation. CAMP staff will continue to build and maintain relationships on campus that support students in the program.

PRIMARY POINT OF CONTACT

Alma Young, alyoung@valdosta.edu, 229-253-2861

MOMENTUM YEAR**GOALS:****9. Academic Focus Areas for all exploratory students—see appendix**

- Each major aligns with a focus area

During new student orientation, students who indicated they were exploratory were given a list of focus areas identified by the institution. Each area was reviewed with the group. Students were able to identify at orientation a preferred focus area and register for fall courses accordingly.

10. All students make a purposeful choice of major or focus area prior to registration

During new student orientation, 4 year maps to graduation were given to students. Students registered accordingly for the fall semester. Students were told more conversations around the map would take place in the fall during advising time for spring semester.

11. Guided pathways (first year plans) for all majors and focus areas

- Consisting of 30 hours—9% increase in FTFTF enrolled in 15+ credits from fall 2016 to fall 2017—see Appendix: Table 2
- Including mathematics and English composition
- Including 9 hours in the major or focus area

During new student orientation, students were advised into 15 hours and appropriate math courses as the default. Additionally, 9 hours in the major, or courses needed to progress to the major were part of the advising plan for the first semester. Results of successful completion of the first year plan will be evaluated at the end of the 2018-2019 academic year.

12. Faculty and staff aware of student mindsets

Mindset Survey has been conducted with students. Conversations around mindset have emerged on campus through the Student Success Council. Through this body, a Faculty Success Council has been recommended to serve a conduit for communication around faculty and student success including the concepts and outcomes of the Mindset Survey.

90 DAY PLAN AND OUTCOMES

In addition, the following 90 Day Plan and Outcomes have been achieved, in progress or on-going:

- Launched guided pathways for College of Business Administration, College of the Arts and College of Nursing and Health Sciences—Completed
- At least preliminary pathways for COEHS and COAS—In progress
- Start discussing FYE courses; utilize John Gardner (AA)—In progress
- Student mindset surveys (Student Success)—Complete
- Plans for addressing mindset (You Belong Here campaign) in Orientation and Freshman Convocation, new faculty orientation (AA and Student Success)—Ongoing
- Existing Faculty mindsets (Tisha Edwards speaking at Convocation)—refocused effort to faculty learning communities within the Center for Excellence in Learning and Teaching
- Work study (Student Success)—Ongoing
- Make sure we have adequate capacity in F2F classes (AA)—Ongoing
- Orientation: Before you drop a class, here are some things to consider... Train advisors to spot this and to react, advising some students to drop, others to stay (AA and Student Success)—Ongoing

Complete College Georgia

2017-2018 Campus Completion Plan Updates

Appendices

University System of Georgia

Columbus State University



Appendix I: Athletic Mental Health Awareness

Our goal is to meet with and inform every student-athlete about mental health services available at CSU.

5 year goal for Department of Athletics (% of student athletes and coaches)

2017-18-----	100% of coaches, 27% of student athletes (current year)
2018-19-----	100% of coaches, 50% of student athletes
2019-20-----	100% of coaches, 75% of student athletes
2020-21-----	100% of coaches, 85% of student athletes
2021-22-----	100% of coaches, 90% of student athletes
2022-23-----	100% of coaches, 95% of student athletes

timeline

10/18/2017

Initial meeting with Gina Sheeks, Todd Reeser, Anita Howard and Julio Llanos to discuss generating more targeted mental health services for university athletes.

11/7/2017

Meeting with representatives (coaches and assistant coaches) and presentation by Dan Rose for all fourteen athletic programs. Content included: (40 coaches/assistant coaches)

1. Content of current mental health services
2. Overcoming possible resistances to seeking help from student athletes
3. Stressing confidentiality
4. Encouraging more effective consultation by coaches with Counseling Center Staff
5. Drug and alcohol concerns
6. Expectation of contact from Counseling Center targeting each athletic program for consultation and targeted programming

2/7/2018

Meeting with Women's Tennis Team (10 students)

1. Content of mental health services
2. Confidentiality
3. Accessing services

2/8/2018

Meeting with Men's Tennis Team (11 students)

1. Content of mental health services
2. Confidentiality
3. Accessing services

2/12/2018

Men's Golf (9 students)

1. Content of mental health services
2. Confidentiality
3. Accessing services

Women's Golf (4 students)

1. Content of mental health services
2. Confidentiality
3. Accessing

services 2/14/2018

Meeting with Todd Reeser, Julio Llanos, Barbara Hunt, Lisa Shaw, Dan Rose and Kimberly Melson

1. Generate prescreening for mental health issues for all athletes
2. Direct training with PTs to facilitate use of campus mental health services
3. Generate programing.

2/27/2018

Women's Soccer (18 students)

1. Content of mental health services
2. Confidentiality
3. Accessing Services

2/29/2018

Men's Baseball (16 students)

1. Content of mental health services
2. Confidentiality
3. Accessing Services

3/5/2018

Email: All student athletes (258) and coaches (40) were emailed directly. We distributed information regarding accessing services, confidentiality, and the nature of services.

Summer 2018

Targeted information and signs to be displayed in appropriate areas such as locker rooms and study halls or other high traffic areas.

TBD: Partnering with Theresa Wiley on mandatory video training with a mental health component for student athletes. Funding has been an issue, so no program has been decided and we're waiting for funding verification.

- NCAA Sexual Violence toolkit training for all student athletes and athletic staff for 2017-18
- Theresa Wiley met with all 13 NCAA sports and 2 spirit teams to go over NCAA sexual violence toolkit, BART reporting, Title IX issues, and mandatory reporters for athletic staff.

Appendix II: Interim Measures of Progress, Predictive Analytics

Success is measured by EAS referral rates, number of students enrolled in BOOST scholarships, percentage of credits successfully completed, retention rate, and graduation rate.

- EAS referral rates.

<u>Term</u>	<u># of students referred</u>	<u>Total</u>	<u>% Change</u>
Spring 2018	196	279 for 2017-2018	481%
Fall 2017	83		
Spring 2017	65	120 for 2016-2017	150% increase
Fall 2016	55		
Spring 2016	25	94 for 2015-2016	96% increase
Fall 2015	69		
Spring 2015	37	75 for 2014-2015	56% increase
Fall 2014	38		
Spring 2014	20	48 for 2013-2014	Baseline data
Fall 2013	28		

- EAB Referrals – Spring 2018

<u>Center</u>	<u># Students Referred</u>	<u># Student Receiving Care</u>	<u>Percentage</u>
Center for Accommodations and Access	2	1	50%
Center for Career Development	7	1	14%
Counseling Center	18	0	0%
Counseling Center - SIP Grant Referral for STRONG Inventory Test	39	13	33%
Academic Center for Tutoring	22	10	45%
BOOST Program	0	0	0%

- BOOST—number of students

62 in Spring 2018
 38 in Fall 2017
 10 in Spring 2017
 5 in Fall 2016

- Embark—number of students

10 Fall 2017 and Spring 2018
 7 in Spring 2017
 8 in Fall 2016

- Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester since 2010

For freshmen, the percentage of earned to enrolled credits were:

Fall 2017: 83%
Fall 2016: 87%
Fall 2015: 83%
Fall 2014: 83%
Fall 2013: 82%
Fall 2012: 74%
Fall 2011: 73%
Fall 2010: 66%

- Retention rate: all full-time, degree-seeking undergraduate students

Fall 2016 – Fall 2017: 80.8%
Fall 2015 – Fall 2016: 80.3%
Fall 2014 – Fall 2015: 79.3%

- Retention rate: FT/FT freshmen

Fall 2016 – Fall 2017: 74.8%
Fall 2015 – Fall 2016: 73.1%
Fall 2014 – Fall 2015: 71.1%

Appendix III: Cohort Progression FT/FT Freshmen as of Fall 2017

Earned credits by first-time, full-time freshmen by cohort beginning 2013

Cohort	0-14	15-29	30-44	45-59	60-74	75-89	> 90	Total
2013	134	130	90	85	63	35	420	957
	14%	14%	9%	9%	6%	4%	44%	
Cohort	0-14	15-29	30-44	45-59	60-74	75-89	> 90	Total
2014	102	143	90	72	49	56	315	827
	12%	17%	11%	9%	6%	7%	38%	
Cohort	0-14	15-29	30-44	45-59	60-74	75-89	> 90	Total
2015	114	142	99	98	119	214	153	939
	12%	15%	11%	10%	13%	23%	16%	
Cohort	0-14	15-29	30-44	45-59	60-74	75-89	> 90	Total
2016	93	132	129	297	182	11	3	847
	11%	16%	15%	35%	22%	1%	0%	

Appendix IV: Eight Focus Area Maps

For Students Still Deciding on a Major and with Fewer than 30 Hours (1 Year) of Credits

Academic Focus Area: Computer Science, Math, or Science

Related majors:

- *Biology (BA, BA Secondary Education Track, BS)*
- *Chemistry (BA Biochemistry Track, BA Secondary Education, BS, BS ACS Certified Track, BS Food Science Track, BS Forensics Track)*
- *Computer Science (BS Applied Computing Track, BS Cybersecurity Track, BS Education Track, BS Games Programming Track, BS Software Systems Track)*
- *Earth and Space Science (BS Astrophysics and Geology Track, BS Environmental Science Track, BS Geology Track, BS Secondary Education Track)*
- *Information Technology (BS)*
- *Mathematics (BA, BS, BS Applied Math Concentration, BS Secondary Education Concentration)*

First Semester (17 hrs.)	Second Semester (14-18 hrs.)
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
<p>Select one Area A Math course*:</p> <ul style="list-style-type: none"> • MATH 1113 Pre-calculus or • MATH 1131 Calculus with Analytical Geometry 1 (recommended for Earth & Space Science Majors and Mathematics Majors) <p>* Eligibility for math course depends on math placement. Some students may need to start with MATH 1111 College Algebra. See an academic advisor for more information.</p>	<p>Select one Area D Math course:</p> <ul style="list-style-type: none"> • STAT 1127 Intro Statistics (Biology, Computer Science, Information Technology) • MATH 1131 Calc. w/An. Geom. 1 (Chemistry) • MATH 1131 or MATH 1132 Calculus w/Analytical Geometry 2 (Earth and Space Science and Math Majors)
<p><i>Students interested in Biology, Chemistry, or Earth and Space Science, take the following in Area D:</i></p> <ul style="list-style-type: none"> • CHEM 1211/1211L Principles of Chemistry plus Lab <p><i>Computer Science students in the Games Programming Track are advised to take BIOL 1215K Principles of Biology. Students interested in other majors in this focus area may take a lab science listed in</i></p>	<p><i>Students interested in Biology, Chemistry, or Earth and Space Science, take the following in Area D:</i></p> <ul style="list-style-type: none"> • CHEM 1212/1212L Principles of Chemistry plus Lab <p><i>Computer Science students in the Games Programming Track are advised to take PHYS 2211/2311 Principles of Physics 1 and Lab. Students interested in other majors in this focus area may continue the lab science they started in the first semester.</i></p>

<p><i>the catalog under the major in which they are interested.</i></p>	
<p><i>Students considering BS programs:</i> Select one of the following Fine Arts courses:</p> <ul style="list-style-type: none"> • ARTH 1100 Art Appreciation • ITDS 1145 Comparative Arts • MUSC 1100 Music Appreciation • THEA 1100 Theater Appreciation <p><i>Students considering BA programs:</i></p> <ul style="list-style-type: none"> • Foreign Language 	<p><i>Students considering BS programs:</i> Select one Area E Behavioral Science or World Cultures course</p> <p><i>Students considering BA programs:</i></p> <ul style="list-style-type: none"> • Foreign Language
<p>POLS 1101 American Government</p>	<p>Select one Area E U.S. History:</p> <ul style="list-style-type: none"> • HIST 2111 US History to 1865 • HIST 2112 US History since 1865
	<p>Students interested in teaching take the following in place of, or in addition to, one Area E course.</p> <ul style="list-style-type: none"> • UTCH Step 1: Inquiry Approaches to Teaching

Academic Focus Area: Social Science	
<p>Related majors:</p> <ul style="list-style-type: none"> • <i>Criminal Justice (BS)</i> • <i>Political Science (BA)</i> • <i>Psychology (BS)</i> • <i>Sociology (BS), with tracks in</i> <ul style="list-style-type: none"> • <i>Applied Sociology Concentration</i> • <i>Crime, Deviance, & Society Concentration</i> • <i>General Concentration</i> 	
First Semester (15 hrs.)	Second Semester (15-16 hrs.)
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
MATH 1001 Quantitative Skills & Reasoning (or any other Area A Math)	Area D Lab Science Course
POLS 1101 American Government	Select one U.S. History Course: <ul style="list-style-type: none"> • HIST 2111 U.S. History to 1865 • HIST 2112 U.S. History since 1865
<p><i>Students considering programs other than Political Science:</i></p> <ul style="list-style-type: none"> • COMM 1110 Public Speaking <p><i>Students considering BA Political Science:</i></p> <ul style="list-style-type: none"> • Foreign Language 	<p><i>Students considering programs other than Political Science:</i></p> <p>Select one of the following Fine Arts courses:</p> <ul style="list-style-type: none"> • ARTH 1100 Art Appreciation • ITDS 1145 Comparative Arts • MUSC 1100 Music Appreciation • THEA 1100 Theater Appreciation <p><i>Students considering BA Political Science:</i></p> <ul style="list-style-type: none"> • Foreign Language
<p>Select one of the following Behavioral Science Courses:</p> <ul style="list-style-type: none"> • SOCI 1101 Introduction to Sociology (Meets a requirement for Criminal Justice Majors) • PSYC 1101 Intro to General Psychology (required for Psychology & Sociology Majors) • ECON 2105 Principles of Macroeconomics 	<p>Explore a major by choosing one of the following:</p> <ul style="list-style-type: none"> • SOCI 2126 Introduction to Social Work and Welfare (SOCI 1101 pre-req) • CRJU 1105 Intro to Criminal Justice • PSYC 2105 Psychology as a Major and a Career (with permission of Chair of Psychology, 2 credit hours) • POLS 2101 Introduction to Political Science

Academic Focus Area: Health Professions	
<p>Related majors:</p> <ul style="list-style-type: none"> • <i>Exercise Science (BS)</i> • <i>Health Science (BS)</i> • <i>Nursing (BSN, RN-BSN)</i> 	
First Semester (15 to 16 hours)	Second Semester (17 hours)
<p>ENGL 1101 English Composition 1 (with grade of C or better)</p> <p>Select one of the following Area A Math courses:</p> <ul style="list-style-type: none"> • *MATH 1001 Quantitative Skills and Reasoning • *MATH 1111 College Algebra <p>*MATH 1001 is recommended for Nursing and suitable for Exercise Science and Health Science. However, MATH 1111 is recommended for Exercise Science and for students in Health Science pursuing clinical professions. Given these complexities, it is important to discuss math choices with an advisor.</p>	<p>ENGL 1102 English Composition 2 (with grade of C or better)</p> <p>STAT 1127 Introduction to Statistics</p>
<p>Select one Chemistry sequence for Area D:</p> <ul style="list-style-type: none"> • *CHEM 1151/1151L - Survey of Chemistry 1 plus lab • *CHEM 1211/1211L - Principles of Chemistry 1 plus Lab <p>*Note that Principles of Chemistry is recommended for Exercise Science and Health Science majors, and Survey of Chemistry is required for Nursing. It is important to discuss the Chemistry sequence choice with an advisor.</p>	<p>Continue Chemistry sequence from the first semester:</p> <ul style="list-style-type: none"> • CHEM 1152/1152L - Survey of Chemistry 2 plus lab <input type="checkbox"/> CHEM 1212/1212L - Principles of Chemistry 2 plus Lab
<p>POLS 1101 American Government</p>	<p>Area E Behavioral Science or World Cultures</p>
<p>Select one of the following courses:</p> <ul style="list-style-type: none"> • PHED 1205 Concepts of Fitness • One Area C Fine Arts course: <ul style="list-style-type: none"> ○ ARTH 1100 Art Appreciation ○ ITDS 1145 Comparative Arts ○ MUSC 1100 Music Appreciation ○ THEA 1100 Theatre Appreciation 	<p>Select one Area E U.S. History:</p> <ul style="list-style-type: none"> • HIST 2111 US History to 1865 • HIST 2112 US History since 1865 <p>Select one of the following courses:</p> <ul style="list-style-type: none"> • *HESC 1105 Intro to Health Professions • One PEDS course <p>*Required course for Health Science; Elective course for Exercise Science</p>

<p align="center">Academic Focus Area: Education (excluding Secondary Education)</p> <p>Related majors:</p> <ul style="list-style-type: none"> • <i>Early Childhood Education (BSEd)</i> • <i>Health and Physical Education (BSEd)</i> • <i>Health and Physical Education (BSEd) - Non Certification Track</i> • <i>Middle Grades Education (BSEd)</i> • <i>Special Education (BSEd)</i> 	
First Semester (16 hrs.)	Second Semester (15-17 hrs.)
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
<p>Students not pursuing Math or Science concentrations:</p> <ul style="list-style-type: none"> • MATH 1001 Quantitative Skills and Reasoning <p><i>Students interested in Math or Science concentrations:</i></p> <ul style="list-style-type: none"> • MATH 1111 College Algebra (or higher math, depending on placement) 	COMM 1110 Public Speaking
Area D Science with lab	<p>Students interested in math or science concentrations:</p> <ul style="list-style-type: none"> • Area D science with lab <p>Students not pursuing math or science concentrations:</p> <ul style="list-style-type: none"> • Area D science with or without lab
EDUC 2130 Exploring Learning and Teaching	EDUC 2110 Investigating Critical and Contemporary Issues in Education
EDUC 2120 Exploring Socio-Cultural Contexts on Diversity in Educational Settings	<p>Students not pursuing math or science concentrations, choose one Area E U.S. History:</p> <ul style="list-style-type: none"> • HIST 2111 U.S. History to 1865 • HIST 2112 U.S. History since 1865 <p>Students interested in math or science concentrations:</p> <ul style="list-style-type: none"> • MATH 1113 Pre-Calculus

Academic Focus Area: Business	
<p>Related majors:</p> <ul style="list-style-type: none"> All BBA majors, including Accounting, Finance, General Business, Management, Management Information Systems, and Marketing 	
First Semester (16-17 hrs.)	Second Semester (16 hrs.)
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
MATH 1111 College Algebra (or higher) with grade of C or better.	POLS 1101 American Government
<p>Select one Area C Fine Arts course:</p> <ul style="list-style-type: none"> ARTH 1100 Art Appreciation ITDS 1145 Comparative Arts MUSC 1100 Music Appreciation THEA 1100 Theater Appreciation 	COMM 1110 Public Speaking
BUSA 2115 Introduction to Business	ECON 2105 Principles of Macroeconomics
<p>Select one Area E U.S. History:</p> <ul style="list-style-type: none"> HIST 2111 US History to 1865 HIST 2112 US History since 1865 	MISM 2115 Introduction to Information Systems in Business
Area B seminar	PEDS activity course

Academic Focus Area: Humanities

Related majors:

- *Art History (BA)*
- *Communication (BA), with tracks in*
 - *Communication Studies*
 - *Film Production*
 - *Integrated Media*
 - *Public Relations*
- *English (BA), with tracks in*
 - *Creative Writing*
 - *Literature*
 - *Professional Writing*
 - *Secondary Education*
- *History (BA), with tracks in*
 - *History*
 - *Secondary Education*
- *Liberal Arts (BA), with tracks in*
 - *Humanities and Social Sciences*
 - *Military and Global Issues*
 - *Philosophy*
- *Modern Language and Culture (BA), with tracks in*
 - *Spanish with Teacher Certification*
 - *Spanish Literature and Culture*

First Semester (15 Credit Hours)	Second Semester (15 Credit Hours)
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
MATH 1001 Quantitative Skills & Reasoning	COMM 1110 Public Speaking
Choose one of the following Area C Fine Arts courses: <ul style="list-style-type: none"> • ITDS 1145 Comparative Arts • ARTH 1100 Art Appreciation 	Choose one of the following Area E U.S. History courses: <ul style="list-style-type: none"> • HIST 2111 U.S. History to 1865 • HIST 2112 U.S. History since 1865
Foreign Language	Foreign Language
Choose one of the following Area C Humanities courses: <ul style="list-style-type: none"> • ITDS 1145 Comparative Arts (unless taken for Area C Fine Arts) • PHIL 2010 Introduction to Philosophy 	Choose one of the following to explore your interest in a major: <ul style="list-style-type: none"> • ARTH 2125 History of Art I • ARTH 2126 History of Art II • COMM 2105 Interpersonal Comm. • COMM 2136 Group Comm. • COMM 2137 Intro. To Mass. Comm. • EDUC 2130 Exploring Learning and Teaching (for students interested in teaching) • ENGL 2136 Language and Culture • HIST 1111 World History to 1500 • HIST 1112 World History since 1500 • PHIL 2030 Moral Philosophy

Academic Focus Area: Fine and Performing Arts	
<ul style="list-style-type: none"> • <i>Art (BFA, BA, BSEd Art Education)</i> • <i>Art History (BA)</i> • <i>Music (BA, BM Music Education, BM Music Performance)</i> • <i>Theatre (BA, BFA, BSEd Theatre Education)</i> 	
First Semester (15-16 Credit Hours)	Second Semester (15-16 Credit Hours)
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
ITDS 1145 Comparative Arts (Area C Humanities)	MATH 1001 Quantitative Skills and Reasoning (or other Area A Math course)
Select one Area C Fine Arts course <ul style="list-style-type: none"> • ARTH 1100 Art Appreciation • MUSC 1100 Music Appreciation • THEA 1100 Theatre Appreciation 	Select one of the following as an elective: <ul style="list-style-type: none"> • ARTH 1100 Art Appreciation • MUSC 1100 Music Appreciation • THEA 1100 Theatre Appreciation
Select one of the following Area E courses: <ul style="list-style-type: none"> • HIST 2111 U.S. History to 1865 • HIST 2112 U.S. History since 1865 <i>Students considering BA Programs:</i> <ul style="list-style-type: none"> • Foreign Language <i>Students considering a vocal music major are encouraged to select German or French</i>	COMM 1110 Public Speaking <i>Students considering BA Programs:</i> <ul style="list-style-type: none"> • Foreign Language
Explore your interest with 3-4 credit hours of the following: <ul style="list-style-type: none"> • ARTH 2125 History of Art I • ARTH 2126 History of Art II • ARTS 1010 Art Foundation: Explorations of Drawing • ARTS 1020 Art Foundation: 2D and Digital • EDUC 2110 Investigating Critical and Contemporary Issues in Education (<i>for students interested in teaching</i>) • *THEA 1105 First Year Seminar 	Explore your interest with 3-4 credit hours of the following: <ul style="list-style-type: none"> • ARTH 2125 History of Art I • ARTH 2126 History of Art II • ARTS 1010 Art Foundation: Explorations of Drawing • EDUC 2120 Exploring Socio-Cultural Contexts on Diversity in Educational Settings (<i>for students interested in teaching</i>) • *MUSA 1305 Class Voice • *MUSA 1306 Class Piano • *MUSA 1307 Class Guitar • MUSC 1213 Music Foundations • *THEA 1105 First Year Seminar • THEA 1175 Script Analysis
* Courses with one credit hour.	* Courses with one credit hour.

Academic Focus Area: Exploratory	
First Semester (16 hours)	Second Semester (15-16 hours)
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
<p><i>Students interested in Math or Science disciplines:</i></p> <ul style="list-style-type: none"> MATH 1111 College Algebra (or higher, depending on placement) <p><i>Students not pursuing Math or Science disciplines:</i></p> <p>MATH 1101 Quantitative Skills and</p>	COMM 1110 Public Speaking
Area D Science with lab	<p><i>Students interested in math or science disciplines:</i></p> <ul style="list-style-type: none"> Area D science with lab <p><i>Students not pursuing math or science disciplines:</i></p> <ul style="list-style-type: none"> Area D science with or without lab
HIST 2111 US History to 1865 OR HIST 2112 US History since 1865	POLS 1101 American Government
One class at the 1000-2000 level in the student's discipline of interest.	One class at the 1000-2000 level in the student's discipline of interest.

Completed May 22, 2018, after consultation with UCC, advisors, department chairs, and other faculty staff.

**Appendix V:
Momentum Year Implementation Plan
2018-2019 Calendar**

Spring 2018

Action Item	Responsible Individual(s)	Due Date
Review the list for students who may have already earned a credential and contact them to determine if they wish to have it awarded. Contact students by mail (USPS and email). Contact students by phone to determine their interest in continuing to work on their degrees.	Tina Butcher, Gary Bush, Lisa Shaw, Joseph Sawyer, Casey Hergett	Spring 2018

March 2018

Action Item	Responsible Individual(s)	Due Date
Meet with the NCDE Director, Dr. Hunter Boylan to determine ways in which CSU can further support students as they seek to achieve their academic goals	Melody Shumaker	March 21

April 2018

Action Item	Responsible Individual(s)	Due Date
Finalize and obtain approval for the remaining focus areas	Pat McHenry	April 20
Complete the alignment of degree programs with academic focus areas	Pat McHenry	April 20
Complete the program maps for all academic focus areas	Barbara Hunt, Pat McHenry	April 20

May 2018

Action Item	Responsible Individual(s)	Due Date
Include workshops on the topic of academic mindsets as part of August 2018 Welcome Week professional development sessions. Feature this topic in a Call for Proposals for August sessions.	Susan Hrach	May
Identify a process through which students can contact advisors or personnel in the Academic Center for Excellence or the Center for Career Development to ask questions about potential education/career possibilities. Use EAB to send messages and texts to make incoming students aware of this opportunity.	Dr. Sheeks, Lisa Shaw, and Kelly Koch	May 1

Review ROAR evaluation to ensure it captures data related to career resources	Lyn Riggsby-Gonzalez, Adrienne Craig, Keri Dantley, Melissa Dempsey, Tina Butcher, Lisa Shaw, Pat McHenry, UITS representative	May 31
Publish focus areas in the CSU catalog and via the ACE website	Pat McHenry, Suzy Gunnels, Lisa Shaw	May 22
Review the ROAR survey to ensure it will provide the necessary data and feedback to identify areas for improvement in registration, orientation, and advising practices	Keri Dantley, Adrienne Craig, Lisa Shaw, Pat McHenry and Tina Butcher	May 31

Summer 2018

Action Item	Responsible Individual(s)	Due Date
Include an introduction to the Am I Job Ready? (AIJR?) assessment during the ROAR presentation	Lyn Riggsby-Gonzalez	Summer 2018
Have all students attending ROAR complete AIJR? during the orientation process	Lyn Riggsby-Gonzalez	Summer 2018
Career Development will continue to work with colleges to market co-curricular opportunities	Lyn Riggsby-Gonzalez	Summer 2018
Market and encourage participation in Camp PROWL	Keri Dantley	Summer 2018
Market and encourage first year student participation in the Student Leadership Conference	Adrienne Craig, Cedricia Thomas	Summer 2018
Continue to assess participation in student engagement programs through the use of scanners	Adrienne Craig, Melissa Dempsey	Summer 2018
Collaborate with COOL to ensure compliance with ADA accessible formatting	Barbara Hunt, COOL Staff	Summer 2018
Collaborate with Institutional Research and Effectiveness to develop/pilot a report that will identify incoming students who are not enrolled in the gateway English course and did not bring in prior learning credit to satisfy the requirement	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Summer 2018
Collaborate with Institutional Research and Effectiveness to develop a report that will identify incoming students who are not enrolled in the gateway mathematics course and did not bring in prior learning credit to satisfy the requirement	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Summer 2018

Collaborate with Institutional Research and Effectiveness to extract data regarding course demand	Sri Sitharaman, Tina Butcher, Pat McHenry, Kimberly McElveen	Summer 2018
Work with UITS to update the automatic advisor assignment tool	Casey Hergett, Tina Butcher, Lisa Shaw, Pat McHenry	Summer 2018
Ensure that all students go through the checkout process at ROAR and complete the survey	Keri Dantley, Adrienne Craig, Lisa Shaw, Academic Advisors, Melissa Dempsey	Summer 2018
Email surveys to students at the end of advising period if they did not complete the survey	Lisa Shaw	Summer 2018
Develop surveys for advisors, faculty, staff, and administrators for administration at the conclusion of Fall ROAR sessions	Lisa Shaw	Summer 2018
Identify a measurement scale/survey to assess social belonging and related concerns students might face	Keri Dantley, Lisa Shaw, Melissa Dempsey	Summer 2018
Review the list for students who may have already earned a credential and contact them to determine if they wish to have it awarded. Contact students by mail (USPS and email). Contact students by phone to determine their interest in continuing to work on their degrees.	Tina Butcher, Gary Bush, Lisa Shaw, Joseph Sawyer, Casey Hergett	Summer 2018

June 2018

Action Item	Responsible Individual(s)	Due Date
Implement a real-time communication option for students to assist with the completion of the preference survey	Lisa Shaw	June 1
Begin the process to centralize advising to ensure consistent expectations for all advisors of incoming students	Dr. Bordelon, Dr. Butcher, Lisa Shaw	June 1
Begin the process of centralizing academic advising for first- and second-year students to ensure a consistent standard of care for all students. Add professional academic advising for first and second year students in all colleges	Dr. Bordelon, Dr. Butcher, Lisa Shaw	June 1
Redesign and align the preference survey to focus areas	Lisa Shaw, Kimberly McElveen, Pat McHenry, and Tina Butcher	June 1
Revise the academic session at orientation to provide an opportunity for an ACE advisor to provide an overview of programs and focus areas to students and parents	Lisa Shaw	June 1
Complete the development of a measurable process for helping students select a program/focus area	Melissa Dempsey and Lisa Shaw	June 1

July 2018

Action Item	Responsible Individual(s)	Due Date
Continue using the preference survey (advising survey) to advise students in course selection with continued support and communication through EAB	Lisa Shaw, Tom Helton	July 1
Within the next few months, we will host Dr. Hunter Boylan, Director of the National Resource Center for Developmental Education. He will assess our current support services and advise how to further our efforts to create resilient students. Dr. Boylan and his team will also create a training program for CSU. Training will include Dr. Melody Shumaker, the SIP Co-Coordinator, faculty, staff advisors and/or academic coaches.	Melody Shumaker, Lisa Shaw	July 31

Fall 2018

Action Item	Responsible Individual(s)	Due Date
Implement the use of a report that will identify incoming students who are not enrolled in the gateway English course and did not bring in prior learning credit to satisfy the requirement	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Fall 2018
Implement the use of a report that will identify incoming students who are not enrolled in the gateway mathematics course and did not bring in prior learning credit to satisfy the requirement	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Fall 2018
Collaborate with Institutional Research and Effectiveness to develop and pilot a report that will identify whether students are enrolled in coursework consistent with the program map for the declared academic focus area or major	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Fall 2018
Disseminate the Academic Mindset Survey to all first-year first-time students.	Kimberly McElveen, Adrienne Craig	Summer 2018/Fall 2018
Partner with Student Affairs and Academic Affairs to encourage student completion of the Academic Mindset Survey	Kimberly McElveen, Adrienne Craig, Melody Shumaker	Summer 2018/Fall 2018
Develop and pilot an audit report to track students in focus areas	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Fall 2018
Work with faculty/staff in the Center for Global Engagement, the Honors College, Servant Leadership, the Graduate School, and Student Affairs to develop and schedule messages/texts through EAB to inform students of opportunities for further study	Kelly Koch, Eric Spears, Cindy Ticknor, Wendi Jenkins, Ellen Roberts, Adrienne Craig	Fall 2018
Counseling Center will also be working with Mental Health Counseling referrals from ACE through the EAB system	Dan Rose, Lisa Shaw, and Kelly Koch	Fall 2018

Establish the foundation for an awareness of academic mindsets and train faculty in the cultivation of productive mindsets	Melody Shumaker, Susan Hrach, Pat McHenry	Fall 2018
Continue to have leadership forums for faculty, staff, and administrators to strategize and to develop practices to help students see academic difficulties and challenges as chances to grow	Susan Hrach, Wendi Jenkins	Fall 2018
Create a training program for coaches that helps them assist students in viewing academic difficulties and challenges as chances to grow	Melody Shumaker, Lisa Shaw	Fall 2018
Market and encourage first year student participation in the Student Leadership Conference	Adrienne Craig and Cedricia Thomas	Fall 2018
Continue to assess participation in student engagement programs through the use of scanners	Adrienne Craig and Melissa Dempsey	Fall 2018

August 2018

Action Item	Responsible Individual(s)	Due Date
Update the admission application to remove the undeclared option and include the academic focus areas	Russ Romandini, Gary Bush, Casey Hergett	August 1
Circulate language from the “High Hope” syllabus model via Faculty Center newsletter and website, and include as part of New Faculty Seminar Series	Susan Hrach, Department Chairs	August 11
Full implementation of EAB in the Center for Career Development	Lyn Riggsby-Gonzalez Lisa Shaw, and Kelly Koch	August 17
Include workshops on academic mindset as part of August 2018 Welcome Week professional development sessions	Susan Hrach	August 13-17
Survey advisors, faculty, staff, and administrators to identify areas for improvement in registration, orientation, and advising practices	Lisa Shaw	August 31

September 2018

Action Item	Responsible Individual(s)	Due Date
Work with Student Affairs to implement the use of EAB in the Center for Career Development and the Counseling Center to track referrals and determine if additional intervention is necessary	Kelly Koch, Lyn Riggsby-Gonzalez, Dan Rose	September 1
CCG project manager will contact the appropriate chairs to discuss any needed changes to existing focus area and degree program maps to make sure they include 9 credit hours (3 courses) of introductory courses in the field during the first academic year	Barbara Hunt, Department Chairs	September 1

Complete a review/revision of all program maps to ensure that all include recommendations for appropriate electives and courses outside the discipline	Barbara Hunt, Department Chairs	September 1
Complete review of all program maps to ensure alignment with the appropriate mathematics pathway for the academic focus area or major	Barbara Hunt, Department Chairs	September 1

Spring 2019

Action Item	Responsible Individual(s)	Due Date
Use the results from the Academic Mindset survey to develop baseline data, set outcomes, assessment methods, and criteria for achievement. The results will be analyzed annually for improvement.	Kimberly McElveen, Sri Sitharaman, Adrian Wade	Fall 2018
Analyze and disseminate the results of the Academic Mindset Survey to key leadership to develop actionable items for the University	Kimberly McElveen, Sri Sitharaman, Adrian Wade	Spring 2019
Use the results from the Academic Mindset survey to develop baseline data, set outcomes, assessment methods, and a criteria for achievement. The results will be analyzed annually for improvement.	Kimberly McElveen, Sri Sitharaman, Adrian Wade	Spring 2019
Use the results from the Academic Mindset survey to review policies at CSU that might create barriers in student achievement	Executive Leadership Team, Student Affairs, Glenn Stokes, Pat McHenry, Tina Butcher, Ellen Roberts	Spring 2019
Implement the measurement scale/survey regarding social belonging. Analyze data and make revisions as needed	Keri Dantley, Lisa Shaw, Melissa Dempsey	Spring 2019
Continue to have leadership forums for faculty, staff, and administrators to strategize and to develop practices to help students see academic difficulties and challenges as chances to grow	Susan Hrach, Wendi Jenkins	Spring 2019
Create a training program for coaches that helps them assist students in viewing academic difficulties and challenges as chances to grow	Melody Shumaker, Lisa Shaw	Spring 2019

Summer 2019

Action Item	Responsible Individual(s)	Due Date
CSU is purchasing the Courseleaf catalog module that will ensure ADA compliance throughout the catalog	Pat McHenry, Tina Butcher (implementation)	Summer 2019

Development with whole departments or departmental curriculum committees. Evaluating and revising curricula could be encouraged as part of normal curriculum change process, and/or as part of annual program review process	Susan Hrach, Pat McHenry, Tina Butcher	2019-2020
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Ongoing

Action Item	Responsible Individual(s)	Due Date
Publicize BOOST child care grant to students in all departments but especially Nursing to increase the applicants	Lisa Shaw	Ongoing

Dalton State College

Appendix A
AJC Article



SCATTERED STORMS

High: 90
Low: 71
40% chance
of rain



Monday: Sunny, 85/66
Tuesday: Sunny, 85/63
Wednesday: Sunny, 89/64

Complete weather: R10

The Atlanta Journal-Constitution

Price may be higher outside metro Atlanta | \$3.00

Credible. Compelling. Complete.

AJC DIGGING DEEPER EDUCATION

College adapts to attract more Hispanic students

Their graduation rate is higher than general student population.

By Eric Stingus
estingus@ajc.com

DALTON — Dalton State College student Bryan Lopez is part of a school team that will, as part of its many duties, recruit students across the state line in Tennessee this fall.

Lopez, 22, an aspiring dentist who came with his family from Guatemala when he was 12, will stress to his target audience — Hispanics — that this college is the place for them.

The percentage of Hispanic stu-

dents is rapidly rising at this north-west Georgia campus. The student body of about 5,100 recently surpassed a milestone: its Hispanic enrollment exceeded 25 percent, which qualified it as the first college in Georgia to become a Hispanic-Serving Institution. That makes it eligible for some extra federal benefits.

The enrollment increase is startling and reflects a cultural shift in the region. Just two decades ago, less than 2 percent of Dalton State's students were Hispanic. The growth has pushed the college to offer courses and services that the students need as their families and regional lead-

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Volume 70, Number 154



AJC DIGGING DEEPER EDUCATION

FAST-GROWING STUDENT DEMOGRAPHIC

Hispanic students are the fastest-growing demographic in the University System of Georgia. In the last 10 years, the percentage of Hispanic students has more than doubled from 3.3 percent to 8.5 percent. Dalton State College leads the way with a student population more than 25 percent Hispanic.

Georgia Gwinnett College has a Hispanic enrollment of about 20 percent. Georgia State University has more Hispanic students than any school in the state, about 5,500; but that adds up to about 11 percent of its large enrollment.

Here's how Hispanic student enrollment has grown at the five University System of Georgia colleges and universities with the highest percentage of Hispanic students:

COLLEGE	2007	2017
DALTON STATE COLLEGE	10.8% Hispanic students	26.8% Hispanic students
GEORGIA GWINNETT COLLEGE	6.5% Hispanic students	20% Hispanic students
GEORGIA HIGHLANDS	3.6% Hispanic students	14.2% Hispanic students
THE UNIVERSITY OF NORTH GEORGIA*	3% Hispanic students	12.4% Hispanic students
GEORGIA STATE UNIVERSITY**	4.2% Hispanic students	10.6% Hispanic students

* The University of North Georgia was then called North Georgia College & State University and was consolidated with four other campuses in 2013
 ** Georgia State University consolidated with Georgia Perimeter College in 2015
 SOURCE: UNIVERSITY SYSTEM OF GEORGIA

Sowing the seeds for further success

Dalton

continued from A1

ers rely on them to help rebuild the base of a once-booming economy that has struggled since the Great Recession. Hispanics now make up nearly half of the city of Dalton's population and more than two-thirds of the students in the city's public school district.

