

Complete College Georgia

2018-2019 Campus Completion Plan Updates



University System of Georgia

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UNIVERSITY SYSTEM OF GEORGIA

SYSTEM OVERVIEW

The Complete College Georgia initiative is 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 data-driven 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. Since 2011, each institution in the University System of Georgia and Technical College System of Georgia have submitted and updated action plans on the policies and procedures that they will implement to have the greatest impact on college completion within their institutional mission and context.

For the University System of Georgia, Complete College Georgia (CCG) has evolved 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 broadly shared on campus and better understood across the units of institutions. CCG continues to forge partnerships among functional areas and foster understandings of how the various elements of a college or university come together. These partnerships have created statewide support for Georgia's orientation in building a 21st century workforce.

SYSTEM PROFILE

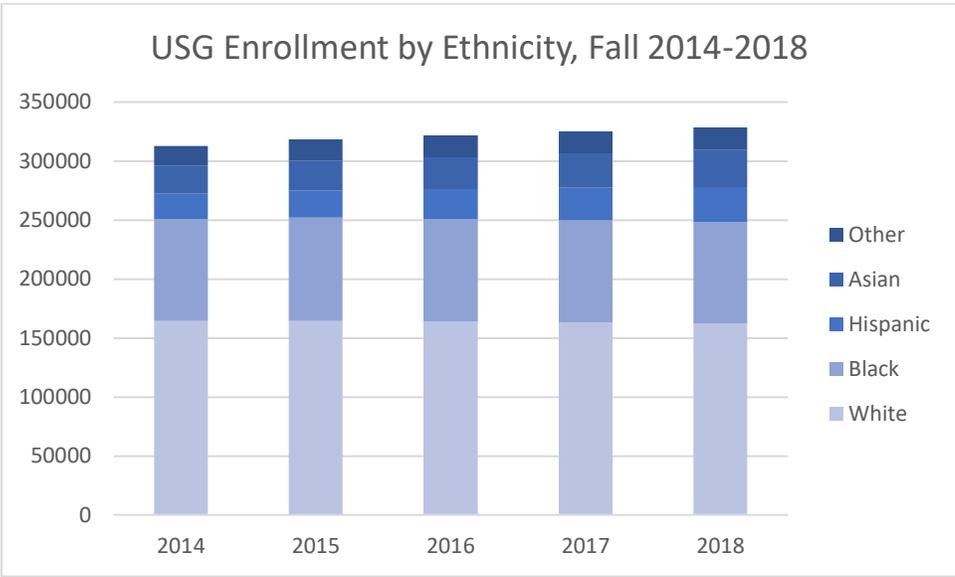
The University System of Georgia (USG) includes 26 institutions, with fall 2018 enrollment of 328,712 students. Academic year 2018 marked the fourth consecutive year that enrollment in the University System has exceeded the recession peak (fall 2011—318,027) and is an increase of 3,509 or roughly 1.1 percent, over fall 2017. 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 2018 headcount ranged from 2,187 at Atlanta Metropolitan State College to 52,814 at Georgia State University. Georgia Tech witnessed the greatest percentage increase in enrollment in 2016 at 11.4 percent (largely driven by their online master's in computer science program), followed by the Middle Georgia State University at 6.3 percent and the University of North Georgia at 5.0 percent. Atlanta Metropolitan State College saw the greatest decline in enrollment since 2017, dropping 12.6 percent, followed by Gordon State College and Savannah State University, which shrank by roughly 8 percent each. Nearly 84.7 percent of students served by USG institutions are from Georgia, with almost 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:

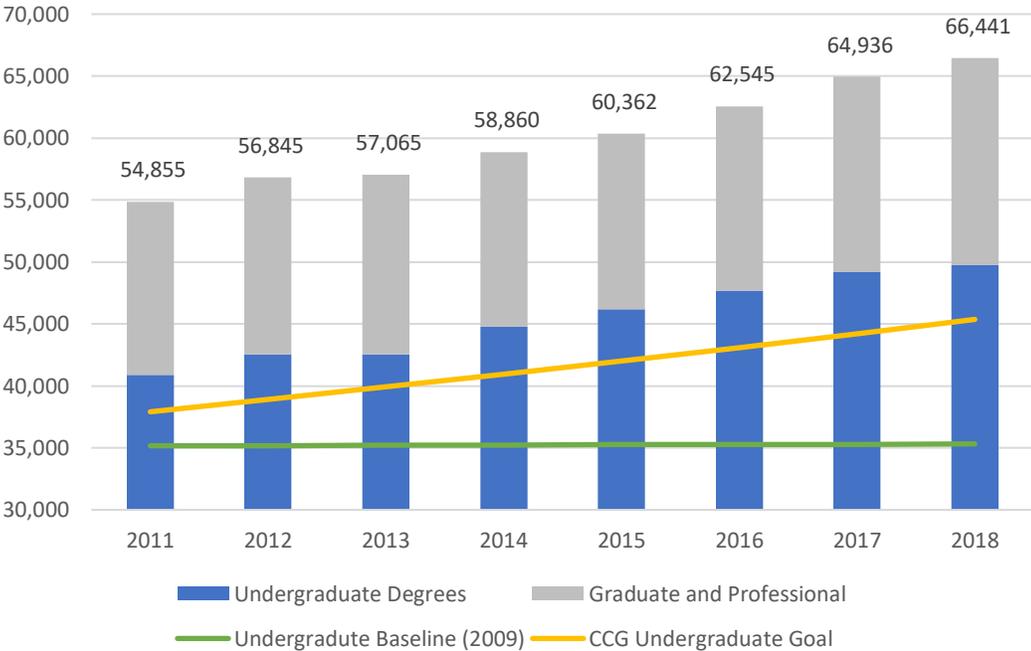
- » 49.3 percent white » 26.2 percent Black
- » 9.5 percent Asian » 9.1 percent Hispanic
- » 5.8 percent other categories/unreported

Over the past five years, the number of Hispanic students has increased by 40 percent and the percentage of Asian students has increased by 30 percent. Black or African American enrollment has been relatively flat and white enrollment has declined by 2 percent over this same period. Figure 1 illustrates the shifting composition of students enrolled in USG institutions.



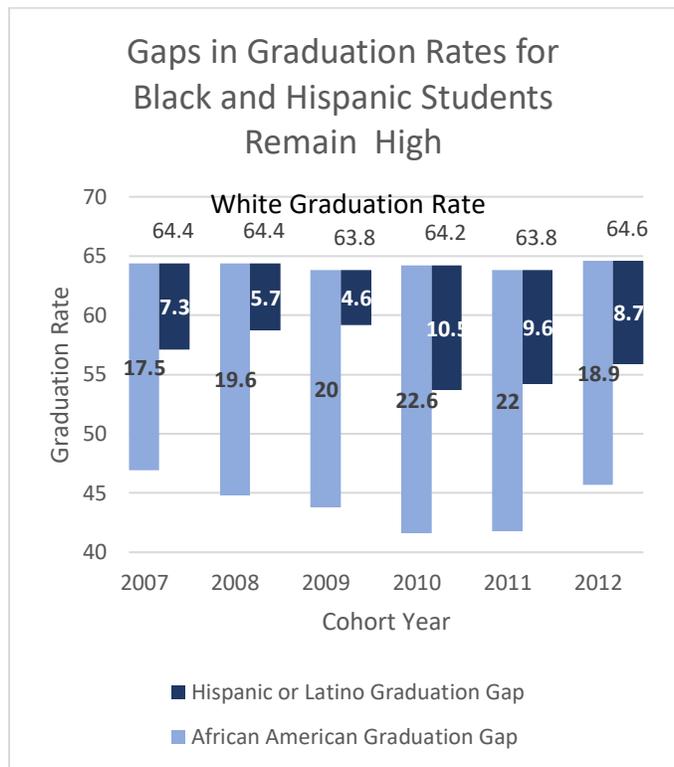
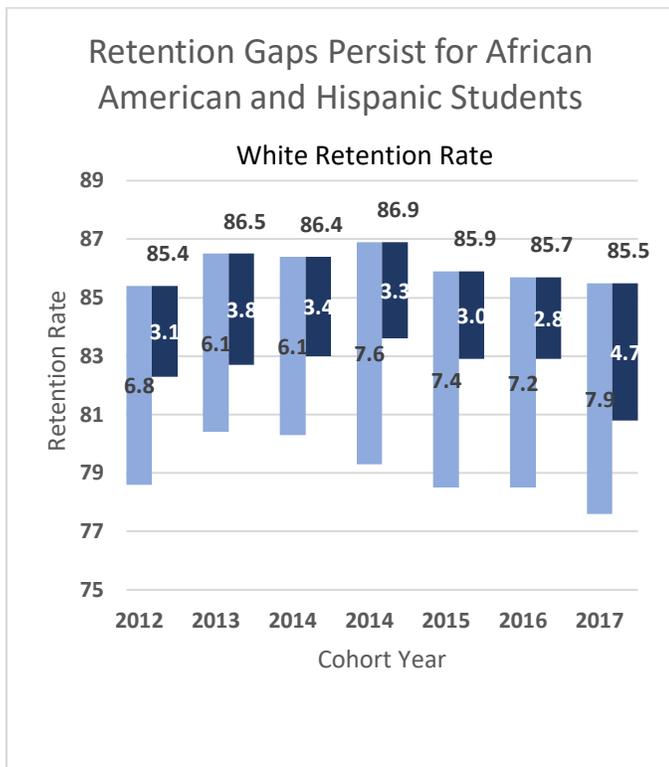
Complete College Georgia launched in 2011 with a commitment to increase the educational attainment of Georgians and a specific goal of increasing the percentage of young adults aged 25-34 with a credential of economic value from 40 percent to 60 percent by 2025. In partnership with the Technical College 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 2018, 50 percent of the young adult population—more than 720,000 Georgians under the age of 36—has earned a credential of economic value (certificate leading to licensure or an associate degree or higher). Undergraduate degree conferrals in the University System have risen by 21 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 has a substantial way to go. Significant gaps in attainment, retention, and graduation exist between African Americans and Hispanics and the white population. While African Americans and Hispanic are an increasingly larger share of the younger population in the state, they remain underrepresented in attainment data. There exists a 12 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 19 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).



MOMENTUM YEAR UPDATE

The Momentum Year is a three-part approach to the beginning of a student’s first year designed to improve student success rates and close these gaps. 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 and further developed at the Momentum Summit I in February 2018. At these events, institutions began their initial planning for taking a Momentum approach to a student’s first year.

The University System hosted the Momentum Summit II in January 2019, assembling 500 administrators, staff, deans and chairs from across the state to develop Momentum strategies that support the first year and beyond. Institutions heard from peers and worked as teams to refine their established Momentum Plans with a focus on full implementation by the fall. Additionally, through structured experiences, participants explored how they can support all students’ purpose, ensure transparent paths to graduation, and develop productive academic mindsets across the breadth of the institution and the length of the student’s experience.

During the 2018-2019 academic year institutions across the USG scaled up their implementation activities to support the Momentum Year with the goal of full implementation of the Momentum Year Strategies for all students by fall 2019. This work was supported by the system office through targeted and statewide convenings, support for the development of discrete and comprehensive plans, specific implementation guidance, and ongoing information gathering and process documentation.

Purposeful Choice and the Transition to College

Evidence from the first USG Mindset Survey reinforced research elsewhere of the critical benefit to student success of making connections with students’ purpose. This is the logic that underlies the expectation for asking students to select a program of study or academic focus area at the very start of their academic career.

By connecting students with their purpose, institutions support their transition not just to higher education generally, but build important connections to the institution, discipline, and future that support engagement and success. Building these connections is of benefit to all students, but may be especially important for minority, low-income, rural and first-generation college students. To support this work the System Office has structured planning and training events for advisors, enrollment managers, faculty, and front line staff on framing student choices in ways that have been demonstrated to help support better decision making. Borrowing from research on behavioral economics and scarcity, the System Office has promoted the use of smart defaults for students to minimize choice paralysis, particularly in the selection of programs of study.

Focus Areas

Throughout 2018-2019, institutions worked to align their academic programs into focus areas. Focus areas are essentially groups of degree programs that have first year programs of study that largely overlap. Focus areas support student choice-making in a number of ways. By organizing multiple degree programs into a limited number of groups, focus areas help students avoid choice paralysis, simplify the selection of a first year program of study, and help support advising discussions that allow for an iterative process while supporting progress toward a major without the risk of students accruing credits that “don’t count” toward a final major. Also, focus areas support student exploration within an area, helping students to decide amongst a range of possible disciplines, and to identify “offramps” into related fields that will maximize retained credits and are most likely aligned with a students’ purpose for attending college.

To support institutions in their work to improve the transition to college and support the process of purposeful choice. At the 2018 Advising Academy, 229 administrators, faculty and staff convened to review and reflect upon their processes and procedures for the transition to college. To support this work, the University System Office reviewed national research and statewide practices to develop ten key elements for the transition to college. Using this framework, institutions developed Transition Improvement Plans at the Academy that guided their work for the incoming class of 2019. A key component of these plans was the integration of student and academic affairs functions in the transition programming and an intentional process to help guide students to a purposeful choice during the transition process.

In support of this work, the System Office developed a focus area enhancement for Banner that records students’ focus area choice, providing opportunities at institutions for targeted advising, communications, and programming for students exploring programs in a focus area. Furthermore, System Office Staff conducted field observations of transition programs across the state to develop a fuller understanding of current practices and needs.

Clear Pathways

As an outcome of the Momentum Summit II, institutions were asked to “pressure test” their programs of study using a methodology established at the event. Pressure testing involves assessing whether students can reasonably be expected to follow an established program path to on-time graduation using the courses as they are currently scheduled. This involves both an audit of the existing curricular requirements for “hidden” prerequisites and course sequences and a review of advising supports, program maps and course availability and rotations to determine whether students can discover, and enroll, in courses that are required for their degree at the time when they are needed. Institutions completing their audits reported their results to the System Office, and the outcomes resulted in advising, program map, and course availability changes for the upcoming year to support progression.