Most of Lopez's work with the college involves helping existing students.

"It's inspiring to me, knowing that I'm able to help," he said.

Lopez's family, like those of many Hispanic students, came to Dalton to work in the factories that earned the city its title as "carpet capital of the world." Student government association president Carolina Gomez's family came here from New Jersey for the same reasons.

The recession hit Dalton hard. The carpet mills cut jobs. Many storefronts were empty. The unemployment office was full. At one point, the job loss rate in the area was second-highest in the nation. There are still 12,000 fewer jobs in the Dalton area than before the recession started in late 2007, according to federal government data.

Dalton State leaders, students and their families are relying upon these students to help reestablish prosperity by graduating and becoming part of the next generation of professionals with careers in nursing, logistics, accounting and health professions. Statistics show Hispanic students are doing better than their peers to meet those expectations.

The school's six-year graduation rate for Hispanic students is 36 percent, as opposed to 25 percent for all students. The percentage of Hispanic students who return after their freshman year is 78.5 percent, ten percentage points higher than the rest of the student population, according to the Education Trust, a nonprofit devoted to helping historically disadvantaged students.

"These students are different than many coming to college," said Margaret Venable, Dalton State's president. "They are coming to college because they know it will prepare them for a career that will support themselves and their families. So they're coming with very focused ideas of specific jobs that they want, or they know at least they want to get a college education in order to get a good job."

Lopez said his parents constantly stressed the importance of getting good grades and studying "all the time."

"In the Hispanic community, there's a sense your children should accomplish more than we ever could," said Marcos Rojo, 21, a Dalton State junior of Mexican heritage.

Administrators credit the better numbers for Hispanic students to early preparation work, and to students who understand the importance of a college degree to their families. Most are the first in their families to attend college. For their families, college is the pathway from the carpet factory to the American Dream of better-paying careers.

"Their whole families' hopes are wrapped up in (these students)," said Venable.

The HSI designation could sow the seeds for further success. It makes the college eligible for federal grants for everything from infrastructure improvements to academic initiatives.

Dalton State officials say grant funding could build a new student center, hire more faculty and help students and faculty conduct research. The federal government started funding HSIs in the mid 1990s, a decade after education leaders raised awareness of the large concentration of



Students in the admissions office of Dalton State College. The college recently became the first college in Georgia to be designated a Hispanic Serving Institution. (At least 25 percent of its students must be Hispanic in order to get the designation.) BOB ANDRES PHOTOS / BANDRES@AJC.COM



CAROLINA GOMEZ, SENIOR
Her family came to Dalton seeking job opportunities in the factories associated with the region's carpet industry. Gomez says that she likely will stay in Dalton upon graduation.



BRYAN LOPEZ, SENIOR
He is an aspiring dentist who came with his family from Guatemala when he was 12. His family came to Dalton to work in the factories that earned the city its title as "carpet capital of the world."



MARCOS ROJO, JUNIOR
The 21-year-old is a junior at Dalton State College and says, in the Hispanic community, there's a sense children of those who came to the region can accomplish more than their parents did.



MARGARET VENABLE, DALTON STATE PRESIDENT
"These students are different than many coming to college. They are coming to college because they know it will prepare them for a career that will support themselves and their families," she said.



School of Education teacher candidates at Dalton State College take part in an exercise in their ESOL culture and education class. Hispanics now make up nearly half of the city of Dalton's population and more than two-thirds of the students in the city's public school district.

Hispanic students at some Southwestern colleges and the need for additional funding for those schools. The Trump administration requested \$217.5 million in total funding for HSIs in the next

fiscal year budget. The college's leaders foresaw the current reality years ago. They noticed they were inching closer to HSI status, and laid the foundation. They created a summer

academy for local middle and high school students who showed college promise. They hired a Hispanic/Latino outreach director. There was a program to help freshmen prepare academi-

cally for college-level work. Some administrators even worked on their español.

Some Hispanic students say adjusting to life as a Dalton State student was easier because many of them took classes together in public school. Gomez was told the college was a "big reunion" before she arrived.

Experts say they'll have to do more with the HSI designation, such as offering more courses about Hispanic heritage.

"They're going to have to change and adapt and think of different supports (for students)," said Andrew Nichols, lead author of a study on Hispanic academic performance released in November by the nonprofit Education Trust.

Dalton State concedes it needs more Hispanic faculty, now at only 2 percent. College officials believe they can recruit more Hispanic faculty by convincing some of its graduates to return to teach.

While most of its Hispanic students come from Dalton, the college recruits in other areas with large Hispanic populations, such as Gwinnett County.

Dalton State is not alone in growth of Hispanic students. Nine public colleges have enrollments that exceed 10 percent. Georgia Gwinnett College's Hispanic enrollment is 20 percent and inching closer to HSI status. Officials from several of these colleges meet to share successful strategies to recruit and retain Hispanic students.

Unauthorized immigrants can legally enroll in most University System of Georgia schools, but have to pay out-of-state tuition, which is more costly. Though Dalton State does not track which students are authorized or not, as part of the application process students must verify residency and legal status and submit documentation. Students who fall under the Obama-era Deferred Action for Childhood Arrivals must also pay out-of-state tuition.

State data shows 32 of Dalton State's 5,100 students paid out-of-state tuition last fall.

Quincy Jenkins, director of the college's Hispanic/Latino outreach recalled one undocumented student who took 10 years to graduate, working 60 hours a week to pay for courses.

The Georgia Board of Regents adopted a policy in 2010 that prohibits admitting people not lawfully living in the United States to a state university that did not first admit all "academically qualified applicants." The state's most competitive schools, the University of Georgia, Georgia Tech and Georgia College & State University, do not admit unauthorized immigrants. Immigration rights groups are fighting the policy in court.

Venable, who became Dalton State's president nearly four years ago, said the campus culture is "unusually rosy," but quickly adds it isn't perfect.

Jenkins said some students were unnerved by political ads by Republican gubernatorial candidates Brian Kemp and Michael Williams that boasted of rounding up unauthorized immigrants with criminal backgrounds.

Gomez, 25, will likely stay in Dalton upon graduation. Jenkins recently made his pitch to Rojo to return to the college to teach someday. Like Gomez, who chose Dalton State in part to help her younger brother with his education, he's needed here.

"If I see the opportunity, I'll take it," Rojo said.

Jenkins smiled. Lopez wasn't planning to build a career in Dalton. That's changed. He now wants to provide dental work for low-income families in the area.

"I'll likely be back," he said.

Appendix B

High Impact Practices at Dalton State

QUESTIONS

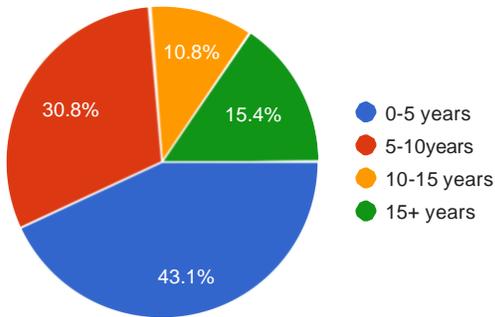
RESPONSES 65

65 responses

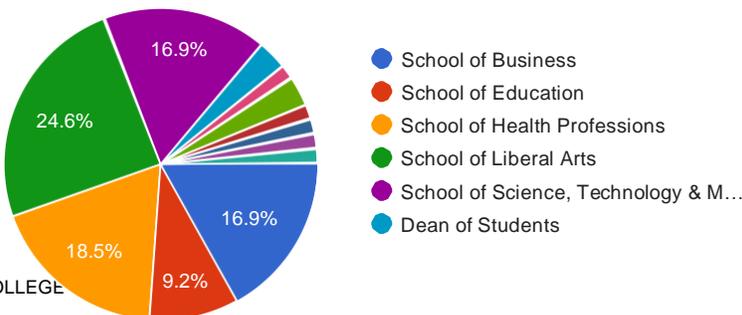
1. What is your role on campus?



2. How long have you been with Dalton State?



3. In which part of the college do you work or teach?

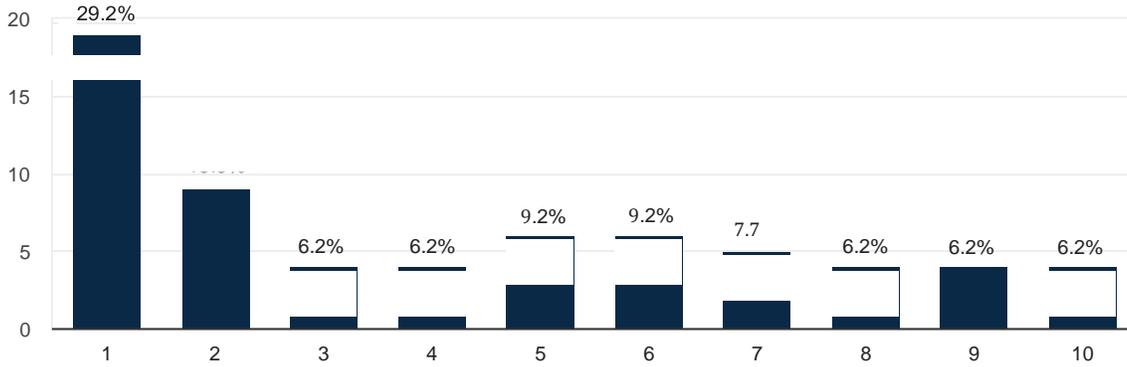


- Enrollment Services
- Academic Affairs

Prior Knowledge & Experience with High Impact Practices

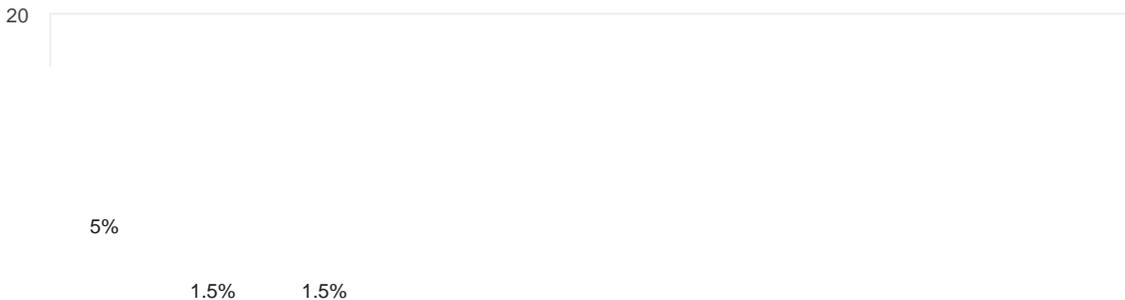
4. How familiar are you with the Association of American Colleges and Universities LEAP initiative and LEAP States Georgia?

Sliding scale: 1=Uninformed to 10=Extremely informed

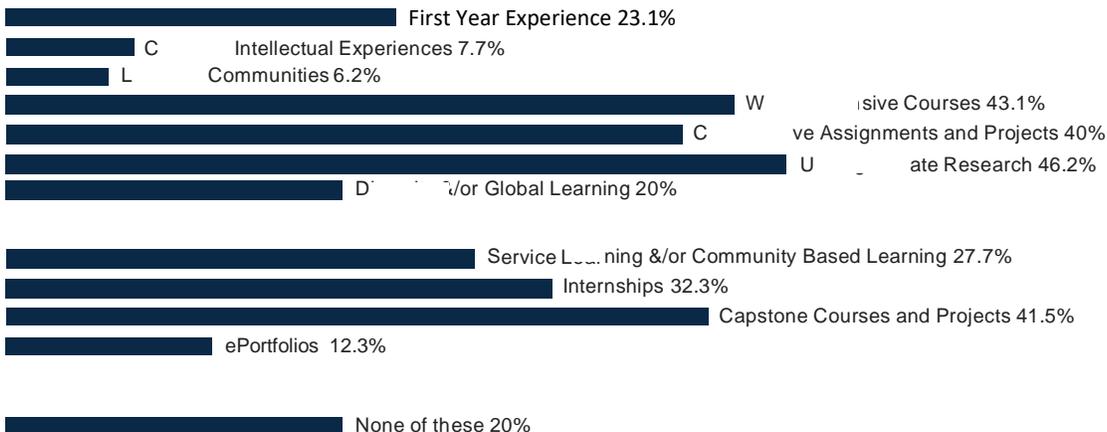


5. How familiar are you with High Impact Practices?

Sliding scale: 1=Uninformed to 10=Extremely informed



6. Which of the following High Impact Practices did you experience in your Undergraduate Education? Please check all that apply.



7. *How valuable were these experiences for your own education? Please explain your answer.*

They prepared me well for graduate school.

Does not apply.

Extremely crucial to career choices

I learned more from experiences with HIPs than in the classroom alone.

As an education major, I had no choice but to participate in an internship before graduating. This experience was invaluable! Also, I participated in a research project as an undergraduate student and was allowed to present that research at a national conference. That experience was something I never expected to participate in at that point in my educational career and it was also very valuable to me.

It helped to contribute greatly to my base of knowledge

Very valuable. They helped me to better understand my future field of expertise.

I got a sense of community from them.

I am able to apply what I learned during these classes in my MSN program and apply them to my teaching style.

Very valuable

The writing intensive work and undergraduate research were very valuable and taught me to think.

extremely valuable

somewhat valuable

Extremely important for involvement as well as career preparation

Relatively valuable although many of the experiences were far more frustrating than they were productive. Content is far more important than a "dog and pony show" used to augment a faculty members teaching portfolio.

Meh. About like everything else: it depended on the professor.

The HIPS that influenced my decision to attend graduate school and later become a college professor were my undergraduate research experience and service learning (working as a tutor and laboratory assistant).

Very helpful to implement my classroom content.

very - I got to do research in an advanced methods class.

Moderately

Very enlightening

very

These experiences were valuable to my students and myself. Modeling best practices allows my students to see it first hand.

Overall, the practices were effective in allowing me to explore academic issues and problems from a more holistic social perspective.

not helpful

The writing intensive courses were crucial.

little

Student teaching was very helpful, but I don't see it here.

very valuable to help understanding of the whole

Very valuable. They allowed me to translate knowledge into real life practice.

The internship offered me the opportunity to apply my learning and the collaborative work gave me experiences working with individuals with varying personalities and strengths- good work and life skills- very valuable.

It was 30 years ago. To be honest, that's too far ago for me to recall details

These experiences were essential in helping me better understand the finer details and nuances of my major.

Very valuable, especially community building

These experiences, particularly the internship, were very valuable to me. I gained knowledge from the internship that I could never receive from a classroom.

The Multicultural History Class and the Environmental Geography class fulfilled the diversity and environmental requirements. Both courses were extremely interesting and eye-opening.

My college experience was over forty years ago. I was and am unaware of these experiences for my education.

Very valuable.

The opportunity to do research and form a one on one relationship with a faculty mentor was the most valuable component of my undergraduate experience.

These experiences did help shape my education by providing learning opportunities beyond the classroom and books.

I did not attend college

They helped me understand that college was more than just going to class.

They helped me to understand rigor better and helped prepare me for further study and strengthened me as a person.

Provided teamwork and collaboration

they were extremely valuable and contributed to how I approach learning and expanded how I perceive experiences

Helpful

Developed important skills

Well, I did none, so I can't comment.

The internship experience was most valuable as it served as a stepping stone into my profession.

Learning to write reports was a very valuable experience.

Undergraduate research helped to put me on the path to graduate school.

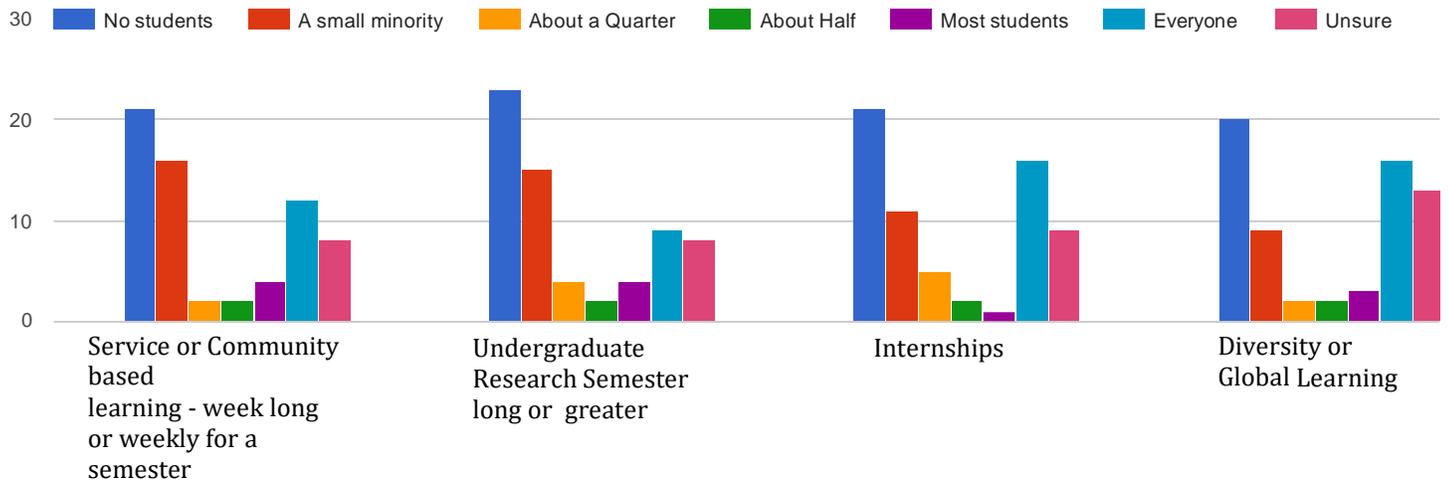
The research gave me a better understanding of what is needed for research to be valuable

very valuable every English class they offered at Ga. Tech was all graded essays

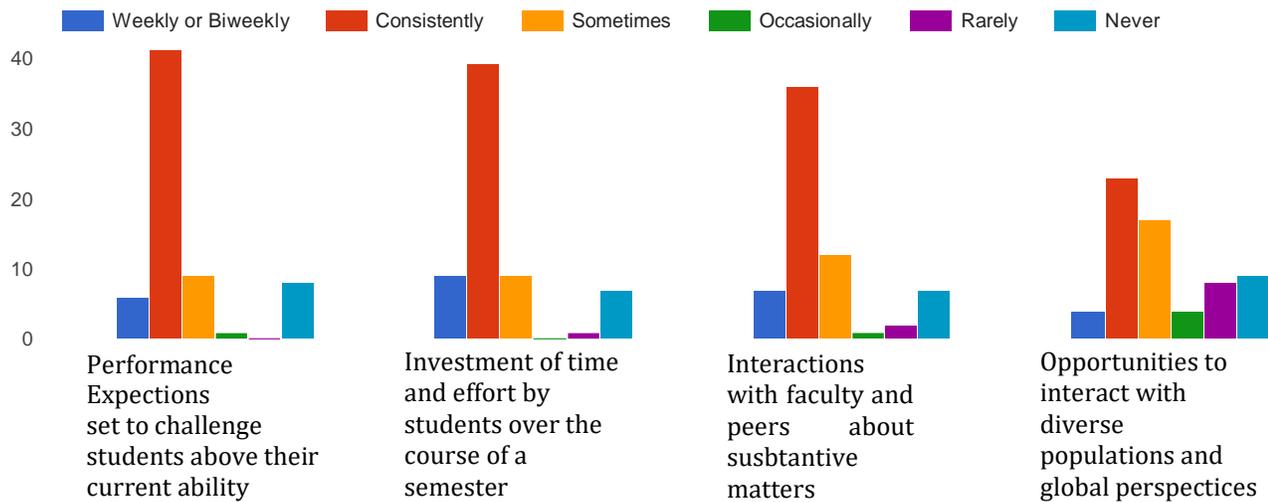
Very valuable. They provided practical hands on skills that helped me develop and grow into the professional I am today.

Current Implementation of High Impact Practices

8. How many students experience these High Impact Practices in your courses or program ?

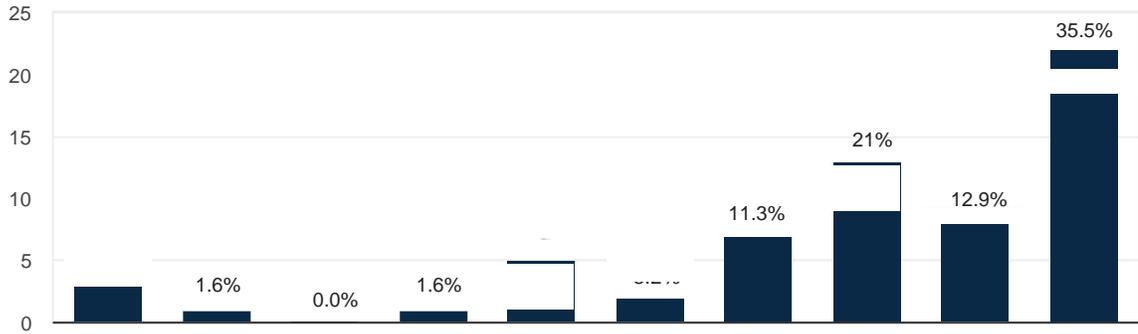


9. To what extent do the High Impact Practices you currently employ meet the following criteria?

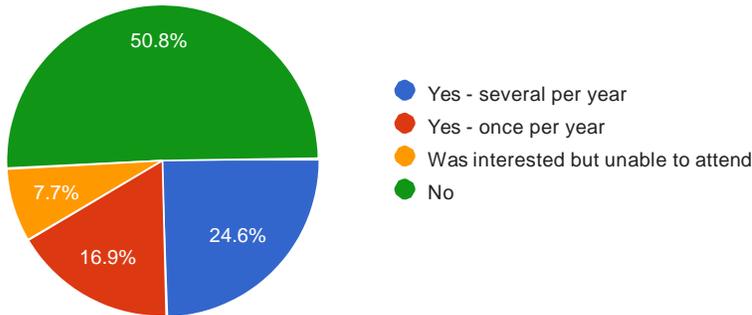


Future Plans for implementation of High Impact Practices

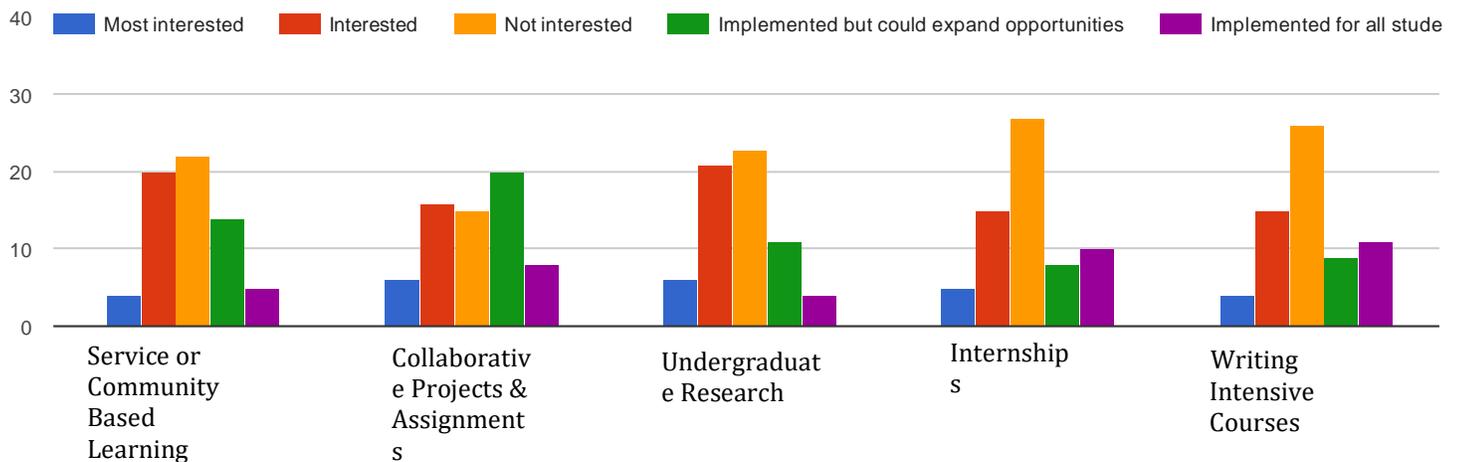
10. How committed are you to incorporating High Impact Practices in your courses or program?



11. Have you attended professional development events on HIPS or LEAP in the last two years?



12. Which High Impact Practices are you interested in adding to your courses or program?



Appendix C

How to be a HIPs Star at Dalton State (manual in process)

Introduction: Why High Impact Practices Matter

Welcome to the first ever workbook for creating a high impact course! This book will walk you through the understanding and the actions needed to help you redesign your course to include one or more of the high impact practices. First, answers to some questions.

What are High Impact Practices?

While there are many teaching strategies and processes that can have a high impact on students in different ways, the term “High Impact” practices is used by the Association of American Colleges and Universities to describe ten specific approaches to undergraduate instruction. These are listed below, and their identification and research support is attributed to George Kuh and associates.

First Year Experience Common
 Intellectual Experiences
 Learning Communities
 Service Learning
 Experiences with Diversity (such as through Study Abroad and other means) Collaborative
 Learning Experiences
 Undergraduate Research
 Internships
 Writing-Intensive Courses
 Capstone Experiences

In regard to these High Impact practices, Kuh (2008) wrote:

When I am asked, what one thing we can do to enhance student engagement and increase student success? I now have an answer: make it possible for every student to participate in at least two high-impact activities during his or her undergraduate program, one in the first year, and one taken later in relation to the major field. The obvious choices for incoming students are first-year seminars, learning communities, and service learning. (p. 21)

He went on to say:

These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning.

Dalton State seeks to make the student experience of High Impact Practices systematic, assessable, transdisciplinary, public, and of the highest quality.
Why do they matter to Dalton State students?

Dalton State College made a commitment to the philosophy and practice of High Impact practices (HIPs) in Spring 2016 when it was approved as part of the Strategic Plan 2016 to 2019 and when the Academic Programs Committee voted to be part of the USG’s LEAP initiative in Summer 2015.

“High impact” is not just a new buzzword but also an evidence-based approach to providing all students, but especially underrepresented ones, with experiential education and intentionally moving away from passive models of learning. Research from AAC&U and others have shown that the largest learning gains happen for underrepresented students who are involved in HIPs. DSC has a large population of students who would be classified as underrepresented in higher education (low income, minority, Latino, first generation). Providing them with experiential education that is both more engaging but also requires more commitment of time and effort is to their benefit. Many of them have had limited opportunities, for various reasons, to experience this kind of learning before.

Becoming a high impact instructor, a HIPs Star as we like to call it, is your choice, an intrinsic one. According to the expectancy theory of motivation (Vroom 1964), motivation to do a task hinges on one’s belief in the value of the promised outcomes, the likelihood that the outcomes will be awarded if successfully accomplished, and on one’s self-efficacy, or ability to achieve the task well. Essentially, expectancy theory says that we ask, “What’s in it for me?” “Will those things really come to me?” and “Can I do it?”

We cannot fully answer the first two questions for you. What do you want from your students and your teaching experience? Do you like a challenge? Is it time to redesign a course you have been teaching the same way for a few years and with which you are either bored or not achieving desired learning outcomes? Will your chair honor your commitment to high impact teaching in annual evaluations? Will your peers and supervisors honor it for promotion and tenure? Do you have the time right now to restructure your class and do the reading needed to enact high impact teaching? Is teaching well really important to you?

The last part of expectancy theory, however, we can answer. Yes, you can do this. There will be resources to help and a support group of faculty peers.

Section I: What are the high impact practices and what do they look like?

The definitions of the ten HIPs that follow are adapted for DSC from the AAC&U literature and the work done by faculty at Salt Lake Community College. The original AAC&U definitions can be found here: http://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf

Collaborative Learning

Collaborative Assignments and Projects promote student success by providing students with opportunities to develop the knowledge and skills necessary to work with others in a professional and constructive manner. Collaboration becomes a High Impact Practice when it requires students to critically engage with and listen to the viewpoints, opinions, insights, and suggestions of a diverse set of people in working towards a common goal. This includes interacting competently across cultures as well as understanding and appreciating human differences. Collaborative Assignments and Projects may be enacted in both classroom and non-classroom settings as well as in person and online forums. To merit a High Impact Practice designation, the course(s) may include curricular projects such as:

- A series of student study groups
- Collaborative assignment with individualized evaluation
- Short-term collaborative assignment with group summative evaluation
- Long-term collaborative project with group summative evaluation, peer review, revision, and reflection.

Diversity

Diversity (DV) courses and co-curricular projects at DSC help students critically examine the history, contributions of, and challenges confronting diverse groups and multicultural societies within the United States. In order for a non-DV

designated course or cocurricular project to merit a High Impact Practice designation, it should address most of the following:

- Centrally focus on the culture, history, or current circumstances of one or more groups of people in the US who have experienced sustained systemic discrimination.
- Critically examine one or more factors supporting and sustaining the systemic discrimination of groups of people in the US (e.g. institutional racism, homophobia, sexism, ageism, ableism, classism).
- Incorporate disciplinary methods for analyzing and/or applying real-world strategies of moving toward a more equitable society and challenging patterns of sustained systemic discrimination.
- Challenge students to reflect on their own identities and lived experiences of privilege and oppression in order to apply the concepts of inclusion, equity, and social justice to their interactions.

Service Learning

Service learning enhances course learning outcomes and student engagement while also addressing community-identified needs. Service Learning incorporates critical reflective thinking and civic engagement into academic coursework by means of integrating service opportunities with nonprofits, governmental, and/or educational community partners. Service-learning involves students in activities that attend to local needs while developing their academic skills, increasing their subject matter knowledge, and commitment to their communities. Service-learning commonly intersects with other HIPs. Examples of Service Learning as a HIP include:

- Faculty working with a non-profit community partner to inform course content and to identify potential research and inquiry path
- Students engage civically through advocacy
- Students practice critical reflection through such activities as journal writing, group discussion, or presentations.

Undergraduate Research

Undergraduate Research at DSC provides students with early and active involvement in systematic investigation and research. To merit as a High Impact Practice, undergraduate research should connect key course concepts with student involvement in empirical observation, leading technologies, research design, data collection and analysis, information literacy, and/or collaborative exploration of important research questions. Undergraduate research should be integrated over a sufficient period of time to allow student engagement. Examples of undergraduate research include:

- A course in which students design a research project, collect data, and analyze the results.
- A literature review done by a student for a faculty research project.
- Faculty mentoring of independent student research.
- Participating in the SLCC Science, Math and Engineering Symposium, or collaborating with peers and faculty on conference presentations

Internships

Internship Education is a form of experiential, active learning which provide students with the opportunity to learn in a work setting pertinent to their program of study. Internship education may take place through program-endorsed arrangements between DSC and an employer. To merit as a High Impact Practice, internship experiences should connect supervised work with analysis of and reflection upon a student's course of study.

- Working with an organization that adds value to a student's course of study.
- Work commitment based on agreement between College department and partner organizations.
- Critical reflection of work experience shared with appropriate audiences.

Capstone Courses

Capstone projects and courses are offered through departmental programs and general education classes. Reflection should be a component of all capstone courses or experiences. Students nearing the end of their degree or certificate may engage in a capstone project (e.g. research papers, performances, field work, productions, a portfolio of best work) or a capstone course.

- Programs and courses that require students to participate in substantial field work such as building a home, producing a show/film/conference.
- Some programs and courses that require students to go beyond standard credit hour homework load.
- Presentations
- Deliver goods/projects to stakeholding audiences. May vary by program.

Writing Intensive

The AAC&U's definition for this high impact practice is as follows, "These courses emphasize writing at all levels of instruction and across the curriculum, including final year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry."

First Year Experience

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Section II: What makes the practice high impact?

The key or essential elements that undergird the high impact practices must be seen as the first step toward course

redesign for high impact. AAC&U refers to this list of essential elements as the “Quality Matrices.”

What about a high impact practice actually qualifies it to be call “high impact?” It is not just about a quantity of experience, but the quality of the experience, and the assurance of outcomes by experiential learning. The credentialing of a course as high impact is found in its use of most or all of these quality matrices, which are reflected in the rubrics in this workbook.

The next few pages detail each of these quality matrices or essential elements of a high impact practice.

Performance expectations set at appropriately high levels.

Almost every instructor will say he or she is rigorous, and at Dalton State, that is probably true. So, how would an instructor prove that the course is setting performance expectations at appropriately high levels? As in all HIPs efforts, the instructor is a facilitator for the students taking control of and responsibility for their own learning; the instructor is not a repository of knowledge with all the answers who pours into the students through the conduit of lecture. Here are some options in regard to ensuring performance expectations are set at appropriately high levels.

1. Student Learning outcomes rethought, either in terms of adding an extra one, revising the emphasis of one, or changing targets/measures (means of assessment and benchmarks) for one or more.
2. If the course is a prerequisite to the next course in a series, the emphasis is on preparing the students for success in the next course as well as on meeting outcomes for this particular course.
3. Students are given a pre-test at the beginning of the course to assess the students’ levels of skills and knowledge and see if it is commensurate with what is needed for success in this course. The instructor facilitates their “getting up to speed” by extra-classroom assignments, readings, videos, or other projects so that (a) success is facilitated, and (b) the students take responsibility outside of class to be ready for the class content. For example: in a history course on the Reconstruction period, the students should enter with a good background in the historical facts of the Civil War and pre-Civil War period. Those who do not have it would be required to read articles or chapters and document their reading at the beginning of the semester to be ready for the class material.
4. Students are assessed by more than one method. For example, assessment and evaluation are not just accomplished through multiple choice exams but also through an appropriately weighted paper, presentation, or external project. Likewise, students have opportunities for formative assessment and feedback prior to final (summative) assessment.
5. Students are given multiple chances for assessment, either through more than two exams or through formative (practice tests, quizzes) assessments that are assessed and weighted but helpful for the major or summative assessments.
6. Students are required to complete and report on extra-classroom readings or videos. If the student can say, “I can pass the class just on the notes and don’t have to read the text,” the expectations are not set at appropriately high levels and the required text is unnecessary. In the case where external readings are supplemental but not required, the instructor should consider using open educational resources or textbooks, such as from OpenStax, to avoid unnecessary expense for students.
7. Students are expected to discuss or write about the content and skills with other students and the instructor rather than accepting passively an amount of knowledge.
8. The instructor can demonstrate that his/her requirements and assignments are typical of that level of class (sophomore, junior) by comparison to other courses.
9. Faculty should seek to teach the course at the middle to high levels of Bloom’s Taxonomy, revised (Krathwohl, 2002).

The most basic level of the taxonomy is memory of facts, followed upward by understanding. To have performance (not just memory) expectations set at high levels, the course content should seek to require application of the knowledge. Further, the highest levels of creating, evaluating, and analyzing would be a goal for upper division courses.

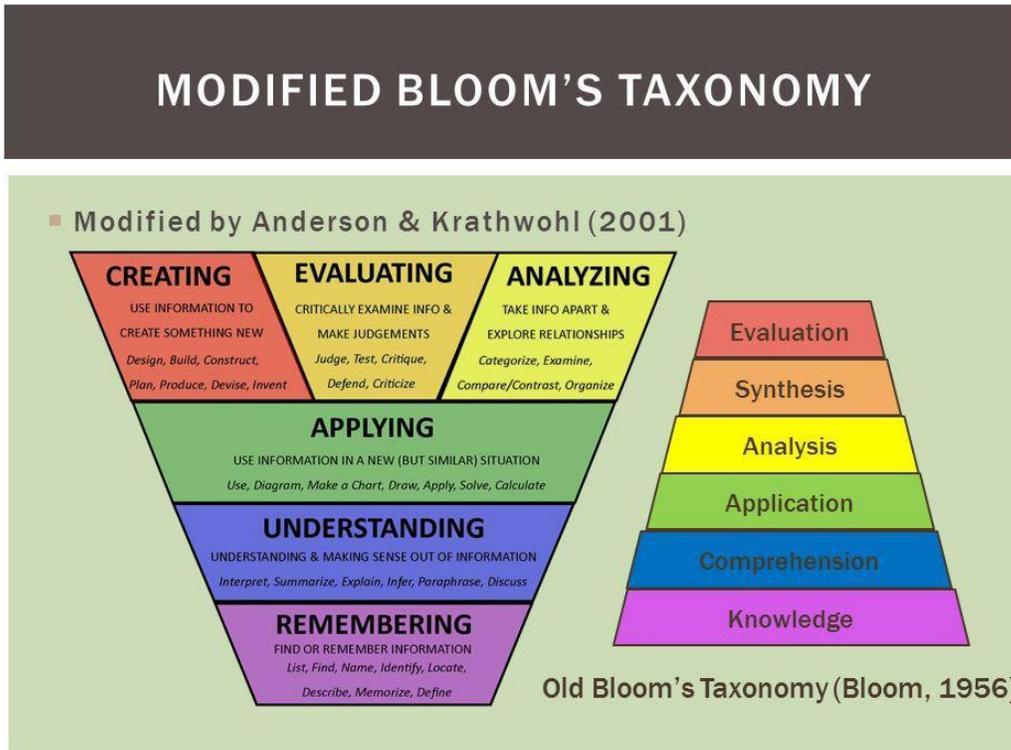


IMAGE 1

What should be reiterated is that the focus is learning, not just completing assignments.

Vygotsky (1978) was a theorist who said, among other things, that we don't learn unless we are asked to do a task outside of our current reach. Specifically, he said that to learn we must span, "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). His theory is called "zone of proximal development." If I am asked to do something I have already done before, I am not going to learn from it.

The task assigned must ask something of students that "stretches them" and that they will at first find too difficult and may balk at. Performing the task that they thought they could not perform before (a) builds confidence (b) demands use of learning strategies (c) is more rewarding.

Performance expectations should be set at the appropriate level so that the college student doesn't consider it a waste of time and "busy work" or on the other hand, too difficult. A perception of "too difficult" may come from the methods used to teach and assess as well as the content itself. "The too-difficult courses had grading systems students perceived as unfair, tests that were too hard, homework that was graded harshly, and feedback that was difficult to interpret" (Weimer, 2016 citing Martin, Hands, Lancaster, Trytten, & Murphy, 2008).