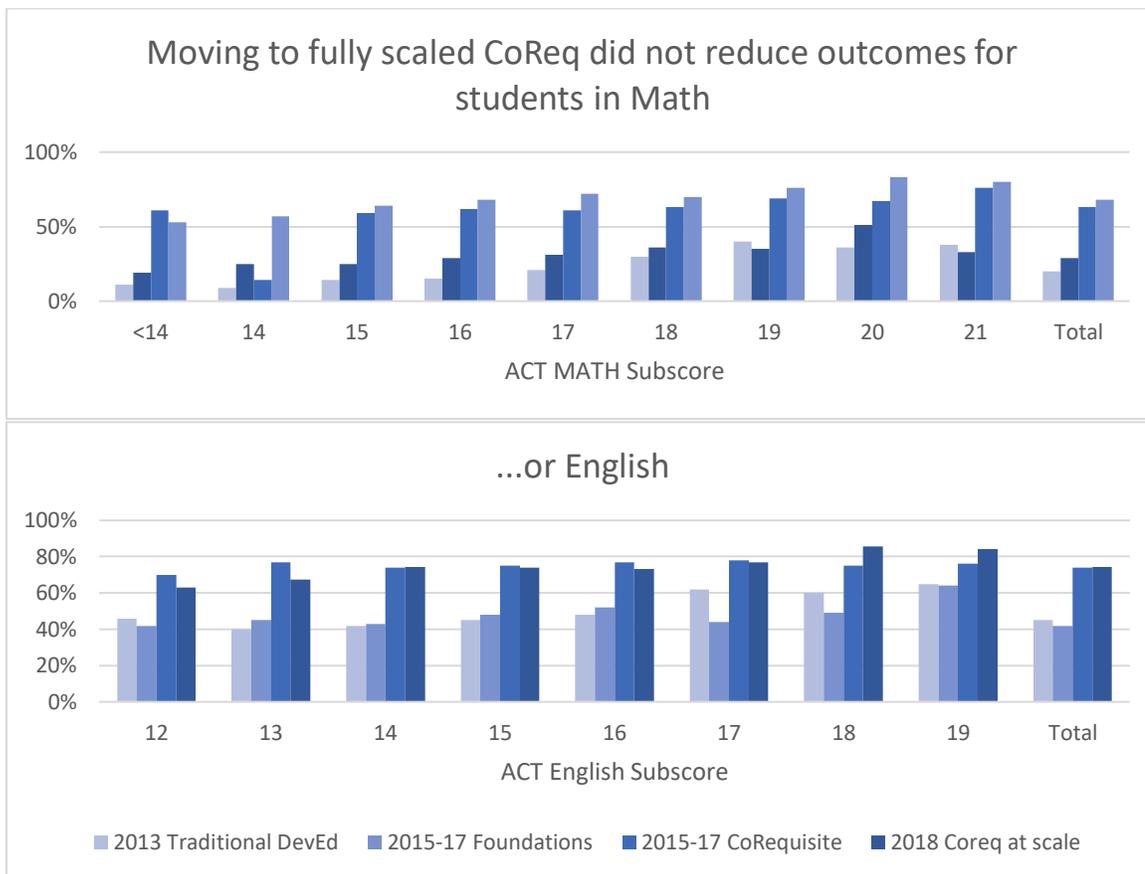
Across the USG, all 26 institutions provide curricular maps for each academic program that outline the courses students should take in a term-by-term fashion to ensure on-time graduation, up from 21 in 2017. Two institutions have substantial commitments to academic advising processes that create personalized plans for each student as opposed to program default maps.

CoRequisite Learning Support

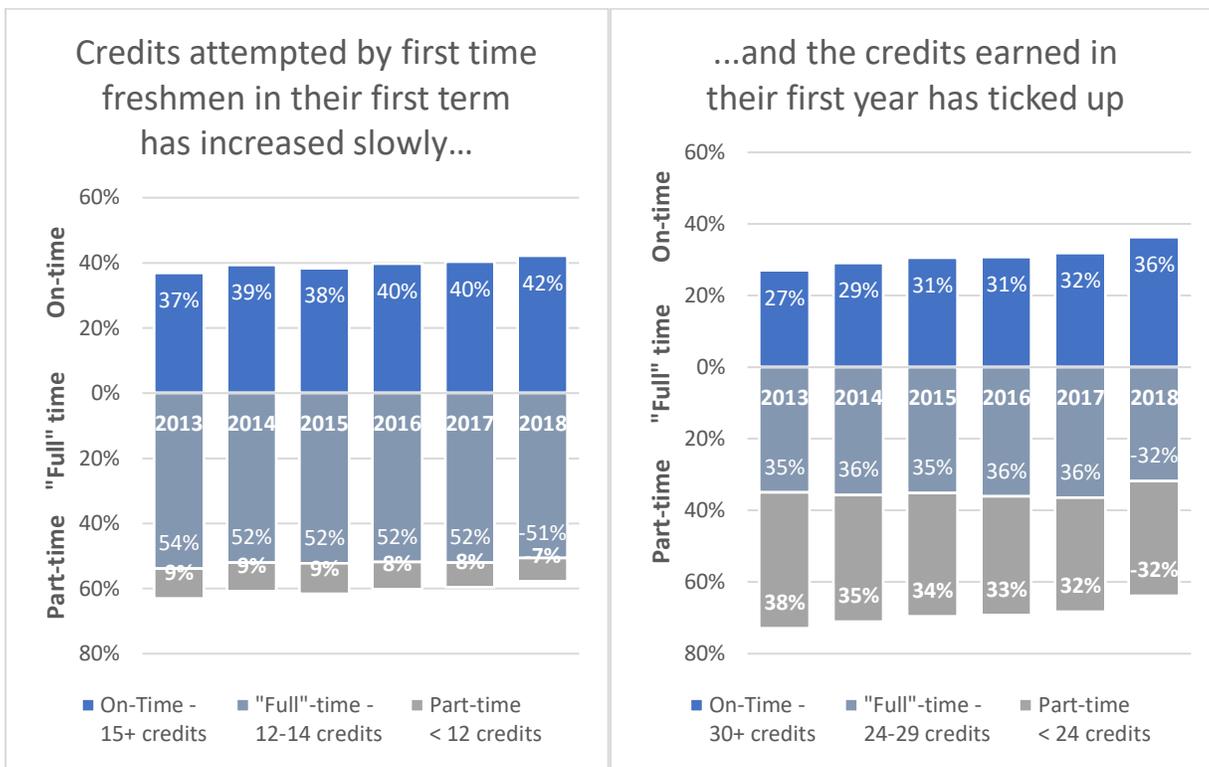
A significant accomplishment for the System in the past year is the full scaling of CoRequisite Learning Support for all students. After four years of mounting evidence of the success of students across all levels of preparation in collegiate-level math and English when accompanied by simultaneous, mandatory academic support, the System shifted policy to eliminate stand-alone prerequisite remediation in Fall 2018. The first year at full scale was accompanied by shifts in placement into different math courses, with students requiring Learning Support in Quantitative Reasoning and Math Modeling ineligible to pursue College Algebra directly.

Because more less prepared students were expected to be directly enrolling in collegiate-level courses after the move to fully-scaled CoRequisite Learning Support, it was anticipated that there would be reductions in the overall pass rate for learning support students in comparison the partial implementation. Interestingly, evidence from the first year of implementation for all students indicates that across almost all levels of preparation, success rates for students have improved slightly. That this is the case reflects the concerted effort that institutions across the state have made to develop aligned and appropriate support courses for students, work that was catalyzed through one statewide and two CoRequisite Academies coordinated by the System Office.

As the chart below shows Co-requisite Learning Support, now fully implemented, has more than doubled the success rates of less well prepared students in math, and almost doubled the similar success are in English.



Simultaneously, several institutions engaged in changes to their registration practices for incoming freshmen to encourage fuller schedules, including: more explicit discussions of the connection between on-time credit levels (15 credits a term; 30 credits a year) and on-time graduation and academic success; structured/block schedules for students that either default to 15 credits in their first term or establish protocols to support registration for on-time course loads. These strategies have begun to show signs of success: the percentage of first-time freshmen who are taking 15 or more credits in the fall term increased for the fourth straight year, and the proportion of these students who had earned 30 or more credits in their first year rose significantly after a long period of stagnation. Importantly, much of the institutional work on credit intensity was developed in the 2018-19 academic year, including changes to default schedules for First-time Freshmen that either provided 15 credits in a block or established a structure by which students are directed to select 15 credit course schedules as they begin their academic career. It is anticipated that the incoming freshmen class for the fall 2019-20 academic year will experience substantial increases in both measures.



Academic Mindset

Productive Academic Mindset

Academic mindsets—individual’s 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 2018 survey yielded more than 14,700 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. Because the survey is linked to student outcomes data, the survey allows the University System an opportunity to explore at a level of detail unmatched elsewhere the impact of academic mindset on student outcomes. The substantial response rate provides one of the largest, if not the largest, data sets on mindset in higher education anywhere.

Also in 2018, the University System hosted its second Mindset Summit for faculty and staff to learn about three academic mindsets and to engage in the research around this area and explore more deeply ways to integrate Mindset work on their campuses and in their classrooms. Additionally, beginning in the Spring term, students in College Algebra in eCore participated in a random-controlled trial of a growth mindset intervention to assess the benefits and potential for scaling this intervention in other online and in traditional courses. Early results seem to indicate that the intervention has a positive impact on both student mindset and grade outcomes, with particularly positive results for First Generation African American students. More complete analysis with a larger sample size is planned for 2019.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

Educational Innovation

High Impact Practices

The University System of Georgia's (USG) participation in the NASH TS3 Equity High Impact Practices (HIPs) initiative has resulted in a system wide commitment to include HIPs as an essential component of USG's Momentum Approach. In order to achieve that objective, USG is creating the following tools and mechanisms to assist institutions with the development, implementation, scale and continuous improvement of HIPs on their campuses.

The incorporation of HIPs into the **Momentum Approach to Teaching Student Success Pedagogies** will enable USG to leverage its Chancellor's Learning Scholars initiative to develop learning communities led by faculty who will develop and deliver professional development to other faculty on the design, delivery and evaluation of HIPs on their campuses.

The HIPs Taxonomy for Equitable Learning Pathways is a tool for faculty, teaching staff and institutional leaders to assess their institutional commitment and capacity to implement and scale HIPs.

The integration of HIPs course attributes in Banner will result in a process for identifying HIPs on campuses and tracking their impact on critical student outcome measures.

Six Vanguard institutions are leading the development of this work (Georgia College and State University, Georgia Gwinnett College, Georgia State University, Savannah State University, University of Georgia, and University of West Georgia). To assist in the process of assessing institutional commitments to HIPs, USG worked with institutional leaders in 2018 on the design and deployment of a HIPs Taxonomy for Equitable Learning Pathways. The Taxonomy enables teams from across a campus to assess the presence and scope of implementation of HIPs across campus. These taxonomies are available in draft form to the 26 USG Institutions.

The USG is working with campuses on evaluation criteria for identifying HIPs and then developing attributes of HIPs that can be tracked in USG's student information system. Entering HIPs attributes into Banner enables the system and institutions to evaluate the impact of HIPs on the critical metrics associated with student momentum and student success. To ensure that all students have success to HIPs, campuses must engage in processes to develop and scale HIPs across campus. The combination of including HIPs in institutional Momentum Plans, utilizing the HIPs Taxonomy for Equitable Learning Pathways and integrating HIPs attributes in the Banner student information system creates the structural tools that institutions need to scale HIPs campus wide. These tools create the institutional commitment to HIPs.

Chancellors Learning Scholars

The Chancellor's Learning Scholars (CLS) program was designed with a threefold mission: 1) to facilitate pedagogical conversations that lead to course enrichment and improved student learning; 2) to develop a network of strong relationships and enhance collegiality among faculty; and 3) to promote leadership development in USG faculty and the CTL directors.

All twenty-six institutions were invited to submit four nominations to be a Chancellor's Learning Scholar (CLS). These CLSs would be facilitators of Faculty Learning Communities (FLCs) on their campuses, focusing on one or more of the following topics: course design, small teaching, inclusive pedagogies, and academic mindset.

In September 2018, twenty center directors (or their representatives) met to collaboratively design and develop four pedagogical workshops to support the four FLC topics. They facilitated these workshops for the CLSs at one of two day-long CLS Kick-off Events in October 2018. These workshops became resources that all of the centers took back to their institutions to use in their entirety. The second goal was to develop a network of strong relationships and enhance collegiality among faculty, which has been fostered through the creation of a network of engaged faculty who have developed connections across their institutions and a structure for discussion the pedagogical innovation and excellence. Survey results of FLC participants indicates an overwhelming majority felt that their participation in the CLS program had a strong or very strong impact on their teaching.

Gateways to Completion (G2C)

Gateway courses are 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 Momentum Year efforts. As well as English and math, Cohort II schools used system-created data-analysis to select two other “catapult” courses whose redesign would have maximal impact on overall student success. 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.

Cohort 1 completed its initial 3-year cycle officially on June 30, 2019. The initial results from the 10 institutions that comprised the first cohort in Georgia to work with the Gardner Institute on course redesign in gateway courses are extremely encouraging. Large scale efforts at course redesign were recorded in 11 different subject areas consisting of Anatomy, Pre-Calculus, Science & Society, World Literature, Accounting, Algebra, Biology, Calculus, English, History, and Quantitative Reasoning. Overall, the redesigned courses demonstrate a 3.9 percentage point lower DFWI rate than the non-redesigned courses. Additionally, overall, the DFWI rate in redesigned sections is lower than non-redesigned sections in every semester they are offered.

Statistics/Data Science Pathway

In January, institutions were invited to participate in the development of a statistics/data science pathway for the System. Institutions that joined in the developing the prototype agreed to offer the commonly numbered elementary statistics course in Area A2 without prerequisite, and to develop a learning support course for those students who would require it for other non-STEM math courses. An important component of the development of the pathway will be the establishment of advising protocols to recommend elementary statistics as the first math course to students in programs of study for which it is most appropriate. Institutions will be able to pilot sections beginning in Fall 2019 for students who do not require learning support, with full implementation, including offering learning support, expected for participating institutions by fall 2020.