At the same time, certain tasks can be "stretching" but require so much energy in the stretching that the energy needed for learning is not there. For example, a freshman is capable of accessing and using some scholarly sources from the Library's scholarly database in a paper or speech, even if that has not been required of him or her before. He or she is probably not capable of the kind of research needed for a capstone paper, where twenty or more relevant sources woven into a

25-page argument is required. When thinking about setting performance expectations at appropriately high levels, think about what will require the students to go beyond their current state just a bit—three inches, not three feet.

An excellent book to read in this regard is *Mindset* by Stanford University psychologist Carol Dweck, whose work has motivated many other learning researchers such as Angela Duckworth and David Yeager. The essential message of the book are the pitfalls stemming from the belief, or mindset, that intelligence, skill, and success are innate, given, and “fixed” as opposed to the result of hard work over time. Instead of a person being either talented or untalented in terms of, say, an instrument, those who excel at that instrument have devoted great energy and time to it. One of the lessons of the book is that learning is just not easy and that learning comes from plowing through confusion and failure.

On a recent “Wait, Wait, Don’t Tell Me” episode (a quiz show on NPR), Neil DeGrasse Tyson, the astrophysicist, showed this mindset when he got two questions wrong. “Now I have learned two things I didn’t know.” Even if he was being a good sport for the show, his point is that failure is educational, not a reason to quit. Setting performance expectations at high levels while allowing students opportunities to fail “safely” in the process of assessing learning has a high impact.

Significant investment of time and effort by students over an extended period of time

There is a good bit of research to show (Arum & Roksa, 2010) that students do not spend sufficient time on their studies. Instead of the expected 24-30 hours of time outside of class for a 12-hour load, they typically spend 10-15 hours. The goal of this key essential element is not to provide busy work assignments that do not connect to learning gains, but to require students to revisit the learning frequently and effectively over a period of time. We also know that we learn best in repeated, progressive, frequent small chunks and in scaffolded experiences rather than in big pieces, although there are often “ah-hah!” or “big leap” moments that can be transformative in learning.

Significant investment of time and effort may, for example, be used in reference to collaborative learning. Collaborative learning is not an instance of asking students to do a think-pair-share every once in a while so that they are talking with their classmates. Collaborative learning requires either a long-term experience, such as a project, with others in which interdependence is needed. Interdependence is distinct from dependence, where one or two students do most of the work and the others hang on (the common complaint about “group work”) and independence, where every student operates in his/her own bubble.

A well-designed collaborative assignment makes each person’s input necessary for successful learning (learning being the key word here, not just completion of the project.) The students are learning the content through self-direction and effort rather than through lecture, are learning team skills, are learning to learn in a group and therefore learning more about their own learning abilities, and are helping others to learn.

Additionally, significant investment of time and effort by students over an extended period of time means the specific learning task is referenced over most of the semester. This may mean a major paper written in segments or stages. It may mean undergraduate research that looks at a phenomenon over an extended period of time, rather than overnight or the weekend. It may mean a reflective journal kept most of the semester during a service learning project that is collected in increments rather than at the end (to ensure there is actual journaling and to address any problems that arise).

It may mean a discussion board in an online course that revisits the same major BIG questions or themes of the course repeatedly as new material is introduced, providing a framework rather than isolated bits of material. It may mean tests that are cumulative, including questions from previous tests and not just from that unit, in order to enforce the idea of knowledge building. It is unfortunate that our testing procedures might cause students to see each test as discrete rather than building on the previously tested material.

At this point, it should be clear how these quality matrices are interwoven; significant time and effort investment is going to go hand-in-hand with high performance levels.

Interactions with faculty and peers about substantive matters

In order for a course to be high impact, everyone must have interaction with the faculty and peers. One of the reasons we like to teach is that we hit it off and make connections with students who come to share our passion for our subject. We naturally gravitate toward certain students.

However, high impact does require a level of democracy. Not only should the students have equal access to opportunities for interactions about substantive matters with the faculty members, they should have these opportunities with peers. The question is where do opportunities cross over into requirements? Is creating the conditions for such interaction the same as ensuring it?

To be high impact, the interaction over substantive matters has to be embedded and therefore inevitable. The second question is the meaning of substantive; the prompts, the discussion boards, the think-pair-share methods should deal with the big questions of the course. Such big questions might concern one or more of the following:

1. the historical development of the subject
2. the relevance to civic life
3. ethical dimensions of the subject
4. how the course content can be put to practical use
5. the connection of the course to personal values and moral decisions
6. how one can improve learning of the subject matter or discipline
7. how to think creatively and critically about the content
8. questioning one's assumptions about the content
9. how knowledge is formed in the discipline and how sources judged for validity
10. how evidence is evaluated in the field
11. how the issue is viewed by and experienced in different cultures and co-cultures
12. how is the information best communicated in oral and written modes
13. how discourse and language interact with the subject matter
14. the major problems facing the discipline
15. the major controversies and theoretical perspectives

This list is not exhaustive or applicable to every subject, but a starting point.

Experiences with diversity

The fourth key element is experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar.

AAC&U offers this example of the fourth key element: "A service learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience."

This example highlights that diversity is not confined to broad categories of demographics such as ethnicity or race, gender, or class. Diversity is experiential, geographical, developmental, religious/spiritual, philosophical, and cultural. It is also psychological, such as neurodiversity and different ways of processing and learning.

As noted in the example, going beyond the classroom is probably one of the best ways to confront diversity and engage the student in other key elements of high impact practices as well as in other high impact practices. In these examples, the students are face to face with *different kinds of people*, rather than texts or projected images about those people. However, not all subject matter lends itself to service learning or external projects, so how else can these direct and deep experiences with *diverse people (as well as diversity as an abstract concept)* be ensured?

Facilitating student experiences with diversity while still within the boundaries of the classroom demands vulnerability, trust, guidelines, scaffolding, reflection, and assessment. The experiences can be with the other people in

the classroom as well as with texts and images. Since diversity can be divided into primary and secondary, with primary being the more “obvious” and outward and secondary being less obvious or even hidden, a climate of trust must be established, something that can take a while and should not be forced.

An instructor cannot demand trust from students; it must grow organically and slowly. Trusting students can be vulnerable students. It is possible that no trust and vulnerability can come unless the students believe in the guidelines that are in place, guidelines about discourse, respect, equality of participation, and privacy/confidentiality. These things will not come the first week. Discussions or experiences with texts and images will require reflection, and for the reflection to be critical and valuable and not superficial.

The instructor desiring to provide these experiences needs cultural competence and sensitivity. Sometimes typical American politeness is not enough. Nonmajority students should not feel marginalized or “outed.” They are not the token case or representative for their culture. Students from collectivist cultures may feel very uncomfortable with confrontation or being considered the public representative of their country, culture, or people. Nor should any assumptions be made about a student based on surname, accent, or appearance.

Ultimately, experience with diversity in a course matters for the following reasons:

1. All students benefit from exposure to a variety of viewpoints, requiring that all students participate, not those who seem to be from the most divergent group (for example, two Asian immigrant students in a class of 25 Anglo students) or the most vocal students. A diverse classroom does not exist solely for the benefit of majority students, as if the nonmajority students are only there for the majority students’ benefit.
2. Students can and must learn to talk about diversity and learn how to engage in civil and constructive discourse about it, rather than operate under the alternate assumptions that diversity can be addressed without discourse rules or that diversity is an impossible topic, fraught with too many landmines to allow real dialogue.
3. The students can begin to realize emotional and social as well as intellectual benefits from the confrontation with diverse people.

Assessment of experiences with diversity cannot be direct, only indirect. While the language and communication skills can be observed, the instructor cannot tell if internal change has happened. The student can be asked to self-evaluate, but only he or she knows if growth in appreciating diversity has happened. However, if Leon Festinger’s theory of cognitive dissonance holds, the students’ public comments about diversity will influence their individual attitudes.

Frequent, timely, and constructive feedback

The AAC&U provides these two examples of this essential element: “A student faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of the student’s contributions up to and through the completion of the project.”

Feedback sounds easy, but is not. There are several issues that come into giving feedback:

1. Is it done for summative or formative assessment? In other words, is it given on an end-of-term assignment for which there is no opportunity to use the feedback for future learning in the class, or is there opportunity for revision?
2. How long does it take to give “frequent, timely, and constructive feedback?” How can an instructor best utilize his/her time and yet provide this type of feedback?
3. How can students be held accountable to use the feedback? How can an instructor know it has been used?

4. What constitutes “constructive?” Is there a correct way to be constructive? Obviously, we would say, yes, but it is still not that simple. Many use the “criticism sandwich”—positive, negative, positive comments. But how do students really hear that? Does the negative get lost in the positive?
5. Constructive feedback would include the elements of being clear and focused, directed toward improved product while at the same time directed toward learning and toward the student taking responsibility for his/her learning. For example, if I tell a student that a short paper needs better organization, and I give her a structure, has she learned to organize her paper better or just obeyed my directions for a better grade? How can I guarantee that she is taking responsibility for her learning and not just trying to get a better grade?
6. Are electronic methods of feedback, for example on papers, better than lowtech methods? Are conferences better than purely written feedback?
7. Is global feedback as useful to the students as more granular feedback? In other words, how specific should we get? Does clear mean every detail addressed?
8. How does feedback look in a natural sciences course as opposed to a social sciences or humanities course?
9. How can the student be psychologically prepared for the feedback?
10. The Appendix C has references to articles from *The Teaching Professor* and other sources on improving feedback.

Periodic, structured opportunities to reflect and integrate learning

One of the examples of this essential element, provided by the AAC&U literature, is “A capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study.” Although this is one way to use reflection in a significant way, there are many ways that reflection can be used. Unfortunately, reflection is a word more talked about than understood and done, as Shakespeare would say, “a custom more honour'd in the breach than the observance.”

Reflection is a buzz word today but little is said about how to facilitate reflection. If we are to follow David Kolb's model of learning, based on Dewey's, there must first be something to reflect upon, specifically, an experience. (see Image 2). Reflection does not exist for its own sake, but for future experience and use of the learning.

Students should also be educated to use reflection that is critical, in the sense that the student should be using the reflective episode to question prior assumptions he/she held about the content of learning, about him/herself, and about the discipline and knowledge construction (learning).

Reflection is a method that can aid the student not only to assimilate the knowledge into existing frameworks of understand but also to accommodate or transform existing frameworks to the new knowledge (as per Piaget's theory of assimilation and accommodation in learning). Reflection can therefore aid the student in moving up the hierarchy of Bloom's/Krathwohl's taxonomy of learning.

The Western practice of and belief in the power of reflection is based in the Socratic advice to know oneself and that “the unexamined life is not worth living.” It is a way of helping students find their places in and response to the world. Reflection has a strong subjective component, and unfortunately the student often interprets the task of “reflection” as focusing mainly or totally on the subjective, personal experience and not the objective, corporate experience. In other words, the emphasis is “I,” not “it” or “we” or “others.” The personal is part of reflection, but not all. Periodic, structured opportunities to reflect and integrate learning should not be interpreted as an expectation that the students should wallow in or privilege their own opinions, but that they should think deeply and critically about various facets of an experience, not just their immediate emotional, ethical, or cultural reaction.

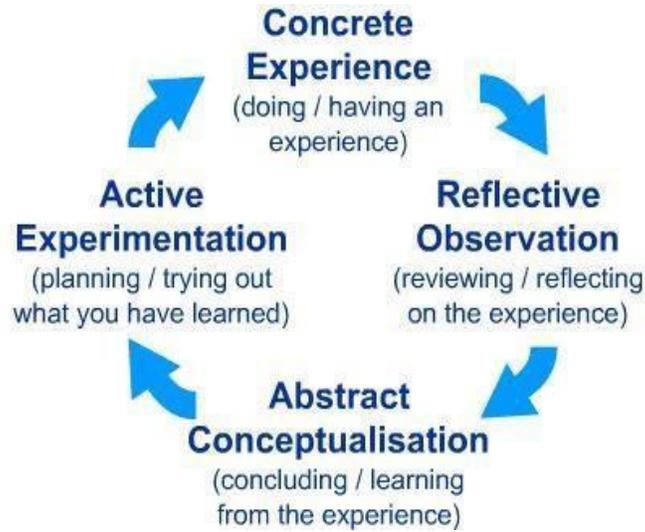


IMAGE 2

Students, especially college students in their first two years, are usually unaware of methods for reflecting. Sometimes their “reflections” are skeletal and superficial, although in my experiences some students who are more verbal or more introverted will produce more in-depth or at least verbose reflections. Some students mistake “giving my opinion or personal response to something” as reflection on an experience or classroom event. It is common practice to use prefabricated prompts from a textbook or other sources to instigate the reflection. It might be a valuable long-term project to instill in students a taxonomy of reflection, or methodology, so that when they are told to “reflect” they have the tools to do so.

Such taxonomies exist. A good grounding in Bloom’s taxonomy and Krathwohl’s and Anderson’s revision of it is a basis. Peter Pappas takes Bloom’s as his inspiration for his taxonomy of reflection (Image 3). Although Pappas works mostly with public secondary students and teachers, the model gives a sense of how reflection could be structured, and therefore more assessable.

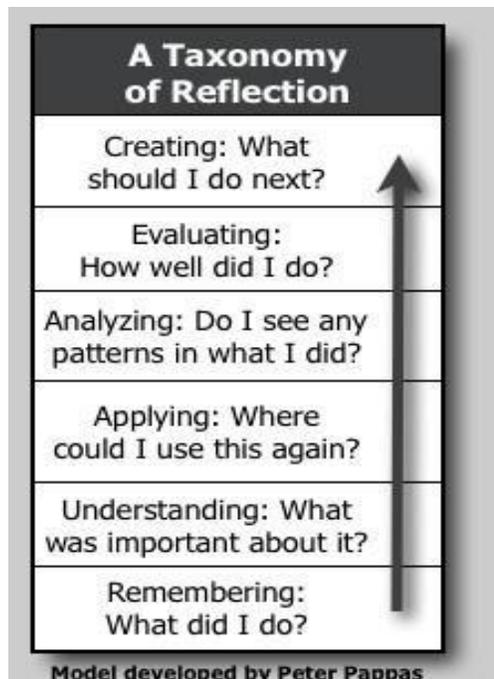


IMAGE 3

The word “assessable” brings us to the real gist of the matter and the essential element. What does the faculty member do with the reflection? How is it “graded?” It is not unusual for faculty to read reflections, make a few comments as needed, give a check mark, and move on. There is nothing wrong with this, but it should not be the goal, especially in upper division courses. A reflection paper of any length should be expected to follow a structure that examines various aspects and is graded with a rubric and sufficiently weighted in terms of grades, since the writing and revision task itself is iterative, reflective, and basic to critical thinking.

And of course, not all reflective tasks are equal. If an instructor shows a controversial video in class wherein a filmmaker or speaker makes an argument, the reflective task there might focus on rhetorical elements. On the other hand, if in a psychology course the instructor enacts a role play of a famous experiment, that reflective task may look different. However, in referring to Pappas and Kolb, the first step would be to get students to clearly, nonjudgmentally review what really happened and the facets of its meaning before moving on to the validity of the claims, the biases of the speaker or the audience, and the connection or application to reality. Image 4 gives an example of a taxonomy that might be useful for a rhetorical video.

	Question 1	Question2	Question 3
What	What is being said (and not?) (understanding)	What does it mean? (interpretation)	What can I do with this information or insight? (application)
Why	Why is this important? (value)	Why should I accept his position? (logic of his arguments)	Why would I be biased against this position? (questioning my assumptions)
How	How did the speaker get to this position/idea/view? (is he/she honest about it?)	Could the speaker be leaving out something? (his/her biases)	How does the speaker support his/her ideas? (persuade us?)

IMAGE 4

Another, element of reflection is the communication mode. Is it best for the student to do reflection in written form for only the instructor and him/herself, in written form only for self, in written form for others, in oral mode to the whole class or to just a small group, or simply internal? This is a difficult question, related to the level of the controversy involved, perceived threat of retaliation in a grade, perception of the subjective nature of reflection, introversion-extroversion of the student, cultural experiences of the students, and diversity in processing modes or learning styles. Being asked to reflect doesn’t mean that the student will come to fully formed conclusions in a few minutes. It might make more sense to focus on the process of reflection than the outcomes or conclusions.

Writing or stating something publicly in our culture is seen as a commitment one is held to and judged by. A student expected to reflect out loud or in a public way might still be processing and unready to commit to a viewpoint; it's still tentative, nascent, and undeveloped. At the same time, we could argue that telling students to reflect without a permanent record of it is truly a waste of time. They might as well be told to plan what they are going to eat for lunch or what Netflix show they will watch that evening. Writing, even for the self, involves the brain actively far more than just speaking or keeping one's thoughts to oneself. The weight of the assignment and relationship to the course's student learning outcomes also enter into the communication mode chosen.

Related to this question is whether the instructor himself or herself is willing to engage in the same type of reflection and honesty and to recognize his/her assumptions that might need testing. If the instructor's goal in reflective assignments is to get the students ultimately to agree with his/her viewpoints, then there is a problem. Students often perceive the reflective task this way and decide that the best method is to give the instructor what is wanted for a grade rather than be honest.

In conclusion, reflection has many values and should be an integral part of whatever High Impact Practice utilized in the course; however, its use should be strategic, intentional, assessable, and facilitated with training students with ways to reflect.

Opportunities to discover relevance of learning through real-world applications

The concept of "authentic assessment" is central to this key element. Service learning and internships are the most obvious examples of how this key element can be operationalized. The value of service learning, job shadowing, internships, and similar experiences is in their connection to program and course learning outcomes. If the service learning is just accumulating hours and the internship just showing up at a job, site the likelihood of discovering relevance of the classroom theoretical learning and the real world applications will be small. For both liability and learning purposes, these programs need strong oversight and direction, clear syllabi expectations, and assessment.

Do the students have to go out of the classroom in internships and service learning to achieve this key element? No. Any experiential activity of depth and thought can achieve this key element. Role plays, labs, collaboration, designing research, blogs, online surveys, and many other methods can be used to bring the real world into the classroom if it is not feasible to take the students outside of it.

It is suggested that the major or program have a course number, an established syllabus, and a dedicated professor for the internship, as well as work closely with Career Services to deal proactively with liability and other issues.

Public demonstration of competence

It should be obvious at this point that none of these key elements is mutually exclusive. Public demonstration of competence is as likely to be shown in an internship where relevance of learning through real-world applications is achieved as well. Service learning is another opportunity for students to publicly show their competence at the learning outcomes of the course. Public demonstration of competence is often assessed in a public presentation of research, as in a capstone course. Students in clinical settings do such public demonstration every day.

Public inherently means "outside of the classroom." If a presentation is required, respondents from outside the classroom should be present (other faculty, advisory council, guests with expertise) and/or the presentation is given at a venue such as a student conference, a professional conference with student tracks, a recital, a play, an exhibition, a poster session, or a showcase. The expectations on use of slides, etc. should be clear. Scaffolding (preparatory lectures, turning in assignments for formative assessment and feedback, grading rubrics provided, etc.) probably should be utilized so that student is prepared.

SECTION III: *Targeted DSC HIPs Explored*

This section of the workbook delves into some of the relevant theory and best practices in the seven HIPs that are being targeted in Dalton State's HIPs initiative.

Collaborative Learning

It is easiest to define collaborative learning as a High Impact Practice first by stating what it is not. It is not a five-minute buzz group. It is not saying, "Turn to two of your neighbors and discuss your answers." It is not the occasional think-pair-share activity. All of these are useful activities, but do not approximate what collaborative learning means.

Collaborative learning is referred to in some sources as "cooperative learning," although one might split some hairs over the differences. Collaborative learning assumes that the learning process is taken place in the context of planned collaboration. Smith and MacGregor (1992) clarify the term:

[It is] an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

Johnson, Johnson, and Smith (1991) define cooperative learning as "the instructional use of small groups so that students work together to maximize their own and each other's learning" (cited in Jones & Jones, 2008).

To use collaborative learning in its fullest sense, one should subscribe to a constructivist theory of learning. Again, clarification is needed here. When it is said that the students are constructing knowledge in the classroom, it does not mean that they are constructing the discipline, but that they are actively constructing the knowledge frameworks in their minds as opposed to receiving knowledge passively. Collaborative learning as a theory also accepts that this knowledge construction is done socially. Part of that social learning is the idea that learning is embedded in a rich context.

Collaborative learning theory also turns the traditional model on its head, at least somewhat. Instead of ensuring that students know (have a complete core of knowledge) and then practice or apply, collaborative learning gives the students problems and challenges when their knowledge construction is in process and expects them to "marshal pertinent facts and ideas. Instead of being distant observers of questions and answers, or problems and solutions, students become immediate practitioners" (Smith & MacGregor, 1992).

Because learners are diverse, learners confronting problems in a group context are inherently confronting diversity in learning (one of the other High Impact practices), and dealing with the diversity is part of the problem being addressed along with the content related problem. Additionally, the interpersonal, problem-solving, and negotiation skills so prized by employers (although unfortunately called "soft skills") are part of the learning process in collaborative work.

Accepting all these theoretical assumptions about collaborative learning does not guarantee successful collaborative learning, and as with any new methodology, using it in one's classroom takes time: time to develop the assignments, time (and patience) to orient the students to the collaborative nature of learning, and time invested in class. To many, lecturing, which they probably do well, is a reasonable default. "Due to the expert nature of higher education, much evidence suggests that many college professors still cling to the notion of expounding knowledge to their students rather than engaging them in discovering such knowledge through active learning" (Jones & Jones, 2008). Collaborative learning is a risk, but one well worth it.

In practical terms, what does collaborative learning look like? "According to the Cooperative Learning Center at the University of Minnesota, Cooperative Learning is a relationship among a group of students that requires five elements:

- positive interdependence
- individual accountability
- interpersonal skills
- face-to-face promotive interaction
- processing out” (Johnson & Johnson, 1994, cited in Jones & Jones, 2008, p. 62).

First, “positive interdependence” refers to the learning task or in some cases, longer learning project, being structured so that students need each other to complete it. Two examples come to mind: Reading circles, where each member has a specific role to play in discussing a text (for example, historical document or short story), such as vocabulary builder, connector, illustrator, guide, quotation selector, etc. The [Jigsaw model](#) is another. Jones and Jones (2008) state, “Since this element is solely contingent on the quality of the task assigned to each group, creating positive interdependence requires that the assigned task demand participation from all group members” (p. 66).

Positive interdependence brings up the question of whether students should choose their own groups. I personally have never allowed that as the driving principle of group assignments. There is too much room for some class members to be excluded or for couples or close friends to get together, which can cause problems for the rest of the group. Letting students choose based on the nature of the task or the subject might be an option. Since students will not usually get to choose who they work with in the “real world” of their careers, college is the time to learn to deal with the diversity of groups, even when the communication or personality styles of the others is not one’s preference. Although it is not always possible, if the instructor is assigning groups “randomly,” a balance in gender and perhaps other demographics could be attempted. For example, be sure one group is not all female and another all male.

Individual accountability, of course, refers to the need for each student to know that he/she cannot “hide” in the group and that his/her work will be assessed equally and fairly. Students commonly “hate group work,” and rightly so, because in their experiences there were freeloaders who earned the group grade without having done anything. Some instructors allow groups to “fire” a member who is delinquent. Other instructors use rubrics or evaluation sheets for the members to complete on each other as part of the assessment. More importantly, the collaborative task must be structured so the instructor is fully aware of who is and is not pulling their weight and contributing. If it is a long-term project (such as over a month or longer in the semester), periodic check-ins of some nature (written and formal or oral and informal) are a good idea.

Sometimes an instructor has to think outside the box to ensure accountability. I require a group writing assignment using Google docs for collaboration. Students have to write their personal section in a color (and provide a key at the end) so I can see who is actually writing what. However, the document is also graded on being a coherent whole and not just sections in color.

In terms of the third element, collaborative learning, as mentioned before, inherently calls upon students to develop strategies for interpersonal communication. Negotiating, enhancing cohesion without developing “groupthink,” praising, dealing with conflict, giving criticism, taking criticism, and planning and executing the tasks, are all “on the job” tasks from collaborative learning. In collaborative learning there are always at least two processes going on: the process of learning to solve the problem or completing the task *with others* (with all its messy interpersonal factors) and the process of learning the ideas, concepts, and skills embedded in the task.

Promotive face-to-face interaction refers to the students’ recognition that their behavior, demeanor, and language have a positive effect on the group as a whole. It is an exploration of their agency and role in the group; in common language, what they do matters to others, so they are in a process of learning what behavior and language is most effective. This “pillar” of collaborative learning brings us to the last one, according to Johnson and Johnson, “processing out,” or the act of the group reflecting together on its performance and what it could do to improve. This could be the most painful side of the group experience but also honest and fruitful.

Collaborative learning, cooperative learning, problem-based instruction, case studies, supplemental instruction, peer writing/critique groups, peer teaching, and simulations are a collection of methods that dovetail with one another under this umbrella of group, constructivist approaches. Collaborative learning, as a High Impact practice, requires several of the essential elements: time spent on learning (including inside the course, which takes away from instructor control through lecturing); feedback; opportunities to reflect; experiences with diversity; and interaction with peers.

The bibliography contains resources for ideas for collaborative assignments.

Although one of the standards is “working on a group to present information,” there are many other problem-based or interactive experiences for classrooms. Placing the active over the passive is the key. If students are moving, talking, sitting on the floor in a group (since tables and chairs do not always cooperate), that is a clue that collaborative learning is taking place.

Writing Intensive Courses

In the 1990s Writing Across the Curriculum efforts were all the rage in higher education. However, according to Arum and Roska’s 2012 book, *Academically Adrift*, all that rage did not translate to a significant amount of writing for college students, such that when they graduate they have not been expected to write enough to impact their learning and critical thinking. In some ways, that is not a surprise. Requiring writing is hard.

Because writing instruction is relegated to the English Department and sometimes messages are unintentionally sent that only the English Department is qualified to really “grade” writing. Secondly, writing takes time. If an instructor has to get through a whole thick textbook so that the students are ready for the next class in the sequence, when is the writing going to happen? Third, some tend to define “writing intensive” as a twenty-page research paper, something students don’t want to write and instructors don’t want to read.

Fortunately, the subject of writing intensive courses has been well studied, but before delving into that, let’s remember why writing is important in the first place. Writing in college comes in three types:

1. writing to learn content
2. writing to prove the student can write
3. writing to learn modes of discourse in the discipline or profession

Obviously, these are not mutually exclusive and overlap some, but they are different. Writing to learn content is the reflective type of writing. Students are given writing tasks, usually based on prompts, that help them process concepts, construct knowledge, and make personal applications.

Writing to prove the student can write is the typical research paper assignment in, for example, a literature course. Since one of the goals of the course is to learn to write about literature, such as explicate a program using the correct terminology and appropriate source materials, the student is proving to the instructor that he/she has learned those processes. Writing to learn modes of discourse in the discipline or profession might involve the writing of lab reports in a science course, proofs in a math course, case studies in a business course, or proposals in a technical writing course.

So to begin to adapt writing intensive strategies, an instructor should determine what is the purpose of writing in the course: as primarily a method to process concept and content (in which case formality might be less important than content); as proof that the student has learned to use sources, develop an academic argument, think critically, and follow a strict format); or to learn to use modes of writing that will be used in the career world. Again, these are not mutually exclusive, since learning to write a lab report may focus on the last purpose but incorporates the other two.

The University of Hawaii (n.d.) offers this list of characteristics of a writing intensive course at that institution:

- The class uses writing to promote learning the course material, content, and skill(s)
- The instructor provides students with opportunities to discuss their writing using various activities such as peer-to-peer feedback, instructor comments, small discussion groups, and other appropriate activities that engage students in thinking about the writing and the course content

- The students have an opportunity to use different forms of writing throughout the semester. The writing activities and assignments can be formal and informal. **Ideally, students should not be asked to simply write a 20-page research paper without adequate preparation.**
- The students have some opportunities to revise some of their writing assignments.
- The students will complete at least 16 pages of finished text
- The writing submitted for evaluation will contribute significantly to the final course grade (at least 40%)
- The course enrollment will not be higher than 20 students.

This list is not provided as a guideline for Dalton State, but as an indication of what goes into the designation of “writing intensive.” Here is an abstracted version:

- Writing is used to learn (process, construct knowledge) as well as to prove the student can write.
- Feedback and opportunities to discuss the writing in various ways are amply provided.
- Different forms of writing (formal/informal; reflection/rhetorical; subjective/objective; pre-writing/revision/peer editing) are available.
- Revision is part of the writing process; (evaluation of writing is formative as well as summative).
- A certain standard amount is required (word count usually preferred)
- Writing assignments make up a commensurate part of the grade based on time and effort involved.

As mentioned above, professors in disciplines other than English or communication are reluctant to take on writing-intensive as a High Impact Practice for various understood reasons. Although some feel they are not qualified to “grade” writing, anyone with a graduate degree knows whether an argument is cohesive and writing makes sense. There are ways to get around the issue of whether students are using semicolons and commas correctly, and that does not have to be the focus of the assessment. (Those ways include collaborating with the Writing Lab and just not using a red pen to edit work. There is evidence to show that’s not the best way to “correct” work in the first place.)

More often, though, instructors shy away from adopting writing intensive strategies because of time. Writing intensive may not work for freshmen survey courses that require mostly outcomes on the first two levels of Bloom’s/Krathwohl’s taxonomy. After the freshmen year, however, students should come to expect writing as part of the learning process and understand that there are different types of writing tasks with different types of audiences. Along with the previously cited Arum and Roska book, websites abound with complaints from employers about the writing abilities of recent college graduates. If students do all their writing in freshmen or sophomore survey English classes and skip writing in the rest of the undergraduate years because of professor apathy or failure, the skills of graduates will never improve. So, how does one begin to make a course writing intensive?

- Decide on what purpose of writing fits the course’s learning outcomes best.
- Decide on which content or skills can be assessed as well as or better by short writing assignment than by standard objective testing.
- Design writing assignments that are short (3-5 pages at most) that fulfill the needs of the learning outcomes.
- Design writing projects that are not all the same in scope or purpose. One assignment may be a letter to a state representative explaining how a contemporary issue studied in class should be addressed in the legislature, while another might be a response to a reading that must address certain key issues.
- Develop strict guidelines for what you want in the writing assignment (length, font, margins, overall questions or topics to be addressed, number of sources if used, etc.). You really cannot be too specific, and it will be easier to grade if you are unambiguous about the assignment.
- For at least one of the assignments (preferably earlier) examine (not “correcting”) drafts and reserve time in class for peer editing, discussion of the writing, and addressing overall problems. This should not be done more than once in class time. You do not want the students to become dependent on your feedback after every assignment when they can read the instructions.
- Provide opportunities in Georgia View for peer editing of other assignments. Students can share papers, make track changes, and upload the paper. They can also use Google docs or other collaborative programs for joint writing projects or to share work. “Peer editing” may not be exactly what you want; perhaps “peer feedback” is a better term.

- Recognize that student writing takes time to attend to but should be returned in a timely manner. Assign the due dates when you know you can attend to the writing.
- Work with your departmental peers so they know what you are doing in the course. They might have great ideas, especially if they want students in the next course in the sequence to know about a certain writing tasks.
- There is always the question of “covering” the material. It may be that writing can help you “cover the material” in a different way; it might also be that all the material doesn’t need to be “covered.”

Writing intensive courses are not easy but can produce positive outcomes for employers and the graduates who will work for them.

Section III: Evaluating your course as it is now: The Before Rubric

Section in process

Section IV: Redesigning: Pathways to high impact

- A. Start by rethinking student learning outcomes. Since these are often shared outcomes (in a multi-section course), a high impact course would either add a specific outcome to this section that incorporates some aspect of the high impact practices and quality matrices/key essential elements or alter the targets and measures for this outcome. The course would have to be assessed separately in Academic Effect so that other instructors are not held to the same criteria (as is a hybrid or online section of a course).
- B. Engaging others. Even if the other instructors who teach the same course do not choose to redesign a course to achieve a high impact credential, they should be engaged to some extent in the discussion of what you want to do, why, and its impact on their classes. If learning outcomes and measures/targets are to be rethought, they should be aware of it. If it is a major-related program, how does its redesign relate to program goals? Instructors who teach prerequisites to the course should be aware, as well as those who will teach the students in the next level of course. This is not a matter of asking permission, but of informing them, of dialogue and input. In other words, don’t go it alone in regard to the faculty in your department, especially your chair.

You will also want to engage with the high impact team and those who are redesigning courses in other disciplines. They are your support group.

- C. Be knowledgeable about the literature on the high impact practice and the key elements you want to utilize. Although this is listed third, it probably should be your first step before committing to a course of action. If you want to add more and/or better reflection, delve into the literature. If you want to design and assess service learning, use GALILEO to find eBooks and articles on that. You don’t have to be an expert, but other people have done this well and can support you. Consequently, you can consider this course redesign an opportunity for research and publication/presentation. Since Boyer’s publication of *Scholarship Reconsidered: Priorities of the Professoriate in 1990*, the Scholarship of Teaching and Learning has been recognized as viable research in most disciplines.
- D. Plan ahead. It will take time. The first time may not go as smoothly as you would hope. The students may balk at approaching their learning a different way.
- E. Look at your rubrics and assessment methods. They will need to be revised to incorporate most of the key elements.

- F. Think through how you will explain/present the course redesign to the students. We know students talk to each other. Student Joe might be telling his friends, “Take Professor Bill; I have his notes and he does such and such.” And now Professor Bill isn’t. Expectation shattered. The term “high impact” might hit them as “harder” or “more than what the others are doing” or “experimental” and therefore “unfair.” We would hope not, and the College will be embarking on a campaign to show the value of high impact practices.
- G. Every year you probably assess your course in Academic Effect. There you can find solid data on where to start with course redesign by looking at what has been working and what has not.
- H. High impact does not necessarily mean “harder” or “more work for students.” It might mean more work for the instructor in the redesign phase, but the students should see better pedagogy, such as reflective assignments with structure, more time on task, better feedback, and outside-of-class emphases. It might be unnecessary to use the term “high impact” at all; “experiential” might be better, if any terms need to be used at all.

Section VI: The After Rubrics

Section in process

Appendix A: References

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Appendix B: What the evidence for HIPs really says

Entities and scholars affiliated with the AAC&U have done significant and far reaching research into the impact of HIPs on all students and especially underserved. The following excerpts from the publication *Assessing Underserved Students'*

Engagement in High-Impact Practices (2013) by Ashley Finlay and Tia McNair highlight the evidence for HIPs. The authors note that “Our data set included NSSE data from 25,336 students at thirty-eight institutions across the state higher education systems in California, Oregon, and Wisconsin” (p. 6).

For Hispanic students, for example, levels of reported engagement in deep learning approaches and in perceived gains were 10 percent higher on average with one or two high-impact practices, 17 percent higher with three or four practices, and 26 percent higher with five or six practices, compared to Hispanic students who did not participate in any high-impact practices. Similarly, when African American students participated in multiple high-impact practices, their perceived engagement in deep learning and their learning gains were between 11 and 27 percent higher (depending on the level of engagement) than that of African American students with zero participation in these practices. Asian American and white students exhibited similar boosts in their perceived deep learning and in their learning gains after engaging in multiple high-impact practices, particularly when they had engaged in five or six practices. (p. 12)

Transfer students in the sample engaged in significantly more high-impact practices than non-transfer students (1.53 practices versus 1.25 practices, respectively). In contrast, first-generation students engaged in significantly fewer high-impact practices than students who were not first generation. While white students did, on average, participate in more high-impact practices (1.38) than students from other racial or ethnic categories, the difference in participation rates between white students and African American students was not statistically significant. White students did, however, engage in significantly more high impact practices than Asian American and Hispanic students. (p. 8)

The relative effects of engagement in high-impact practices were also evident when comparing students from racial or ethnic minority groups with each other and with their traditionally advantaged white peers. While participation in high impact practices yielded positive effects on students' perceptions of their learning and reported learning gains across all racial or ethnic groups, in some cases student groups that reported the lowest perceived deep learning or gains in learning absent high-impact practices demonstrated the greatest boosts in these perceptions when they had engaged in multiple high-impact practices. As shown in . . . African American, Hispanic, and white students all demonstrated higher levels of engagement in deep learning approaches after participating in greater numbers of high-impact practices. (p.15)

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Appendix D

HIPs Course Examples

Appendix D Examples of HIPs Courses

Collaborative Learning Introduction to Psychology (PSY 1101)

After attending informational sessions on HIPs, three faculty in psychology collaborated on redesigning the Introduction to Psychology (PSY 1101). Since a large population of freshmen and sophomore students take this course, and HIPs are more beneficial if students are exposed to them early in their academic careers, a concerted effort was made to incorporate HIPs into this course. Together, with the guidance of DSC's designated HIPs team, a course curriculum that included collaborative assignments and projects was developed. The PSY 1101 HIPs section that was designed includes weekly collaborative homework assignments (on current Chapter), in-class group activities for every chapter and 4 group exams.

More specifically, the collaborative homework assignments were designed to be completed outside of class by each individual, but during the first 10 minutes of class. On the due date, students were allowed to discuss their answers amongst their learning group to make sure every member agreed on answers. Afterwards, one assignment was collected to represent each group and every group member would receive the same grade on the assignment. On exam day, each student would take the exam first by themselves, and then during the last 20 minutes of class they would reconvene into their learning groups and retake the exam as a group. The discussions during the group portion of the exam were very intriguing, especially to listen to students try to defend an answer to their peer.

In Fall 2017, this PSY 1101 HIPs section was implemented as pilot. Two sections of PSY 1101 were taught as a collaborative learning class, alongside two PSY 1101 sections that were not collaborative learning. In the collaborative learning sections students were randomly assigned into groups (to increase the amount of diversity) on the 2nd day of class; this was their learning group for the entire semester. Keeping the groups consistent was important because it allowed the students to build relationships with each other, and become more comfortable holding each other accountable. Conversations in the learning groups were observed to be very constructive and valuable. Students teaching other group members course content, students correcting other group members' wrong thoughts, and students encouraging other group members to complete their work or to study for the exams were overheard. It was clear that the students in the collaborative learning sections met the goals for this HIPs practice, which were that they learned to solve problems in the company of others and to listen intently to the insight of others. Feedback from students in the collaborative learning sections was all positive. Some students also remarked that they were thankful that they were "forced" to talk to others because they never would have spoken with anyone otherwise. The benefits of implementing collaborative learning are best represented by the DFW rate. The DFW rate for the two collaborative learning sections was $M = 13.9\%$, compared to $M = 21.6\%$ for the two standard PSY 1101 sections. This led to an implementation of the collaborative learning model in PSY 1101 this past Spring. After evaluating Spring 2018, the DFW rates for the 2 PSY 1101 sections were 10% and 7.69%. As a result, incorporating collaborative learning into the PSY 1101 sections moving forward is planned.