African American Male Initiative

In 2018, the USG’s AAMI began a new phase known as **AAMI 2.0**; creating a stronger infrastructure, continuity in best practices and strategic programming support. Deliberate efforts were made to reengage inactive campus programs and to restructure our financials to expand the breadth of AAMI to more institutions. Through the annual RFP process, we funded 16 programs in AY2018, up from 11 programs in AY2017. The 16 programs represent 61.5% of USG campuses with active AAMI programs. To strengthen the infrastructure, we focused on training/professional development of the directors and assistant directors to enhance their skills to better serve the AAMI students. Training included such topics as:

- Momentum Year
- Positive Mindset
- 7 Habits of Highly Effective People (Certificate Program)

QPR (Question, Persuade, Refer) suicide prevention training. As a result of this workshop, 25 USG employees are certified to train small groups in suicide prevention; the third leading cause of death of college students 15-24-year-olds, according to the American College Health Association. Further, a comprehensive Best Practices Manual was introduced to foster program continuity, strengthen active programs, serve as a guide for new/reactivated AAMI programs, as well as serve as a succession tool when there are staff changes. By reinforcing and holding the campus programs accountable for implementing our *Integrated Program Model* of academic skills enrichment, student support services, adult & peer mentoring, and leadership development, we have seen marked results. The following illustrates two examples:

Retention: Retention rates of AAMI students have exceeded institution retention rates at 10 of 16 institutions where there is an AAMI active program. This represents 56.2% of the active AAMI programs and 34.6% of all institutions. Note that the retention rate of AAMI students was on par with the institution retention rate at Georgia Institute of Technology.

**Bachelor & Associate Degree Seeking - One - Year Rates - First-Time Full-Time Freshmen
Fall 2017 – Fall 2018**

Institution Name	Institution Retention Rate	African-American Male Retention Rate	AAMI Retention Rate
Augusta University	72.8	61.9	75.0
East Georgia State College*	51.2	40.3	64.0
Georgia Highlands College*	66.3	64.2	96.4
Georgia Southwestern State University	61.6	56.1	90.0
Georgia State University	83.0	85.8	100.0
Gordon State College	44.4	38.3	47.8
Kennesaw State University	78.5	79.2	84.0
University of Georgia	95.3	96.1	96.6
University of West Georgia	68.9	64.5	83.3
Valdosta State University	65.2	53.1	85.7
Georgia Institute of Technology	95.3	89.2	95.2
Atlanta Metropolitan State College*	43.1	31.3	No 2017 Program
Columbus State 2017	72.1	66.4	No 2017 Program
Georgia College & State University**	84.8	93.3	NR
Georgia Gwinnett 2017	65.4	58.6	Data Not Available
Georgia Southern University	78.0	73.8	No 2017 Program

*Indicates Associate Degree Seeking Data

**NR indicates that the outcome contained fewer than 10 students and is suppressed to protect student privacy.

Average Cumulative Grade Point Average (GPA): The impact of AAMI is also demonstrated in average cumulative GPAs. For both bachelor and associate degree seeking students at Georgia State University and Atlanta Metropolitan State College, the average cumulative GPAs for AAMI students exceeded that of the institutions'. At nine additional institutions, bachelor and associate degree seeking AAMI students' average cumulative GPAs exceeded the GPAs for the total African-American male student population. Note that the average cumulative GPA of AAMI students was on par with the institution at Georgia Southwestern College.

Statistically, this illustrates that in 2018 of the 16 active AAMI programs, 12.5% exceeded the average cumulative GPA of the institutions and 68.7% exceeded the GPAs of the total African-American male student population. Considering all 26 institutions, AAMI students exceed the average cumulative GPAs of the total African-American male population at 42.3% of the institutions.

We understand that lifting the GPAs of AAMI students has a “trickle-up” effect, which ultimately lifts the GPA level of an institution as a whole. Our plan is to provide targeted interventions for those institutions where the GPAs are lower than expected and continue to raise the bar of excellence for all.

GPA Bachelor & Associate Degree Seeking AY 2018			
Institution Name	Institution Average GPA	Institution AAM Average GPA	AAMI Average GPA
Atlanta Metropolitan State College	2.59	2.42	3.54
Atlanta Metropolitan State College*	2.00	1.90	2.51
Georgia State University	3.06	2.72	3.08
Georgia State University*	2.49	2.11	3.33
Augusta University	2.94	2.52	2.86
Georgia Highlands College*	2.74	2.24	2.51
Georgia Institute of Technology	3.35	2.86	2.92
Georgia Southern University	2.83	2.42	2.62
Gordon State College*	2.61	2.01	2.59
Kennesaw State University	2.96	2.61	2.78

University of Georgia	3.32	2.97	3.05
University of West Georgia	2.82	2.38	2.68
Valdosta State University	2.78	2.32	2.55
Georgia Southwestern State University	2.42	2.42	2.40
Columbus State University	2.89	2.55	2.39
East Georgia State College*	2.65	2.29	1.95
Georgia College & State University	2.87	2.48	2.05
Georgia Gwinnett College	2.76	2.36	1.97

*Indicates Associate Degree Seeking Data

The USG AAMI Leadership Team remains committed to exploring innovative approaches to keep moving the AAMI needle in a positive trajectory; while keeping in mind the mission of AAMI 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.

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. Across the country, GEAR UP serves over 700,000 students enrolled in over 3,842 secondary schools across 45 states.

Partnering USG Institutions & School Systems



School Systems

- Floyd County
- Polk County
- Cobb County
- Dekalb County
- Clayton County
- Fulton County
- Macon-Bibb County
- Muscogee County
- Savannah-Chatham County
- Thomas County
- Grady County

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 2018-2019, 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
- Provided support for students statewide through promoting the use of and training for Georgia’s college-access portal – **GA Futures.org**
- Supported **Dual Enrollment** Coursework through promoting and encouraging attendance at Dual Enrollment nights and providing funding for Dual Enrollment course materials that are not covered by state Dual Enrollment funding.

- **Disseminated information** 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.
- **Co-Presented** with USG Complete College Georgia team on “Preparing Students for the **Momentum Year**” at GEAR UP National Conference.
- Conducted **outreach activities** at schools and Group Homes to recruit and support Priority Students in foster care or who have experienced homelessness
- Provided tutoring for students in STEM and other academic areas.
- Provided **counseling advising and 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**.
- Leveraged existing partnerships to provide services to Savannah students through a National College Access Network (NCAN) FAFSA Completion Challenge Grant to increase the **FAFSA Completion** rate. 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 and off college campuses.
- Secured a contract with Student Success Agency where we provided **online mentoring** to GEAR UP students
- 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.
- **Co-Presented** with USG Complete College Georgia team on “**USG Dual Enrollment and Momentum Year Approaches**” at GEAR UP Statewide Conference.
- Provided Academic Mindset professional development for K-12 teachers
- Provided **training** for GEAR UP Georgia School-Level Coordinators
- Offered “**Scholarship Power Hours** for high school students which helped students increase **financial literacy** around four-year college funding plans and 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.
- Used **Accuplacer assessment** data to identify earlier the need for remediation or readiness for Dual Enrollment coursework.
- Began the process to promote, monitor and collect data on the student usage of the Georgia Career Information System (**GCIS**) and **YouScience Career Aptitude and Assessment Surveys** to guide **Career-Focused College Visits** as well as mentor/counselor guidance on college match/fit and purposeful choice of dual enrollment courses.

TOTAL HOURS OF PARTICIPATION



OBSERVATIONS AND PLANS FOR THE YEAR AHEAD

The 2018 Academic Year was a momentous one for the University System of Georgia. Meeting the ambitious goal of fully implementing the Momentum Year for all students at all institutions demanded unprecedented coordination and alignment of System and campus resources. The substantial accomplishments of 2018-2019 – including fully scaling CoRequisite Learning Support for all students, aligning programs of study into academic focus areas, establishing program maps for all programs, creating new advising and transition models, deploying academic mindset interventions in courses, and much more – were the results of tremendous commitments from institutions to rethink and realign their work. 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.

This year continued the broader integration of units from across institutions in student success work and a further commitment to communicate the Momentum framework deeper into the institution. Historically, student success has been largely viewed from within institutions as the domain of academic affairs. Making good on a promise to expand the audience for Momentum, the 2019 Momentum Summit convened 500 deans, chairs, professional staff, and cabinet-level leadership convening to reflect on how purpose, pathways, and mindset and develop individual and institutional plans for integrating their insights to improve the student experience. By capitalizing on the remarkable opportunity to draw upon the breadth of experience that exists among faculty, staff and administrators in a system the size of Georgia's, the CCG team amplified and accelerated the development of concrete practices that reflect the Momentum principles in an unprecedented manner.

Understanding the importance of supporting institutions on their home turf and seeing the context in which the work takes place, CCG staff conducted site visits to consult with staff and faculty 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 to 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, and to understand how the Momentum framework applies across the breadth of the institution and the length of the student's academic career and beyond. This will take place against the backdrop of redesigning the core curriculum and new opportunities to shape and understand student mindsets.

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 of 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. Institutions will provide infrastructure and procedures on campuses to ensure that students are informed of their academic choice and its career connections, can discern their fit for the program and the field, and affirm their choice through course taking and co-curricular engagement. Complete College Georgia will provide support on all levels of implementation, with a particular focus in 2019 on front line faculty and staff.



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 ample 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. In 2012, the start of Complete College Georgia, ABAC enrolled 701 bachelor's degree-seeking students, which accounted for 21% of the student body. At the start of Fall 2018, ABAC enrolled 2235 bachelor's degree-seeking students – 52% of the student body. Other accolades include a rise in retention from 53% to 63% during the duration of Complete College Georgia and a continued decrease in suspension rates for first-time students on probation who complete their second term. These data indicate that ABAC's goals and strategies for Complete College Georgia continue to have a positive impact on college success and completion. During the past academic year, ABAC fully implemented the Momentum Year strategies that further help students stay on track to degree completion. Future goals will focus on improving the strategies implemented for the Momentum Year by centering on student engagement.

2018 ABAC Demographics	
Total Fall Enrollment	4,292
Full-Time	62%
Part-Time	38%
Underserved Minority Population	20%
Pell Eligible	39%
First Generation	38%
Adult Learner (age 25+)	11%

MOMENTUM YEAR UPDATE

During the 2018 – 2019 academic year, ABAC charged the Momentum Committee to fully implement the three elements that create a Momentum Year for students – Purposeful Choice, Productive Mindset, and clear Program Maps. By the end of Spring 2019, the committee successfully completed the implementation, thus providing our entering students additional momentum during their first year of college. Below is an update for each element of the initiative.

Academic Focus Areas group programs together to better help students who are floundering with their degree path choose coursework that contributes to college completion and provide exposure to potential majors and careers. By the end of Fall 2018, ABAC implemented the following Academic Focus Areas based on our degree offerings:

- Liberal Arts
- Agriculture and Natural Resources
- Business
- Arts
- Communications
- STEM (Science, Technology, Engineering, & Mathematics)
- Health Professions

The Academic Focus Areas went into effect for new students starting Spring 2019. Students who have decided on a major are automatically placed into the corresponding focus area. Enrollment Management and Academic Support call those students who indicate they are undeclared. The Enrollment Counselor or Academic Support Counselor asks probing questions to determine a

student's subject interest, career outlook, and hobbies. Based on this information, students are assigned to an appropriate focus area. During orientation, students are separated by focus areas and given relevant information about their pathway, expectations, and career outlook.

Program Maps give incoming students a clear picture of what is required to graduate in four years with a bachelor's degree. A well-designed program map properly sequences courses based on prerequisites, has students completing at least 30 hours each year, and requires the student to complete their English and math requirements within the first year. ABAC's Momentum Committee worked with each school and program maps were completed by the 2019 Summer term for use with all incoming students for Fall 2019. Program maps are housed on the online catalog, which can be found here <https://catalog.abac.edu/>. Each program map contains the following:

- English and math requirement during the first term
- At least 30 hours per academic year
- Properly sequenced classes to include those only offered during specific terms
- Degree appropriate milestones

One feature that strengthens ABAC's program maps is the research or internship requirement, which stems from our mission to provide students with relevant experiences that prepare the graduate for life. Each program map provides the course requirement and the milestones to indicate when the student needs to see their respective faculty advisor to begin planning for the internship or research requirement.

Academic Mindset - ABAC administered the Academic Mindset Survey to 683 new students during the Fall 2018 semester. The Mindset Survey gives the institution a view of a student's growth mindset around academics and their resilience in the face of setbacks. Data gathered from the survey was presented at the 2019 Fall Faculty Conference and is being used in conjunction with the Gateway to Completion (G2C) initiative. The mindset data combined with the G2C work is helping ABAC to develop small interventions to help students be successful in courses with historically high enrollments and low success rates. For ABAC, these courses include English 1101 (Composition I), Biology 2011 (Anatomy & Physiology), Math 1111 (College Algebra), and Sociology 1101 (Introduction to Sociology).

MOMENTUM YEAR HIGH-IMPACT STRATEGIES

15 TO FINISH

ABAC continues to pre-register first-year students before their scheduled orientation session. Ideally, 100% of incoming students would take 15 hours each term to complete a total of 30 hours by the end of each academic year; however, this is not a realistic expectation. ABAC's student body changed when consolidated with Bainbridge State College in the Fall of 2018; thereby, increasing our population of part-time working students. Despite the increase in part-time students, ABAC strives to have 50% of all first-year students registered for 15 credit hours during their first term or complete 30 hours within their first year.

Currently, Academic Support pre-registers 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. Financial aid counselors encourage students to take 15 hours a semester to graduate on time. Also, the program maps implemented with the Momentum Year incorporate the 15-to-Finish initiative. Below is a chart showing ABAC's progress toward this goal:

Academic Year (AY)	Total FYS*	FYS registered for 15+	Percentage of FYS 15+	% FYS completed 30+ in AY	Total Student Body in 15+
2014 – 2015	863	389	45%	20%	30%
2015 – 2016	849	410	48%	24%	32%
2016 – 2017	815	340	42%	29%	31%
2017 – 2018	661	286	43%	27%	31%
2018 – 2019	717	321	45%	31%	26%

*FYS = First-year students

ABAC officially consolidated with Bainbridge State College (BSC) in August of 2018. The Bainbridge site location caters to commuter students and has a higher number of working adults as students; thus, explaining the decrease in the percentage of the entire

student body taking 15+ hours. The percentage of incoming first-year students taking 15 or more hours increased slightly, due to pre-registration efforts being incorporated at our site locations.