Collaborative Learning

Integrated Marketing Communication (COMM 4100)

Taught in the Spring 2018 semester, COMM 4100 utilized a collaborative learning approach with a competitive and service-learning angle. Students were split into groups and tasked with developing an IMC campaign for a local staffing agency. Each group had one liaison that would meet with the owners of the staffing agency, learning about the organization and developing a customized plan to meet their needs. The project was scaffolded throughout the semester, with interstitial deliverables being submitted by each group to make sure they were headed in the right direction. The groups knew the owners of the staffing agency would attend their final presentations and choose their favorite IMC plan, which added a competitive element: students not only relished the opportunity to do what they considered to be “real” work, they wanted to be the best. At the end of the semester, students gave positive feedback on the assignment on the final day of class, saying they felt it prepared them for the work they would pursue in their careers. The course had a 0% DFWI rate.

Service

Learning

Biology

(BIOL

4800)

Junior and senior-level biology students are available to enroll in professional development courses engaging in teaching assistance or an internship. Students have been mentored in both types of activities. With regard to internships, in order to successfully complete the course, students must meet with the instructor on a weekly basis and write a reflective paper about their experiences. Early in the process students are asked to outline the paper and reflect on questions such as “Why did you pursue this internship?” “What are your expectations?” “What are your career goals?” Later the questions focus on experiences. Students reflect on what tasks they are doing in the internship. How do they feel about the tasks they are completing? What are they learning about themselves? At the close of the internship, students will reflect on the whole experience and how it relates to their academic and career goals. Once the journaling is complete, students write up their ideas formally to help them develop their professional voice. This is done through extensive feedback and revision of their writing, with the goal of taking that reflective paper and using it to develop a cover letter or personal statement for professional/graduate school or a job application. In addition to the reflective writing, students are required to develop either an oral or poster presentation to be given in a conference setting. The experience has been very fulfilling for the both student and faculty member. Faculty watches the student develop professionally, and these internships help the student to become more passionate, focused, and driven to succeed after college. As an outcome, several former students now work for federal agencies because of previous internship experiences.

Inquiry Based

Learning Linear

Algebra (MATH

2256)

Inquiry-based learning (IBL) is one of the most powerful methods incorporated in teaching mathematics. Class time in IBL courses involves student-centered learning through group work, student presentations, and discussions. Evidence is mounting in support of an active classroom, e.g. (Freeman et al. 2014) and (Rasmussen & Kwon, 2007). For example, in one study women in IBL courses performed equally with their male classmates while those in nonIBL courses performed below their male classmates. Elements of IBL may increase self-efficacy

(Goo, Rattan, & Dweck, 2012), and certain aspects of IBL such as collaboration (Springer, Stanne, & Donovan, 1999) and problem solving (Du & Kolmos, 2009) have been shown to be particularly effective for women. To bring this teaching technique to our students at DSC this semester, have the Linear Algebra course was transformed into an IBL experience (in collaboration with Jason Siefken at the University of

Toronto). The course will focus on developing the intuitive nature of the subject through group discussion and tiered learning tasks. As further evidence to its effectiveness, this same material is being used for an equivalent course at Northwestern University (2015-2017+) and the University of Toronto (2017-2018).

Writing Intensive

Intro to Film Studies (COMM 4400)

In the Spring 2018 semester, Intro to Film Studies was taught as a writing-intensive course. In order to prepare for the submission of a 3000-word paper at the end of the semester, students were expected to submit weekly 900-1200-word analysis papers that would develop individual skills needed to assemble a comprehensive film studies paper. While students did not view the workload of the course favorably, they begrudgingly admitted that the amount of work in the class did prepare them for the final assignment. They eventually came to the realization that the only way to get better at writing is to write, and the only way to get better at analyzing visual texts is to practice. The course had a 13% DWFI rate.

Appendix E

HIPs Redesign Rubric

Dalton State College HIPs Course redesign rubric

Matric	Not Addressed (1)	Emergent (2)	Operational (3)
High performance expectations	Learning outcomes address only lower-level thinking skills (Anderson & Krathwohl, 2001) (i.e. remembering, understanding, applying) EXAMPLE: The course includes exam questions that ask students to solely recall information.	Learning outcomes address all lower-level thinking skills and one higher-level thinking skill (I.e. analyzing, evaluating, creating) EXAMPLE: The course includes an assignment that, in addition to recalling information, requires students to analyze a text or experience.	Learning outcomes address all lower-level thinking skills and 2+ higher-order thinking skills EXAMPLE: The course includes a culminating project that involves the analysis, evaluation and/or creation of ideas or artifacts related to course content.
Invest time And effort	No activities provided that promote active and experiential learning opportunities	Monthly activities are provided that promote active and experiential learning opportunities EXAMPLES; simulations, case studies, role-plays, presentations, field trips, improvisations, etc.	Bi-weekly activities are provided that promote active and experiential learning opportunities EXAMPLES; simulations, case studies, role-plays, presentations, field trips, improvisations, etc.
Experiences With diversity	Few or no opportunities for exposure to multiple perspectives and/or experiences, including approaches to teaching subject matter EXAMPLE: Course discussions focus largely on the instructor’s perspectives.	Monthly opportunities for exposure to multiple perspectives and/or experiences, including approaches to teaching subject matter EXAMPLE: The instructor incorporates various learning styles and diverse points of view on course content.	Bi-weekly opportunities for exposure to multiple perspectives and/or experiences, including approaches to teaching subject matter EXAMPLE: The course includes multiple opportunities for students to listen to and express questions, opinions and disagreements with others’ perspectives in a civil manner.

<p>Frequent, timely and constructive feedback given to students regarding their own learning/development</p>	<p>Few or no opportunities for feedback on student learning and development in the course EXAMPLE: The course lacks opportunities for formative assessment of student learning such as pre-quizzes, scaffolding of writing assignments or opportunities for revision.</p>	<p>Bi-weekly opportunities for feedback on student learning and development in the course EXAMPLES: minute papers, muddiest point papers, prequizzes, some scaffolding of course projects, etc.</p>	<p>Weekly opportunities for feedback on student learning and development and/or bi-weekly accountability on the part of the student to use the feedback in the course EXAMPLES: minute papers, muddiest point papers, pre-quizzes, semester-long scaffolding of course projects, etc.</p>
<p>Reflect and integrate across experiences</p>	<p>Few or no opportunities for reflection orally or in writing EXAMPLES: Students are not encouraged to examine course content from a personal or global perspective.</p>	<p>Monthly opportunities for reflection orally or in writing EXAMPLES: Students are required to respond to exam performance.</p>	<p>Bi-weekly opportunities for reflection orally or in writing EXAMPLES: Students are required to post to an online discussion board in response to student postings.</p>
<p>Apply and practice in real world settings</p>	<p>Few or no course activities address practical, personal and/or professional applications that are relevant to course content EXAMPLES: Students do not examine connections between course content and their future career.</p>	<p>Course activities attempt to address practical, personal and/or professional applications that are relevant to course content. EXAMPLES: Guest speakers, field trips, volunteer experiences, informational interviews with professionals in the field, etc.</p>	<p>Course activities include multiple required opportunities for practical, personal and/or professional applications that are relevant to course content EXAMPLES: Guest speakers, field trips, volunteer experiences, informational interviews with professionals in the field, etc.</p>

<p>Public demonstration of competence</p>	<p>No opportunities for public or classroom demonstration of achieving learning outcomes</p>	<p>One opportunity for classroom demonstration of achieving learning outcomes before peers</p> <p>EXAMPLE: Students are required to research a core content concept and present their findings to the class.</p>	<p>One or more opportunities for public demonstration of achieving learning outcomes</p> <p>EXAMPLE: Students are required to give a (poster) presentation at the Student Showcase.</p>
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Appendix F

Freshman Checklist

Financial Literacy (2 of 3)

- Apply for foundation scholarships
- Complete and submit FAFSA
- Attend a financial literacy workshop (required)

Health and Wellness (5 of 8)

- Go to the Fitness Center in the Bandy Gym
- Attend Public Safety Training
- Attend CARE or Counseling Program
- Visit Ken White Student Health Center
- Attend the Health Fair
- Register for Roadrunner Alert
- Attend the Mental Health Fair
- Join a club sport or intramural team

Engagement (7 of 13)

- Attend CAB event
- Attend Leadership Development Program
- Volunteer through RoadrunnerServe
- Register to Vote
- Create a Roadrunner Card eAccount
- Attend Career and Professional Development Program
- Eat on Campus using your Roadrunner ID
- Attend Diversity Program (Hispanic Heritage, Black History, Asian New Year, Disability Access, etc.)
- Attend SGA/RSO meeting or event
- Check into Game Room
- Attend an RHA event
- Join an academic/major-related student club

Academic/Scholarship (11 of 20)

- Enroll in 15 or more hours
- Enroll in ENGL 1101 and a Gateway Math course (e.g., MATH 1111, 1101, 1001, 1113)
- Enroll in the Perspectives Class (former FYES) for your major
- Attend an academic lecture outside of class
- Attend a Bandy Heritage Center program
- Meet with your advisor
- Register for Spring semester
- Attend information sessions on Study Abroad
- Attend theater production OR campus concert
- Attend learning workshop or program
- Sign up for tutoring
- Apply for foundation scholarships
- Attend Library program
- Attend Find your fit, Find your future (majors fair)
- Attend/Present at the Student Scholarship Showcase
- Participate in the 'Invite a Faculty to Lunch' program
- Visit the Writing Lab
- Visit the Math Lab
- Visit one of your instructors during office hours

East Georgia State College

Appendix

Table A1: EGSC Degree List

Degree Acronym	CIP CODE	Degree Level	Degree Description
AA	09010001	Associate	Associate of Arts in Communication Arts*
AA	13121001	Associate	Associate of Arts in Early Childhood Education*
AA	23010101	Associate	Associate of Arts in English*
AA	42010101	Associate	Associate of Arts in Psychology*
AA	43010401	Associate	Associate of Arts in Criminal Justice*
AA	43020202	Associate	Associate of Arts in Fire and Emergency Services Administration*
AA	45100101	Associate	Associate of Arts in Political Science*
AA	45110101	Associate	Associate of Arts in Sociology*
AA	50070101	Associate	Associate of Arts in Art*
AA	54010101	Associate	Associate of Arts in History*
AACC	24010101	Associate	Associate of Arts, Core Curriculum
AS	26010101	Associate	Associate of Science in Biology*
AS	27010101	Associate	Associate of Science in Mathematics*
AS	36010101	Associate	Associate of Science in Recreation*
AS	40050101	Associate	Associate of Science in Chemistry*
AS	52020101	Associate	Associate of Arts in Business Administration*
BA	43020201	Bachelor	Bachelor of Arts with a Major in Fire and Emergency Services Administration
BS	26010101	Bachelor	Bachelor of Science with a Major in Biology
BS	51380105	Bachelor	Bachelor of Science with a Major in Nursing, RN to BSN*
CER0	50060501	Certificate (less than 1 Year)	Certificate of Less than One Year in Digital Photography

(*Effective Fall Semester 2017)

Table A2: Associate Degrees Awarded by Gender and Ethnicity (Summer/Fall/Spring Semester Sequence)

Associate Degrees	AY 2012	AY 2013		AY 2014		AY 2015		AY 2016		AY 2017		AY 2018	
	Base Number	No.	% Change Base Year										
Female	112	106	-4.5%	145	29.5%	157	40.2%	221	97.3%	216	92.9%	188	67.9%
Black	28	39	39.3%	48	71.4%	65	132.1%	82	192.9%	93	232.1%	85	203.6%
White	75	60	-18.7%	88	17.3%	80	6.7%	126	68.0%	99	32.0%	80	6.7%
Other	9	7	-22.2%	9	0.0%	12	33.3%	13	44.4%	24	166.7%	23	155.6%
Male	56	70	25.0%	68	21.4%	84	50.0%	133	137.5%	123	119.6%	110	96.4%
Black	7	14	100.0%	23	228.6%	23	228.6%	43	514.3%	46	557.1%	38	442.9%
White	46	49	6.5%	38	-17.4%	55	19.6%	78	69.6%	70	52.2%	53	15.2%
Other	3	7	133.3%	7	133.3%	6	100.0%	12	300.0%	7	133.3%	19	533.3%
Total Awards	168	176	5.4%	213	26.8%	241	43.5%	354	110.7%	339	101.8%	298	77.4%

Table A3: Former EGSC Students Earning Bachelor Degrees at Georgia Southern University AY 2013 – AY 2017

Bachelor Degrees	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Female	155	142	159	167	144
Black	33	47	53	53	55
White	116	88	98	102	79
Other	6	7	8	12	10
Male	122	90	124	117	96
Black	21	19	23	31	33
White	93	62	91	82	51
Other	8	9	10	4	12
Total	277	232	283	284	240

Table A4: Former EGSC Students Earning Bachelor Degrees at Other USG Institutions AY 2013 – AY 2016

Bachelor Degrees	AY 2013	AY 2014	AY 2015	AY 2016
Female	37	53	65	78
Black	6	13	21	21
White	30	34	41	48
Other	1	6	3	9
Male	24	29	39	39
Black	2	6	5	10
White	20	20	30	25
Other	2	3	4	4
Total	61	82	104	117

Table A5: EGSC Student Success Rates in Gateway Courses, Learning Support, and Online Fall 2011 through Spring 2018

Semester	Overall Success Rates	MATH 1111 Success Rates	ENGL 1101 Success Rates	HIST 2111/2112 Success Rates	Learning Support Success Rates	Online Success Rates
Fall 2011	57.1%	48.5%	56.0%	53.4%	34.6%	49.4%
Spring 2012	57.8%	46.9%	48.6%	52.2%	34.8%	59.5%
Fall 2012	63.7%	53.9%	56.6%	58.5%	47.6%	58.6%
Spring 2013	62.9%	44.9%	48.5%	53.4%	43.2%	57.3%
Fall 2013	68.3%	54.8%	67.2%	53.2%	49.8%	60.0%
Spring 2014	65.4%	45.7%	55.9%	58.5%	53.3%	56.1%
Fall 2014	67.0%	50.1%	66.1%	63.9%	56.4%	64.6%
Spring 2015	66.2%	42.7%	49.0%	63.4%	55.1%	62.9%
Fall 2015	67.3%	53.8%	63.5%	56.0%	57.4%	64.0%
Spring 2016	67.7%	45.5%	56.0%	54.1%	55.9%	68.1%
Fall 2016	69.6%	59.1%	66.7%	53.6%	61.5%	67.2%
Spring 2017	67.2%	46.2%	51.3%	56.3%	51.4%	66.8%
Fall 2017	67.1%	51.1%	63.8%	56.4%	52.0%	67.3%
Spring 2018	65.5%	41.0%	40.9%	55.0%	36.3%	66.9%

Table A6: Credits Hours Earned to Attempted by Semester and Course Delivery

Semester	Credits Earned	Credits Attempted	Percent Completion
Summer 2011	5,810	8,475	68.6%
Summer 2012	4,239	6,131	69.1%
Summer 2013	4,506	5,889	76.5%
Summer 2014	3,861	4,771	80.9%
Summer 2015	4,069	5,002	81.3%
Summer 2016	4,472	5,573	80.2%
Summer 2017	4,646	5,644	82.3%
Fall 2011	23,003	40,948	56.2%
Fall 2012	23,336	34,898	66.9%
Fall 2013	23,713	34,040	69.7%
Fall 2014	24,411	34,955	69.8%
Fall 2015	26,192	36,147	72.5%
Fall 2016	26,793	36,400	73.6%
Fall 2017	25,421	34,698	73.3%
Spring 2012	21,787	36,133	60.3%
Spring 2013	21,161	31,411	67.4%
Spring 2014	21,383	30,985	69.0%
Spring 2015	21,924	30,568	71.7%
Spring 2016	23,176	31,649	73.2%
Spring 2017	22,845	31,157	73.3%
Spring 2018	21,684	29,758	72.9%
Total Credit Hours	358,432	515,232	69.6%
Taking Face to Face Only Total	209,955	311,507	67.4%
Taking Online Only Total	25,540	37,479	68.1%
Taking Face to Face and Online Total	122,937	166,246	73.9%

Georgia Institute of Technology



Appendices – Georgia Tech Status Report 2018

Appendix A – Retention and Graduation Rates

First-Time, Full-Time Freshman Retention Rates

COHORT	1 st to 2 nd Year
Fall 2009	94%
Fall 2010	95%
Fall 2011	95%
Fall 2012	96%
Fall 2013	96%
Fall 2014	97%
Fall 2015	97%
Fall 2016	97%
Fall 2017	97%*

*Based on Fall 2018 enrollment as of September 7, 2018

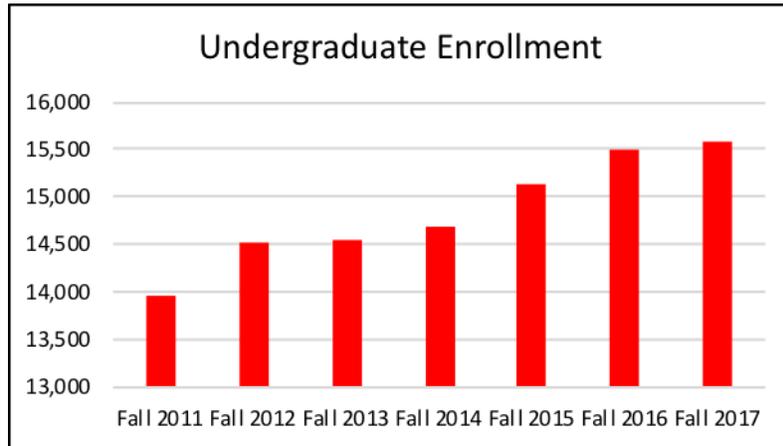
First-Time, Full-Time Freshman Graduation Rates

COHORT	4-YR	5-YR	6-YR	8-YR
Fall 2005	31%	72%	79%	81%
Fall 2006	33%	72%	79%	82%
Fall 2007	40%	76%	82%	84%
Fall 2008	36%	74%	81%	84%
Fall 2009	40%	78%	85%	87%
Fall 2010	41%	80%	86%	89%
Fall 2011	39%	80%	85%	
Fall 2012	40%	82%	87%	
Fall 2013	45%	85%		
Fall 2014	46%			

Appendix B – Undergraduate Enrollment and Degrees Conferred

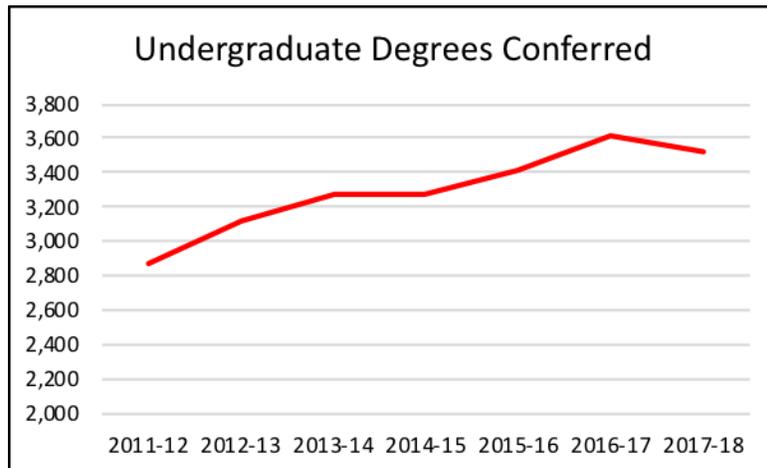
Undergraduate Enrollment

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
13,948	14,527	14,558	14,682	15,142	15,489	15,572



Degrees Conferred

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
2,873	3,121	3,268	3,275	3,420	3,608	3,516

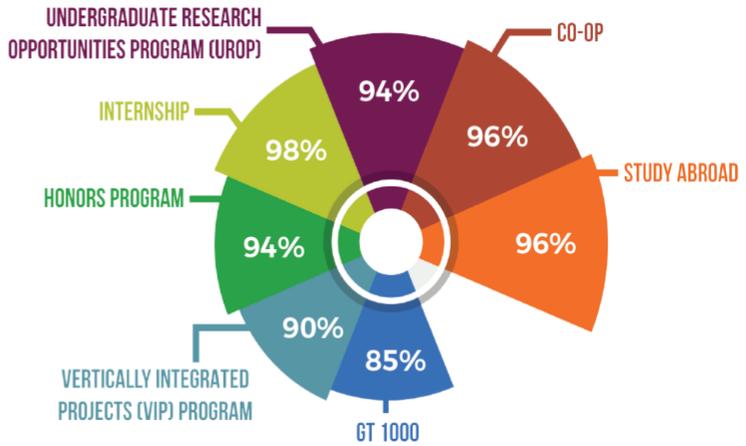


Appendix C – Graduation Rates for Students in High-Impact Curricular and Co-Curricular Programs

HIGH-IMPACT PRACTICES

Graduation Rates for students in academic enrichment programs at Georgia Tech (based on fall 2017 six-year graduation rates for the fall 2011 cohort).

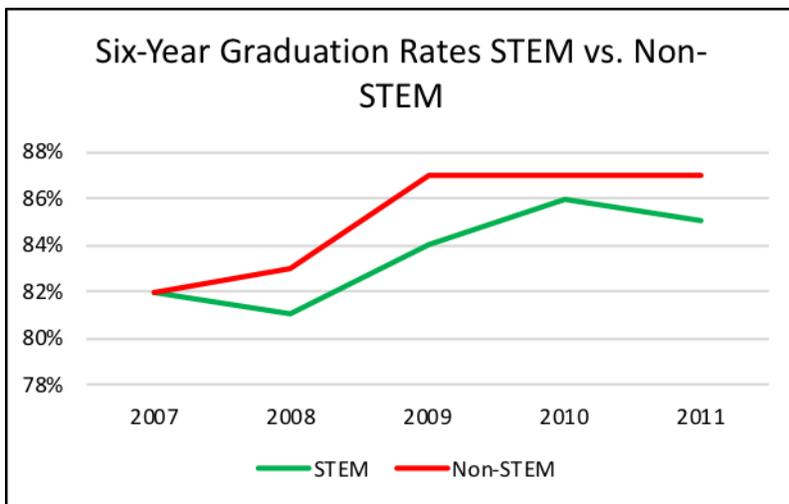
Source: Georgia Tech Institutional Research & Planning



Appendix D – STEM Graduation Rates

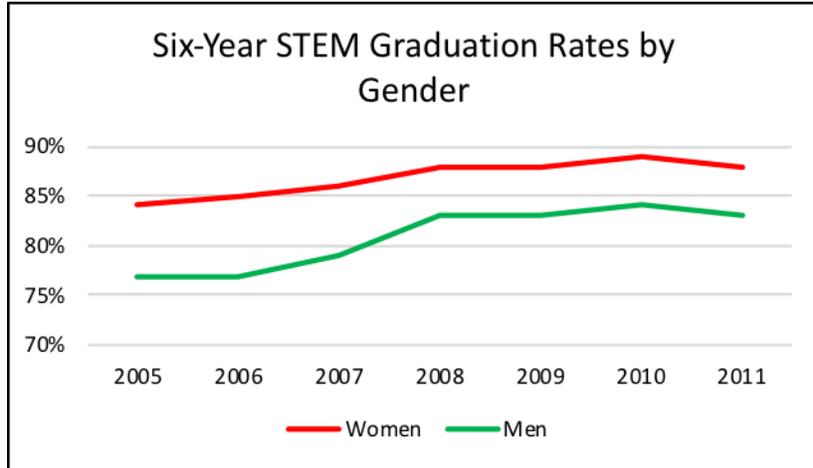
Six-Year Graduation Rates STEM vs. Non-STEM

Cohort	STEM	Non-STEM
2007	82%	82%
2008	81%	83%
2009	84%	87%
2010	86%	87%
2011	85%	87%



Six-Year Graduation Rates for STEM Majors by Gender

COHORT	2005	2006	2007	2008	2009	2010	2011
Women	84%	85%	86%	88%	88%	89%	88%
Men	77%	77%	79%	83%	83%	84%	83%



Appendix E – Challenge and AAMI Outcomes

Fall 2017 GPA Outcomes for Summer 2017 URM Challenge Participants

Challenge First-Year Black (51)	3.21	Non-Challenge First-Year Black (160)	3.00
Challenge First-Year Hispanic (16)	3.69	Non-Challenge First-Year Hispanic (217)	3.39
Challenge First-Year Multi (5)	3.73	Non-Challenge First-Year Multi (34)	3.25
Challenge Fall GPA Average (76*)	3.35	Non-Challenge Fall GPA Average (412)	3.22
% Challenge students with GPA = 4.0 (14)	18%		
% Challenge students with GPA ≥ 3.0 (47)	62%		

*Summer 2017 Challenge included 81 participants with 76 enrolled during Fall 2017

Average Cumulative GPA for First-Year Students at the End of Fall Term

Cohort	AAMI Participants	Non-AAMI Matched Peers	Non-Black Males
2017	3.25	2.93	3.46
2016	3.09	2.85	3.37
2015	3.24	2.95	3.47
2014	3.43	3.04	3.40
2013	3.36	2.77	3.32

Undergraduate First-to-Second-Year Retention Rates

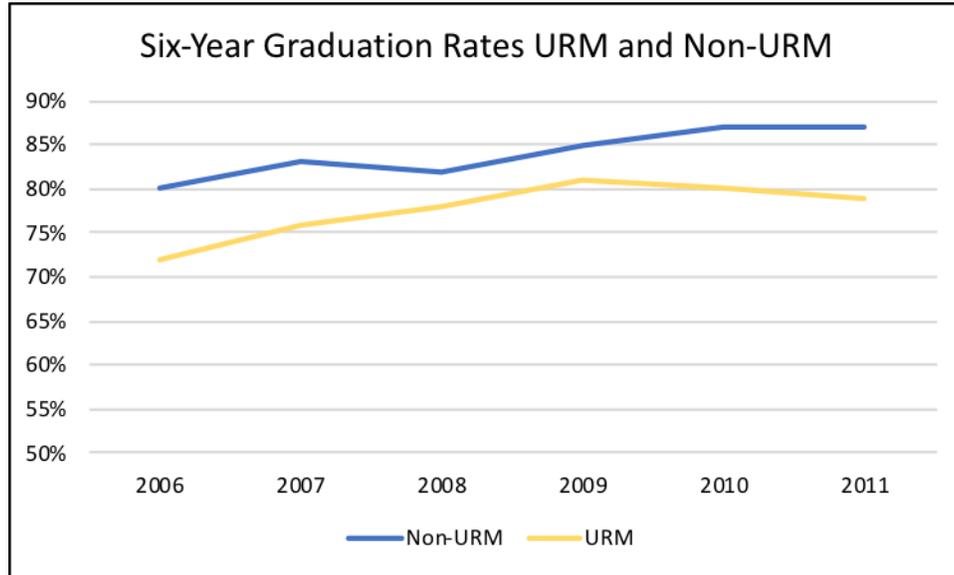
Cohort	Institutional	AAMI Participants	Non-AAMI Matched Peers
2016	97%	96%	93%
2015	97%	100%	95%
2014	97%	94%	97%
2013	96%	97%	91%

Appendix F – URM Graduation Rates

Six-Year Graduation Rates

COHORT	2006	2007	2008	2009	2010	2011
Non-URM	80%	83%	82%	85%	87%	87%
URM	72%	76%	78%	81%	80%	79%

URM = American Indian or Alaskan Native, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander; or two or more races when at least one race was URM; includes U.S. Citizens and permanent residents

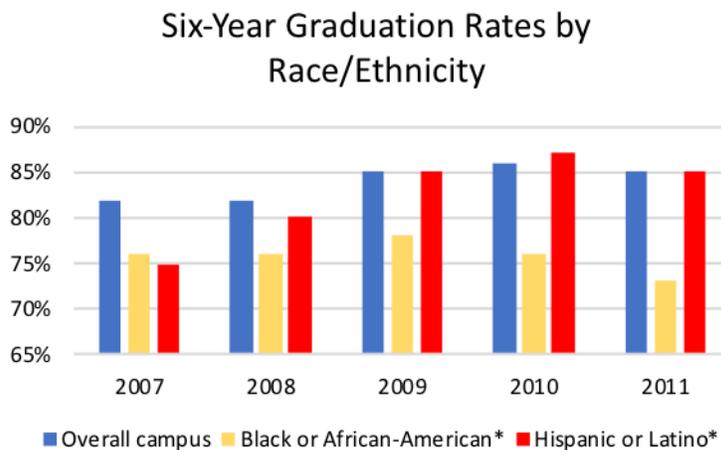


Graduation Rates for Black or African American and Hispanic or Latino Students

Six-Year Graduation Rates

COHORT	2007	2008	2009	2010	2011
Overall campus	82%	82%	85%	86%	85%
Black or African American*	76%	76%	78%	76%	73%
Hispanic or Latino*	75%	80%	85%	87%	85%

*Includes U.S. Citizens and permanent residents



Appendix G – Not-Registered Survey Population Sizes and Survey Response Rates

Survey Administration Date	July 2018	August 2017	July 2016	June 2015	June 2014
Survey Population Size*	579	642	643	538	632
Number of Respondents	317	316	308	268	268
Response Rate	55% (317/579)	49% (316/642)	48% (308/643)	50% (268/538)	42% (268/632)

**Not registered for fall classes by the end of Phase I (early) registration*

Appendix H – Not-Continuing Survey Population Sizes and Survey Response Rates

Survey Administration Date	November 2017	November 2016	October 2015	October 2014
Overall Non-Continuing Population*	117	110	117	145
Additional Exclusion Criteria for Survey	Not in good academic standing			
Survey Population Size	67	67	60	78
Number of Respondents	34	11	19	30
Response Rate	51% (34/67)	16% (11/67)	32% (19/60)	39% (30/78)

***Non-continuing” is defined by three consecutive semesters of non-enrollment*

Appendix I– PLUS Outcomes by Course

FALL 2017				
	n PLUS Regulars* Earning A/B/C/S	% of PLUS Regulars Earning A/B/C/S	n Non-PLUS Students Earning A/B/C/S	% of Non-PLUS Students Earning A/B/C/S
BMED 3310	28	88%	37	66%
BMED 3400	14	93%	42	86%
CHEM 2311	23	100%	129	88%
CHEM 2312	23	92%	22	81%
CHEM 2313	13	100%	31	86%
COE 3001	4	100%	363	82%
MATH 1113**	8	73%	20	83%
MATH 1551	10	100%	316	88%
MATH 1552	54	93%	249	80%
MATH 1554	28	100%	610	93%
MATH 2551	25	96%	434	91%
MATH 2552	50	93%	474	85%
PHYS 2211	48	98%	363	81%
PHYS 2212	42	100%	513	87%
<i>*Regulars = 6 or more visits **PLUS attendance mandated for student athletes</i>				

PLUS Outcomes, Continued

SPRING 2018				
	n PLUS Regulars* Earning A/B/C/S	% of PLUS Regulars Earning A/B/C/S	n Non-PLUS Students Earning A/B/C/S	% of Non-PLUS Students Earning A/B/C/S
BMED 3310	1	100%	79	91%
BMED 3400	8	100%	55	87%
CHEM 1211K	6	100%	44	85%
CHEM 1212K	25	100%	234	87%
CHEM 1315	15	88%	90	78%
CHEM 2311	8	100%	85	82%
CHEM 2312	18	95%	54	77%
CHEM 2313	8	100%	58	82%
MATH 1113**	12	86%	6	75%
MATH 1551	5	71%	35	64%
MATH 1552	35	90%	260	72%
MATH 1553	11	92%	416	89%
MATH 1554	14	93%	104	85%
MATH 2551	55	98%	841	92%
MATH 2552	51	96%	423	87%
PHYS 2211	14	93%	489	83%
PHYS 2212	37	97%	422	85%
<i>*Regulars = 6 or more visits **PLUS attendance mandated for student athletes</i>				

Appendix J – CCG-GT Steering Committee Members, 2018-19

Ms. Sandi Bramblett, Assistant Vice President, Institutional Research and Enterprise Data Management*

Dr. Steven P. Girardot, Associate Vice Provost for Undergraduate Education*

Ms. Debbie Pearson, Retention and Graduation Manager

Dr. Sybrina Atwaters, Assistant Director, Outreach Initiatives, OMED

Ms. Lynn Durham, Associate Vice President and Chief of Staff, Office of the President

Ms. Sandra Kinney, Senior Director, Institutional Research and Planning

Dr. Paul Kohn, Vice Provost for Enrollment Services

Dr. Leo Mark, Associate Dean for Academic Programs and Student Affairs, Professional Education

Dr. Donald Pearl, Director, Center for Academic Success

Dr. Beth Spencer, Director, Academic Advising

Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning

Dr. Brenda Woods, Director of Research and Assessment, Student Life

Dr. Rebecca Burnett, Director of Writing and Communication & Professor, LMC, Ivan Allen College of Liberal Arts

Mr. Elijah Cameron, Director, Office of Assessment and Quantitative Services, College of Computing

Dr. Al Ferri, Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering

Dr. Michelle Rinehart, Associate Dean, College of Design

Dr. Cam Tyson, Assistant Dean for Academic Programs, College of Sciences

Mr. Craig Womack, Associate Dean/Director of Undergraduate Programs, Scheller College of Business

**Co-chair, CCG-GT Steering Committee*

Georgia Southwestern State University

Appendix

Table 1: Fall Undergraduate Special Populations Enrollment

	Fall Term									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Undergraduate Enrollment	2420	2659	2847	2811	2749	2667	2527	2435	2558	2606
Number of Undergraduates with Record of Parents' College Level	1910	2250	2492	2469	2413	2376	2350	2208	2453	2469
Number of First Generation Undergraduates (no parent/guardian with a bachelor degree or higher)	1279	1439	1521	1439	1379	1345	1346	1243	1331	1285
% of All Undergraduates who are First Generation	52.9	54.1	53.4	51.2	50.2	50.4	53.3	51.0	52.0	49.3
Received Pell Grant Fall term	941	1134	1335	1377	1292	1254	1152	1072	1072	1037
Percent Undergraduates with Pell	38.9	42.6	46.9	49.0	47.0	47.0	45.6	44.0	41.9	39.8
Number of Non-traditional Undergraduates (25 or older at first matriculation)	512	612	650	643	620	633	556	524	504	469
Percent Non-traditional Undergraduates	21.2	23.0	22.8	22.9	22.6	23.7	22.0	21.5	19.7	18.0
Number of Non-traditional Undergraduates (age 25 or older)	705	808	848	855	837	837	749	666	665	631
Percent of Undergraduates Age 25 or Older	29.1	30.4	29.8	30.4	30.4	31.4	29.6	27.4	26.0	24.2

Table 2: Fall First-time Full-time Freshmen Cohort Special Populations Enrollment

	Fall Term									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total First-time Full-time (FTFT) Cohort	418	435	474	404	374	351	386	374	475	445
Number of FTFT Cohort with Record of Parents' College Level	411	409	445	364	338	328	381	372	471	416
Number of First Generation FTFT Cohort (no parent/guardian with a bachelor degree or higher)	268	222	217	181	172	176	194	198	242	218
% of All FTFT Cohort who are First Generation	64.1	51.0	45.8	44.8	46.0	50.1	50.3	52.9	50.9	49.0
Received Pell Grant Fall Term	162	204	230	195	182	160	183	173	241	214
Percent FTFT Cohort with Pell	38.8	46.9	48.5	48.3	48.7	45.6	47.4	46.3	50.7	48.1
Number of Non-traditional FTFT Cohort	10	22	20	18	2	4	4	2	6	2
Percent of Non-traditional FTFT Cohort	2.4	5.1	4.2	4.5	0.5	1.1	1.0	0.5	1.3	0.4

Table 3: Demographic Information for Bachelor's Degrees Awarded in an Academic Year

		FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	1 Year Change	10 Year Change
Females	Asian	4	3	2	6	4	4	4	5	3	4	6	50.00	100.00
	Black or African American	73	80	68	93	92	88	99	100	82	75	64	-14.67	-20.00
	Hispanic/Latino	3	0	3	6	5	4	6	17	8	7	13	85.71	
	American Indian or Alaska Native	0	2	3	2	0	0	0	0	1	0	0		-100.00
	White	170	160	195	255	229	243	258	211	192	192	225	17.19	40.63
	Native Hawaiian or Other Pacific Islander	0	0	0	0	1	0	0	0	0	0	2		
	Multiracial	4	2	2	6	4	6	4	7	3	4	4	0.00	100.00
	Non-resident Alien	3	2	2	5	10	9	2	5	2	3	4	33.3	100.00
	Race/Ethnicity Unknown	0	0	0	1	0	0	1	0	1	0	0		
	subtotal	257	249	275	374	345	354	374	345	292	285	318	11.58	27.71
Males	Asian	0	2	3	3	2	1	5	2	1	1	6	500.00	200.00
	Black or African American	14	32	29	25	24	33	26	32	26	31	32	3.23	0.00
	Hispanic/Latino	0	0	3	3	4	4	1	8	9	4	9	125.00	
	American Indian or Alaska Native	0	0	1	0	1	0	1	0	0	1	0	-100.00	
	White	85	101	91	111	137	102	123	122	98	93	103	10.75	1.98
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0		
	Multiracial	3	0	2	2	4	0	4	1	3	0	1		
	Non-resident Alien	3	1	2	5	8	17	6	7	1	5	4	-20.00	300.00
	Race/Ethnicity Unknown	0	0	0	0	1	0	1	0	2	0	0		
	subtotal	105	136	131	149	181	157	167	172	140	135	155	14.81	13.97
Total		362	385	406	523	526	511	541	517	432	420	473	12.62	22.86
Number Received Pell Grant (at any time at GSW)		182	199	199	284	295	301	311	324	260	241	256	6.22	28.64
%		50.28	51.69	49.0	54.3	56.08	58.9	57.49	62.67	60.19	57.38	54.12		
Number of First Generation		108	138	213	280	297	253	256	268	246	227	248	9.25	
%		29.83	35.84	52.46	53.54	56.46	49.51	47.32	51.84	56.94	54.05	52.43		
# Graduates with First Generation Data		224	226	310	436	443	423	475	465	399	394	452		

Table 4: Demographic Information for Bachelor's Degrees Awarded in an Academic Year Continued