Measures of Success

- Increased number of first-year students enrolled in 15+ hours to 45%
- Completion of Program Maps that incorporate the completion of 30 hours the first year

Lessons Learned

Changing campus culture takes time and consistency. ABAC has been consistent in delivering the message 15 hours a semester to graduate on-time. This message is delivered during the pre-registration of students at Orientation, during advisor training, as part of the first-year seminar series, and through published materials (e.g., Program Maps). Currently, about 61% of our student body is considered full-time, and 43% of these students took 15+ hours their first term. ABAC continues to make strides in getting this population to register for 15 hours a term through communication blitzes, annual advisor training, and preregistering new incoming students.

CO-REQUISITE LEARNING SUPPORT

To increase the likelihood of degree completion for students who require developmental studies, ABAC has fully implemented co-requisite learning support. This high-impact strategy seeks to improve progression and retention by pre-registering all students with a learning support requirement in English or Math for the appropriate co-requisite course. ABAC engaged in the following activities to support its attainment goal of 100%:

- Continued implementation of USG placement guidelines
- Co-requisite only options for English and math
- New students who require learning support for English or math were pre-registered for the required co-requisite

Below is a chart showing ABAC's progress for new students starting ABAC for the 2018-19 academic year:

Co-Req. Course	Number	Students Required	Number registered for Co-req	Percentage
English	ENGL 1101	38	33	87%
Quant. Reasoning or College Algebra	MATH 1001 or MATH 1111	125	115	92%

Compared to fall 2017, the percentage of students registered to take co-requisite learning support English remained unchanged. The percentage of students registered to take learning support math increased by 37.5% compared to fall 2017, which was only at 67%. This increase is attributed to more informed faculty advisors and additional placements checking of students during the drop/add period by the Learning Support Coordinator.

Measures of Success

- Overall increase of students being registered for their appropriate learning support courses
- *Percentage of passing collegiate part*

Lessons Learned

ABAC strives to have 100% of students placed into their required learning support requirements; however, some challenges prevent us from obtaining this goal. While the majority of our students are full-time, 38% of our population is considered part-time. Several working students choose to focus on one or two classes per term, which meets their work-life balance. At least four of the students who did not take their required co-requisite English course opted to focus on their co-requisite Math course. Three of these students completed their English requirements in the following term. The same concern also applies to the co-requisite math course. Additionally, a few students managed to drop their co-requisite requirements or were verified out for non-attendance. ABAC's Learning Support Coordinator has increased the monitoring of learning support students to help prevent students from dropping the learning support requirement.

ADDITIONAL HIGH-IMPACT STRATEGIES

90-HOUR CHECKS

ABAC realizes that the path to graduation should be easy for students to navigate; however, changes in policies and programs can occasionally throw a student off-track. ABAC has helped remove barriers to graduation by implementing 90-hour checks for all

students who have earned 90 or more credit hours. These 90-hour checkpoints are performed each fall and spring semester for baccalaureate-degree-seeking students. The checks ensure that each student is on-track to graduate within one academic year. Below are the updated results for the 90-hour checks:

	Off Track	Graduated within 1 year	Percentage graduated
Spring 2015	62	41	66%
Fall 2015	92	57	62%
Spring 2016	39	20	51%
Fall 2016	106	81	76%
Spring 2017	75	46	61%
Fall 2017	212	192	91%
Spring 2018	180	154	86%
Fall 2018	252	-	-
Spring 2019	136	-	-

The table above shows the number of students who were identified as being off-track for the term given, the number that graduated within one year of being off-track, followed by the percentage. Results for fall 2018 and spring 2019 will be reported fall 2020. This high impact strategy continues to be a success for the students and the institution. From fall 2017 to fall 2018, the percentage of students who graduated increased by 41%. Similarly, students who graduated after being identified as being off-track spring 2018, increased by 54%.

In previous Complete College Georgia reports, 30-hour checks were also included as part of this high-impact strategy. This process continues to be an automated check for students who have completed 30-hours. Those who have not completed Area A of the USG core curriculum are contacted and registered for the appropriate courses. The 30-hour check continues each term and is considered a best practice strategy.

Measures of Success

- Increase in third- and fourth-year retention rates
- Increase in the number of students graduating within one year after being identified as being off-track
- An overall increase in the conferment of bachelor's degrees

Lessons Learned

During the 2014-15 academic year, the number of baccalaureate students who reached 90-hours without completing high school requirements or the core curriculum was alarming. Due to these deficiencies, Academic Support implemented 90-hour checks to keep students on-track for 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, Department Heads, and faculty advisors continue to work with students who are determined to be off-track and get them registered for the required courses the following semester.

ACADEMIC INTERVENTION MANAGEMENT (AIM)

In addition to the 90-hour checks described above, ABAC 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 academic interventions, offered both face-to-face and online, with the express purpose of helping students improve their grade point average (GPA) to avoid suspension after their second semester. Below are the results from the past five academic years:

Academic Year	Participants	Completed AIM	Percentage Not Suspended	Percentage Returned to 'Good' Standing
2015-16	39	20	51%	18%
2016-17	164	123	46%	24%
2017-18	160	132	51%	25%
2018-19	130	91	49%	19%

The result of the AIM program for the 2018-19 academic year reveals some positive trends. The number of first-year students who go on suspension appears to be trending down according to our data. Part of this downward trend is attributed to increased faculty use of ABAC's Early Alert System. The number of students not suspended has remained consistent and well above the average (25%) before the implementation of the AIM program. While the percentage of students returning to 'Good' academic standing (an overall grade point average of 2.0) declined, the percentage of students continuing on academic probation remained consistent with the previous academic year.

Measures of Success

- Decreased number of first-year students placed on academic probation after their first term
- Number of students continuing on probation or returning to 'Good' academic standing after completing the program with ABAC

Lessons Learned

Losing students due to poor academic performance affects the college both academically and financially. While the AIM program has been successful in helping students rebound from poor academic performance, the approach is still reactive. To better aid students who are not performing to their full potential, ABAC has increased its efforts in utilizing an early alert system. The early alert system, combined with the AIM program, further aids the college in increasing retention and helping students progress toward graduation.

GATEWAY TO COMPLETION

ABAC is participating in the University System of Georgia's Gateway to Completion project with the John Gardner Institute. The Gateway to Completion project hones in on small changes that have a significant impact on student success in gateway courses (e.g., English, Math, History) that historically have high failure rates (DFWI). Using the Gardner Institute's evidence-based process to improve student learning and success, ABAC has identified the following four gateway courses to redesign: Composition I (ENGL 1101), College Algebra (MATH 1111), Anatomy & Physiology I (BIOL 2011), and Introduction to Sociology (SOC 1101). The below table shows the DFWI rate for each course for the 2017-18 academic year, which will be the baseline measure used to gauge success:

Course	DFWI Rate	Course	DFWI Rate
ENGL 1101	30%	BIOL 2011	32%
MATH 1111	47%	SOCI 1101	17%

Summary of Work

Working with the Gardner Institute, the ABAC Gateway to Completion committee has analyzed the data and identified the various subgroup of students (e.g., race, socioeconomic status) who are not as successful in the above gateway courses. Each course committee has completed the six principles and key performance indicators, and the steering committee has completed the three initial synthesis reports. Students in each gateway course were given a survey during spring 2019 as part of the baseline measure. Course committees have identified the appropriate course and pedagogical enhancement to implement for the following term.

Measures of Success

- Decreased DFWI rates in the four gateway courses identified above
- Improved student retention

Lessons Learned

ABAC is still in the beginning stages of this project; however, the institution has gained valuable information on course success rates from the data provided by the Gardner Institute. From the data, ABAC has noticed that male students of color tend to have the highest DFWI rates for the four gateway courses. This data has allowed ABAC to have open discussions on how to best serve this population of students both inside and outside of the classroom.

OBSERVATIONS AND NEXT STEPS

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 persistence and retention. Comparison of the 2019 campus plan update to the previous AY update shows that ABAC continues to make significant gains in helping students progress toward on-time graduation.

Participation in the Momentum Year and the implementation of the program maps were ABAC's most successful initiatives for the 2018-19 academic year. Faculty, staff, and students have responded positively to the interactive program maps included in the catalog. Also, ABAC has found success in the combined efforts of the early alert system and the AIM program. In addition to the continuation of the above initiatives, the next steps ABAC will take are as follows:

- Enhancement of program maps to include a related career map

- Participation in the Momentum Approach
 - Deepen purposeful choices
 - Cultivate productive Academic Mindsets
 - Maintain full momentum along a Clear Pathway
 - Heighten academic engagement
 - Complete critical milestones

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ALBANY STATE UNIVERSITY

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Albany State University offers certificate programs, transfer associate degrees, career associate degrees, bachelor’s degrees, master’s degrees and the education specialist degree. Students may take classes through online instruction while face-to-face classes are offered on two campuses located in the city of Albany, GA and three off-site locations in Cordele, Cairo and Waycross, GA.

Albany State University was officially consolidated with Darton State College in January 2017. The mission of the consolidated ASU, approved by the BOR in March 2016 is as 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’s total enrollment for the fall 2018 semester was 6,371 with the majority of students (2,889) enrolled in the transfer associate degree program. Approximately 77% of the total headcount are female, 72% self-identify as African American and the average student age is 24. On-campus student housing reached capacity at 2,361 residents. Almost 95% of ASU students are in-state residents with the majority (1,261) living in Dougherty County.

FALL 2019 STUDENT PROFILE SUMMARY

ASU Total Enrollment	Fall 2019*	Fall 2018	Fall 2017	% Change from 2018 to 2019
Freshman	2,619	2,934	2,899	-10.74%
Sophomore	1,352	1,229	1,426	+10.00%
Junior	920	974	1,051	-5.54%
Senior	887	864	886	+2.67%
Graduate	344	370	353	-7.03%
Total	6,122	6,371	6,651	-3.90%

*Fall 2019 as of 10/1/19

ASU Enrollment	Fall 2019	Fall 2018	Fall 2017
Male	27%	28%	29%
Female	73%	72%	71%
African American/Black	75%	72%	70%
White	14%	16%	22%
Other	11%	12%	8%
Full Time	70%	69%	62%
Part Time	30%	31%	38%
Average Age	23	24	24
Certificate	1.0%	0.17%	0.32%

Associates	48.7%	53.58%	53.39%
Bachelors	39.6%	40.44%	40.95%
Graduate	10.7%	5.81%	5.34%
Total	100.0%	100%	100%

Enrolled Undergraduate Student Average Credit Hours (Fall)	2019	2018	2017
15 credits or more	33%	29%	25%
Less than 15 credits	64%	71%	75%

ASU First-Time Freshmen Summary Data

ASU First-Time Freshmen Students	Fall 2019	Fall 2018	Fall 2017	% Change
Total	1,427	1,605	1,430	-11.09%

First-Time Full-Time Freshmen Retention Rate

	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort
First-Time Full-Time Student	1,193	791	1,386	1,605
Number Retained	656	499	768	929
One-Year Retention Rate	55.0%	63.1%	55.4%	61.2%
Number Retained	447	351	518	
Two-Year Retention Rate	37.5%	44.4%	37.4%	

Pell Grant Recipients (Fall 2019) 3,593 62.2% of Total Enrollment

Enrolled in Learning Support Courses (Fall 2019) 845 14.6% of Total Undergraduate Enrollment

MOMENTUM YEAR UPDATE

Albany State University has completed a number of Momentum Year Initiatives and is working toward scaling these opportunities to impact students from matriculation through graduation. ASU has updated all program maps to clearly show the appropriate math course required for the program, to ensure students complete English and math in the first 30 hours and to navigate through the program in a timely manner. Additionally, ASU initiated block scheduling in the fall 2019 semester to ensure course availability for incoming freshmen according to the program maps. Finally, ASU completely moved to the co-requisite model for Learning Support classes in both English and mathematics.

Academic Affairs, Career Services and Advising are collaborating to provide all students who apply to ASU a link to the Holland Theory of Career Choice, Strong Inventory and Focus II – Academic Life assessment to strengthen the inform-discern-affirm process. The results of the survey will be provided to the Advising Center so advisors can have informed conversations with students prior to their arrival on campus.

Academic Affairs, Enrollment Management and Student affairs are also creating Milestone Conversation opportunities aligned with the academic pathways to encourage regular communication between Success Coaches and students. Additionally, ASU is implementing living-learning communities for freshmen students with co-curricular activities that support our six focus areas and correspond to academic pathways.

All incoming freshmen students were accommodated through the block scheduling process and 80.9% (1,154) of them were registered for at least 15 credit hours with an additional 10.1% (144) students registered for 12 credit hours.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES AND OUTCOMES

Classroom-Based Strategies

The Center for Faculty Excellence (CFE) at ASU conducts professional development workshops for faculty to share best practices in classroom instruction. The CFE has created Global Training Modules that focus on areas such as curriculum design, providing effective feedback, designing effective learning outcomes and aligning classroom assessment to learning outcomes. These modules are available through the distance learning platform to facilitate access for faculty. The Chancellor Learning Scholars held four learning communities with a focus on mind set and pedagogy. During the 2018-2019 Academic Year, the CFE held over 40 individual workshops for faculty with 468 (duplicated headcount) faculty in attendance.

Faculty participating in Gateway to Completion continue with the redesign efforts in ENGL 1101, 1102, MATH 1111 and 1001. The faculty have moved to a common syllabus and assessments in each course to assist students who may need to transfer between sections. Students who enroll in the learning support co-requisite courses are required to attend tutoring sessions at the ASU tutoring center. In the spring 2019 semester, the Tutoring Center assisted 1,377 individual visitors for 7,279 visits. Students who have a grade of D or F at midterm and who visited the Tutoring Center are more than twice as likely to pass the class with a grade of C or higher (45.4% v 20.3%) than students who did not take advantage of tutoring.

As noted in the table below, ASU has experienced an improvement in pass rates since 2016-2017 for the four courses in the G2C effort.

Table 1. DWF Rates

Courses	DFWI Rates		
	2016-2017	2017-2018	2018-2019
ENGL 1101-English Composition I	35.0%	32.9%	31.0%
ENGL 1102-English Composition II	31.3%	27.8%	24.0%
MATH 1001-Quantitative Reasoning	31.7%	35.6%	25.2%
MATH 1111-College Algebra	35.5%	41.8%	27.2%

Note: DFWI rates calculation includes letter grades: D, F, W, I, WF & U

Source: ARGOS & G2C Platform

Wrap-Around Strategies

Albany State University created a “one-stop shop” for students to provide support with Financial Aid, Registration, Admissions and Student Accounts. Students can visit “Ram Central” in person or get help through the Call Center. Ram Central has assisted with 21,000 student face-to-face visits and 32,200 phone calls. ASU also implemented an Artificial Intelligence Chatbot to assist with questions during times the center is closed. Feedback from a student satisfaction survey indicated 92% satisfaction rates with the Ram Central.