	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	1 Year Change	10 Year Change
Age 17-19 at graduation	0	0	0	0	1	0	0	0	0	0	0		
Age 20-22	100	103	98	155	114	124	132	118	94	115	139	20.87	34.95
Age 23-24	118	105	109	133	160	142	162	149	136	125	112	-10.40	6.67
Age 25-26	40	44	49	46	55	61	59	61	38	42	46	9.52	4.55
Age 27-28	28	26	28	38	38	33	32	34	33	28	39	39.29	50.00
Age 29-30	14	18	15	26	38	22	22	38	20	16	23	43.75	27.78
Age 31-34	21	23	33	45	39	42	48	29	26	30	48	60.00	108.70
Age 35-39	18	28	30	32	29	40	35	43	30	25	20	-20.00	-28.57
Age 40+	23	38	44	48	52	47	51	45	55	39	46	17.95	21.05
Average	26.7	27.9	28.6	27.9	28.1	27.7	27.3	27.7	28.8	27.8	28.0		

Table 5: Number of Bachelor’s Degrees Awarded in an Academic Year

School or Department	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	1 Year Change	10 Year Change
Biology	10	9	6	9	5	11	13	14	9	7	9	4	5	8	60.0	60.0
Chemistry	9	7	3	6	2	6	8	2	0	3	0	2	1	3	200.00	50.0
English and Foreign Languages	2	5	4	4	9	6	16	5	7	7	12	9	8	8	0.00	-11.1
Art	9	5	6	3	8	5	7	9	6	4	3	4	6	4	-3.33	-50.0
Dramatic Arts	2	2	2	4	3	2	2	7	3	4	8	9	6	3	-50.0	0.0
Music	1	1	2	2	1	5	1	2	0	3	3	2	2	2	0.0	100.0
Geology	4	3	0	1	2	2	3	2	1	4	3	1	2	3	50.0	50.0
History	12	11	19	18	13	15	12	10	13	15	13	7	8	10	25.0	-23.1
Political Science	0	6	4	7	2	2	7	9	4	6	6	3	3	4	33.3	100.0
Mathematics	3	7	3	2	9	8	7	9	8	4	4	2	2	2	0.0	-77.8
Psychology	27	34	41	33	39	32	33	34	41	49	32	43	42	32	-23.8	-17.9
Sociology	13	15	18	19	10	15	8	10	11	15	16	6	13	19	46.2	90.0
General Studies														2		
Business	88	109	107	125	148	141	197	208	201	208	197	171	167	176	5.4	18.9
Computer and Information Science	13	16	17	8	10	9	13	10	11	20	22	13	15	19	26.7	90.0
Education	87	51	76	76	66	72	108	96	72	76	80	57	57	59	3.5	-10.6
Health and Human Performance	35	23	31	15	28	22	29	34	36	30	39	26	33	34	3.0	21.4
Nursing	19	24	31	30	30	53	59	67	90	91	80	73	52	87	67.3	190.0
Total	334	328	370	362	385	406	523	528	513	546	527	432	422	475	12.6	23.4

Table 6: One Term and One Year Retention Rates of First-time Full-time Freshmen Cohort

<u>Fall Cohort</u>	<u>First-time Full-time Freshmen</u>	<u>Institution-specific Retention Rates</u>	
		<u>1-Term</u>	<u>1-Year</u>
		<u>(1st Fall to 1st Spring)</u>	<u>(1st Fall to 2nd Fall)</u>
2001	266	92.11	71.80
2002	331	91.24	65.56
2003	326	90.18	65.64
2004	360	87.50	70.28
2005	357	88.80	64.71
2006	399	88.47	63.91
2007	388	93.30	76.03
2008	418	91.39	68.90
2009	435	92.18	66.44
2010	474	90.51	64.77
2011	404	89.11	62.62
2012	374	91.18	64.97
2013	351	92.02	69.80
2014	386	91.71	73.80
2015	374	91.44	69.52
2016	475	91.79	65.05
2017	445	89.44	65.62 (preliminary as of 8/16/18)

Table 7: Freshmen Cohort* Term Grade Point Average (GPA) at end of First Fall Term

	Cohort Year																	
	2009		2010		2011		2012		2013		2014		2015		2016		2017	
Fall Term GPA	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	82	16.7	91	18.1	59	14.3	77	19.3	74	19.7	77	19.6	78	20.5	91	18.8	76	17.1
3.00 to 3.49	102	20.8	97	19.3	63	15.3	74	18.5	78	20.7	86	21.9	95	24.9	121	25.0	90	20.2
2.50 to 2.99	83	16.9	93	18.5	70	16.9	81	20.3	70	18.6	68	17.3	81	21.3	104	21.4	81	18.2
2.00 to 2.49	70	14.3	63	12.5	70	16.9	65	16.3	62	16.5	65	16.5	48	12.6	68	14.0	79	17.8
1.50 to 1.99	42	8.6	42	8.4	59	14.3	38	9.5	33	8.8	36	9.2	30	7.9	41	8.5	53	11.9
0.00 to 1.49	79	16.1	102	20.3	87	21.1	60	15.0	56	14.9	56	14.2	41	10.8	54	11.1	57	12.8
No GPA**	32	6.5	14	2.8	5	1.2	5	1.3	3	0.8	5	1.3	8	2.1	6	1.2	9	2.0

*Includes both full-time and part-time students. **Didn't Complete Term or was Enrolled only in Learning Support Courses

Table 8: First-time Freshmen Cohort First Fall Term Grades (% of As, Bs, Cs)

Course	Percent of As, Bs, Cs																	
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Principles of Biology I	28.0	26	46.1	39	30.8	25	43.3	30	50.0	20	37.9	29	42.9	21	62.5	16	33.3	15
Essentials of Biology I	69.4	72	70.2	67	56.7	67	74.4	90	60.2	88	56.3	80	33.8	80	61.7	128	42.0	138
Principles of Chemistry I	77.8	9	71.4	14	83.3	6	70.6	17	50.0	4	91.7	12	88.9	9	92.9	14	77.8	18
Earth, Mat., Processes, & Env.	53.6	28	81.0	21	65.5	29	38.9	18	53.8	26	--	--	55.6	18	67.5	40	43.2	44
College Algebra	52.7	112	63.8	102	59.5	121	75.0	160	52.6	114	67.8	146	71.8	181	62.3	215	67.3	101
Math Modeling	-	-	-	-	66.7	33	92.3	13	57.1	14	64.7	34	58.3	12	64.7	17	-	-
Quantitative Analysis	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75.6	123
American Government	75.3	97	53.1	111	48.0	73	44.8	58	58.1	43	50.0	64	52.1	71	57.6	106	53.4	131
World Civilization I	65.2	66	38.8	67	66.7	84	76.5	17	44.4	9	80.8	78	91.6	71	58.6	29	75.4	65
World Civilization II	41.2	97	50.5	93	45.6	57	60.3	78	73.5	79	70.0	10	63.1	65	68.7	83	70.0	50
US History I	90.2	41	72.8	11	-	-	--	--	--	--	--	--	65.8	38	69.6	23	91.9	37
US History II	75.0	36	75.4	77	75.8	66	56.4	39	73.3	45	77.6	49	--	--	68.1	91	62.7	51
Introduction to Psychology	68.1	191	72.8	191	68.7	185	72.5	193	72.7	161	80.8	177	85.5	166	87.1	171	79.1	220
Human Growth & Development	85.2	27	77.1	48	69.6	46	91.8	49	78.5	51	85.9	61	93.8	32	97.3	37	84.6	26
Introduction to Sociology	53.0	66	57.2	103	64.0	75	46.3	54	78.0	86	61.4	88	78.4	139	81.8	154	86.6	119
English Composition I	78.4	218	81.2	181	62.2	164	73.3	202	72.6	226	80.2	243	70.7	225	77.0	239	69.8	162

Table 9: Credit Hours Attempted and Earned by the First-time Full-time Freshmen Cohort

	Cohort Year							
	2010	2011	2012	2013	2014	2015	2016	2017

Number First-time Full-time Freshmen Cohort	474	404	374	351	386	374	475	445
Number Attempted 15 or more Hours in Fall Term	98	81	62	174	238	279	309	249
Percent Attempted 15 or more Hours in Fall Term	20.7	20.0	16.6	49.6	61.7	74.6	65.1	56.0
Number Earned 15 or more Hours at end of Fall term	45	29	31	80	140	154	183	118
Percent Earned 15 or more Hours at end of Fall Term	9.5	7.2	8.3	22.8	36.3	41.2	38.5	26.5
Number Earned 30 or more Hours in Fall/Spring Terms	28	23	39	49	98	105	126	83
Percent Earned 30 or more Hours in Fall/ Spring Term	5.9	5.7	10.4	14.0	25.4	28.1	26.5	18.7

Note: Hours = institutional hours only. Hours earned for Fall 2010-2012 were not extracted until 2013. As a result of repeated classes, these numbers under-represent the actual hours earned at the end of the term because credit hours from repeated courses are excluded from the total hours earned in previous terms.

Rate	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Institution-Specific	66.4 (n=435)	64.8 (n=474)	62.6 (n=404)	65.0 (n=374)	69.8 (n=351)	73.8 (n=386)	69.5 (n=374)	65.1 (n=475)
Disaggregated Institution-Specific								
Traditional-aged	68.3 (n=413)	65.9 (n=454)	64.5 (n=386)	65.1 (n=372)	69.7 (n=347)	73.8 (n=382)	69.6 (n=372)	65.0 (n=469)
White, Non-Hispanic	67.3 (n=254)	66.3 (n=297)	67.9 (n=221)	61.3 (n=230)	71.5 (n=221)	75.0 (n=252)	68.9 (n=238)	63.6 (n=310)

African American or Black, Non-Hispanic	67.7 (n=130)	63.5 (n=126)	58.9 (n=112)	70.2 (n=124)	60.0 (n=95)	71.6 (n=102)	69.1 (n=97)	65.8 (n=114)
Other	79.3 (n=29)	71.0 (n=31)	62.3 (n=53)	77.8 (n=18)	87.1 (n=31)	71.4 (n=28)	75.7 (n=37)	73.3 (n=45)
Male	61.8 (n=173)	64.1 (n=178)	65.4 (n=159)	62.6 (n=155)	65.2 (n=138)	70.9 (n=151)	67.5 (n=151)	59.8 (n=179)
Female	72.9 (n=240)	67.0 (n=276)	63.9 (n=227)	66.8 (n=217)	72.7 (n=209)	75.8 (n=231)	71.0 (n=221)	68.3 (n=290)
White, Female	74.6 (n=130)	67.9 (n=184)	67.5 (n=123)	61.5 (n=130)	77.0 (n=135)	76.5 (n=149)	70.5 (n=129)	68.9 (n=193)
Black, Female	69.5 (n=95)	61.5 (n=78)	57.5 (n=73)	73.7 (n=76)	58.3 (n=60)	76.1 (n=67)	69.1 (n=68)	67.6 (n=74)
White, Male	59.7 (n=124)	63.7 (n=113)	68.4 (n=98)	61.0 (n=100)	62.8 (n=86)	72.8 (n=103)	67.0 (n=109)	54.7 (n=117)
Black, Male	62.9 (n=35)	66.7 (n=48)	61.5 (n=39)	64.6 (n=48)	62.9 (n=35)	62.9 (n=35)	69.0 (n=29)	62.5 (n=40)
Initially enrolled as Commuting Students	71.5 (n=123)	69.2 (n=133)	66.1 (n=118)	65.0 (n=100)	68.0 (n=97)	68.1 (n=94)	69.8 (n=116)	65.0 (n=117)
Initially enrolled as On-campus Residents	66.9 (n=290)	64.5 (n=321)	63.8 (n=268)	65.1 (n=272)	70.4 (n=250)	75.7 (n=288)	69.5 (n=256)	65.1 (n=352)
Initially enrolled in Learning-support classes ¹	63.0 (n=46)	68.4 (n=38)	55.3 (n=47)	54.6 (n=22)	58.3 (n=24)	52.6 (n=19)	64.7 (n=17)	52.4 (n=21)
Non-traditional ²	31.8 (n=22)	40.0 (n=20)	22.2 (n=18)	50.0 (n=2)	75.0 (n=4)	75.0 (n=4)	50.0 (n=2)	66.7 (n=6)
Pell Recipients	62.3 (n=204)	64.1 (n=231)	56.4 (n=195)	62.1 (n=182)	68.8 (n=160)	70.5 (n=183)	64.2 (n=173)	64.3 (n=241)

Table 11: Six Year Bachelor’s Graduation Rates for GSW First-time Full-time Freshmen Cohort

Rate	2005	2006	2007	2008	2009	2010	2011
Institution-Specific	30.1 (n=356)	29.3 (n=399)	35.8 (n=388)	32.1 (n=418)	33.3 (n=435)	32.1 (n=473)	25.1 (n=387)
Disaggregated Institution-Specific							
Traditional-aged	32.7 (n=324)	31.0 (n=377)	37.6 (n=370)	32.8 (n=408)	35.1 (n=413)	33.3 (n=453)	26.2 (n=370)
White, Non-Hispanic	35.2 (n=210)	34.5 (n=220)	37.5 (n=240)	34.0 (n=241)	37.0 (n=254)	35.7 (n=297)	29.4 (n=221)
African American or Black, Non-Hispanic	31.1 (n=90)	28.6 (n=126)	37.1 (n=105)	32.9 (n=140)	31.5 (n=130)	28.6 (n=126)	22.3 (n=112)
Other	16.7 (n=24)	16.1 (n=31)	40.0 (n=25)	22.2 (n=27)	34.5 (n=29)	30.0 (n=30)	18.9 (n=37)
Male	22.4 (n=152)	22.4 (n=156)	34.3 (n=134)	26.9 (n=175)	28.9 (n=173)	22.6 (n=177)	21.2 (n=151)
Female	41.9 (n=172)	37.1 (n=221)	39.4 (n=236)	37.3 (n=233)	39.6 (n=240)	40.2 (n=276)	29.7 (n=219)
White, Female	44.4 (n=108)	41.0 (n=122)	40.4 (n=141)	43.0 (n=128)	46.2 (n=130)	42.4 (n=184)	33.3 (n=123)
Black, Female	40.7 (n=54)	35.4 (n=82)	38.5 (n=78)	32.6 (n=89)	31.6 (n=95)	33.3 (n=78)	26.0 (n=73)
White, Male	25.5 (n=102)	26.5 (n=98)	33.3 (n=99)	23.9 (n=113)	27.4 (n=124)	24.8 (n=113)	24.5 (n=98)
Black, Male	16.7 (n=36)	15.9 (n=44)	33.3 (n=27)	33.3 (n=51)	31.4 (n=35)	20.8 (n=48)	15.4 (n=39)
Initially enrolled as Commuting Students	31.8 (n=110)	31.3 (n=115)	30.9 (n=97)	28.6 (n=112)	42.3 (n=123)	35.3 (n=133)	28.8 (n=118)
Initially enrolled as On-Campus Residents	33.2 (n=214)	30.9 (n=262)	39.9 (n=273)	34.5 (n=296)	32.1 (n=290)	32.5 (n=320)	25.0 (n=252)
Initially enrolled in Learning-support classes ¹	27.7 (n=47)	18.5 (n=54)	27.3 (n=55)	20.8 (n=48)	23.9 (n=46)	21.1 (n=38)	25.5 (n=47)
Non-traditional ²	3.1 (n=32)	0.0 (n=22)	0.0 (n=18)	0.0 (n=10)	0.0 (n=22)	5.0 (n=20)	0.0 (n=17)
Pell Recipients	22.4 (n=143)	26.4 (n=159)	28.8 (n=160)	24.1 (n=162)	30.5 (n=203)	31.7 (n=230)	21.0 (n=195)

Georgia State University

APPENDIX

Chart 1

Graduation Rates by Year and Programs Launched: Bachelor's Degrees

2003 to Present

2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018

Chart 2

Graduation Rates by Population: Bachelor's Degrees

2010 to Present

	2010	2011	2012	2013	2014	2015	2016	2017	2018
6-Year Graduation Rate	48%	48%	51%	53%	54%	54%	53%	54%	55%
6-Year: African American	51%	52%	54%	57%	55%	58%	56%	58%	58%
6-Year: Hispanic	58%	48%	53%	54%	56%	58%	52%	55%	57%
6-Year: Pell	51%	49%	51%	53%	51%	55%	52%	54%	55%
5-Year Graduation Rate	40%	43%	44%	46%	46%	46%	47%	47%	48%
4-Year Graduation Rate	21%	22%	22%	24%	23%	23%	27%	23%	29%

Chart 3

Georgia State University All Undergraduate Degrees Awarded
2010 – Present

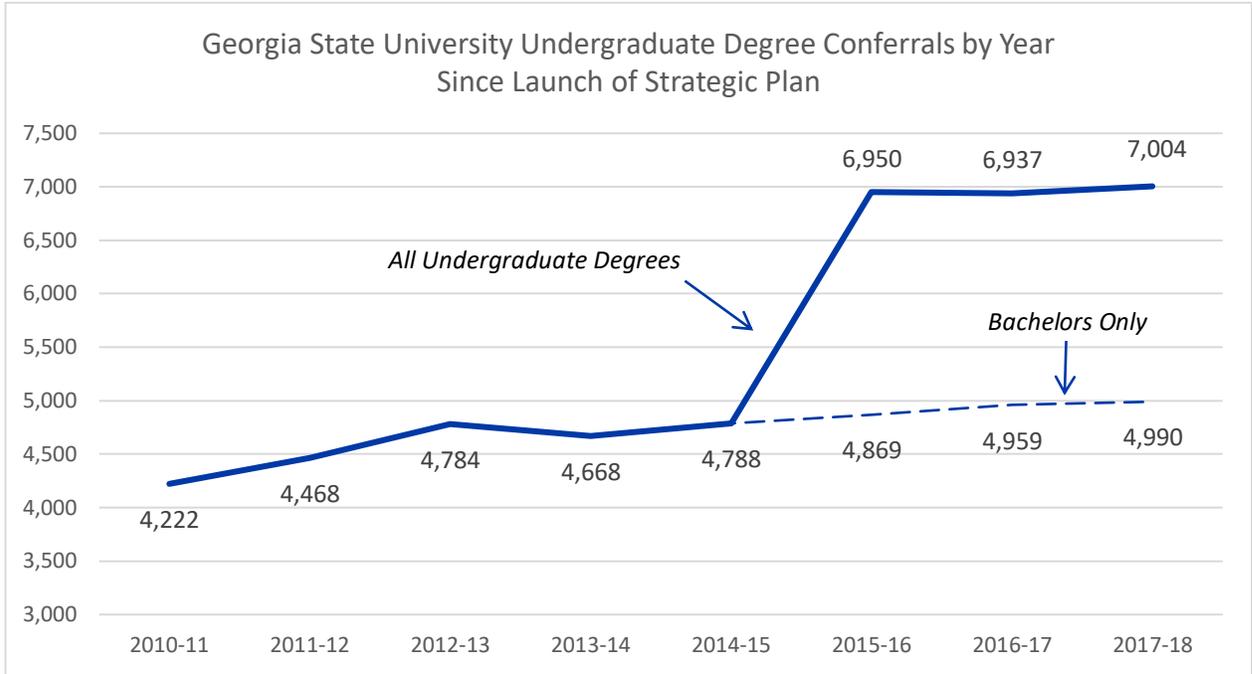


Chart 4

Degrees Conferred by Student Demographic Group: Bachelor's Degrees
2010 to Present

		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Status	Adult Learners	1,566	1,627	1,810	1,769	1,700	1,699	1,543	1,568
	Pell-eligible Students	2,403	2,765	3,140	3,132	3,280	3,379	3,428	3,473
	First Generation Students	1,117	1,280	1,328	1,364	1,360	1,398	1,390	1,375
Race	White	1,890	2,007	2,013	1,924	1,856	1,779	1,662	1,587
	Black or African American	1,388	1,552	1,666	1,727	1,829	1,977	2,017	2,035
	Asian	548	507	633	541	536	568	699	735
	More Than One Race	170	153	167	176	184	276	320	355
	American Indian or Alaska Native	13	9	18	12	19	11	13	17
	Native Hawaiian or Pacific Islander	19	14	9	10	8	-	2	5
	Not Reported	194	226	278	278	356	258	246	256
Ethnicity	Non-Hispanic	3,690	3,926	4,132	4,017	4,107	4,235	4,263	4,244
	Hispanic	294	339	394	409	435	443	501	557
	Not Reported	238	203	258	242	246	191	195	189
Total Bachelors Degrees Conferred		4,222	4,468	4,784	4,668	4,788	4,869	4,959	4,990

Chart 5

STEM Degrees Awarded: Bachelor's Degrees

STEM DEGREES CONFERRED	2010-11	2016-17	Increase Of
All Students	345	735	113%
African American Students	112	240	114%
African American Male Students	38	96	153%
Hispanic Students	16	60	275%

Chart 6

Perimeter College Retention Rates: Associate Students

2014	2015	2016	2017	2018
58%	61%	64%	68%	70%

Chart 7

*Perimeter College Graduation Rates by Population: Associate
Students*

Pre- and Post-Consolidation

	2014	2015	2016	2017	2018
3-Year Graduation Rate	7%	9%	12%	13%	14%
3-Year: African American	4%	7%	10%	10%	12%
3-Year: White	10%	11%	13%	16%	15%
3-Year: Hispanic	6%	11%	13%	13%	15%
3-Year: Pell	5%	8%	10%	11%	14%

Chart 8

Perimeter College Degrees conferred by Academic Year: Associate Degrees

Pre- and Post-Consolidation

	2014	2015	2016	2017	2018
Associate Degree Conferrals Overall	1,882	1,895	2,081	1,978	2,014

Chart 9

Perimeter College Degrees Conferred by Student Demographic Group: Associate Degrees

2014-15 to Present (Pre- and Post-Consolidation)

		2014-15	2015-16	2016-17	2017-18
Status	Adult Learners	1,058	1,169	1,069	1,023
	Pell-eligible Students	1,314	1,477	1,397	1,422
	First Generation Students	681	729	699	663
Race	White	659	706	677	607
	Black or African American	825	935	895	970
	Asian	173	220	224	239
	More Than One Race	77	90	106	111
	American Indian or Alaska Native	9	9	4	6
	Native Hawaiian or Pacific Islander	5	1	3	3
	Not Reported	147	120	69	78
Ethnicity	Non-Hispanic	1,606	1,776	1,693	1,726
	Hispanic	156	187	218	256
	Not Reported	133	118	67	32
Total Associates Degrees Conferred		1,895	2,081	1,978	2,014

Chart 10

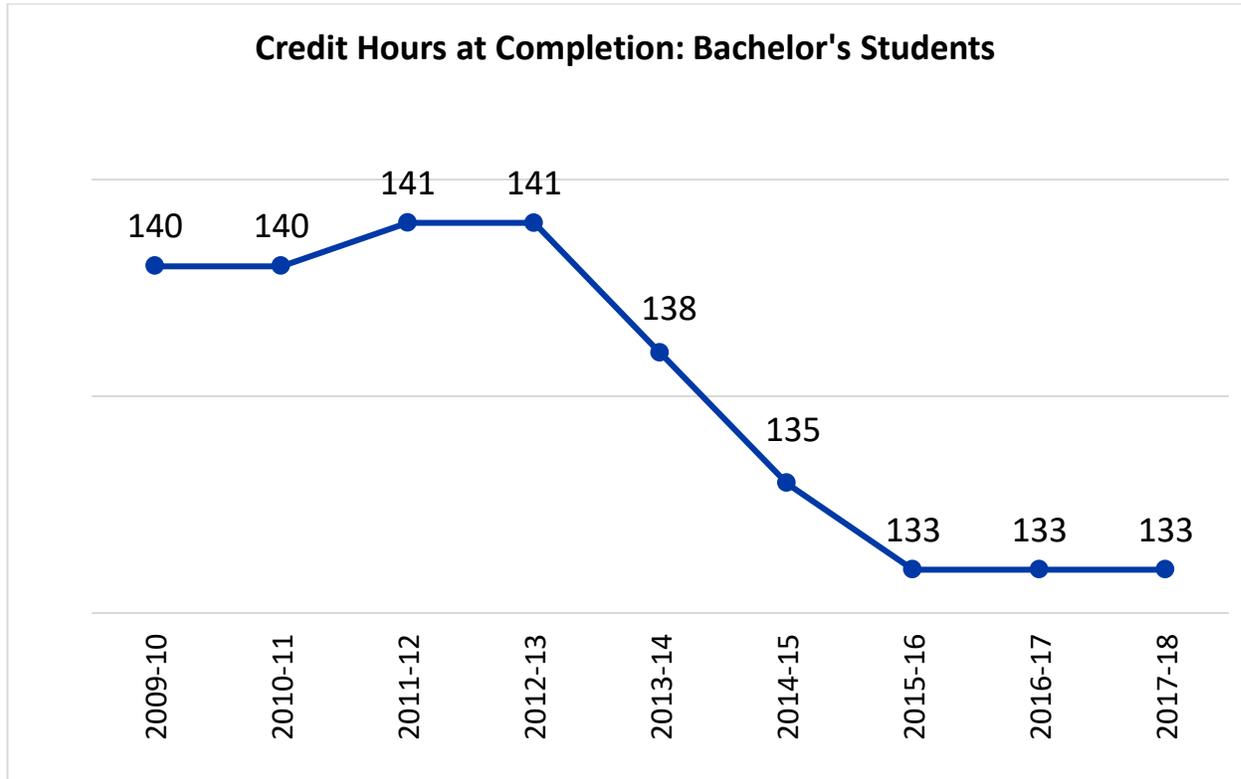
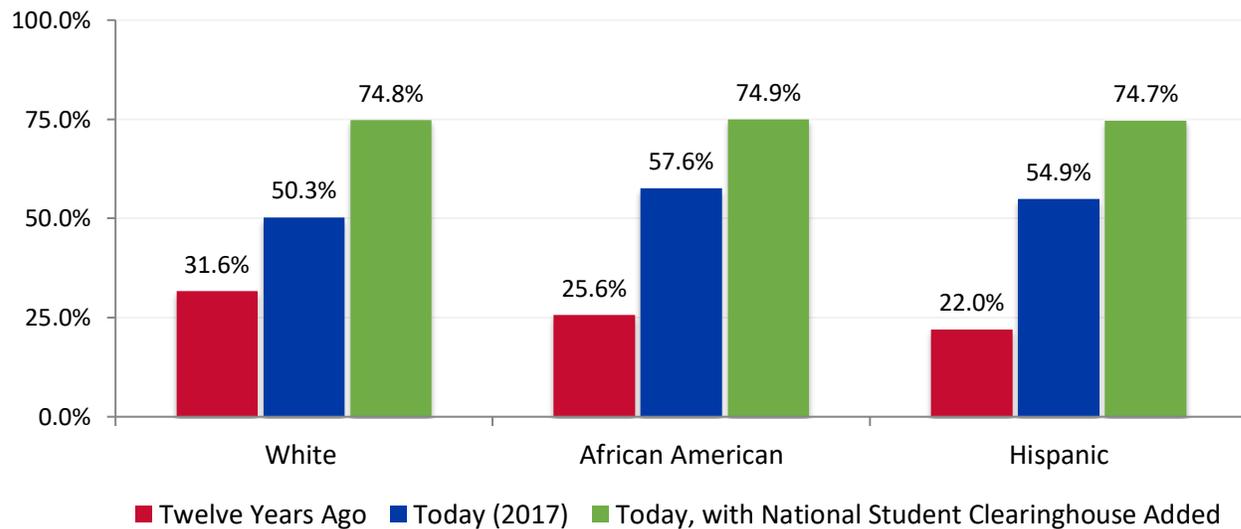


Chart 11

6-Year Graduation Rates Among First-Time Full-Year Freshman: Bachelor's Degrees



Note: The red and blue bars in the above chart represent Georgia State institutional graduation rates and are based on institutional data. The green bars include students

starting at Georgia State who have graduated or are still retained at Georgia State or another institution and are based on National Student Clearinghouse data. Data are for fall 2017 since fall 2018 National Student Clearinghouse data are not yet available.

Chart 12

Impact of Academic Advising on Credit-Hour Accumulation: Bachelor’s Students

Impact on Average Credits Attempted Based on Number of Fall/Spring Appointments

Analysis removes students who did not register for Spring term to create an equal comparison

# Appts	Average of Term Registered in Fall 2017	Average of Term Registered in Spring 2018
0	10.60	10.19
1+	12.16	12.00
1	11.57	11.19
2	12.22	12.03
3	12.43	12.44
4	12.51	12.52
5	12.63	12.65
6	12.74	12.76
7	12.96	13.28
8	12.58	12.67
9	12.57	12.87
10+	13.05	13.09

Source: EAB

Chart 13

Perimeter College In-Person Advising Visits: Associate Students

PERIMETER COLLEGE UNIVERSITY ADVISEMENT CENTER (COMPREHENSIVE)													
	August	September	October	November	December	January	February	March	April	May	June	July	Total
2016-2017	6233	1151	3014	3758	1928	1120	2167	3665	3824	3912	3352	3385	37509
2017-2018	5952	1630	4599	4457	2509	4231	2510	3143	4255	3256	2956	3091	42589

Chart 14

Success Academy Student Outcomes: Bachelor's Students

Cohort	SA Group	Students	One Year Retention	Three-Year Graduation	Four-Year Graduation	Five-Year Graduation	Six-Year Graduation
2012	Success Academy	100	86.0%	0.0%	24.0%	50.0%	61.6%
	non-Success Academy	3,023	83.4%	1.5%	26.8%	47.8%	54.3%
2013	Success Academy	173	87.3%	0.6%	19.1%	38.2%	N/A
	non-Success Academy	3,206	82.0%	1.2%	28.3%	49.0%	N/A
2014	Success Academy	291	83.2%	0.0%	21.3%	N/A	N/A
	non-Success Academy	3,350	81.2%	1.7%	29.3%	N/A	N/A

Chart 15

Perimeter Success Academy Outcomes: Associate Students

Summer, Fall and Spring 2017 – 2018

Academic Data for PC Students				
		Summer 2017	Fall 2017	Spring 2018
PC Decatur Students	Average Hours Earned	4.52	6.54	6.72
	Average Hours Attempted	5.60	9.43	9.44
	Earned Hour Ratio	0.81	0.69	0.71
	GPA	2.73	2.27	2.31
Perimeter Academy Students	Average Hours Earned	5.93	10.13	9.62
	Average Hours Attempted	7.36	11.92	11.88
	Earned Hour Ratio	0.80	0.85	0.81
	GPA	2.80	2.68	2.59

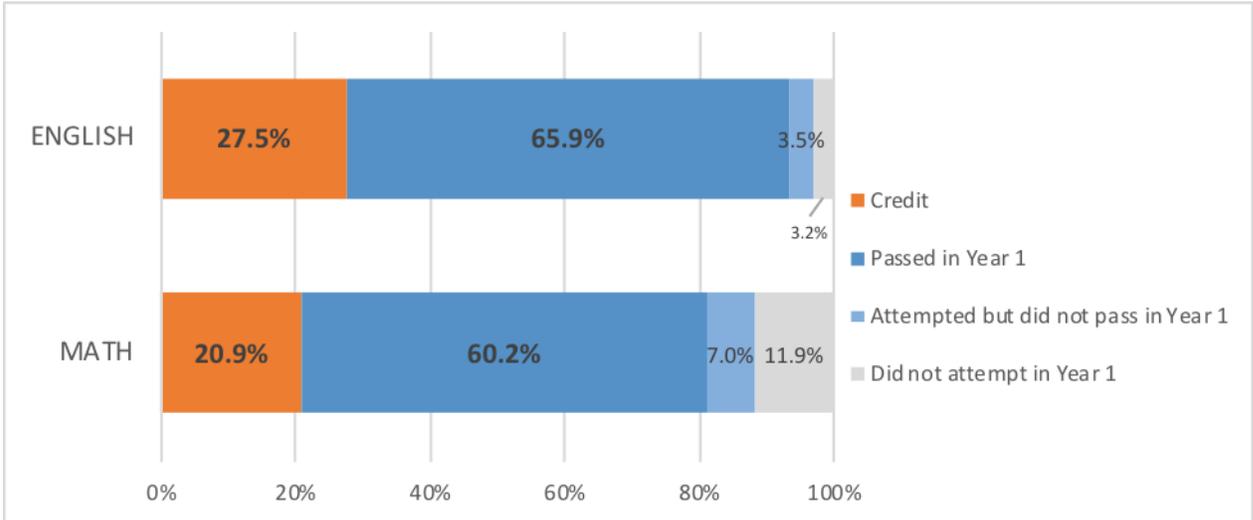
Chart 16**Impact of Supplemental Instruction on Student Outcomes: Bachelor's Students**

	<i>Fall '17</i>	<i>Spring '18</i>
Total Enrollment (at least 1 SI session)	7,939	7,889
Total Students attended at least 5 SI sessions	495	543
GPA:		
Avg. Mean Grade SI	3.12	3.22
Avg. Mean Grade Non-SI	2.72	2.59
Avg. SI vs. Non-SI Diff.	0.39	0.64
DFW Rate:		
Avg. #DFW SI	0.55	0.30
Avg. SI DFW Rate	5.00%	4.33%
Avg. #DFW Non-SI	19.75	21.36
Avg. Non-SI DFW Rate	18.26%	23.54%
W Rate:		
Avg. #W SI	0.10	0.05
Avg. SI W Rate	0.98%	0.37%
Avg. #W Non-SI	6.39	7.53
Avg. Non-SI W Rate	6.38%	9.35%

**A student is considered an SI attendee if they have attended 5 or more SI sessions throughout the entire semester.*

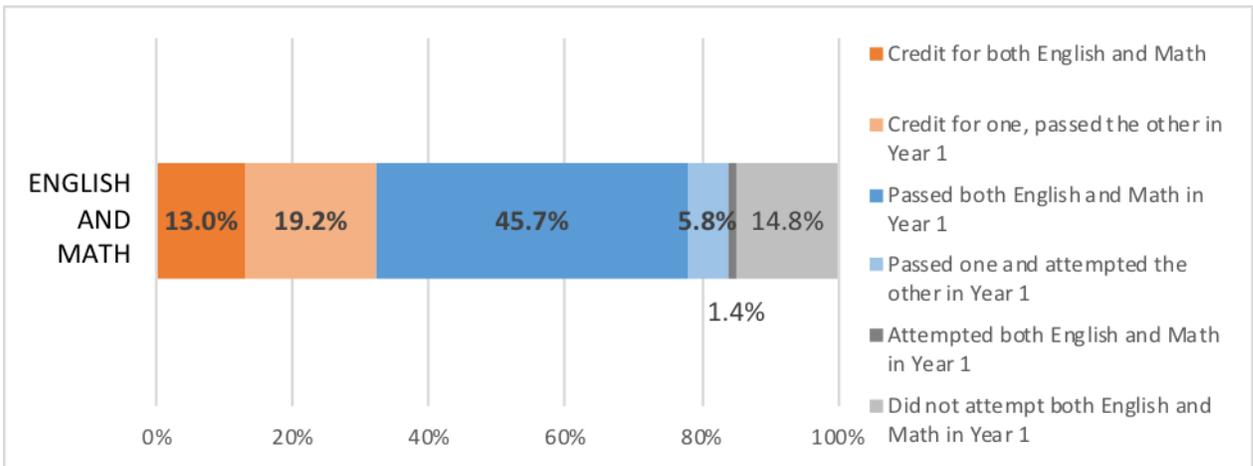
Chart 17

**Full-Time Freshmen Completing Either English or Math in Year One, 2014-2017:
Bachelor's Students**



Note: For English, a student is counted as passed if he/she passed either ENGL 1101 or ENGL 1102 in the first year. For Math, a student is counted as passed if he/she passed a 1000 level or 2000 level MATH course in the first year.

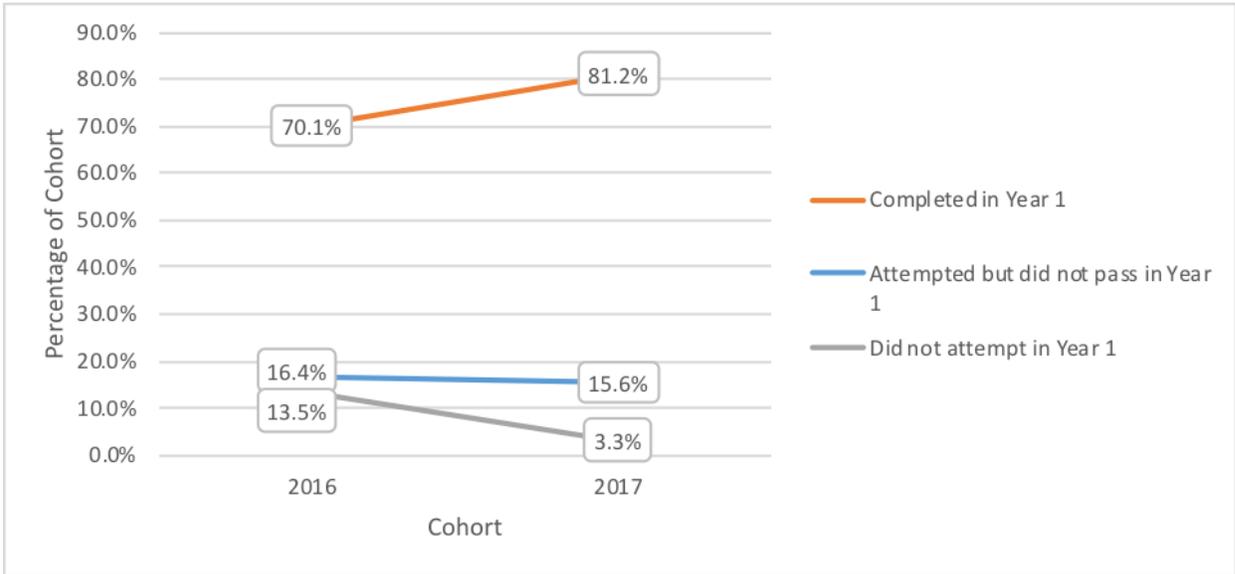
**Full-Time Freshmen Completing Both English and Math in Year One, 2014-2017:
Bachelor's Students**



Note: A student is counted as passed if he/she passed both an ENGL course (either ENGL 1101 or ENGL 1102) and a MATH course (a 1000 level or 2000 level MATH course) in the first year.

Chart 18

Full Time Freshmen Completing English in Year One: Associate Students



Full Time Freshmen Completing Math in Year One: Associate Students

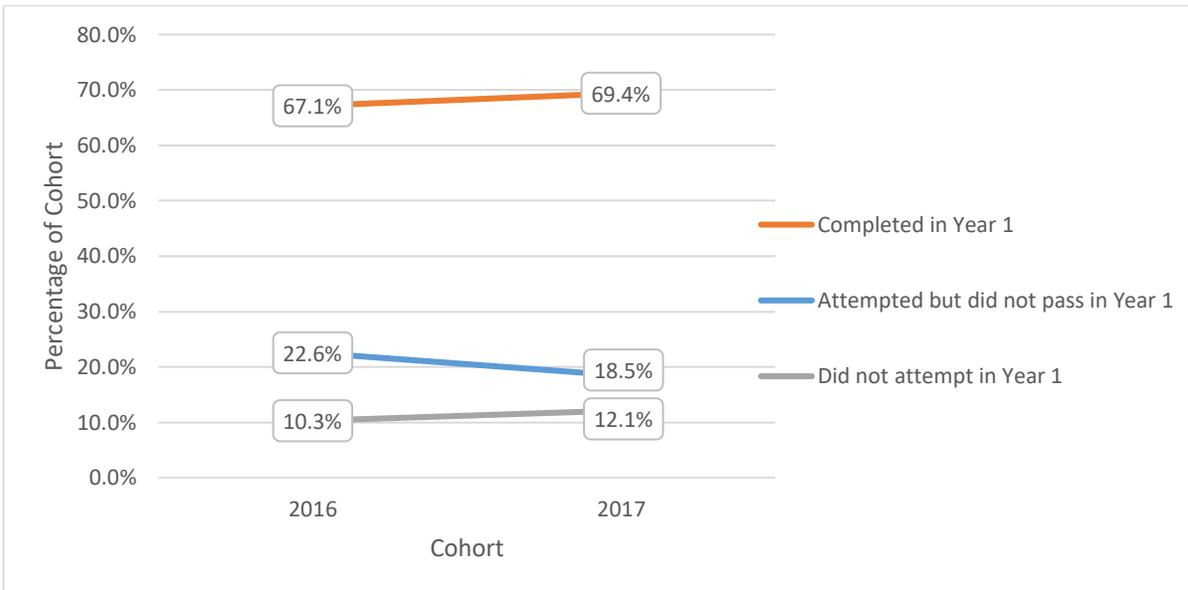


Chart 19

Timeline of Student Success Initiatives at Georgia State University

Initiative	Year Started	Summary	Scale
Freshman Learning Communities	1999	First-year students sorted into cohorts of 25 based on meta-major; take all courses together in block schedule.	70% of first-year students in 2016-17
Supplemental Instruction	2005	Students who are most successful in courses hired as peer tutors for other students in the course; many tutors eligible for work-study.	10,000+ students in 2016-17
Mathematics Interactive Learning Environment	2006	Redesign of introductory math courses (algebra, statistics, and pre-calculus) using a hybrid, emporium model of face-to-face and machine-guided instruction.	8,500 students in 2016-17
Keep HOPE Alive Scholarship	2008	Small grants to students who lose eligibility for Georgia's HOPE merit scholarship, combined with academic and financial counseling.	1,100 students since 2009
Panther Retention Grants	2011	Small grants (combined with academic and financial counseling) to juniors and seniors who are on-track academically, but are required by a state of Georgia rule to be dropped from classes because they have small outstanding balances on tuition or fees.	9,000+ students since 2011
Graduation and Progression System	2012	Sophisticated dashboard for advisers that displays real-time analyses of student academic progress and raises alerts calling for intervention; coupled with consolidating undergraduate advising and more than doubling the number of advisers.	Prompted 52,000 student-adviser meetings in 2016-17
Summer Success Academy	2012	Opportunity for the most academically at-risk 10 percent of incoming freshmen to take 7 credit hours and receive intensive academic advisement and financial literacy training during the summer before their first year.	300+ students in Summer 2016; 1,400 students since launch
Meta Majors	2013	Onboarding program that enrolls new students according to broad areas of academic interests and then delivers programming to help students understand the differences between majors within each area; has significantly reduced the number of students changing majors after their freshman years	Approximately 3,700 freshmen during the 2016-17 academic year
Course Scheduling Analytics	2015	Predictive Analytics deployed to determine the number of course sections and seats needed each semester; establishment of a university Strategic Course Scheduling Committee	Capacity added in 800 courses in 2016-17
Chat Bots	2016	Artificial-intelligence-enhanced automatic texting platform that has been developed to answer thousands of common freshman questions immediately via texts. Has reduced summer melt by 22%.	4,000 incoming freshman during Summer 2017
SunTrust Student Financial Management Center	2016	Office using predictive analytics to proactively identify students who are at financial risk and reach out to them with help. Delivers financial competencies programming.	31,000 in-person student visits during the Spring 2017 term
College to Career	2016	Undergraduate curriculum that promotes career readiness each year a student is enrolled leveraging new technologies, e.g. career-based e-portfolios for each student, career component of academic advising, live regional job data	700,000 student postings to e-portfolios in 2016-17
Perimeter LIFT	2017	Integrated suite of 16 different student support programs to take students from high school to college graduation program is in cooperation with DeKalb Public Schools and supported by State Farm	300 Perimeter College students in 2017
Adaptive Learning in the Social Sciences	2017	A collaborative, funded project in which faculty members in Psychology, Economics, and Political Science are converting 20,000 seats of introductory courses to hybrid, flipped classes assisted by adaptive-learning technology.	20,000 students a year by 2018

Source: Building A Pathway to Student Success at Georgia State University

Middle Georgia State University

APPENDIX

High Priority Goals and Associated Strategies

High Priority CCG Goal 1: Expand Access and Promote Student Success	High Impact Strategy 1: Strengthen the delivery and support of online instruction
	High Impact Strategy 2: Changing the advising model to provide an intrusive, decentralized process
	High Impact Strategy 3: Focus on career guidance
High Priority Goal 2: Shorten the time to degree and decrease excess credits	High Impact Strategy 1: Implement the ‘15 to Finish’ initiative by emphasizing the need to take 15 credits per semester to earn a bachelor’s degree in 4 years.
	High Impact Strategy 2: Transform remediation to enable students requiring learning support to take the remedial as well as the gateway English and/or math course in a co-requisite model
	High Impact Strategy 3: Provide opportunities for dual enrollment
	High Impact Strategy 4: Develop Math Pathways for STEM and non-STEM students
High Priority Goal 3: Improve persistence and retention rates	High Impact Strategy 1: Implementing course redesign
	High Impact Strategy 2: Providing opportunities for Experiential Learning
High Priority Goal 4: Promote academic success for diverse populations	High Impact Strategy 1: Enhancing the academic success of athletes
	High Impact Strategy 2: Implement diversity/global learning to support an inclusive campus environment that results in educational excellence and student success
	High Impact Strategy 3: Implement the African American Male Initiative

Table 1: Middle Georgia State University Student Enrollment Summary - Fall 2017

Student Demographics		
Headcount	7,341	
FTE	6,150	
Characteristic	Number	% of Total Enrollment
Full-Time	4,519 (in T2)	61.6%
Part-Time	2,822 (in T2)	38.4%
Student Level	#	%
Freshman	2,270 (in T2)	30.9%
Sophomore	1,447 (in T2)	19.7%
Junior	1,223 (in T2)	16.7%
Senior	1,676 (in T2)	22.8%
Graduate	120	1.6%
Dual Enrollment	526	7.2%
Other*	79	1.1%
Gender	#	%
Female	4,240	57.8%
Male	3,093	42.1%
Age	#	%
Under 25	5,308	72.3%
25 and Older	2,033	27.7%
Ethnicity/Race	#	%
Hispanic	361	4.9%
American Indian/Alaskan Native	9	0.1%
Asian	214	2.9%
Black Non-Hispanic	2,414	32.9%
Native Hawaiian/Other Pacific Islander	10	0.1%
White Non-Hispanic	4,049	55.2%
2 or More Races	255	3.5%
Unknown	29	0.4%

Characteristic	Number	% of Total Enrollment
<i>Residency</i>	#	%
Georgia	6,963	94.9%
Out of State	244	3.3%
Out of Country	97	1.3%
<i>New Student Enrollment</i>	#	%
First-Time Freshmen	1,125	15.3%
Transfers	605	8.2%
Dual Enrollment	362	4.9%
New Other*	40	0.5%
<i>Other Demographics</i>	#	%
Pell Recipients	3971	54.1%
Learning Support	287	3.9%

Source: USG Semester Enrollment Report & MGSU SER

*Other includes, transient and other special student populations.

Table 2 Student Body Characteristics Fall 2013-Fall 2017

	Fall 2013*		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	#	%	#	%	#	%	#	%	#	%
Full-Time	4916	62.10%	4809	60.70%	4864	63.40%	4783	62%	4519	61.56%
Part-Time	3028	37.90%	3118	39.30%	2812	36.60%	2931	38%	2822	38.44%
Enrollment by Student Level										
Freshmen	3026	37.90%	2727	34.40%	2785	36.30%	2636	34.20%	2270	30.92%
Sophomore	1518	19.80%	1702	21.50%	1474	19.20%	1437	18.60%	1447	19.71%
Junior	1243	15.50%	1298	16.40%	1390	18.10%	1326	17.20%	1223	16.66%
Senior	1727	21.60%	1764	22.30%	1578	20.60%	1681	21.80%	1676	22.83%
Graduate									120	1.60%
Dual Enrollment									526	7.20%
Other*	412	5.20%	436	5.50%	449	5.80%	634	8.20%	79	1.10%
Enrollment by Gender										
Female	3521	40.70%	4616	58.20%	4447	57.90%	4480	58.10%	4248	57.87%
Male	4738	59.30%	3313	41.80%	3229	42.10%	3234	41.90%	3091	42.11%
Enrollment by Age										
Under 25	Not Available	69.90%	5386	67.94%	5627	71.00%	5549	71.90%	5317	72.43%
25 or older	Not Available	32.10%	2541	32.06%	2300	29.00%	2165	28.10%	2024	27.57%
Average age		25.2	25.2		24.2		24.4		24.3	
Enrollment by Ethnicity/Race										
Hispanic	270	3.40%	276	3.50%	297	3.90%	330	4.30%	361	4.92%
American Indian / Alaskan Native	22	0.30%	20	0.30%	11	0.10%	13	0.20%	9	0.12%
Asian	211	2.60%	204	2.60%	184	2.40%	184	2.40%	214	2.92%
Black Non-Hispanic	2699	33.80%	2625	33.10%	2653	34.60%	2631	34.10%	2414	32.88%
Native Hawaiian / Pacific Islander	10	0.10%	11	0.10%	14	0.20%	13	0.20%	10	0.14%
White Non-Hispanic	4497	56.30%	4535	57.20%	4255	55.40%	4253	55.10%	4049	55.16%
2 or more races	234	2.90%	220	2.80%	230	3.00%	254	3.30%	255	3.47%
Unknown	46	0.60%	36	1.27%	32	0.40%	36	0.50%	29	0.40%
Residency										
Georgia	7717	96.60%	7662	96.70%	7381	96.20%	7396	95.90%	7000	95.35%
Out of State	210	2.60%	208	2.60%	221	2.90%	237	3.10%	244	3.32%
International	62	0.80%	57	0.70%	74	1.00%	81	1.10%	97	1.32%
New Student Enrollment										
First Time Freshmen	1081	13.50%	1257	56.90%	1469	62.70%	1268	16.40%	1125	15.32%
Transfer	665	8.40%	650	29.40%	554	23.60%	536	6.90%	605	8.24%
New Other	668	8.40%	304	13.70%	321	13.70%	425	5.60%	402	5.48%
Other Demographics										
Pell Recipients	Not Available	Not Available	4439	56%	4068	53%	3970	51.46%	3111	42.38%
Learning Support	Not Available	9.40%	690	8.70%	530	6.90%	430	5.57%	300	4.09%
Total Enrollment	7889		7927		7676		7714		7341	

Table 3 5-Year history of one-year retention rates for the institution as a whole

	Pre-Consolidation	Post Consolidation			
	Fall '12 – Fall '13	Fall '13- Fall '14	Fall '14- Fall '15	Fall '15- Fall '16	Fall'16- Fall'17
One-year retention (Institution as a whole*)	64.71%	67.18%	65.06%	67.31%	62.97%
One-year retention students who began FT*	60.35%	62.86%	62.26%	62.75%	62.54%
One-year retention students who began PT*	40.55%	41.12%	44.54%	42.96%	40.18%
One-year retention student who began w/ LS requirements*	50.16%	54.60%	51.75%	43.35%	45.59%

Source: MGA Office of Institutional Research /BANNER

* Enrollment adjusted for Graduated Before Following Fall term and Dismissed Returning, “Began” determined using MatricTerm. There is some variation from previously reported numbers, as we implement more consistent calculations.

Table 4 Associate’s Degree-Seeking FTFTF One-Year Retention Rates

Cohort	% Retained at MGA	% Retained at Other USG Institutions	Total % Retained
Pre-Consolidation			
Fall 2011 Cohort	55.32%	7.04%	62.36%
Fall 2012 Cohort	57.31%	5.67%	62.98%
Post Consolidation			
Fall 2013 Cohort	62.40%	6.87%	69.27%
Fall 2014 Cohort	60.71%	4.77%	65.48%
Fall 2015 Cohort	56.30%	5.10%	61.40%
Fall 2016 Cohort	56.20%	6.15%	62.30%

Source: USG by the Numbers Retention Reports

Table 5 Bachelor's Degree-Seeking First-time Full-time Freshmen One-Year Retention Rates

Cohort	% Retained at MGA	% Retained at Other USG Institutions	Total % Retained
Pre-Consolidation			
Fall 2011 Cohort	65.96%	8.78%	74.74%
Fall 2012 Cohort	70.34%	5.08%	75.42%
Post Consolidation			
Fall 2013 Cohort	66.85%	9.19%	76.04%
Fall 2014 Cohort	68.46%	7.16%	75.62%
Fall 2015 Cohort	68.50%	6.33%	74.80%
Fall 2016 Cohort	65.04%	9.70%	74.80%

Source: USG by the Numbers Retention Reports

Table 6 5-year history credit hour enrollment

	Students enrolled in 15 or more credit hours		Students enrolled in 12-14 credit hours		Students enrolled in less than 12 credit hours	
Academic Year	Fall	Spring	Fall	Spring	Fall	Spring
Pre-Consolidation						
2012-2013	16.2%	16.4%	46.5%	44.3%	37.3%	39.4%
Post-Consolidation						
2013-2014	17.3%	18.3%	46.9%	45.1%	35.8%	36.6%
2014-2015	18.6%	17.9%	44.6%	44.4%	36.8%	37.7%
2015-2016	18.7%	20.6%	47.6%	43.5%	33.7%	35.8%
2016-2017	19.45%	19.66%	42.69%	39.72%	37.86%	40.63%
2017-2018	20.56%	22.84%	41.02%	36.49%	38.42%	40.67%

Note: The number of credit hours enrolled are taken from the credit hours attempted element in the Academic Data Collection (midterm collection); credit hours are **not** based on course data. Undergraduate students are defined as Student Level = 10, 20, 30, or 40.

Source: USG BOR Data Base; IR MGA

Table 7 Credit Hours Completed Versus Attempted

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Completed	73,600	72,963	70,264	67,944	65,908	64,708	63.857
Attempted	100,094	96,757	89,750	86,712	84,587	83,887	80.075
Percent	75.53%	75.41%	78.29%	78.29%	77.86%	77.86%	79.75

Data source: MGA Office of Institutional Research /BANNER

Table 8: 2017-18 Middle Georgia State University CCG Goals and Outcomes

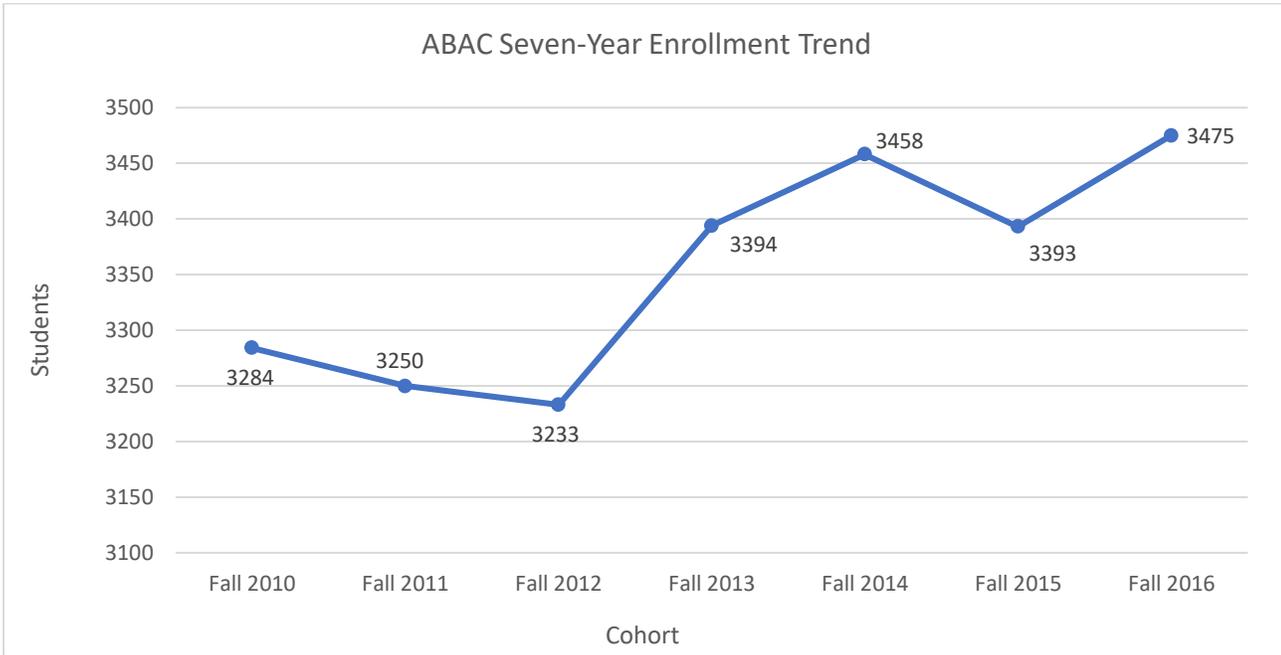
CCG Goal	Outcome
Increase the number of baccalaureate degrees awarded by 3%	Number of baccalaureate degrees awarded increased by 4.1%
Increase degrees earned on time by 1.5%	Number of Associate degrees earned on time increased from 334 in AY 16 (11.08% of enrollment) to 439 in AY 17 (10.93% of enrollment). Number of bachelor’s degrees earned on time increased from 677 in AY 16 (14.62% of enrollment) to 744 in AY 17 (15.05% of enrollment)
Increase credits successfully completed by 2.2%	The credits successfully completed vs attempted increased by 1.89%
Improve access for underserved communities: Increase minority* enrollment by 1% Increase Pell recipient enrollment by 1% Increase active duty/retired military enrollment by 5%	Minority enrollment decreased by 4.88% Pell recipient enrollment increased by 2.63% All military enrollment decreased by 0.16%

Minority=all non-white categories

Data source: MGA Office of Institutional Research /BANNER

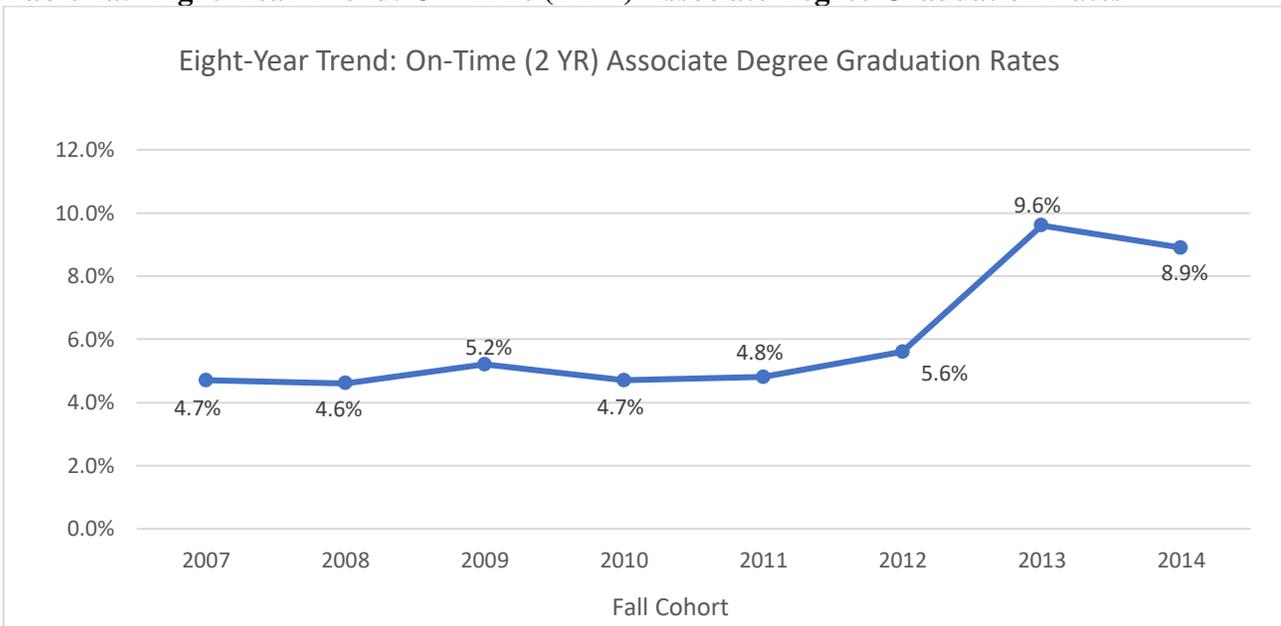
Appendix A

Table 1: Seven-Year Trend in Enrollment



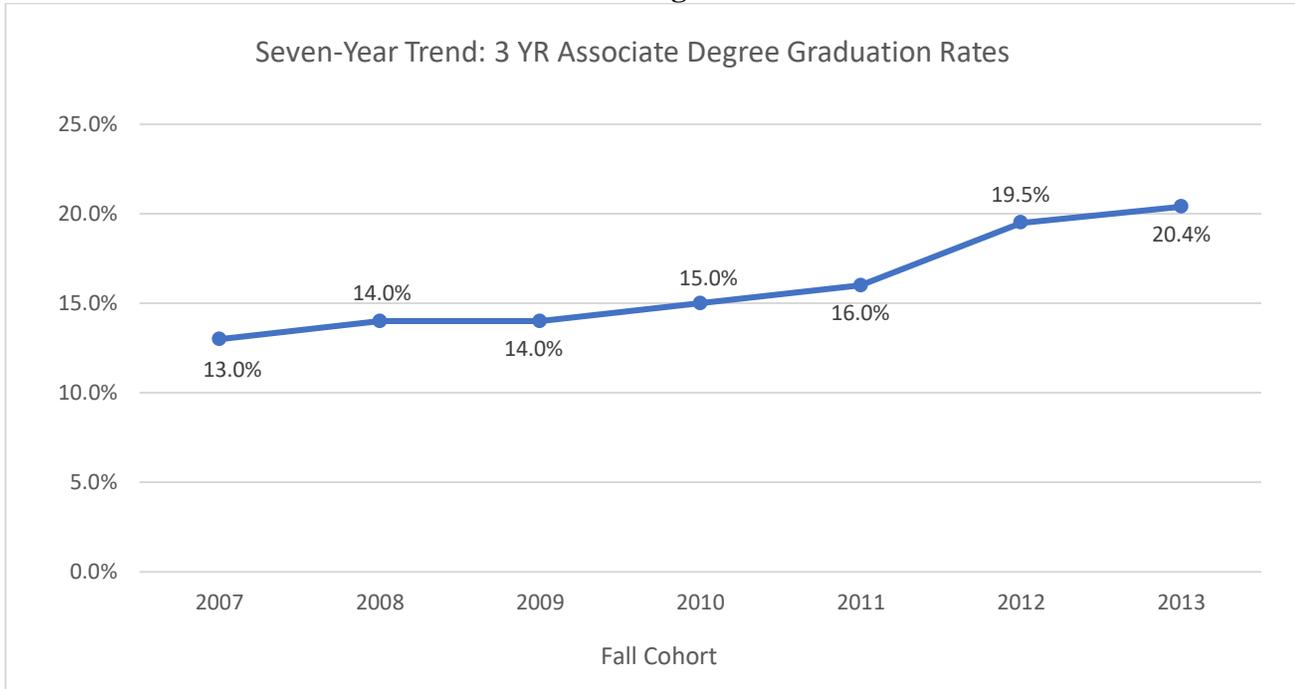
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 2a: Eight-Year Trend: On-Time (2 YR) Associate Degree Graduation Rates



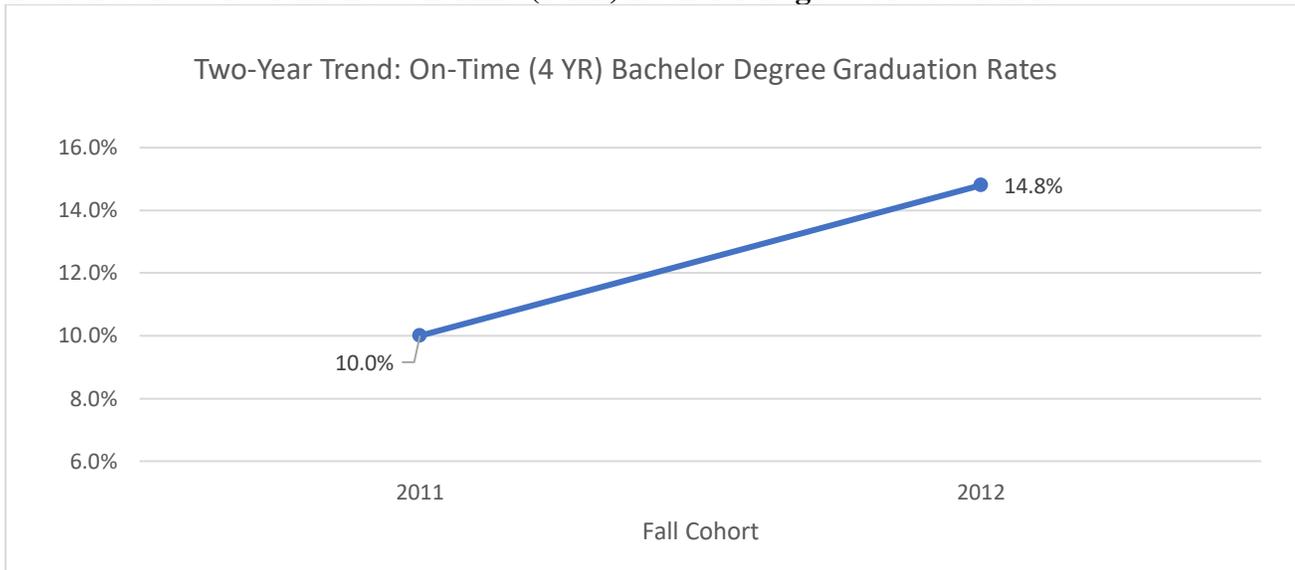
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 2b: Seven-Year Trend: 3 YR Associate Degree Graduation Rates



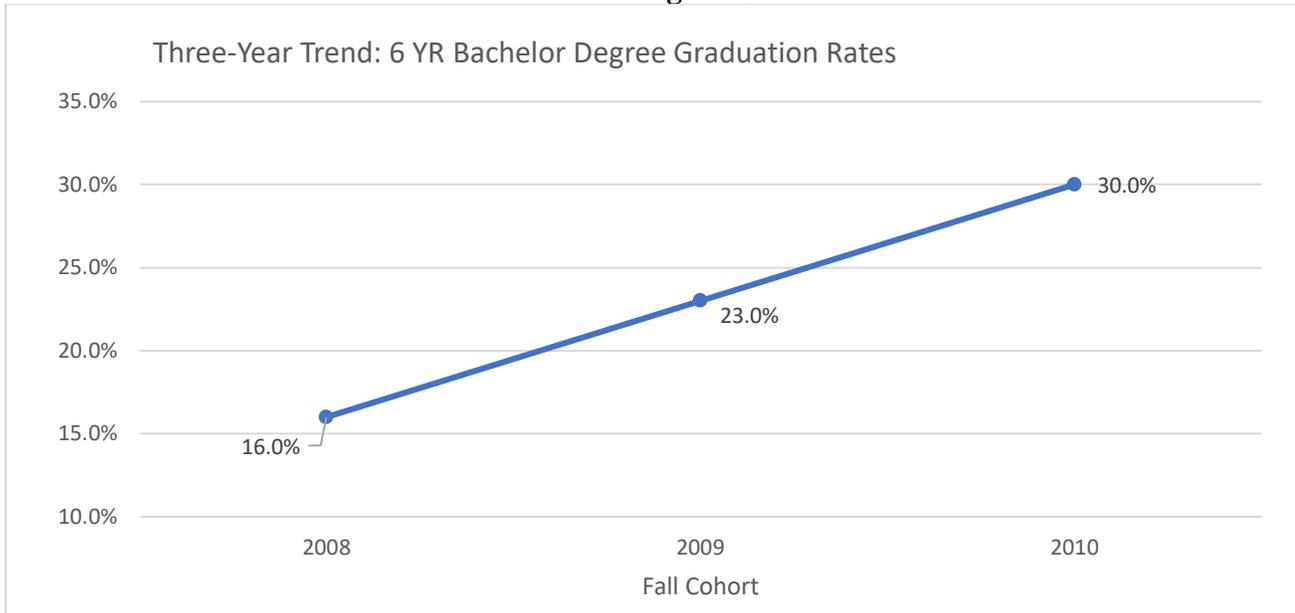
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 2c: Two-Year Trend: On-Time (4 YR) Bachelor Degree Graduation Rates



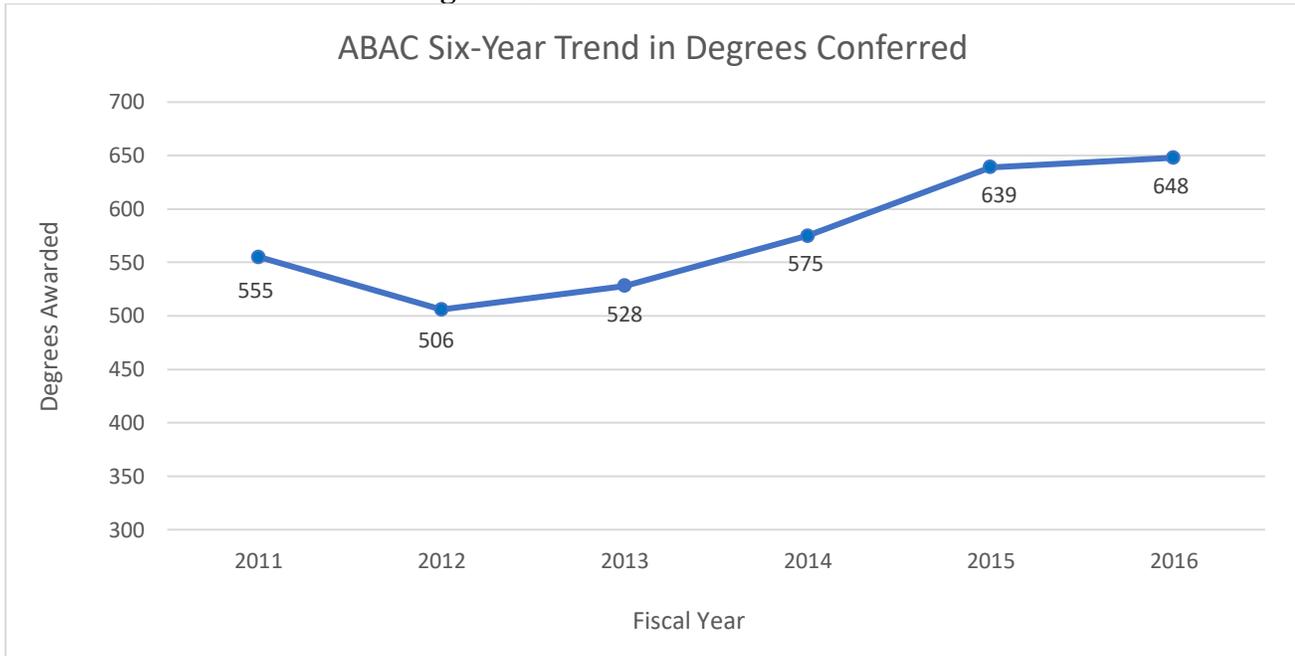
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 2d: Three-Year Trend: 6 YR Bachelor Degree Graduation Rates



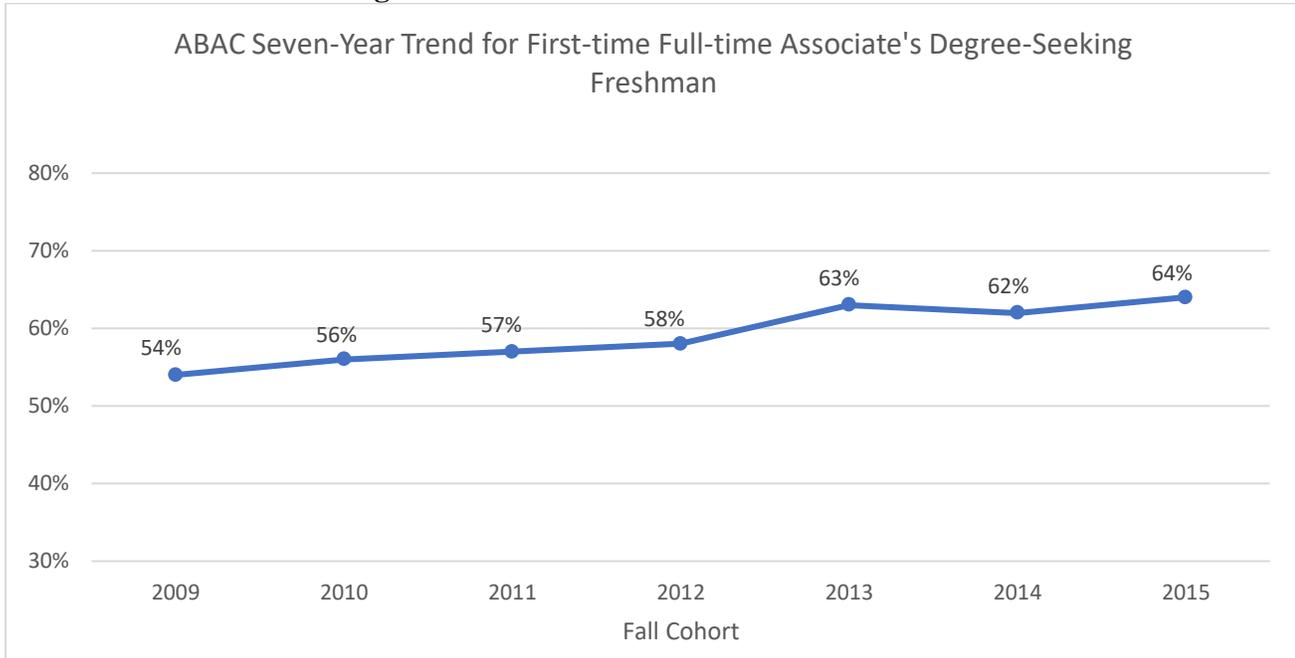
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 2e: Six-Year Trend in Degrees Conferred



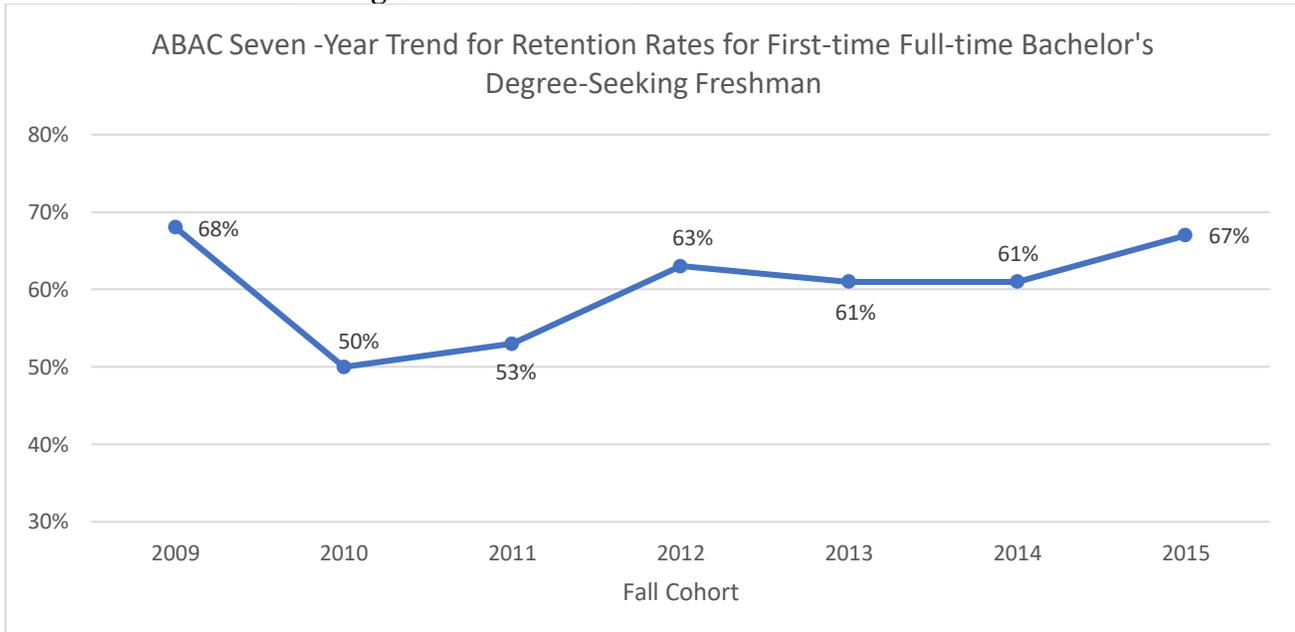
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 3a: Associate Seeking Seven-Year Trend in Retention Rates