A new Student Success Model was instituted during the 2018_2019 Academic Year which included retraining academic advisors to be Success Coaches and to split student advising between the coaches and the faculty. The Advising Center assists students with fewer than 60 earned credit hours and faculty advise students with 60 earned hours and above. Students in career associate degrees are still advised by faculty. The Success Coaches provide more in-depth assistance to ASU’s students and meet with students more frequently. New scheduling software allows students to enter preferences for class times and generates class schedule options automatically. This has reduced the burden on the Success Coach and improved the efficiency and effectiveness of advising sessions.

OBSERVATIONS AND NEXT STEPS

Albany State students appear to benefit from “high-touch” strategies both inside and out of the classroom. To sustain these high-touch practices, ASU will continue to augment them with software and other technologies to increase efficiency and productivity. We continue to monitor wait times for the Call Center and Advising Center and are working toward optimal staffing.

The Tutoring Center has been successful in reaching a larger number of students over the previous year as faculty are encouraging students to take advantage of their services. The Tutoring Center on East campus was also moved into the library to centralize the location and leverage space and equipment within the library facility. We are assessing the impact of the new location on tutoring services before moving the Tutoring Center on West campus.

Through a collaboration between Enrollment Management and Academic Affairs, ASU offered a Summer Success Academy to assist new freshmen transition to college. Students participated in a combination of academic and orientation classes to develop meaningful learning habits and build a solid academic foundation. Twenty-eight students participated in the first academy in summer 2019 and ASU is collecting data to determine the effectiveness of the program.

The Center for Faculty Excellence has implemented four new learning communities around the topics of Small Teaching, Mind Set, Scholarship Reconsidered and Linking Assessment to Outcomes. The Chancellor Learning Scholars will continue their work in Transparency in Learning and Teaching (TILT), pedagogy and improving writing skills in the classroom.

STUDENT SUCCESS AND COMPLETION TEAM

Ms. Carolyn Brown, Director, Academic Advising

Mr. Jeremiah Pitts, Director, Transitional Studies

Ms. Octavia Parker, Manager, Enrollment Services Center

Dr. Dorene Medlin, Director, Center for Faculty Excellence

Dr. Melanie Hatch, Associate Provost



ATLANTA METROPOLITAN STATE COLLEGE

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Founded in 1974, Atlanta Metropolitan State College (AMSC, Atlanta Metro) 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. 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 educational needs of the urban, diverse 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 FY19, AMSC had an enrollment of 2,187 (fall 2018) and 2,042 (spring 2019). The student demographic was composed of a 3:2 ratio, traditional/non-traditional students; 40% adult learners; 55% part-time students; and a fully commuter campus. The race demographic consisted 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. Despite the numerous completion barriers facing students, AMSC is proud to have the highest three-year, associate degree graduation rate (24.1%) 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 pathways and highest number of degrees conferred annually are in Business Administration, Allied Health, and Criminal Justice, respectively.

AMSC's 45-year history is replete with success stories of students who enter AMSC, graduate and transfer to the most prestigious professional, research, and graduate schools in the USG and nation, and later excel in 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 credentials from certificates to bachelor's degrees 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 credential offered being the baccalaureate degree. The College has seven bachelor's degree programs in Business Administration, Digital Media and Entertainment, Applied Mathematics, Biological Science, Criminal Justice, and Organizational Leadership and Financial Technology (FinTech), with the latter two programs offered fully online as a consortium agreement in the USG 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 in criminal justice, and a teacher education bachelor's degree 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." These partnerships cover 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 and bachelor's degree completions, and (2) to award 500 post-secondary credentials annually (adjusted down from 600 in the previous year) by 2025. AMSC has sustained an associate degree graduate rate at the national level for the past two years. While the College has increased its completions from a baseline low of 276/year in FY11 to a high of 391/year in FY15, a net +42% increase, there are notable variations in completions over the seven-year CCG period (graph below). The high impact strategies presented in this CCG update continue to move the institution forward toward its 2025 completion target. While the College's progress toward its completion target has slowed over the past year, adjustments have been made to address the factors that impede student graduation.

MOMENTUM YEAR/APPROACH UPDATE

Current Status: Inaugural Class, Starting fall 2019, Momentum Year Approach

Atlanta Metropolitan State College is pleased to report the completion of its Momentum Year (MY) Planning phase. Beginning fall 2019, the College will launch its inaugural classes based on the Momentum Approach. AMSC projects that implementation of the MY Plan will have a positive impact on CCG outcomes. The success of MY training has empowered faculty with new teaching tools and strategies to enhance student learning and success. While the Momentum Approach focuses on gateway courses, the College has expanded the Momentum Approach training to benefit faculty in various disciplines across campus, in multiple programs and divisions.

Overview of the Momentum Year Plan

Mission

"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 strategies focus on catapulting students toward completing key first-year metrics (measures of success), closing achievement gaps, and boosting retention, progression, and graduation rates at Atlanta Metropolitan State College. 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. AMSC will address three (3) essential principles of the Momentum Year:

- Purposeful Choice;
- Academic Mindset; and
- Pathway/Programs of study.

This Momentum Year planning has enabled AMSC 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.

INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, AND OUTCOMES

HIGH-IMPACT STRATEGY #1

1-in-3 (one associate degree in three years) provides a milestone and goal-setting strategy for part-time students to graduate in three years with an associate 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 targeting part-time students complements its "15-to-finish" strategy targeting full-time students. AMSC fully embraces and advises its full-time students to follow the "15-to-finish" strategy recommended 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 degree within two years. A load of fifteen (15) credits has proven successful for many AMSC students who have the wherewithal to spend most of their time on campus, with essentially a single educational focus and with few or no competing interest to attaining the degree.

The feasibility of a 15-credit hour load per semester is quite unattainable, however, for many students. This is particularly the case for those part-time students with competing interest such as a family with financial responsibilities requiring full-time employment, and those with limited income. For part-time students facing these challenges, 15-to-finish is impractical to successfully sustain over a two-year period. Completion milestones and goal setting are arguably more important for part-time students because their attrition and stop-out rates are significantly higher than that of full-time students. Thus, "1-in-3" provides a meaningful and achievable alternative for part-time students who are unable to achieve the 15-to-finish goal. "1-in-3" challenges part-time students to finish the associate degree within three years, 150% of the expected time to completion based on the Department of Education national standards. Atlanta Metro employs a range of strategies, including marketing promotions, academic advising, interventions, and monitoring activities to achieve the "1-in 3" objective.

Impact: Because part-time students (those registering less than 12 credit hours) are a majority (60%) of the AMSC student population, the “1-in-3” goal is projected to have a significant impact on the AMSC student body. AMSC part-time students graduate at a fraction of the rate when compared to the rate of full-time students. The “1-in-3” strategy allows part-time students to set a tangible goal that reduces their time to completion and gives the College a framework to provide specific interventions and strategies that assist students to academic success.

Primary Point of Contact

Ms. Sharon R. Duhart

Title: Director for Academic Advising and Success

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Dr. Mark A. Cunningham

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Summary of Activities

Activities to Support the “1-in-3” Strategy

Students who take less than 10 credits per semester either make up credit hours during summer terms or expand coursework during the fall and/or spring terms. The College has implemented the following activities to support students who engage in 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 program/pathway maps require strategic course schedules for part-time students.
2. Utilize data-driven decisions and DegreeWorks (computer-based degree planning) strategies for integrating and increasing the efficiency of program maps, advising data, course selection/demands, and historical registration patterns to ensure that students have the courses (campus and online) they need, while also maximizing the allocation of College resources. Atlanta Metro continually seeks to utilize “smart scheduling” that maximizes the efficiency and effectiveness of class scheduling in alignment with student needs;
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 (FY19 data provided below);
5. Provide multiple registration terms and options for course scheduling within the semester, with various compressed class 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

CREDIT HOURS ATTEMPTED, EARNED, AND EARNED/ATTEMPTED RATIO:

Full-time Students (N=1282)	
Average Credit Hours Attempted	13.4
Average Credit Hours Earned	10.9
Earned/Attempted Percentage	81.3%
Unsuccessful (Zero) Earned Hours	67 (5.2%)
Part-time Students (N=1716)	
Average Credit Hours Attempted	7.3
Average Credit Hours Earned	5.1
Earned/Attempted Percentage	69.9%
Unsuccessful (Zero) Earned Hours	266 (16%)

Interim Measures of Progress

FALL 2018

Credit Hours Attempted, Earned, and Earned/Attempted Ratio:

Full-time Students (N = 896)	
-------------------------------------	--

Average Credit Hours Attempted	13.4
Average Credit Hours Earned	10.7
Earned/Attempted Percentage	80.0%
Unsuccessful (Zero) Earned Hours	63 (7.0%)
Part-time Students (N = 1275)	
Average Credit Hours Attempted	7.0
Average Credit Hours Earned	6.0
Earned/Attempted Percentage	85.2%
Unsuccessful (Zero) Earned Hours	255 (20%)

Measures of Success

Annual Target:

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

2025 Targets:

Average Attempted Credit Hours (Full-time Students)	15
Unsuccessful (Zero) Earned Hours	< 2%
Average Attempted Credit Hours (Part-time Students)	10
Unsuccessful (Zero) Earned Hours	< 5%

Average Earned/Attempted Hours

>= 88% (Full-time Students)

>= 85% (Part-time Students)

Analysis and Lessons Learned

When comparing fall 2018 results to the fall 2015 baseline, the average hours, earned hours, and earned/attempted hours for full-time students are essentially flat. To the contrary, over the past year, a marked increase occurred for the earned/attempted hours ratio for part-time students. This change is very encouraging and indicates an increased efficiency of course completion by part-time students. This outcome contributes directly to a shorten time to completion for part-time students. The retention of part-time students, however, remains a greater challenge when compared to that of full-time students. For FY20, the College will continue the current strategies put in place to assist part-time students to sustain course loads and increase course completions to achieve the “1-in-3” objective.

Despite gains over the past year, challenges remain that hinder part-time students from achieving the “1-in-3” goal and limit their course loads. The College has employed several effective strategies , such as: (1) accessible course times and days, with various delivery course options, (2) various types (campus and remote) of “on-time” academic support, and (3) multiple opportunities for peer-to-peer, student-to-faculty interactions. These interventions and strategies 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 change from one semester to the next, and sometimes from one class to the next.

The College notes that, in some years, a higher number of credentials are awarded to part-time students than those awarded to full-time students. This is explained statistically because the College has a higher part-time student population (60:40 part-time/full-time ratio). This finding demonstrates that part-time students have great potential, and that their completion of the associate degree within three years is a realistic, attainable expectation.

HIGH-IMPACT STRATEGY #2

Decrease Time to Completion

Related Goal

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

DEMONSTRATION OF PRIORITY AND/OR IMPACT

The time to completion for students is often extended because of repeat classes due to withdrawals, academic failure, change of major, and incorrect course selection. Repeat classes generate extra unneeded course credits at graduation that are expensive and time-consuming for students and often lead to delayed graduation for as many as two or more additional years. Adult learners (25 years

and older) and traditional students (under 25 years old) show the greatest contrast when comparing time to completion data. Access and technology challenges typically have the greatest impact on time to completion for adult learners, and attrition and continuity are major factors impacting the time to completion for traditional students.

Retention rates of all students drop significantly with increased time to completion, thus adversely affecting student completion. Reducing the time and cost to completion by reducing the number of credits at graduation lead to higher completion rates. This strategy also increases the year-to-year retention rate of adult learners and traditional students.

Impact: This strategy potentially impacts all students.

PRIMARY POINT OF CONTACT

NAME: DR. KOKILA RAVI

Title: Director for Distance Education and Specialized Programs

Email: 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 and technological 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.
-
1. Educate students on DOE financial aid policy, which prohibits Title IV funding beyond 150% of the credit hours required to earn the degree
 2. Reduce institutional physical education course credit requirements
 3. Increased student education and raise their awareness regarding the impact of good career choices and accurate course selections in First Year Experience classes
 4. Refined policies and procedures that maximize transfer credits and eliminate redundancy of class requirements between institutions

MEASURES OF PROGRESS AND SUCCESS

Baseline measures

Fall 2016

Bachelor’s Degree Semester Credit Hours (SCH) at Graduation by Age Type

SCH	Adult Learner	%	Traditional	%	All Graduates	%
125-152	13	68%	5	100%	18	75%
153-180	5	26%	0	0%	5	21%
> 180	1	5%	0	0%	1	4%
Grand Total	19	100%	5	100%	24	100%

Associate Degree SCH at Graduation by Age Type

SCH	ADULT LEARNER	%	TRADITIONAL	%	GRAND TOTAL	%
57-65	20	10%	24	15%	44	12%
66-71	40	21%	35	21%	75	21%
72-96	87	46%	76	46%	163	46%
> 96	44	23%	29	18%	73	21%
GRAND TOTAL	191	100%	164	100%	355	100%

Interim Measures of Progress

Fall 2018

Bachelor’s Degree SCH at Graduation By Age Type

SCH	ADULT LEARNER	%	TRADITIONAL	%	ALL GRADUATES	%
120-124	4	8%	2	15%	6	10%

125-152	35	73%	11	85%	46	75%
153-180	7	15%	0	0%	7	11%
>180	2	4%	0	0%	2	3%
Grand Total	48	100%	13	100%	61	100%

Associate Degree SCH at Graduation by Age Type

SCH	Adult Learner		Traditional		Grand Total	%
60-65	14	13%	19	17%	33	15%
66-71	27	26%	36	32%	63	29%
72-96	55	52%	54	47%	109	50%
>96	9	9%	5	4%	14	6%
Grand Total	105	100%	114	100%	219	100%

MEASURES OF SUCCESS

2025 Target

Bachelors (All Graduates) SCH at Graduation Target

Adult Learners: SCH 120-124 Target 35% Students

Traditional Student: SCH 120-124 Target 45% Students

Associates (All Graduates) SCH at Graduation Target

Adult Learners: SCH 60-65 Target 40% Students

Traditional Student: SCH 60-65 Target 50% Students

Analysis and Lessons Learned

The data show that a high percentage of students, regardless of the degree level, have significantly more course credits than needed at graduation. Over the previous year, a higher percentage of associate degree completions are closer to the required degree requirements at graduation when compared to that of bachelor’s degree completions. On the other hand, more associate degree completions have a higher number of unneeded credits at graduation when compared to bachelor’s degree completions. A significant factor driving high levels of unneeded credits for bachelor’s degree students is transfer-in credit hours, which in some cases account for up to 50%+ of unneeded courses at graduation. Adult learners make up a large percentage of transfer-in students, thus benefitting significantly from the success of this strategy. Having clear career goals, high GPA, and receiving consistent academic advising are important factors that reduce SCH at graduation for all students.