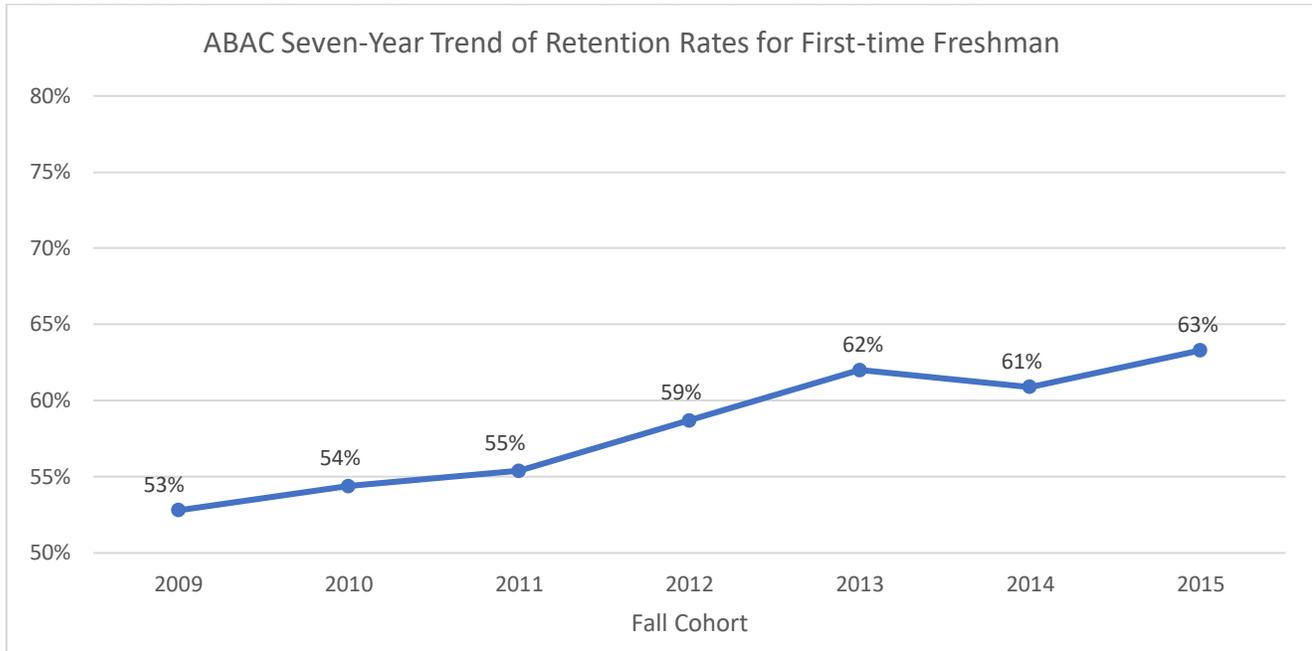
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 3b: Bachelor Seeking Seven-Year Trend in Retention Rates



Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 3c: Seven-Year Trend: All First-Time Freshmen Retention Rates



Data Source: University System of Georgia’s Office of Research & Policy Analysis

South Georgia State College

Appendix: Data Tables and Graphs

SGSC Enrollment Demographics

Table A										
Enrollment and Demographic Trends										
	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%								
Total Enrollment	2,579	100.00	2,611	100.00	2,648	100.00	2,542	100.00	2,540	100.00
Enrollment Status										
	N	%								
Full-Time	1,877	72.78%	1,778	68.10%	1,828	69.03%	1,638	64.44%	1,651	65.00%
Part-Time	702	27.22%	833	31.90%	820	30.97%	904	35.56%	889	35.00%
Gender										
	N	%								
Female	1,584	61.42%	1,686	64.57%	1,678	63.37%	1,616	63.57%	1,636	64.41%
Male	995	38.58%	925	35.43%	970	36.63%	926	36.43%	904	35.59%
Race/Ethnicity										
	N	%								
Hispanic	103	3.99%	123	4.71%	170	6.42%	161	6.33%	162	6.38%
American Indian, Alaskan Native, Pacific Islander, or Asian	33	1.28%	40	1.53%	36	1.36%	42	1.65%	37	1.46%
Black or African American	839	32.53%	834	31.94%	832	31.42%	769	30.25%	772	30.39%
White	1,585	61.46%	1,581	60.55%	1,556	58.76%	1,514	59.56%	1,523	59.96%
Two or More Races	19	0.74%	26	1.00%	31	1.17%	36	1.42%	34	1.34%
Race Unknown	0	0.00%	7	0.27%	23	0.87%	20	0.79%	12	0.47%

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

**Table B
Underserved Enrollment Trends**

	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR
% Pell Recipient	1,642	63.67%	66.13%	1,547	59.25%	65.08%	1,457	55.02%	61.53%	1,365	53.74%	62.27%	1,353	53.27%	62.78%
% First Generation	885	34.32%	35.65%	778	29.80%	32.73%	706	26.66%	29.81%	589	23.19%	26.87%	601	23.66%	27.89%
% Adult Learner	480	18.61%	19.33%	449	17.20%	18.89%	394	14.88%	16.64%	365	14.37%	16.65%	333	13.11%	15.45%

Source: USG ADM Census; SGSC Banner

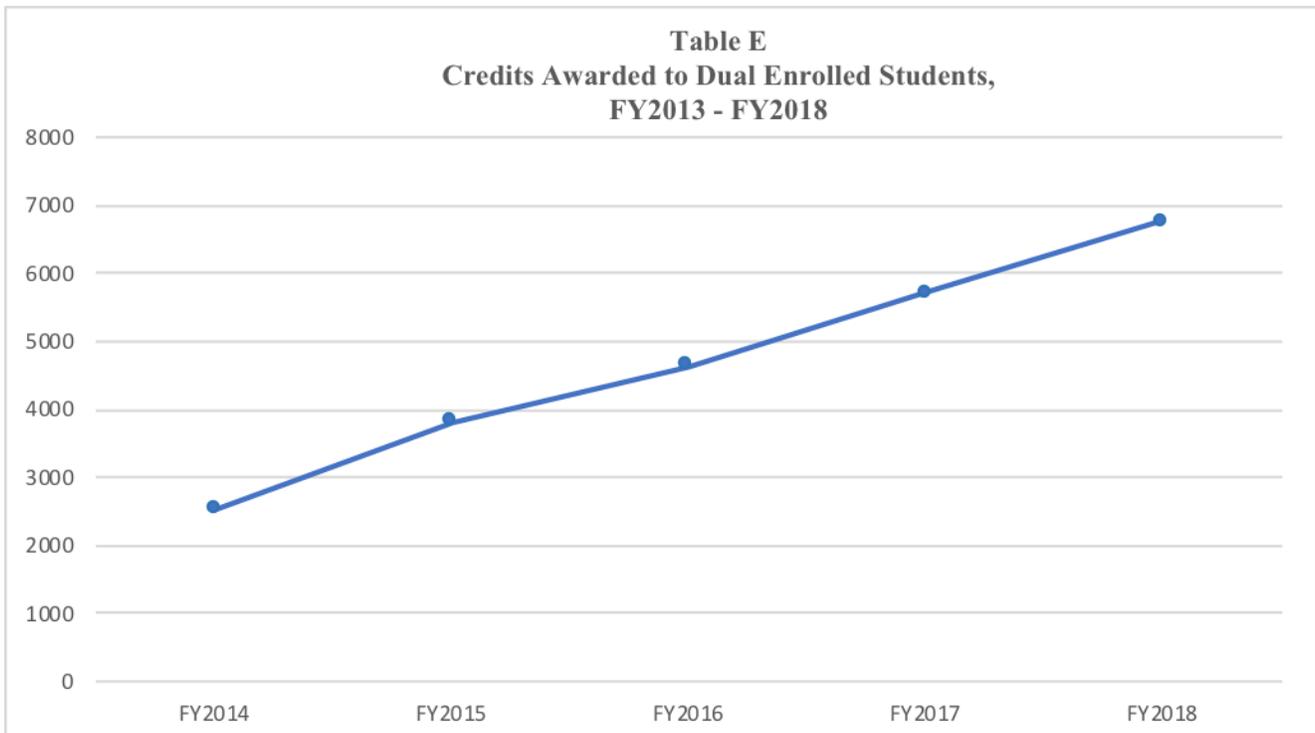
Strategy 1: Dual Enrollment (formerly Move on When Ready)

Table C					
Number of Dual Enrolled Students by Term					
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Dual Enrolled/Joint Enrolled	96	234	280	350	385

Source: USG Academic Data Collection

Table D					
Credits Awarded to Dual Enrolled Students by Fiscal Year					
	FY2014	FY2015	FY2016	FY2017	FY2018
Number of Credits Awarded	2535	3808	4642	5710	6762

Source: SGSC Banner, FY2014-FY2018



Source: SGSC Banner, FY2014-FY2018

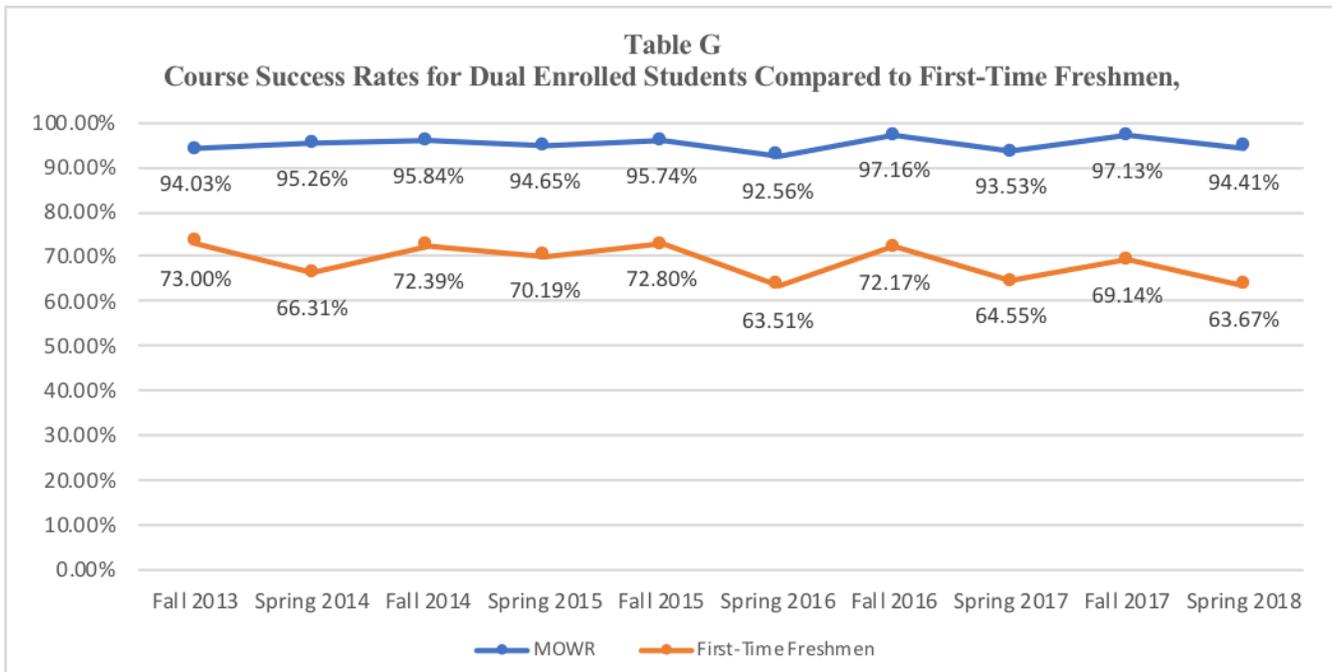
Table F
Grade Distribution for Dual Enrolled Students
Fall 2013-Spring 2018

Term	A	B	C	D	F	W	WF	Grand Total	% Successful
Fall 2013	195	37	20	4	5	7	0	268	94.03%
Spring 2014	331	148	43	5	11	10	0	548	95.26%
Fall 2014	318	167	45	11	11	1	0	553	95.84%
Spring 2015	389	191	75	11	11	14	1	692	94.65%
Fall 2015	395	156	79	3	9	15	1	658	95.74%
Spring 2016	513	229	92	25	17	25	0	901	92.56%
Fall 2016	533	171	48	8	11	3	0	774	97.16%
Spring 2017	707	183	78	23	21	23	0	1035	93.53%
Fall 2017	610	225	79	13	10	4	0	941	97.13%
Spring 2018	753	232	79	35	22	5	1	1127	94.41%

Source: SGSC Banner, fall 2013-spring 2018

Note: Percentage successful is defined as the sum of A, B, C divided by the total sum of A, B, C, D, F, W, and WF.

Table G
Course Success Rates for Dual Enrolled Students Compared to First-Time Freshmen,



Source: SGSC Banner, fall 2013-spring 2018

Note: (1) Course success rates is defined as the sum of A, B, C divided by the total sum of A, B, C, D, F, W, and WF. (2) Courses used for comparison of dual enrolled students and first-time freshmen were pulled using the dual enrolled approved high school courses and college equivalents specific to South Georgia State College.

	Dual Enrolled		First-Time Freshmen	
	N	Course Success Rate	N	Course Success Rate
Fall 2013	96	94.03%	963	73.00%
Spring 2014	218	95.26%	183	66.31%
Fall 2014	234	95.84%	863	72.39%
Spring 2015	346	94.65%	170	70.19%
Fall 2015	280	95.74%	956	72.80%
Spring 2016	387	92.56%	137	63.51%
Fall 2016	350	97.16%	803	72.17%
Spring 2017	430	93.53%	144	64.55%
Fall 2017	385	97.13%	788	69.14%
Spring 2018	464	94.41%	154	63.67%

Source: SGSC Banner, fall 2013-spring 2018

Note: (1) Course success rates is defined as the sum of A, B, C divided by the total sum of A, B, C, D, F, W, and WF. (2) Courses used for comparison of dual enrolled students and first-time freshmen were pulled using the dual enrolled approved high school courses and college equivalents specific to South Georgia State College.

Location of Enrollment	Class of 2014		Class of 2015		Class of 2016		Class of 2017	
	N	%	N	%	N	%	N	%
South Georgia State College	59	36.65%	78	34.51%	101	38.70%	108	39.71%
Other University System of Georgia Institution	74	45.96%	108	47.79%	104	39.85%	99	36.40%
Other Higher Education Institution	22	13.66%	28	12.39%	32	12.26%	38	13.97%
No Records Found	6	3.73%	12	5.31%	24	9.20%	27	9.93%
Total	161	100.00%	226	100.00%	261	100.00%	272	100.00%

Source: SGSC Banner, fall 2013-fall 2017; National Student Clearinghouse

Note: The above table represents students enrolled in the dual enrollment program at South Georgia State College and tracks their post-secondary enrollment at higher education institutions.

Strategy 2: Academic Success**(2A) STEPS**

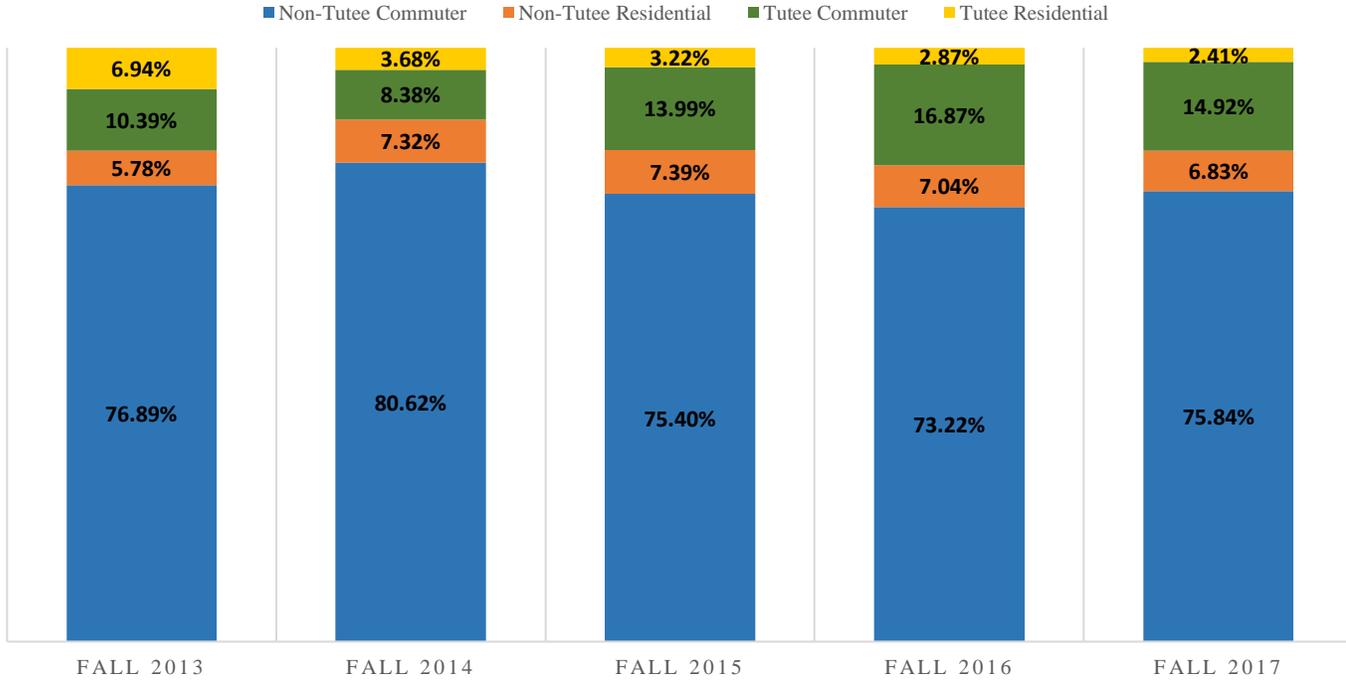
Table J					
First Academic Year Metrics for the Comparative Group in Comparison to STEPS Cohorts					
	Fall 2013 Comparative First- Time Freshmen Residential Student Group	Fall 2014 STEPS Cohort (n = 45)	Fall 2015 STEPS Cohort (n = 32)	Fall 2016 STEPS Cohort (n = 55)	Fall 2017 STEPS Cohort (n = 38)
Fall to Spring Persistence Rate (Institutional)	87.50%	88.89%	87.50%	92.72%	89.47%
Fall to Fall Retention Rate (Institutional)	48.96%	63.04%	43.75%	60.00%	34.21%*
Three-Year Graduation Rate (Institutional)	7.29%	11.11%	12.50%**	n/a	n/a
Transfer Rate	19.79%	11.11%	21.88%	7.89%	n/a
First Term Academic Comparison					
Average Fall Term GPA	1.85	2.12	1.99	1.96	1.64
Percent of Residential Students in Good Standing at End of Fall Term	78.13%	73.33%	71.88%	63.64%	65.79%
Course Success Rate for Fall Term	67.00%	67.74%	68.42%	68.20%	55.93%
Second Term Academic Comparison					
Average Spring Term GPA	1.51	2.30	1.89	1.89	1.83
Percent of Residential Students in Good Standing at End of Spring Term	46.43%	75.00%	60.71%	62.75%	55.88%
Course Success Rate for Spring Term	50.13%	72.14%	60.93%	64.68%	62.37%
Demographics					
Gender					
<i>Female</i>	56.25%	62.22%	56.25%	34.55%	31.58%
<i>Male</i>	43.75%	37.78%	43.75%	65.45%	68.42%
Race/Ethnicity					
<i>White</i>	21.88%	20.00%	37.50%	27.27%	34.21%
<i>Black or African American</i>	75.00%	77.78%	50.00%	70.91%	60.53%
<i>Other</i>	3.13%	2.22%	12.50%	1.82%	5.26%
State of Residence					
<i>GA Resident</i>	91.67%	77.78%	71.88%	83.64%	65.79%
<i>Non-GA Resident</i>	8.33%	22.22%	28.13%	16.36%	34.21%
Other					
<i>Percentage Receiving PELL in Fall</i>	86.46%	71.77%	68.75%	69.09%	63.16%
<i>Avg High School GPA</i>	2.39	2.38	2.22	2.39	2.33
<i>Avg Age for Fall</i>	19	19	19	18	19

Source: SGSC Banner, fall 2013-fall 2017

Note: (1) Fall 2013 comparative group is comprised of first-time freshmen residential students who had either a high school GPA of less than or equal to 2.5 or enrolled in at least one learning support class. The total comparison group included 96 students for the fall semester. (2) Course success rates are defined as the sum of A, B, C, and S divided by the total of A, B, C, D, F, S, U, W, and WF. (3) The asterisk (*) for fall 2017 cohort represents preliminary retention as of 7/19/18. Final retention cannot be completed until fall 2018 term has begun. (4) The double asterisks (**) for fall 2015 cohort represents preliminary graduation rates as of 7/19/18. Final graduation rates cannot be completed until the end of summer 2018.

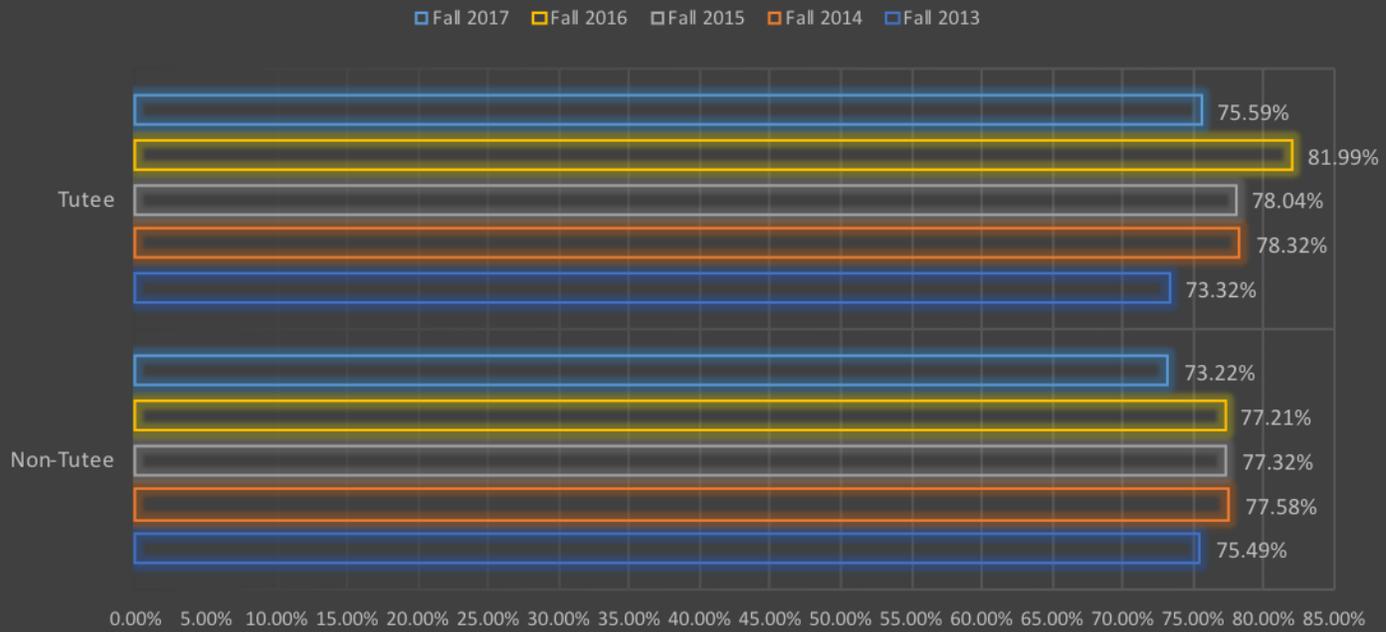
(2B) Tutoring

**TABLEK
RESIDENTIAL STATUS FOR NON-TUTEE VS. TUTEE**



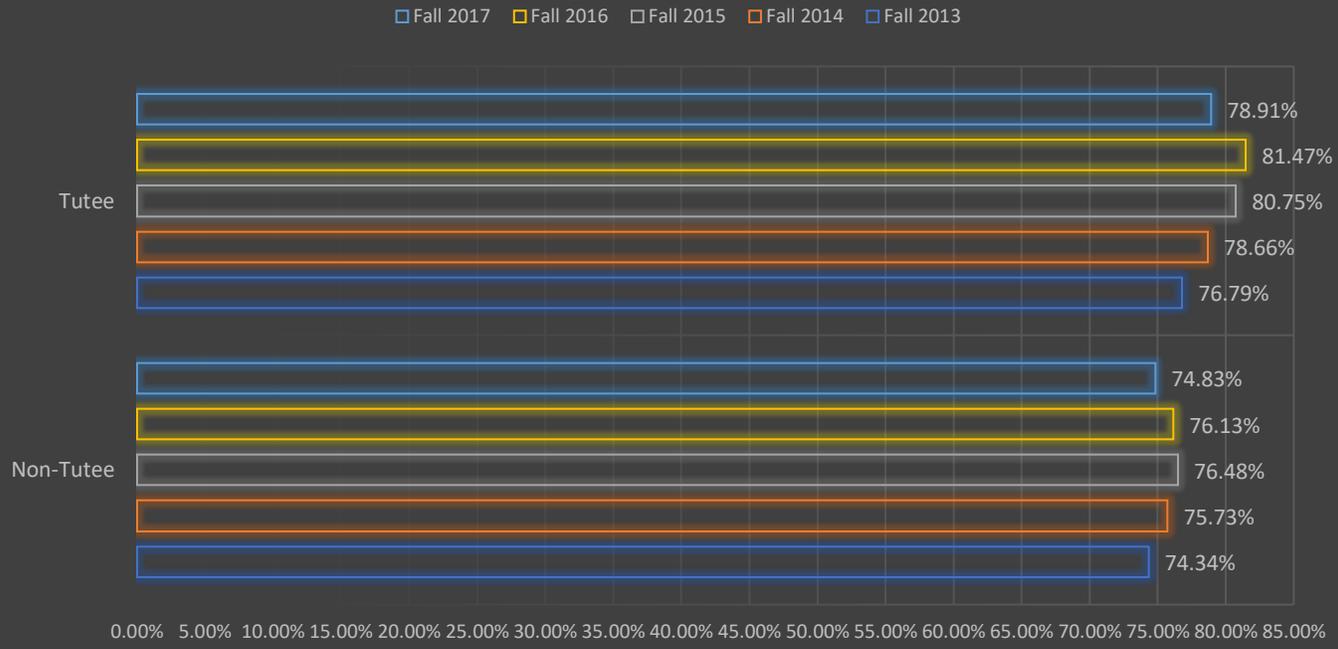
Source: SGSC Banner, fall 2013-fall 2017; TutorTrac; Tutor.com

**Table L
Mid-Term Grade Course Success Rates Comparison for Non-Tutee vs. Tutee**



Source: SGSC Banner, fall 2013-fall 2017; TutorTrac; Tutor.com. Note: (1) Course success rates are the sum of A, B, C, or S divided by the total sum of A, B, C, D, F, S, U, W, and WF. (2) Mid-term grades are not required to be reported; the data above represents only grades submitted at mid-term.

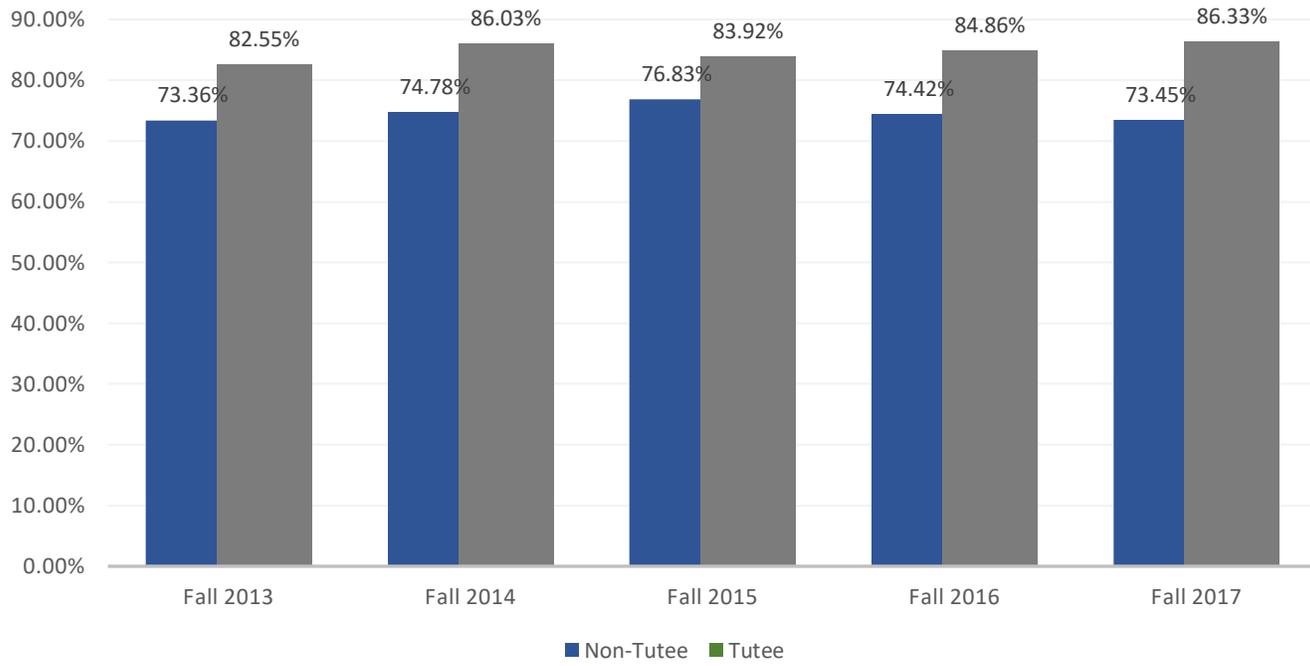
Table M
Final Grade Course Success Rates Comparison for Non-Tutee vs. Tutee



Source: SGSC Banner, fall 2013-fall 2017; TutorTrac; Tutor.com

Note: (1) Course success rates is defined as the sum of A, B, C, or S divided by the total sum of A, B, C, D, F, S, U, W, and WF.

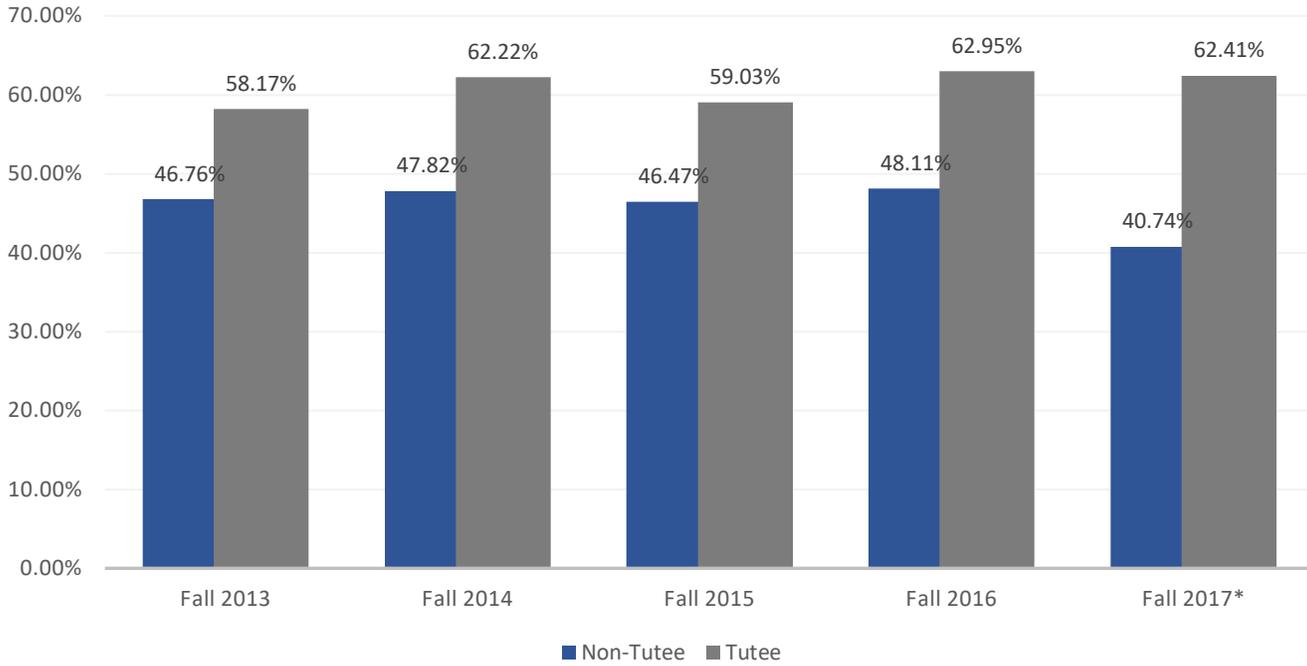
Table N
Fall to Spring Persistence Rates Comparison for Non-Tutee vs. Tutee



Source: SGSC Banner, fall 2013-fall 2017; TutorTrac; Tutor.com

Note: Persistence rates can be defined as students enrolled in the fall term and enrolled in the subsequent term or graduated in the fall term prior to the subsequent term.

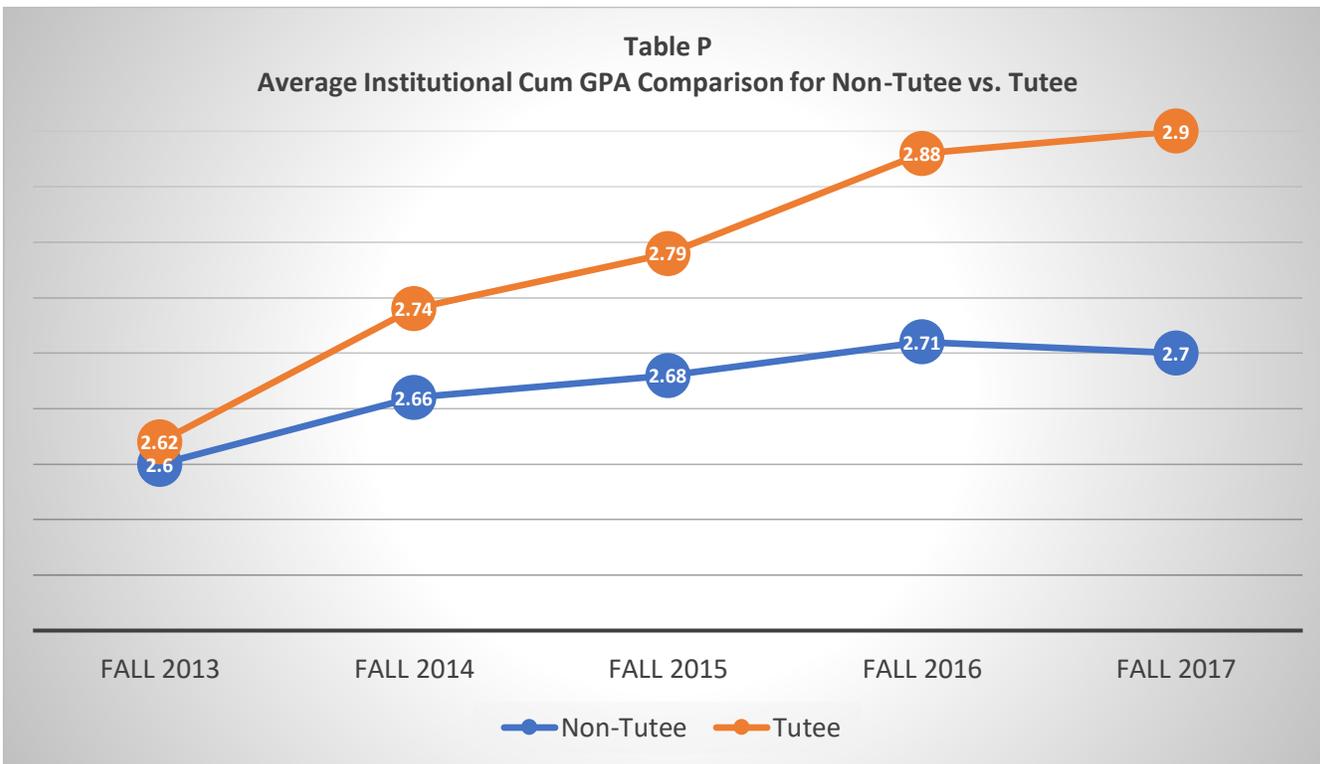
Table O
Fall to Fall Retention Rate Comparison for Non-Tutee vs. Tutee



Source: SGSC Banner, fall 2013-fall 2017; TutorTrac; Tutor.com

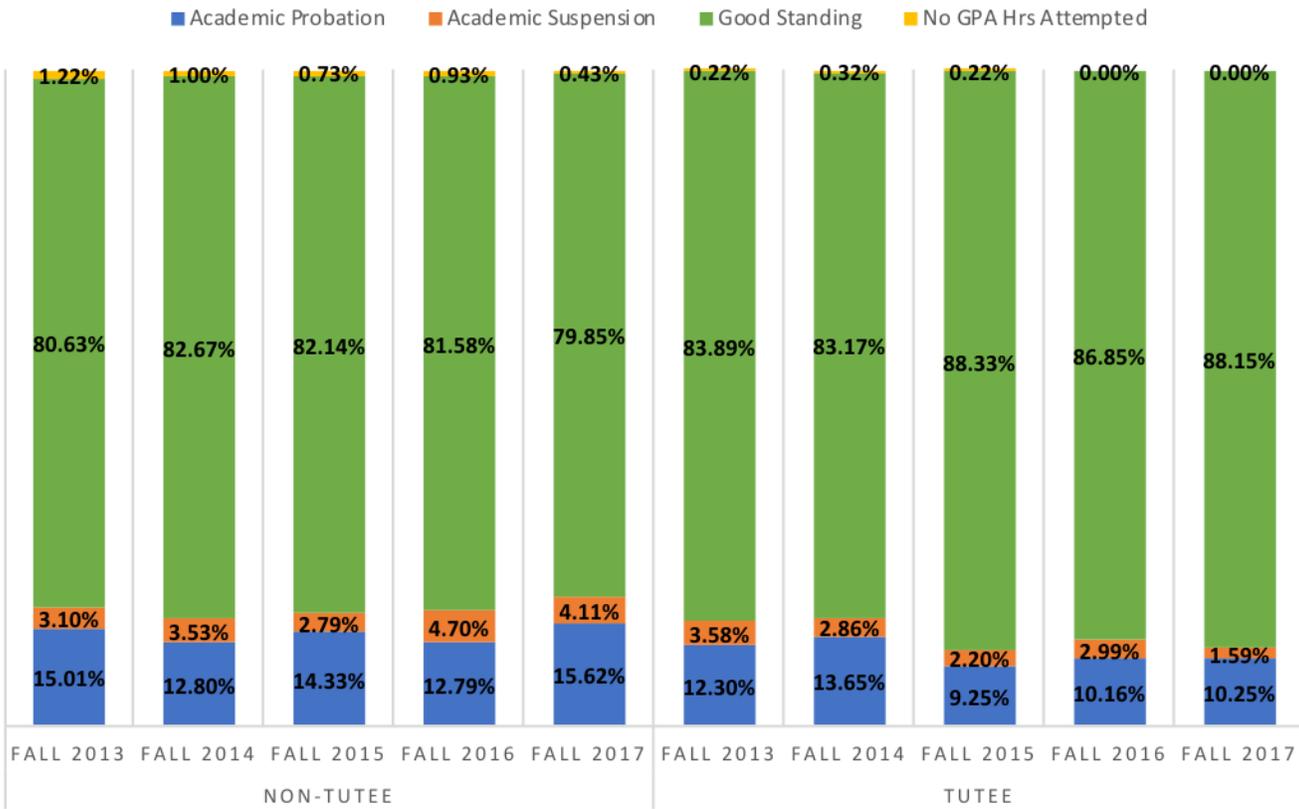
Note: Retention rates can be defined as students enrolled in the fall term and enrolled in the subsequent fall term or graduated in the summer prior to the subsequent fall term.