The part-time status of students is another major factor that leads to excessive SCH at graduation. Part-time students tend to have high change rates of major, which often lead to unneeded course credits at graduation due to course credits from the first major that do not apply to the second major. The major barrier for many adult learners is returning to the classroom after an extended time since high school graduation, particularly causing challenges in mathematics and technology-based courses.

HIGH-IMPACT STRATEGY #3

Increase access to post-secondary education for high school students via dual credit, Dual Enrollment (DE) 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 FY19 was approximately 300 high school students per semester.

Primary Point of Contact

Name: Tocarro Davis

Title: Dual Enrollment Coordinator

Email: tdavis@atlm.edu

Name: Dr. Kimberly Grimes-Solomon

Title: Vice President, Student Affairs
 Email: 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 to include offsite, 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, with offsite locations at North Clayton and Forrest Park high schools. The College now provides four (4) APS Early College programs, with a potential Early College partnership with North Clayton High School in Clayton County.

MEASURES OF PROGRESS AND SUCCESS

Baseline measures

Fall 2014 (N=86)

DUAL ENROLLMENT METRIC	RESULT
Median GPA	3.0
Avg. Hours Attempted	6.5
#Students with GPA < 2.0	10 (11.6%)
#Students with GPA >= 3.0	57 (66.3%)
#DE Completers (Associate Degree)	2

Interim Measures of Progress

Fall 2017 (N=212)

Dual Enrollment Metric	Result
Median GPA	2.6
Avg. Hours Attempted	7.6
#Students with GPA < 2.0	52(25%)
#Students with GPA >= 3.0	95(45%)
#DE Completers (Associate Degree)	4

Measures of Success

2025 Target

- Median GPA = 3.2;
- Avg. Hours Attempted = 10;
- %Students, GPA < 2.0 = 0%;
- %Students, GPA > 3.0 = 70%
- #DE Completers (Associate Degree) = 10 Annually

Lessons Learned

The increase in the number of Dual Enrollment students over the past four-year period, along with the increase in attempted hours continue to demonstrate the demand of the DE program. Moreover, increasingly the number of dual enrollment students to graduate from high school with the Associate’s degree (11 graduates, FY2018) 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. However, the slight decrease in GPA provides opportunity to intervene with a focus on early alerts. The College monitors early alerts of its students and has extended its early alert program to high school counselors for collaboration to address the slight decline in DE students’ academic performance over the past year. Additionally, the DE coordinator is a current end user for the new Banner Early Alert service in order to provide more efficient monitoring and immediate intervention. Moreover, to assist with increasing academic pipelines and retention, the DE program has established Academic workshops coordinated by the DE Coordinator and facilitated by AMSC Deans and faculty.

The AMSC Dual Enrollment Coordinator is currently responsible for monitoring the academic success and individual needs of Dual Enrollment students. Additional academic and social support structures are essential to support anticipated growth in proportion to the number of Dual Enrollment and Early College students. A Recruitment & Retention Specialist, with expertise in Dual Enrollment, has

been hired to assist the Dual Enrollment Coordinator with services and support to students, as well as outreach to high school counselors. Additionally, a restructure of the DE office now affords the opportunity for the DE Coordinator to report to the Recruitment & Admissions Unit rather than solely with Recruitment, to better service and monitor admissions processes. In addition, to assist and accommodate DE growth and process efficiency, collaborative meetings have been set and standardized to include the DE Coordinator, Financial Aid, and Student Accounts.

Dual Enrollment is a standing agenda item on the Campus Enrollment Management Committee. Moreover, to build campus community, learning centered environments for engagement, the college renovated a dedicated space for Dual Enrollment students, called the “Hub” that houses the Dual Enrollment Coordinator, and Student Assistants, and is primed for ongoing academic workshops, tutoring, and computer lab use. The “Hub” is also in close proximity of the new “One-Stop Shop” Student Services building where the Recruitment & Retention Specialist can easily assist and provide adequate customer service to meet DE parent and student enrollment needs.

High-impact Strategy #4

Course Redesign for Higher Student Success in Low Pass Rate Gateway Courses

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, who lack a clear career focus (“mindset”), and who fail to register for major courses early during the freshman year. The Momentum Approach puts forth strategies to address these needs of freshman students and increase their completion. Data from the USG demonstrate a strong positive association between success in gateway courses and college completion. Thus, AMSC is committed to USG Momentum Approach efforts to redesign gateway courses for increased student success. 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

NAME: DR. VANCE GRAY

Title: Dean, Division of Social Sciences

Contact: vgray@atlm.edu

Name: Dr. Michael Heard

Vice President, Academic Affairs

Contact: 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

Gateway Courses Pass Rates (New Students) Fall 2018

Semester Credit Hours (SCH) Attempted vs. Earned (New Students)

Interim Measures of Progress

Fall 2019 is the official launch of the Momentum Approach for AMSC, thus the first interim measure of progress will be reported in the FY20 Complete College Georgia Update Report

Measures of Success

Annual Target: Three percent (3%) annual increase in pass rates of gateway Math and English courses;

2025 Target: Two percent (2%) increase in freshman retention and throughput completion rates, annually

Analysis and Lessons Learned

Because fall 2019 is the first implementation of this strategy, this section will be reported in the FY20 CCG Report.

HIGH-impact Strategy #5

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

Retention, progression, and graduation (RPG) impact all students and are essential to the success of achieving CCG goals. Retention and progression are pre-requisites to completion; thus, the completion success of students depends directly on the effectiveness of the College's implementation of retention and progression strategies. Because eighty percent (80%) of AMSC students are continuing/returning, retention success has a greater positive impact on completion than other strategies.

Impact: Collectively, RPG strategies impact all students, with the greatest impact projected for freshman students.

Primary Point of Contact

NAMES: DR. CURTIS L. TODD

Titles: Associate Professor, Social Work

Email: 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

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)

Degrees Conferred (FY2018); Associate Degrees = 317; Bachelor’s Degrees = 60

Interim Measures of Progress

First-time, Full-time (FTFT) Student Retention and Graduation Rates

Retention Rate (1 Year) - 43.1% (Fall 2017 to Fall 2018)

Graduation Rate (3-Year) - 24.1% (FTFT2015)

Degrees Conferred (FY2019); Associate Degrees = 220; Bachelor’s Degrees = 61

Measures of Success

Annual Targets

Retention Rates: Increase 2% Annually

Graduation Rate (3-year, Associate’s): Increase 2% Annually

2025 Targets

Graduation/Retention Rates for FTFT: Sustain at least national levels for retention (1 year) and graduation rates (3-year, associate Degree completions)

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. Student retention is a relatively accurate completion indicator. Most RPG metrics tend to follow retention and enrollment trends. The College’s 3-year Associate Degree graduation rate (24.1%), at national level, is very promising and serves as a crown achievement of the College. It builds momentum and is a driving force for future AMSC CCG successes.

STUDENT SUCCESS AND COMPLETION TEAM

Name	Title
Dr. Michael Heard	Vice President, Academic Affairs
Dr. Kimberly Grimes-Solomon	Vice President, Student Affairs
Ms. Sharon Duhart	Director, Academic Advising and Student Success
Dr. Curtis Todd	Professor of Social Work, Division of Social Sciences; and Special Assistant for Student Retention, Progression and Graduation Initiatives Office of the President
Mr. Dante Durbin-Davis	SGA President
Dr. Mark A. Cunningham	Vice President, Institutional Effectiveness and CCG Committee Chair



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, AU offers a broad range of undergraduate, graduate, and professional academic programs in 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 portfolio and the university's 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 provide strong pathways for health and cyber sciences. In its sixth year of institutional transformation, AU continues to find guidance in its 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 leverages this transformation to attract highly talented students and faculty, and provide students a course to discover their potential.

More than 6,700 faculty and staff members serve over 9,000 undergraduate, graduate, and professional students enrolled in 10 schools or colleges. AU delivers 45 undergraduate majors, 60 undergraduate and graduate certificates, and 55 graduate and professional programs and is home to the state's flagship public medical school and only dental school. In fall 2018, Augusta University enrolled 5,463 undergraduate students at the institution, representing an increase of 172 students from fall 2017. The vast majority of AU's undergraduate students are from Georgia (91% vs. 8% out-of-state and 1% international). Most undergraduate students (81%) were enrolled full time, 61% were from the local area, and 65% of the undergraduate student body was female. The average age of the undergraduate student body was 22.3 years. The six most popular majors were Biology/Cell and Molecular Biology, Computer Science, Health Services, Nursing, Kinesiology, and Psychology. The ethnic diversity of the undergraduate student body remained comparable to previous years (45% racial/ethnic minority status), with slight increases in multiethnic and Asian student populations: 55% White, 20% Black (Non-Hispanic origin); 7% Hispanic, 5% multiracial, 10% Asian; <1% American Indian or Alaska Native; <1% Native Hawaiian or Pacific Islander; and 2% unknown or non-disclosed. These enrollment patterns and demographics of undergraduate students continue to inform the development of Augusta University's student success initiatives.

MOMENTUM YEAR UPDATE

To maximize opportunities for successful implementation of Momentum Year, the initiative was completed as a project. As such, a Core Team and functional teams were developed, consisting of faculty and staff from Academic and Faculty Affairs, the College of Science and Mathematics; Institutional Effectiveness; Instruction and Innovation; Pamplin College of Arts; Humanities, and Social Sciences; Enrollment and Student Affairs; Student Success; and selected students. The project launched on September 7, 2018.

The Core Team worked with academic departments to create focus areas for AU and align academic majors to appropriate focus areas. Faculty workgroups identified the common courses appropriate for their assigned focus area. Special sections of INQR 1000, a required first-year course, were created and all-new "undeclared" freshmen were enrolled in the "Charting Your Academic Course" sections in their first term of the 2018-2019 academic year. The course fostered the exploration of purpose, pathways, and potential. The Core Team also began work with the Division of Communications and Marketing to design a website promoting the Momentum Year and Approach. The Core Team created three functional teams, led by Core Team members, to focus on the three main Momentum Year elements, Academic Mindset, Pathways and Programs, and Purposeful Choice.

The Academic Mindset Team oversaw administration of the USG Mindset Survey to the 2018 freshman class. The initial response rate was 26%. While not a diagnostic tool, the survey provided useful information, and the team recommended programming to promote a growth mindset for students, faculty, and staff. The team created a plan for faculty and staff workshops (face-to-face and online), developed and piloted a peer coaching program managed by the Academic Success Center in spring 2019, and made recommendations to develop First Year Interests Groups.

The Pathways and Programs Team worked with academic departments to utilize a common template as they created or refined consistent four-year degree plans, one for each undergraduate major offered at the university. All maps contain a minimum of 30 hours, including English and math in the first year and three courses (up to nine hours) that connect across all majors in each focus area. The maps integrate the course requirements for each degree in the appropriate terms across the four-year plan of study. Also included are both recommended and required co-curricular activities, as identified by the Purposeful Choice Team and academic departments, designed to enhance the students' academic experiences.

The Purposeful Choice Team worked with Student Life and Engagement (under the Division of Enrollment and Student Affairs) to modify informational sessions (both breakout and mandatory) at orientation so purposeful choice concepts could be introduced to the new students and their parents. Each college modified its orientation presentation to include more information to inform students how to make a purposeful choice and how that process could influence their future options in that college. Some individuals involved in the redesign were recruited into the faculty workgroups created by the Core Team. The Purposeful Choice team also worked with academic departments to identify and document critical academic and co-curricular programming activities and assessments, all designed to help students discern and affirm their program choice "fit." These activities and assessments were used to create the baseline inventory used to augment the program map redesign work of the Pathways and Programs Team. The Purposeful Choice Team also created an inventory of suggested programming that might be useful for all students across focus areas.

In addition, funding was approved for the "Big Dream Gathering" hosted in fall 2018 to help students devise and map out strategies and identify resources for establishing and pursuing their future goals. Funding was also approved for a new software program, Steppingblocks, which allows students to research future careers based on majors, interests and job title, adding to the inventory of resources available to students for personal and professional exploration and development.

During the 2018-2019 academic year, Augusta University leadership made changes to office structures and reporting lines that would better support work aimed at improving retention and graduation rates. These initiatives include intentional efforts to build academic and student support services in the areas of Faculty Success, Student Success, and Instructional Innovation; the ongoing work with Complete College Georgia and the AU Strategic Plan, Beyond Boundaries; and the completion of university-wide efforts toward Momentum Year and the Gardner Institute's Gateway to Completion. Existing divisions and reporting structures were realigned. Two new offices were created to promote faculty and student engagement in and out of the classroom: The Office of Instruction, whose mission is to focus on student success regarding high impact practices, curriculum design and instructional innovation, and the Office of Faculty Affairs, whose mission is to focus on faculty development and engagement.

Furthermore, funding was approved for the creation of a Health Professions Outreach Office and a New Student and Family Transitions Office. The former provides more focused academic and career exploration and support to students considering a career in health professions and the latter provides longer-term support to freshmen, transfer students, and their families as they transition from secondary education and other institutions to higher education at Augusta University. The goal is to assist students in establishing best-fit career paths while completing appropriate degree programs successfully and in a timely manner.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, AND OUTCOMES

Augusta University's completion strategy focuses on increasing the number of degrees and certificates awarded and improving retention, persistence, and graduation rates for undergraduate students. Efforts targeted faculty, academic program development, specific undergraduate populations, and the entire undergraduate population. In 2018-2019, 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.
- Goal 4: Provide intrusive advising to keep students on track to graduate.

GOAL 1: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED.

In accordance with CCG’s aim to “rapidly increase the proportion of young adults with a high-quality certificate or degree,” AU 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 2018-2019.

CREDENTIALS AWARDED PER YEAR BY AUGUSTA UNIVERSITY

	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
DEGREES	882	971	1015	1018	901	934	979	1051
CERTIFICATES	14	9	21	22	30	49	73	90
TOTAL	896	980	1036	1040	931	983	1052	1141

The approach for increasing degrees awarded annually is twofold: 1) Increase the number of students entering Augusta University who are seeking a credential (degree or certificate), and 2) Increase the retention and persistence of students once they enter the university. Specific strategies related to approach #1 are described 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 AU. RNL uses a three-stage approach (Prospect, Inquiry, and Applicant) for recruiting students. In each stage, they employ a statistical modeling approach to identify pools of students for outreach, focusing on those who appear to be a good fit for the university in terms of likelihood to apply and to enroll. At each stage, RNL engages in a multifaceted campaign to connect the university with interested students. As a result of these efforts, AU experienced a 39% increase in new freshman since fall 2013 (see table below). During that same period, the average Freshman Index increased by 7.6% (see table below). By leveraging predictive analytics and focusing recruitment efforts on qualified prospects and applicants, AU has grown its diversity of enrollment and quality of applicants.

NEW FRESHMEN ENROLLED AND AVERAGE FRESHMEN INDEX, BY SEMESTER

COHORT	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018
NEW FRESHMEN ENROLLED (HC)	730	745	775	787	874	1014
AVERAGE FRESHMAN INDEX	2599	2670	2748	2747	2753	2796

STRATEGY 2: INCREASE THE 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 and provide them multiple pathways to graduation. Such efforts have been focused on three primary areas:

Creating a comprehensive suite of programs in the liberal arts and sciences;

Developing multiple undergraduate programs and pathways in health professions to leverage the university’s designation as an academic medical center; and

Expanding the portfolio of programs to capitalize on AU’s designation as a National Center of Academic Excellence in Cyber Defense and the university’s 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.

Currently, AU offers a total of 160 academic degree programs. This represents a 44% growth for the institution from before its spring 2013 consolidation. Of these programs, 45 are bachelor’s degrees and 15 are undergraduate certificates.

AU’s continuing commitment to the areas outlined above are reflected in the array of new programs approved by the Board of Regents in 2018-2019. Of the seven newly approved programs, five are baccalaureate level. The BS in Health Promotion is housed in the College of Education, and the BA in Health, Society, and Policy is offered by the Pamplin College of Arts, Humanities, and Social Sciences. Both programs embody the first two focus areas of CCG Goal 1 by offering new pathways within the health professions that also expand AU’s suite of liberal arts and sciences programs.

Three new degree programs approved by the Board in 2018-2019 - support the third focus area to leverage AU’s positioning within the field of cybersecurity. The BS in Cybersecurity and the BS in Cyber Operations were previously offered as concentrations within existing baccalaureate programs. The move to offer these concentrations as standalone degrees was a response to the growing interest among prospective students to pursue cyber-related fields as well as increasing employer demand both statewide and within the Augusta metropolitan area for graduates in these disciplines.

Lastly, the Board approved AU’s first engineering program, the BS in Cybersecurity Engineering. This program meets a need recently identified by the Accreditation Board for Engineering and Technology (ABET) for cybersecurity engineers to integrate cybersecurity principles and understanding of human behavior into the design, building, and use of software, hardware, and systems. The addition of this program to AU’s portfolio also enables the university to pursue the designation by the National Security Agency (NSA) Centers of Excellence in Cyber Operations (CAE-Cyber Operations), a companion to the current CAE-Cyber Defense designation. The institution’s academic leadership continues to explore opportunities to offer undergraduate programs that both attract high-performing students while also meeting the needs of the state of Georgia.

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

The primary indicators for this goal are four-year and six-year graduation rates for undergraduate students. These numbers have increased as strategies described throughout this report were employed.

AUGUSTA UNIVERSITY UNDERGRADUATE GRADUATION RATES BY COHORT

COHORT	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
4 Year	6%	5%	6%	8%	14%	19%	27%
6 Year	30%	26%	27%	31%	39%	N/A	N/A

STRATEGY 3: CONTINUE THE FOCUS TO FINISH IN FOUR YEARS.

Launched in fall 2013, the initiative was initially branded “4Years4U.” By 2016, it was rebranded “I Chose 4 Years” to align with other branding efforts. It was further refined to “Be Boundless, Be Successful” in 2018 to reflect current marketing efforts. During orientation, students are provided with a four-year academic plan. Expectations are reinforced at the opening Freshman Convocation through the awarding of a class pin, which lists their graduating class four years later (i.e., Class of 2024). AU continues to utilize a “flat tuition” model where students enrolled in 10 or more credit hours pay the full-time equivalent rate for 15 hours. Four-year plans are reviewed and updated at each advisement session. There has been a general culture shift on campus where completing 30 credits per year is considered a normal to timely degree completion. This exists both in the Academic Advisement Center where advisement by professional advisors is mandatory for all freshmen and sophomores and continues at the departmental level when they assume advising responsibilities as students attain junior status.

The university uses 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,

% OF FRESHMAN COHORT ATTEMPTING > 15 CREDITS IN FALL TERM OF FIRST YEAR

2012	2013	2014	2015	2016	2017	2018
9%	72%	91%	86%	80%	75%	73%

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

% OF FRESHMAN COHORT EARNING 30, 60, 90 CREDITS BY 2ND, 3RD, 4TH FALL

FALL FRESHMAN COHORT	EARNED 30 CREDIT HOURS	EARNED 60 CREDIT HOURS	EARNED 90 CREDIT HOURS
2012	15%	12%	11%
2013	38%	25%	19%
2014	46%	33%	26%

2015	52%	39%	33%
2016	50%	36%	30%
2017	54%	40%	n/a
2018	60%	n/a	n/a

Over time, AU has adjusted its emphasis regarding 15 credits in the freshman fall semester. Many degree programs have sequenced their courses so that degree plans have 14 credit hours in the fall term and 16 in the spring. In addition, more and more freshmen are entering with college credit already completed in the form of AP or Dual Enrollment Credit. As a result, the percentage of students completing 30 credits by the sophomore year has continued to increase, even though the percentage of students completing 15 credits in the first fall term has decreased. There is still work to do with the first-term enrollment of 15 credits. While it is beneficial that these students enter the university having already been exposed to the rigors of post-secondary study, the need to understand and experience the balance of a full course load of study each term is crucial to continuing efforts at improving retention and graduation rates. The additional programming and intentionality of the Momentum Year work being done at the university should positively impact first-term enrollment in 15 credits.

STRATEGY 4: AUGMENT SERVICES PROVIDED BY THE ACADEMIC SUCCESS CENTER.

The core mission of the Academic Success Center (ASC) is to provide tutoring, academic coaching, and programming, primarily for students in their first two years of enrollment. In its second full year of operation, the ASC saw continued growth and data indicates that it has provided a positive impact on student outcomes. ASC's goal is to encourage students to develop strong academic foundations that prepare them well for their major coursework. In 2018-2019, the ASC employed 63 student workers to tutor in more than 60 subjects and work as peer coaches.

The 2018-2019 academic year recorded more than 19,000 student visits to the ASC. About 50% of both the 2017 and 2018 freshman cohorts used the ASC for tutoring, study sessions, programming, and coaching. For the 2017 cohort, 50% of the students who visited the ASC improved their cumulative GPA compared to 46% of those who did not. For the 2018 cohort, 44% of students who visited the ASC improved their cumulative GPA compared to 37% who did not. Retention data to date also supports the positive impact the ASC has had on student outcomes.

RETENTION RATE AND ASC VISITS BY COHORT

	SPRING 2019		FALL 2019	
	ASC Visit	No ASC Visit	ASC Visit	No ASC Visit
FTFT 2017	100%	76%	89%	68%
FTFT 2018	99%	85%	80%	63%

The African-American Male Initiative (AAMI) is housed in the ASC. In 2018, they received two grants, totaling \$23,500, to support programming for AAMI. Of the optional participation, 22% of the target group took part in programming, which included monthly mentoring with students from the Medical College of Georgia, a series of seminars on wellbeing, and culminated in a successful Black Male Leadership Summit, organized and hosted by students with more than 150 participants. The program also hired and trained 10 peer coaches to work in the ASC.

In 2018-2019, the ASC added programming and services designed to support specific populations. A staff member was made the single point of contact for student-athletes and developed programming to encourage participation. Over 1500 hours were dedicated to working with student-athletes over the academic year. RxSuccess was developed to support students on academic probation. Of the participants, 21% were students on probation in fall and 13% were students on probation in spring. Participants earned higher term grade point averages than those who did not participate, averaging 2.41 versus 2.37. Programming for transfer students was also introduced in 2018. Data demonstrates that for transfer students, the first transfer semester is key to retention. Transfer outreach started with Transfer Student Appreciation week to introduce them to the services of the ASC and culminated in the creation of a new chapter of Tau Sigma, the transfer honors society. Transfer students with 60 or fewer hours earned who visited the ASC during the 2018-2019 academic year were retained to fall 2019 by a margin of more than 15% over those who did not visit the ASC.

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

Augusta University embarked on two initiatives to decrease excess credits earned by students on degree paths. These include implementing a course-redesign self-study process and furthering a summer bridge program.

STRATEGY 5: CONTINUE CURRICULUM REDESIGN THROUGH G2C PROJECT.

In 2018, Augusta University, as part of the second cohort of University System of Georgia institutions, began the three-year Gateway to Completion (G2C) process to improve teaching and learning in Gateway courses. This process is done in conjunction with the John N. Gardner Institute for Excellence in Undergraduate Education, a non-profit organization dedicated to partnering with colleges, universities, philanthropic organizations, educators, and other entities to increase institutional responsibility for improving outcomes associated with teaching, learning, retention, and completion.

AU developed a work committee comprised of faculty, chairs, deans, and university senior leadership. After reviewing USG data regarding courses with high rates of students receiving D/F/W grades, the committee selected five Gateway courses which could most benefit from the G2C process. Identified courses were BIOL 2111 (Human Anatomy and Physiology I), CHEM 1211 (Principles of Chemistry I), ENGL 1102 (English Composition II), HIST 2111 (The United States to 1877), and MATH 1113 (Pre-calculus Mathematics). Beginning Summer 2018, a Steering Committee made up of faculty members from the five content areas as well as chairs, associate deans, and deans began meeting monthly to review course success rates, analyze results from the Student Learning Gains Survey, review and assess syllabi and course materials, investigate key demographic data of students enrolled in the selected courses and discuss findings as a result of Key Performance Indicator analysis.

Based on this work, the Steering Committee made recommendations to leadership, which would begin being implemented in the 2019 academic year. These recommendations included changes that would be managed by the faculty who teach the courses, changes managed by the college/department, and policy-driven changes managed at the university level. The recommendations have been approved by the Provost. A comprehensive report of these recommendations and insights was completed and submitted to the John Gardiner Institute. Feedback was received and used to influence the planning for Year 2 of the project, which began in September of this year.

STRATEGY 6: GROW THE JAGUAR JUMPSTART SUMMER BRIDGE PROGRAM.

Augusta University's Jaguar Jumpstart (JJSP) is a five-week summer bridge program designed to foster success for students who do not meet AU's minimum freshman index. The program's goal 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 six credits of coursework and are supported academically through tutoring and academic coaching. Community is developed through a program of speakers, workshops, and service-learning. Summer 2019 marked the program's fourth year.

JAGUAR JUMPSTART PROGRAM GROWTH

YEAR	STUDENTS	FACULTY
2016	19	2
2017	25	3
2018	56	6
2019	69	8

Reviewing assessments from prior cohorts, academic planning, programming, and assessment were revised for the 2019 cohort of JJSP students. These revisions include:

Academic Planning:

Course offerings were expanded to include one of three social science courses, a wellness course, and an Inquiry course. This allowed for flexibility in scheduling appropriate to the strengths, interests, and backgrounds of the students.

Programming:

Freshman Interest Groups (FIGS) were established to foster a sense of belonging. Students self-selected into one of four thematic groups: Art and music, sports and outdoors, health careers and volunteering, or food and culture. JJSP student leaders created thematic activities for the summer term, which continued into the 2019-2020 academic year. A structured communication plan was developed for FIGS regarding ongoing follow up through both the freshman and sophomore years.

Assessment:

A pre-assessment of the students' mindset and sense of belonging was administered before their summer classes began. Students will be given a post-assessment at the end of their first year, which will better inform programming for future cohorts. In past years, JJSP student retention was compared with the rate of all university students. However, it is more

reasonable to compare JJSP retention with students in the lowest quartile of the Freshman Index. It is evident that JJSP students are retained at higher rates than students who have lower freshman index scores but have not experienced a program designed to create academic confidence and a sense of belonging.

RETENTION TO FALL 2019 BY FRESHMAN INDEX

COHORT	JJSP ONLY	<2240 FI ALL OTHER
FTFT 2016	28%	24%
FTFT 2017	40%	32%
FTFT 2018	64%	43%

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

Primary indicators for this goal are retention and progression rates for undergraduate students. The table below shows the percentage of students from the original freshman cohort who enrolled in subsequent fall semesters.

% OF COHORT ENROLLED IN SUBSEQUENT FALL TERMS

COHORT	FALL 2	FALL 3	FALL 4
Fall 2010	68%	49%	42%
Fall 2011	67%	46%	38%
Fall 2012	68%	49%	42%
Fall 2013	70%	54%	47%
Fall 2014	75%	58%	50%
Fall 2015	75%	61%	54%
Fall 2016	73%	60%	N/A
Fall 2017	73%	N/A	N/A

STRATEGY 7: ENHANCE ACADEMIC SUPPORT FOR UNDERGRADUATE STUDENTS.

During the 2018-2019 academic year, additional support offices and academic departments were trained and began using EAB Navigate in support of the students with whom they work. The Honors Program now uses the appointment campaign feature to schedule appointments with their students and maintain notes for the academic advisors to use when advising for course selection. The Chemistry and Physics Tutoring staff use the check in system to monitor student use of their study space. The Office of Experiential Learning began using Navigate to track research conducted by students. Three additional academic departments, Art and Design, Communication, and Biological Sciences are also using various components of the system to enhance their support for their majors.