Table P
Average Institutional Cum GPA Comparison for Non-Tutee vs. Tutee



Source, Tables P and Q: SGSC Banner, fall 2013-fall 2017; TutorTrac; Tutor.com

TABLE Q
ACADEMIC STANDING COMPARISON FOR NON-TUTEE VS. TUTEE



Strategy 3: Academic Advising

Table R
First-Time Full-Time Degree-Seeking Freshmen
One Year Retention Rates

	Institutional Rate for SGSC			System-Wide Rate for SGSC	
	N Cohort	N Retained	% Retained	N Retained	% Retained
Fall 2012	965	465	48.19%	590	61.14%
Fall 2013	878	427	48.63%	563	64.12%
Fall 2014	819	423	51.65%	538	65.69%
Fall 2015	910	409	44.95%	591	64.95%
Fall 2016	812	403	49.63%	572	70.44%

Source: USG ADC Census; USG Retention Rate Reports

Table S
Number and Percentage of Students Enrolling in 15 or More Credit Hours

Term	N Enrolled	% of Enrollment
Fall 2013	550	21.33%
Fall 2014	671	25.70%
Fall 2015	737	27.83%
Fall 2016	613	24.11%

Fall 2017	666	26.22%
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Source: USG ADC Census

Term	N Enrolled in 15 or More CH	N Successfully Completing 15 or More CH	% Successfully Completing 15 or More CH
Fall 2013	549	258	46.99%
Fall 2014	665	327	49.17%
Fall 2015	734	369	50.27%
Fall 2016	614	287	46.74%
Fall 2017	662	337	50.91%

Source: SGSC Banner, fall 2013-fall 2017

Cohort	Institution-Specific Rate for SGSC			System-Wide Rate for SGSC	
	N Cohort	N Graduated	% Graduated	N Graduated	% Graduated
Fall 2010 Cohort	1086	121	11.14%	125	11.51%
Fall 2011 Cohort	1131	113	9.99%	114	10.08%
Fall 2012 Cohort	965	113	11.71%	117	12.12%
Fall 2013 Cohort	878	105	11.96%	108	12.30%
Fall 2014 Cohort	818	118	14.43%	123	15.04%

Source: USG Graduation Rate Reports

	FY2014	FY2015	FY2016	FY2017	FY2018
Associate Degree	178	239	237	236	265
Career Associate	66	70	65	60	41
Bachelors	22	33	25	33	58
Total	266	342	327	329	364

Source: USG ADC Census; USG Degrees Conferred Reports

	FY2014	FY2015	FY2016	FY2017	FY2018
AACC					
Overall Credit Hours Earned	72.41	71.87	71.52	70.72	70.42

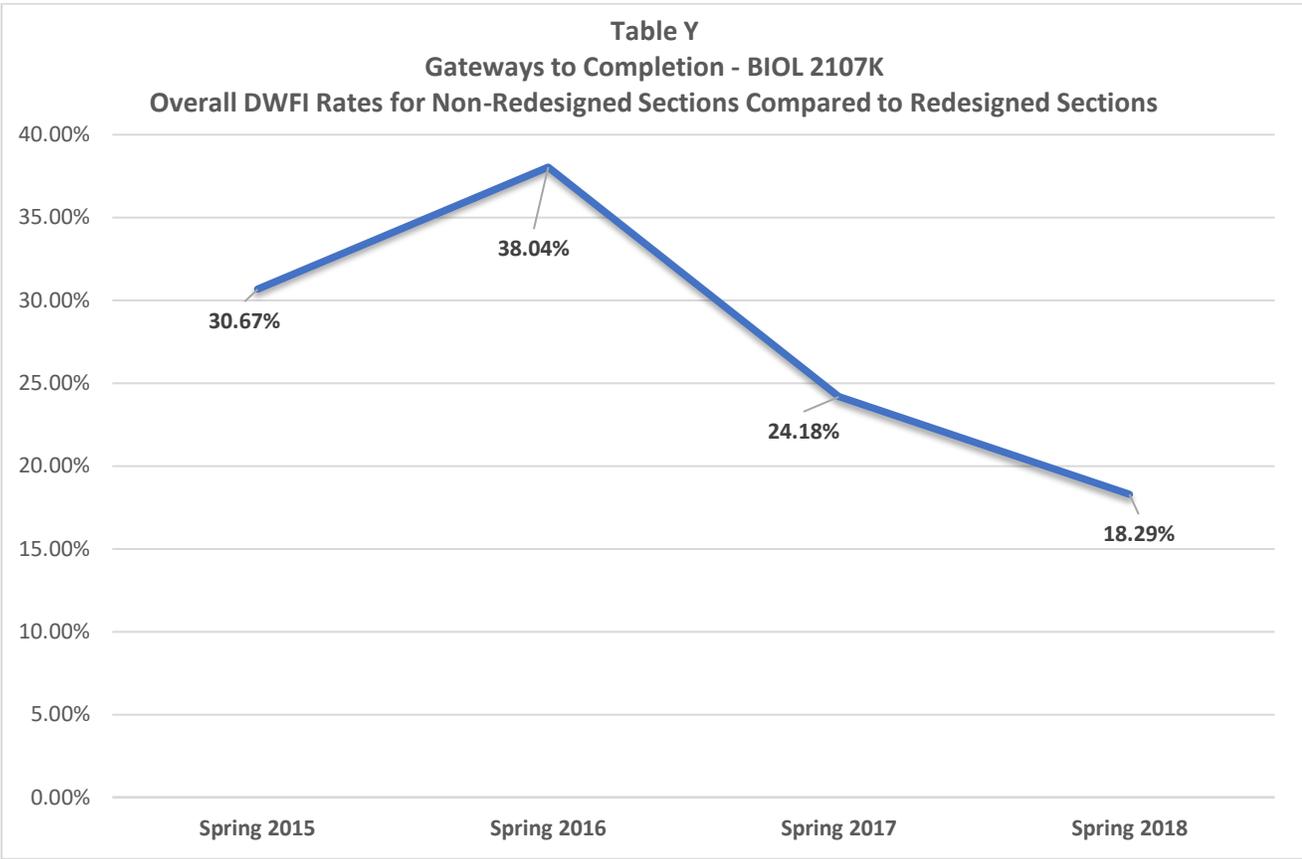
Institutional Hours Earned	64.45	66.65	65.25	64.39	64.17
Transfer Hours Earned	19.79	13.47	13.91	17.93	17.75
ASCC					
Overall Credit Hours Earned	73.44	75.29	73.13	72.73	72.76
Institutional Hours Earned	69.78	69.18	67.05	66.99	67.04
Transfer Hours Earned	15.24	20.08	13.74	12.97	13.66
AS Nursing					
Overall Credit Hours Earned	95.99	97.98	100.33	95.25	94.53
Institutional Hours Earned	80.15	83.73	85.08	85.18	85.28
Transfer Hours Earned	40.22	32.19	26.8	23.23	18.50
BS Nursing					
Overall Credit Hours Earned	150.97	145.30	143.01	137.60	143.66
Institutional Hours Earned	135.12	131.83	124.40	113.49	127.27
Transfer Hours Earned	27.17	20.20	28.64	34.83	30.55
BS Biological Sciences					
Overall Credit Hours Earned	-	-	135.00	143.67	136.40
Institutional Hours Earned	-	-	134.20	129.00	124.00
Transfer Hours Earned	-	-	2.00	14.67	31.00
BS Management					
Overall Credit Hours Earned	-	-	-	-	136.17
Institutional Hours Earned	-	-	-	-	121.37
Transfer Hours Earned	-	-	-	-	24.67

Source: USG ADC Census; USG Degrees Conferred Reports

Strategy 4: Gateway to Completion

Table X			
Gateways to Completion Disaggregated DFWI Rates for BIOL 2107K			
	FY15	FY16	FY17
Overall DFWI Rate	44.2%	49.8%	34.7%
DFWI Rate by Cohort			
<i>Development Ed.</i>	54.8%	59.2%	31.4%
<i>First Year</i>	51.3%	54.1%	41.3%
<i>Second Year</i>	33.8%	40.0%	25.0%
<i>Other Undergrad</i>	29.4%	50.0%	21.1%
DFWI Rates by Method of Instruction Delivery			
<i>Face-to-Face</i>	44.2%	49.8%	34.7%
<i>Blended</i>	0.0%	0.0%	0.0%
<i>Online</i>	0.0%	0.0%	0.0%
DFWI Rates by Gender			
<i>Male</i>	54.3%	58.4%	44.4%
<i>Female</i>	38.2%	42.9%	28.1%
DFWI Rates by Full-time or Part-Time Status			
<i>Full-Time</i>	46.8%	50.5%	36.3%
<i>Part-Time</i>	36.1%	47.7%	28.3%
DFWI Rates by Age			
<i>Age 22 and under</i>	44.4%	51.0%	36.3%
<i>Age 23-30</i>	48.0%	33.3%	30.4%
<i>Age 31-40</i>	35.7%	56.3%	12.5%
<i>Age 41 and older</i>	40.0%	75.0%	0.0%
DFWI Rates by Race/Ethnicity			
<i>Nonresident alien</i>	0.0%	0.0%	50.0%
<i>Hispanic or Latino</i>	50.0%	56.3%	35.3%
<i>American Indian or Alaska Native</i>	0.0%	0.0%	0.0%
<i>Asian</i>	33.3%	0.0%	0.0%
<i>Black or African American</i>	64.4%	63.8%	36.7%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%
<i>White</i>	35.6%	48.0%	33.8%
<i>Two or More Races</i>	0.0%	40.0%	0.0%
<i>Race/ethnicity Unknown</i>	0.0%	0.0%	66.7%
DFWI Rates by Pell Eligibility and First-Generation Status			
<i>Pell Eligible Students</i>	49.4%	50.6%	34.6%
<i>Not Pell Eligible Students</i>	36.1%	45.6%	34.8%
<i>First Generation College Students</i>	41.7%	45.2%	27.3%
<i>Not First Generation College Students</i>	44.8%	54.3%	35.9%

Source: USG ADC Census; SGSC Banner



Source: SGSC Banner

Note: The above chart represents overall DFWI rates for non-redesigned sections compared to the course redesign that occurred in spring 2018. Only data for participating faculty was included in the above graph.

University of Georgia

Appendix A

Table 1: UGA Freshmen Retention and Completion Rates (2005-2016)

UGA Freshmen Retention Rates

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2006	5,059	93.2	89.0	87.2	83.9	83.8	84.4
2007	4,675	93.6	89.2	87.7	84.5	84.6	84.6
2008	4,778	94.5	90.5	88.2	85.6	85.6	85.8
2009	4,675	94.5	91.0	88.7	86.7	86.2	86.7
2010	4,667	94.5	90.0	87.4	85.9	85.8	85.7
2011	5,470	94.1	89.7	88.2	86.7	86.4	86.5
2012	4,922	94.2	90.7	89.0	87.5	86.9	
2013	5,218	94.2	91.3	89.3	87.7		
2014	5,240	95.2	92.0	89.8			
2015	5,248	95.2	91.6				
2016	5,401	95.5					

UGA Freshmen Completion Rates

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2006	5,059		0.7	3.0	55.2	79.4	82.5
2007	4,675		0.8	3.0	57.8	80.7	83.2
2008	4,778		0.8	3.3	60.8	82.1	84.6
2009	4,675		0.6	2.5	62.5	82.9	85.3
2010	4,667		0.6	3.1	63.1	82.4	84.8
2011	5,470		0.6	3.0	62.7	82.6	85.3
2012	4,922		0.7	3.6	66.2	83.5	
2013	5,218		0.2	3.8	66.2		
2014	5,240		0.3	4.0			
2015	5,248		0.2				
2016	5,401						

Note: Completion is defined as graduating with a bachelor's degree or matriculating into a professional program at UGA (federal IPEDS definition).

Source: UGA OIR/FACTS

Table 2: UGA Freshmen Retention and Completion Rates (2005-2016) by Subpopulations

UGA Freshmen Retention Rates for Black/African-American Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2006	379	94.2	87.9	85.0	79.2	80.5	78.9
2007	314	91.4	86.6	83.8	79.9	77.1	78.3
2008	362	96.1	92.0	88.4	83.4	81.8	82.9
2009	353	97.5	95.5	92.4	89.5	88.1	89.2
2010	343	92.7	89.2	85.4	81.9	81.6	80.8
2011	455	92.5	90.1	88.8	85.5	84.6	84.6
2012	340	93.2	89.7	87.4	85.0	82.6	
2013	381	95.0	92.4	90.8	87.4		
2014	385	95.1	92.5	89.9			
2015	395	95.9	92.9				
2016	440	95.5					

UGA Freshmen Completion Rates for Black/African-American Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2006	379		0.8	1.6	44.9	73.9	77.6
2007	314		0.3	1.0	50.6	71.7	76.1
2008	362		1.4	3.3	54.1	77.1	81.5
2009	353		-	1.1	59.2	83.6	87.0
2010	343		-	1.7	53.9	74.6	79.9
2011	455		-	2.0	57.4	79.6	83.3
2012	340		1.2	2.6	59.1	77.9	
2013	381		0.3	3.7	55.1		
2014	385		0.5	3.1			
2015	395						
2016	440						

UGA Freshmen Retention Rates for Hispanic Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2006	126	94.4	89.7	88.1	84.9	84.9	84.9
2007	102	96.1	90.2	89.2	83.3	82.4	82.4
2008	151	94.0	88.7	86.1	82.1	82.8	80.8
2009	162	96.3	93.2	88.3	85.2	85.2	84.0
2010	199	97.0	94.0	91.5	87.4	87.9	87.9
2011	295	95.6	91.9	88.1	86.4	86.1	86.8
2012	247	91.5	87.0	85.0	83.8	81.8	
2013	288	93.1	91.0	88.5	87.2		
2014	247	94.3	89.1	89.2			
2015	298	93.3	91.9				
2016	318	96.9					

UGA Freshmen Completion Rates for Hispanic Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2006	126		0.8	3.2	50.0	81.0	82.5
2007	102			2.0	55.9	77.5	82.4
2008	151			.7	54.3	76.2	79.5
2009	162			3.1	57.4	79.0	80.9
2010	199		0.5	3.5	62.3	81.9	86.9
2011	295			3.1	60.7	80.3	84.1
2012	247			4.0	59.1	75.3	
2013	288			2.8	62.5		
2014	269		0.4	2.6			
2015	298						
2016	318						

UGA Freshmen Retention Rates for all Non-white Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2006	1,036	94.1	88.2	86.6	81.2	82.1	82.6
2007	927	94.3	89.0	87.4	82.4	82.2	82.6
2008	1,013	95.6	92.0	88.5	84.0	84.6	84.7
2009	1,060	96.3	93.2	89.9	86.9	85.5	86.3
2010	1,319	94.5	90.3	86.5	83.2	83.8	83.5
2011	1,446	93.6	89.6	86.9	85.3	85.1	84.9
2012	1,325	93.8	89.4	87.0	85.0	83.5	
2013	1,490	93.8	90.3	88.1	86.0		
2014	1,535	95.1	91.1	88.8			
2015	1,624	94.3	90.1				
2016	1,722	94.7					

UGA Freshmen Completion Rates for all Non-white Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2006	1,036		1.0	3.6	50.6	76.6	80.1
2007	927		1.0	3.3	54.6	76.4	80.6
2008	1,013		1.2	3.8	57.2	78.1	82.8
2009	1,060		0.6	2.2	58.7	80.8	84.2
2010	1,319		0.5	3.4	58.4	78.5	82.4
2011	1,446		0.6	3.0	57.1	79.4	82.8
2012	1,325		1.0	4.4	60.1	78.7	
2013	1,490		0.4	4.0	60.1		
2014	1,535		0.3	3.7			
2015	1,624		0.2				
2016	1,722						

Source: UGA OIR/FACTS

Table 3: Undergraduate Time-to-Degree by Application Type, 2008-2017

Undergraduate Time-to-Degree by Application Type, 2008-2017

Application Type	Graduating Cohort	Number of First Degrees Awarded*	Average Time-to-Degree in Years	
Freshman	2008	4057	4.16	
	2009	4027	4.14	
	2010	4155	4.08	
	2011	4202	4.10	
	2012	4265	4.07	
	2013	4226	4.02	
	2014	4257	4.00	
	2015	4522	3.97	
	2016	4635	3.97	
	2017	4607	3.94	
Transfer	2008	1824	2.79	
	2009	1759	2.69	
	2010	1775	2.72	
	2011	2031	2.66	
	2012	1960	2.66	
	2013	2034	2.71	
	2014	1779	2.68	
	2015	1804	2.62	
	2016	1778	2.63	
	2017	1985	2.61	

1. Time-to-Degree is calculated by subtracting the degree recipient's matriculation date from their graduation date.
2. Graduates who first matriculated ten years or more ago were limited from the TTD calculation as outliers.
3. Only the first degree earned per student is included in this report.
4. Graduating cohort is based on the fiscal year.

Data Source: OIR/FACTS

(c) Office of Institutional Research, 9/6/2018

Appendix B

Activities of the Center for Teaching and Learning

Our Center for Teaching and Learning supports innovative instruction with a robust program of workshops, faculty learning communities, and course design/redesign classes that show faculty how to incorporate high-impact strategies such as flipped and blended classrooms, the “Reacting to the Past” pedagogy, active learning strategies, and problem-based learning, among others.

Programs Sponsored by the University of Georgia’s Center for Teaching and Learning are listed below.

ACTIVE LEARNING

- **Active Learning Snapshot Survey.** Because of the substantial research base on the efficacy of active learning practices for deep student learning, the Office of Instruction charged the Center for Teaching and Learning (CTL) with creation and dissemination of a survey to inventory the active learning strategies being used by faculty at UGA. To create an accurate and reliable “snapshot” of teaching practices, in March 2018, faculty were asked to inventory the active learning strategies they used during a target class session (i.e., the first class they taught that week). Over 400 faculty responded to the survey – representing 13,508 students and 332 classes taught in Spring 2018. Fifty-one percent of faculty indicated they spent little to no lecture time during their class, instead spending that “active learning time” engaged in activities like problem-solving activities, discussion, collaborative learning, peer work review, presentations, or reflective writing.
- **Workshops.** CTL has offered a variety of faculty development workshops on the topic of active learning, including: “Creating a Culture of Engaged Learning in Your Classroom,” “Active Learning on the Fly,” “To Participation Grade or Not?,” “Peer Learning Assistants: How Undergraduates Can Support Active Learning in the Classroom,” “Fostering Productive and Inclusive Student Discussions,” and “Situational Factors for Active Learning.”
- **Active Learning Summer Institute.** To promote a wider adoption of active learning pedagogies, President Jere Morehead designated \$250,000 for an intensive 2018 summer institute to help faculty incorporate active learning strategies into their undergraduate courses. The six-week Active Learning Summer Institute was hosted by the CTL, with two cohorts of 16 faculty engaged in intensive course (re)design work to implement evidence-based instructional strategies that engage students in the learning process. The institutes included daily sessions of structured work time on course design, group feedback sessions on course materials, and workshop sessions on active learning pedagogy and other evidence-based teaching practices. Faculty worked independently and with consultant partners to finalize their courses for implementation during the 2018-19 academic year. By the end of the institute, participating faculty were able to design interactive instructional, assessment, and learning technology strategies that foster ongoing student engagement, motivation, and reflection. The goals of the Active Learning Summer Institute include the following:
 - Define/articulate what active learning is (and is not), both broadly and within their discipline;
 - Apply the backwards design framework to develop and align outcomes, assessments, and teaching strategies in their course design;
 - Select interactive instructional, assessment, and learning technology strategies from a common toolbox that reflects universal design for learning (UDL) guidelines, meet instructional goals, and foster ongoing student engagement, motivation, and reflection;
 - Identify and develop scaffolded learning experiences for discipline-specific skills, habits of mind, and content knowledge;
 - Demonstrate reflective practice by evaluating and applying peer, student, and self-assessment feedback, along with course assessment data, to reassess and redesign learning experiences;
 - Demonstrate commitment to serve as champions and resources for active learning strategies

within their departments and other communities of practice.

FLIPPED INSTRUCTION

- Resources. CTL has offered two supported recording spaces, free of charge, to faculty who are creating “flipped” instructional projects: the One Button Studio and the Learning Glass Studio. The One Button Studio is a simplified video recording setup that can be used without any previous video production experience. The Learning Glass Studio is an innovative lightboard technology that enables instructors to record while looking directly into the camera and writing on a clear glass board. The recorded image is inverted during the recording process so that students viewing the video content are able to read the information from left to right. The Learning Glass Studio was recently converted to a “one button” experience to streamline and automate recording for ease of use.

OPEN EDUCATIONAL RESOURCES

- OER partnerships. UGA is actively engaging in the promotion and adoption of OERs by providing faculty members, especially those who teach large enrollment courses, with resources and assistance to transition away from expensive textbooks to open education resources. In AY 2017-2018, the CTL and UGA Libraries co-sponsored the Affordable Learning Institute, a one-day event featuring guest speakers (including Jeff Gallant, Affordable Learning Georgia), a workshop session led by UGA librarians on leveraging library resources to facilitate the adoption of affordable and open educational resources, a panel of faculty peers who joined to offer a “show and tell” of their affordable and open educational resources along with lessons learned from the adoption process, a workshop led by CTL staff for faculty considering the adoption of affordable and open educational resources, and a Q&A session facilitated by the student government association leadership on student perceptions of OER.
- Introduction of CTL Innovative Teaching Fellows on Open Educational Resources. CTL announced a new faculty development opportunity for individuals who teach full-time at the University of Georgia. In Fall 2017, the CTL announced that the Fellows for Innovative Teaching 2018 cohort would focus on scaling the implementation of Open Educational Resources across campus. The activities for the CTL Fellows for Innovative Teaching on Open Educational Resources began in March 2018 and will conclude in December 2018, for high-impact OER projects that will be implemented in 2019. Five faculty teams were selected to participate in the 2018 cohort, and each team received \$5,000 in funding to support instructional innovation around OERs. The goals of the 2018 CTL Fellows for Innovative Teaching include the following:
 - To support high-impact OER projects, including the adoption, adaptation, and/or creation of Open Textbooks, Open Courseware, and/or other Open Educational Resources more broadly in participants’ departments and/or across departments;
 - To provide coaching for course re-design based on evidence-based pedagogy;
 - To further integrate what research tells us about how people learn in key courses at the University; and
 - To reinforce an instructional environment that honors and recognizes dedicated teaching scholars and promotes a learning-community spirit on a large campus.

MENTORING PROGRAMS

Continuation of CTL Lilly Teaching Fellows. Each spring semester 10 tenure-track assistant professors who are recent recipients of a Ph.D. or terminal degree in their discipline or profession and who are in their first, second, or third year at the University are selected for the Lilly Teaching Fellows Program. The goals of this program are to:

- Provide opportunities for the Fellows to further develop skills associated with effective teaching;
- Provide opportunities for the Fellows to further develop their ability to appropriately balance teaching with the research and service roles required by a research university;

- Provide the Fellows information concerning the instructional policies, resources, and services at the University of Georgia;
- Offer a support system for the Fellows for sharing of ideas with colleagues from other disciplines who may have similar interests and who face similar challenges;
- Develop the instructional skills of the Fellows through exposure to and interaction with faculty mentors who are master teachers;
- Provide the Fellows an opportunity to complete an instructional project designed to strengthen courses and teaching methods in their academic department; and
- Reinforce an instructional environment that honors and recognizes dedicated teaching scholars; values a synergistic relationship between teaching, research, and service; and promotes a learning community spirit on a large campus.

Continuation of CTL Senior Teaching Fellows. The CTL Senior Teaching Fellows Program was originally established at the University of Georgia in 1987 through a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE). In 1990, the program was continued with full support from the University of Georgia. The goals of this program are:

- To provide senior faculty with an opportunity to focus on undergraduate instruction;
- To provide senior faculty with opportunities for the sharing of ideas with other dedicated, highly motivated, and innovative teachers from other disciplines who may have similar interests and who face similar teaching challenges;
- To provide senior faculty with opportunities for professional and personal renewal;
- To provide funding for an instructional project designed to strengthen courses and teaching methods in each participant's academic department; and
- To help reinforce an instructional environment that honors and recognizes dedicated teaching scholars; that values a synergistic relationship between teaching, research, and service; and that promotes a learning community spirit on a large campus.

Continuation of CTL Writing Fellows. The CTL Writing Fellows program was established in 2007 by the Office of the Vice President of Instruction, and up to 12 faculty selected as CTL Writing Fellows meet regularly to discuss the most effective ways to teach and respond to student writing. Each Writing Fellow receives a stipend of \$1,000 to subsidize projects aimed at constructing courses, resources, or initiatives that will support student writing at UGA. All permanent UGA faculty are eligible to apply for a Writing Fellowship.

Continuation of Special Collections Libraries Faculty Teaching Fellows. The UGA Libraries and CTL established a faculty development opportunity in 2015 for individuals who teach full-time to explore archives-based learning as a high-impact learning practice through intensive workshops with archivists in the University's Special Collections Libraries. Fellows apply this learning to adapt an existing course or to develop a new course to include an archives-focused approach to the pedagogy and the course content. Each SCL Fellow receives a stipend of \$2,000 to subsidize research, preparation, and development of the archives-focused course. Up to 12 faculty selected as SCL Fellows meet regularly from December through May.

Continuation of CTL's Faculty Learning Communities program. A Faculty Learning Community is a specifically structured community of practice that includes the key goals of building community, engaging in scholarly (evidenced-based) teaching, and the development of the Scholarship of Teaching and Learning (Cox & Richlin, 2004). The CTL provides \$750 to each FLC to support community activities. FLCs may have as few as six or as many as 15 participants. Participants (totaling 142 individuals for AY 2017-2018) meet approximately once every three weeks during the academic year. CTL FLCs have the additional goal of sharing the outcomes of their discussions with the larger teaching and learning community (either at UGA or beyond). This FLC Engagement Project (the FLC EP) might take many forms, such as a CTL workshop, a two-page summary of what was learned through the FLC distributed by the CTL, the submission of a journal article, a conference presentation, etc. Each FLC establishes the parameters of the FLC EP within the first two or three meetings and working toward the EP will be an integral activity of the FLC.

Appendix C

Rural/Urban Demographics and Student Outcomes

Based on recent data collection from UGA’s Office of Institutional Research, rural students comprise just under 15% of the UGA undergraduate population. “Rural,” for this preliminary research, encompasses all population, housing, and territory not included within a Census defined urban area, 2010 boundaries. According to a September 2016 report, rural Georgia accounts for 17% of the population of the state. (See [https://saportareport.com/rural-georgia-home-17-percent-states-residents-faces-grueling-hardships/.](https://saportareport.com/rural-georgia-home-17-percent-states-residents-faces-grueling-hardships/))

In much of the national conversation, students with rural origins are considered “the new minority student” in that they are “difficult to find, harder to enroll, but offering a perspective that moved to the forefront in the last presidential campaign.” The 17 percent of Georgians who live in rural areas face severe economic and educational challenges, and UGA should continue and further emphasize its efforts to recruit such students and extend them the support to ensure their success.

Some useful references on the challenges faced by students from rural areas are available here:

- “The Disadvantage of Rural Students in College Enrollment and Choice” at <http://bit.ly/2iku9g3>
- “The Effects of Rurality on College Access and Choice” at <http://bit.ly/2fZmfrp>
- “USDA Rural/Sub-Urban Stats” at <http://bit.ly/2uYEPR5>.

The following tables show the most recently available data for UGA students.

Table A: Graduation Rates by Urban / Rural Status

Cohort	Totals			Four-Year Grad Rates			Five-Year Grad Rates		
	No Match	Rural	Urban	No Match	Rural	Urban	No Match	Rural	Urban
2008	389	687	3,702	47.30	51.67	63.72	65.04	78.31	84.55
2009	349	675	3,651	55.01	55.41	64.50	80.23	78.07	84.00
2010	297	721	3,649	55.22	57.14	64.89	75.42	77.53	83.94

First permanent address was taken from ADC

“Rural” encompasses all population, housing, and territory not included within a Census defined urban area (2010 boundaries)

Year ending in summer term; rate expressed as a percentage

Table B: Withdraw Rates by Urban / Rural Status

Cohort	Totals			Four-Year Grad Rates			Five-Year Grad Rates		
	No Match	Rural	Urban	No Match	Rural	Urban	No Match	Rural	Urban
2011	339	832	4,299	6.78	6.25	4.16	10.62	10.94	7.40
2012	325	713	3,884	4.92	6.73	4.07	8.31	10.94	7.08
2013	372	748	4,098	6.45	5.35	3.98	10.22	9.36	6.98

Permanent address was taken from Admissions 60A table

“Rural” encompasses all population, housing, and territory not included within a Census defined urban area (2013 boundaries)

Table C – Graduation Rates by Minority and Urban / Rural Status

Cohort	Minority	Totals			Four-Year Grad Rates			Five-Year Grad Rates			Six-Year Grad Rates		
		No Match	Rural	Urban	No Match	Rural	Urban	No Match	Rural	Urban	No Match	Rural	Urban
2008	No	330	646	3,281	48.49	51.86	64.55	64.24	78.48	85.34	66.67	82.51	88.69
2008	Yes	59	41	421	40.68	48.78	57.25	69.49	75.61	78.39	71.19	85.37	84.32
2009	No	279	629	3,243	55.56	56.28	64.91	81.36	78.06	84.03	82.44	81.72	87.17
2009	Yes	70	46	408	52.86	43.48	61.28	75.71	78.26	83.82	87.14	80.44	87.01
2010	No	248	672	3,201	57.66	57.89	65.64	78.63	77.98	84.54	79.84	80.21	86.60
2010	Yes	49	49	448	42.86	46.94	59.60	59.18	71.43	79.69	63.27	85.71	83.93

Minority includes African-American, Hispanic and American Indian First permanent address was taken from ADC
 "Rural" encompasses all population, housing, and territory not included within a Census defined urban area (2010 boundaries) Year ending in summer term; rate expressed as a percentage

Table D – Graduation Rates by Gender and Urban / Rural Status

Cohort	Gender	Totals			Four-Year Grad Rates			Five-Year Grad Rates			Six-Year Grad Rates		
		No Match	Rural	Urban	No Match	Rural	Urban	No Match	Rural	Urban	No Match	Rural	Urban
2008	Female	258	443	2,310	54.26	55.31	68.36	69.77	79.68	86.75	71.32	82.84	89.13
2008	Male	131	243	1,391	33.59	44.86	56.00	55.73	75.72	80.88	59.54	82.31	86.63
2009	Female	215	374	2,271	60.47	62.57	70.15	81.40	81.28	85.91	83.26	83.16	88.38
2009	Male	134	301	1,378	46.27	46.51	55.23	78.36	74.09	80.91	83.58	79.73	85.20
2010	Female	189	449	2,248	61.38	61.92	69.97	79.37	77.73	85.01	80.95	80.18	86.83
2010	Male	108	272	1,401	44.44	49.27	56.75	68.52	77.21	82.23	70.37	81.25	85.37

First permanent address was taken from ADC
 "Rural" encompasses all population, housing, and territory not included within a Census defined urban area (2010 boundaries) Year ending in summer term; rate expressed as a percentage

University of West Georgia

APPENDIX

Table 1. Credits Successfully Completed in the First Year*

ENTERING COHORT					
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
All Entering Freshmen**	2,237	2,205	2,410	2,375	2,240
Between 15 and 29 credit hours successfully completed***	1,233 55.9%	1,412 58.6%	1,406 59.2%	1,412 58.6%	1,328 59.29%
30 or more credit hours successfully completed***	430 19.5%	439 18.2%	437 18.4%	439 18.2%	329 14.69%

*The “First Year” in Table 1 is defined as only Fall and Spring each year, 2013-2014 through 2017-2018. Many students enroll in the summer in order to earn 30+ hours their first year.

**The numbers of All Entering Freshman are determined using IPEDS methodology, with the exception that both full-time and part-time entering students are included in Table 1, whereas IPEDS only includes “First-time, Full-time Entering Freshmen.”

*** Credit hours successfully completed includes grades of A, B, C, and S for the Fall and Spring terms of the student’s entering cohort (example: Fall 2013 entering cohort includes courses taken in Fall 2013 and Spring 2014). NOTE: UWG does not use the grade of P (passing).

Table 2. First Year Retention (Freshman to Sophomore)

ENTERING COHORT					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
First Year	2198	2167	2343	2167	
Second Year	1629	1572	1695	1572	
Retention Rate	74.11%	72.54%	72.34%	72.54%	

Table 3. Progression (Sophomore to Junior)

ENTERING COHORT					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
First Year	2012	2198	2167	2198	
Second Year	1444	1629	1572	1629	
Third Year	1147	1300	1255	1300	
Progression Rate	57.01%	59.14%	57.91%	59.14%	

Table 4. Retention, Progression, and Graduation Rates (with Mean SAT Scores and HSGPA)

		Entere d	Entere d	Entere d	Entere d	Entere d	Entere d	Entere d
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
MEAN	SATCR	496	500	487	486	485	486	482
	SATM	490	494	479	477	473	470	472
	SATW	479	476	469	471	464	467	459
	HSGP A	3.07	3.07	3.09	3.12	3.14	3.16	3.15
1st Year	N=	1844	1924	2012	2198	2167	2343	2375
2nd Year	Fall	1359	1367	1444	1629	1572	1695	1719
		73.70%	71.05%	71.77%	74.11%	72.54%	72.34%	72.38%
3rd Year	Fall	1062	1078	1147	1300	1255	1268	
		57.59%	56.03%	57.01%	59.14%	57.91%	54.12 %	
4th Year	Fall	893	955	1004	1138	1089		
		48.43%	49.64%	49.90%	51.77%	50.25 %		
5th Year	Fall	560	599	570	627			
		30.37%	31.13%	28.33%	28.53 %			
6thYear	Fall	227	222	192				
		12.31%	11.54%	9.54%				
Graduatio n	N=	309	293	392	469			
Rate	4 yr	16.76%	15.23%	19.48%	21.34%			
	N=	624	649	746				
	5 yr	33.84%	33.73%	37.08%				
	N=	760	779					
	6 yr	41.21%	40.49%					

*Each entering class includes all entering first-time-in-college undergraduate students enrolled full time whose first term is the fall indicated or the previous summer per IPEDS methodology.

**Entering cohorts beginning Fall 2010 have been revised to exactly reflect the USG published cohorts.

***Graduation rates are through Summer 2017 end-of-term ADC date. Retention rates are as of October 6, 2017 ADC Census Date.

Valdosta State University

APPENDIX

TABLE 1

First-Time, Full-Time Degree Seeking Undergraduate Students Enrolled					
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Adult	24	22	24	19	13
American Indian or Alaska Native	2	1	2	1	6
Asian	19	38	29	31	24
Black	668	602	529	589	686
Female	1,005	945	851	938	1,079
First Generation	NA	NA	151	180	218
Full-time	1,688	1,585	1,410	1,491	1,694
Hispanic or Latino	96	98	93	102	148
Male	717	677	591	593	652
Military	NA	11	9	7	8
Native Hawaiian or Other Pacific Islander		3	2		3
Part-time	34	37	32	40	37
Pell	832	759	691	764	NA
Two or More Races	72	61	69	69	92
Unknown race	12	15	9	5	1
White	853	804	709	734	771
Total	1,722	1,622	1,442	1,531	1,731

TABLE 2

Credit Hours Attempted First Time, Full Time Freshman							
Term	# Fall FTF enrolled in less than 12 hours	% Fall FTF enrolled in less than 12 hours	# Fall FTF enrolled in 12-14 hours	% Fall FTF enrolled in 12-14 hours	# Fall FTF enrolled in 15 or more hours	% Fall FTF enrolled in 15 or more hours	Total Fall FTF enrolled
Fall 2012	37	2%	1,297	66%	638	32%	1,972
Spring 2013	62	3%	788	44%	943	53%	1,793
Fall 2013	34	2%	1,169	68%	519	30%	1,722
Spring 2014	45	3%	689	44%	843	53%	1,577
Fall 2014	37	2%	1,092	67%	493	30%	1,622
Spring 2015	33	2%	627	42%	833	56%	1,493
Fall 2015	32	2%	823	57%	587	41%	1,442
Spring 2016	31	2%	481	37%	801	61%	1,313
Fall 2016	40	3%	808	53%	683	45%	1,531
Spring 2017	68	5%	557	41%	750	55%	1,375
Fall 2017	37	2%	762	44%	932	54%	1,731
Spring 2018	64	4%	623	40%	888	56%	1,575

VALDOSTA STATE UNIVERSITY FOCUS AREAS

VALDOSTA STATE UNIVERSITY



FOCUS AREAS	UNDERGRADUATE DEGREE PROGRAM MAJORS
 <p>Arts & Design</p>	<p>Art (BA, BFA) Theatre Arts (BFA) Dance (BFA) Interior Design (BFA) Music (BA) Music Performance (BM)</p>
 <p>Business</p>	<p>Accounting (BBA) Finance (BBA) Management (BBA) Economics (BBA) Organizational Leadership (BS) Marketing (BBA) Human Capital Performance (BAS) International Business (BBA) Office Adm. & Technology (BS) Healthcare Administration (BBA)</p>
 <p>Education</p>	<p>Art Education (BFA) Special Education: Deaf & Hard of Hearing (BSEd) Elementary Education (BSEd) Workforce Education & Development (BSEd) Health & Physical Education (BSEd) Middle Grades Education (BSEd) American Sign Language & English Interpreting (BSEd) Communication Disorders (BSEd)</p>
 <p>Social & Behavioral Services</p>	<p>Sociology & Anthropology (BA) Criminal Justice (BS) Psychology (BA, BS) Political Science (BA)</p>
 <p>Health Professions</p>	<p>Dental Hygiene (AAS) Nursing (BSN) Exercise Physiology (BSEP) Health Sciences (BS)</p>
 <p>STEM (Science, Technology, Engineering, & Mathematics)</p>	<p>Applied Mathematics (BS) Mathematics (BA) Biology (BA, BS) Environmental Geosciences (BS) Chemistry (BS) Astronomy (BS) Physics (BS) Computer Information Systems (BS) Computer Science (BS)</p>
 <p>Humanities & Communication Studies</p>	<p>English (BA) Mass Media (BFA) Communication (BFA) History (BA) Emergent Media & Communication (BFA) Philosophy & Religious Studies (BA) French Language & Literature (BA) Spanish Language & Literature (BA) Associate of Arts (AA)</p>
 <p>Exploratory (Personalize a Course of Study)</p>	<p>Interdisciplinary Studies (BA)</p>