In the spring 2019, Augusta University engaged additional support from EAB to review processes and procedures for sending Progress Reports to faculty teaching the two most current First-time, Full-time Freshmen cohorts, as well as all athletes. A faculty workgroup was created to review the process, the alert reasons included in the Progress Report campaign, and associated outreach. A *Student Success Toolkit* was created that outlined the Progress Reports Program and how faculty could use them to help keep students on track. A workshop was held for department chairs and administrators to showcase the toolkit and encourage increased faculty participation. Through this effort, faculty participation in spring 2019 reached 73%. The highest prior participation rate had been 60%. Data analysis shows that students who were reported through the Progress Report Campaigns as being in academic difficulty who visited the ASC after the campaign were retained at a higher rate (3.7%); had a higher positive percentage change in their cumulative GPAs; and had a higher percentage change in credit completion in spring term as compared to fall term than those who didn't access services.

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

In 2018-2019, several programs launched in 2017-2018 were continued and additional programs were implemented or planned for future academic years. The Pamplin College of Arts, Humanities, and Social Sciences led its first Living Learning Community (LLC), Arts Incubator, spanning 13 majors from five separate colleges, in a year-long program designed to introduce students to the arts and to art-engaged faculty and community leaders.

The School of Computer and Cyber Sciences (SCCS) finalized details for its LLC, named JAGByte, that launched fall 2019. SCCS worked with the Office of Academic Admissions throughout 2018-2019 to identify and recruit candidates for the program, finalized details with Housing and Residence Life, and created a calendar of programming events for the fall 2019. The College of Science and Mathematics created a new program coordinator position in the fall 2018 to strengthen its first-

year Learning Community experience for new freshmen who have declared majors in the college. In addition to thrice-weekly study sessions supported by peer mentors and social activities, the coordinator added volunteer service opportunities which became a popular feature of the program.

The College of Science and Mathematics submitted a National Science Foundation S-Stem Grant proposal (\$905,000 over a five-year period). The proposal is directed toward work that will aid in increased retention and graduation rates in STEM majors. At least 60% of the funds must be used to provide scholarships for low-income academically talented students with demonstrated financial need pursuing a major within the college. The proposal is designed to positively impact student self-efficacy, stimulate and support a sustained interest in STEM courses of study and STEM careers, create a sense of belonging through a strategic mentoring program and learning community, and improve the quality of STEM classroom instruction.

In 2018-2019, Housing and Residence Life began requiring housing students dropping below 12 credit hours to meet with a staff member to develop an academic success plan to address what they would do during the hours they were no longer in class. Housing tutors conducted formal programs to introduce themselves and provide information to students about their services.

The university hired a Career Advisor embedded into the Hull College of Business and jointly managed with Career Services to foster unique career development needs of students and employer engagement needs of the university.

In January 2019, the university hired the first full-time Director of the Center for Undergraduate Research and Scholarship to grow opportunities for high impact scholarly research between faculty mentors and undergraduate students. This dedicated director will ensure the development of research opportunities for students. To further more broad feasibility and research involvement, CURS has created Student Travel Grants and an Undergraduate Research Fair to begin in the 2019-2020 academic year.

OBSERVATIONS AND NEXT STEPS

Upon reflecting on the work completed and next steps, Augusta University seeks to:

Extend the work in the Gateway to Completion Initiative in continued collaborations with faculty who teach in courses where large numbers of students are not successful. In that collaboration, AU intends to align successful teaching approaches that lead to student achievement,

Launch a Health Professions Advising Center and a New Student and Families Transitions Office,

Expand access to AU's advising platform (i.e., Navigate) to the larger living and learning community,

Introduce early, and with intention, freshman INQR courses to help students develop an academic mindset, engage in purposeful choices, and build an academic pathway that leads to successful graduation, and

Host faculty and staff advisory committees focused on Student Success

EXTEND GATEWAY TO COMPLETION

Augusta University will progress with Year 2 of the G2C Initiative. During Year 2, recommendations from Year 1 will be incorporated by faculty into redesigns and action plans for each course. These redesigns/plans will be implemented during the academic year. Faculty will track, monitor, and assess progress in order to determine progress and develop recommendations for future course changes.

LAUNCH HEALTH PROFESSIONS OUTREACH AND ADVISING CENTER AND NEW STUDENT AND FAMILIES TRANSITIONS OFFICE

Augusta University will launch a Health Professions Outreach and Advising Center with professional advisors to develop pre-admission and transition advising materials and programming focused upon purposeful choice for students in health profession focus areas, create program pathways materials including retention strategies for students interested in health professions, and advise students as they apply for professional programs.

Additionally, Augusta University will launch a New Student and Families Transitions Office to focus on the transition of students from admission to attending classes to enhance orientation and existing transition programs. It will engage parents and family members in the support of students to increase retention.

EXPAND NAVIGATE ACCESS

Augusta University will expand Navigate access to members of Housing and Residence Life staff so they can record and view notes about students, as well as to intervene (as appropriate) with those students noted “at risk” in the system. Housing staff interact daily with the residential students and organize programming for students around academic success (in conjunction with the Academic Success Center). During the 2018-2019 academic year, Housing and Residence Life conducted intervention meetings with first-year students placed on academic probation for the spring semester, and provided follow-up to ensure they registered for fall classes. Housing and Residence Life tutors provided 1,024 hours of tutoring for first-year students living on campus. As such, connecting existing Housing and Residence Life interventions with the Navigate tool will more fully optimize wrap-around support for students.

TRANSFORM INQR COURSE

Augusta University will transform its freshman, required Inquiry course into a platform for transformational thinking and engagement. Course content will include academic mindset and goal setting, examining the concept of purpose, encouraging students to explore and hone in on a career choice, and developing clear pathways to success through our newly developed major maps. Within the course, students will work in teams to explore a research topic related to the content. These projects encourage students to connect with each other and faculty, increasing their sense of belonging and developing a bond with our university. AU intends to integrate focus areas more deliberately into all sections of the course in collaboration with colleges and departments. The goal is to provide students with an opportunity to develop an individualized success plan that maps out their path to graduation.

ESTABLISH ADVISORY COMMITTEES

Augusta University will establish three Advisory Committees to focus on the central theme of student success. Those committees are:

- A new Instructional Innovation Advisory Committee to provide guidance and advice on matters related to the delivery of instructional design services that support classroom instruction across all modalities: Face-to-face, hybrid, and online formats,
- A new Student Success Advisory Committee to provide guidance and advice on matters related to programs created to support students' development of an appropriate academic mindset including but not limited to academic advising, early alerts, supplemental instruction, peer tutoring, peer mentors, and a guided but purposeful program choice, and
- A High Impact Practices Advisory Committee to provide guidance and advice on matters related to each of the areas promoted by the American Association of Colleges and Universities in their LEAP initiative. This committee will also serve as the QEP curriculum advisory body.

STUDENT SUCCESS AND COMPLETION TEAM

The following individuals are responsible for coordinating, administering, and evaluating Augusta University’s efforts towards student success and completion:

Dr. Gretchen Caughman, Executive Vice President of Academic Affairs and Provost

Dr. Zach Kelehear, Vice Provost for Instruction

Dr. Susan Davies, Vice President for Enrollment and Student Affairs

Dr. Kathy Browder, Associate Provost, Faculty Affairs

Ms. Mickey Williford, Interim Vice President for Institutional Effectiveness and Associate Vice President for Planning and Accreditation

Mr. David Barron, Associate Vice President for Enrollment Services

Ms. Holly Goodson-Rubio, Associate Vice President for Institutional Research and Analytics

Ms. Katherine Sweeney, Assistant Vice President for Student Success

Dr. Lorraine Evans, Executive Director, Academic Success Center

Dr. Elizabeth Huggins, Director, First and Second Year Experiences



CLAYTON STATE UNIVERSITY

SECTION 1: 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 2019 population totaled 6,879 students (5,470 undergraduate, 898 dual-enrolled, and 511 graduate).

Clayton State Student Demographics Fall 2019

Undergraduate Total	6,371
Full-Time	60.2%
Part-Time	39.8%
Black	62%
White	17%
Hispanic	8%

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.

MOMENTUM YEAR UPDATE

All incoming first-year students for fall 2019 are immersed in Clayton State University's new approach to purposeful program choice in support of the outcomes of the Momentum Year initiative. Key components of the revamped approach include redesigned guided pathways, purposeful choice engagement during orientation, a reimagined freshman seminar, and increased enrollment while improving success outcomes in Area A Math and English courses. Academic Affairs will also take a larger role in integrating Academic Mindset strategies into key gateway courses.

Redesigned Guided Pathways

For fall 2019 we updated and redesigned our 4-year pathways for all undergraduate majors. All guided pathways include the correct gateway Math course and English courses, 9 credits within the associated academic focus area, and 30 credits within the first year. Department chairs in conjunction with academic advisors pressure tested the pathways to ensure that prerequisites were accounted for as well as considerations were made for course availability. Pathways also include major specific co-curricular activities aligned with degree progression. These pathways include information related to Clayton State's Complete College Georgia Graduate Sooner initiative which is designed to encourage students to attend summer and earn 15 credits each semester. The pathways were handed out to students and their guests at each fall orientation session. Future efforts will focus on making these pathways and major information sheets available on a comprehensive major and career exploration website which is scheduled to be completed by summer 2020. A sample guided pathway is included in Appendix A.

Purposeful Choice Engagement During Orientation

Our efforts consisted of two components. First, orientation group advisement was redesigned by focus areas rather than major. Faculty developed presentations that introduced students to their focus area and the associated coursework, identified the majors and careers associated with the focus area, and encouraged students to participate in co-curricular activities in alignment with the focus area. During these presentations students and guests received guided pathway worksheets and major overview worksheets for their declared major as well as any other major of interest within their academic focus area. Second, students that were officially coded as undeclared (applied prior to creation of focus areas in Banner) or interdisciplinary studies received a phone call from the academic advisement office to discuss their major and career interests. In some cases, students simply needed their major updated in the system. Those that were unsure of their major had a referral made to the Office of Career Services where a career counselor reached out to the student to provide more in-depth support. Future work includes the purchase of a new orientation registration software platform that

will allow students to identify their career interests in addition to their major. Academic Advisors will review instances of misaligned careers and majors and include them in their pre-orientation outreach process.

Outreach to Students Not in a Designated Focus Area

Orientation Date	Integrative Studies	Undeclared	Calls
March 30th	N/A	N/A	N/A
June 14th	5	0	5
June 21 st	5	4	9
June 28th	8	4	12
July 26th	3	3	6
August 7th	6	0	6
August 9th	1	0	1
			Total-39

Reimagined Freshman Seminar – CSU 1000

Clayton State’s freshman seminar, CSU1000, was reimagined for fall 2019 to ensure all incoming freshmen participate in an intentional series of programs to aid students in further investigating focus areas in support of making a purposeful program choice by the end of the first semester of their freshman year. Students were either registered for a 3-hour course that was part of their Area F curriculum that already had these major exploration components embedded or were required to take the new CSU1000 course that is aligned with a focus area. Regardless of modality all students completed the Focus2Career assessment and will have at least one class period facilitated by a career counselor in the Office of Career Services. At the conclusion of each class room visit students are invited to complete referral cards to participate in individualized career counseling. Students are completing a pre- and post-assessment to aid the university in better understanding the factors that impact and support successful purposeful program choice. Future efforts will explore if there is a statistical impact on student success based on the student’s self-identified responses to their alignment within their declared major as well as if specific programs led to a stronger feeling of purposeful program choice.

Students Enrolled and Completing Math and English

We made significant progress this year with increasing the percentage of students enrolled in Area A Math and English as demonstrated by the table below. This is credited to an intentional effort to increase course capacity by the English and Math departments. One strategy included offering two sections of ENGL1101 during our summer bridge program to reduce the need for ENGL1101 during the fall. Academic advisors also audited every student’s record prior to them leaving the advising room during orientation. Clayton State University has also focused on improving the success rates of students in our gateway English and Math courses through participation in the Gateways 2 Completion initiative, increased academic support integration, and math pathways advising. Since fall 2016 we have realized a 5% decrease in the DFW rate for ENGL1101 and a 1% decrease in ENGL1102. Since fall 2016 we have realized a 14% decrease in the DFW rate for MATH1111. During this same time period we realized a 79.5% increase in MATH1101 enrollment as a result of guided pathways advisement while only seeing a small increase in the DFW rate. Overall the DFW rates for area A2 math has decreased by 5%. While we have improved the success rates and placement rates for Area A courses we continue to struggle to improve the number of students attempting 15 credits in their first term. An analysis found that 14.8% of our incoming freshmen class registered for 14 rather than 15 credits. We continue to explore ways to address student perceptions of enrollment by the number of courses rather than the number of credits. The course view of enrollment by students has a significant impact for our largest incoming major, Health Sciences with a pre-nursing concentration, in that these students enroll in a 1-credit lab science in their first semester. For fall 2020 we are exploring a move to pre-registration of students prior to orientation to default them into 15 or more credits.

Fall Freshmen Enrolled or Completed Area A courses and 15 Credits

	% English	% Math	% 15 credits attempted	% All Three
2016	96.4%	97.9%	31.1%	29.8%
2017	95.1%	94.4%	36.9%	34.8%
2018	82.2%	85.5%	38.6%	33.8%
2019	97.2%	93.3%	37.8%	30.2%

Undergraduate Student Success in English and Math

	Fall 2016 DFW Rate	Fall 2017 DFW Rate	Fall 2018 DFW Rate
ENGL1101	15%	13%	10%
ENGL1102	21%	24%	20%
MATH1101 (non-STEM, Health Professions, Business)	32%	32%	34%
MATH1111 (STEM)	36%	24%	22%

Academic Mindset

In early 2019, an Academic Mindset committee was convened that included faculty representatives from the various Colleges and select staff members from Student Affairs and the Center for Academic Success (Clayton State's tutoring center). In this initial meeting, the concept of Academic Mindset was discussed and data from the "Getting to Know Our Students Survey" was highlighted to identify potential strategies moving forward.

The committee decided to wait on developing strategies until the next set of survey data was available to institutions so, we could better determine trends across multiple survey administrations. During this time, the faculty lead involved with the committee subsequently resigned and the effort has since stalled. We are currently in the process of identifying another faculty member to co-lead the committee along with Justin Mays, Director of the Center for Excellence in Learning and Teaching. Once this faculty member is identified, we plan to reconvene the committee, analyze the latest round of survey data, and begin development of strategies to increase activities across campus which intentionally serve to increase growth mindset, purpose, and social belonging. These efforts will target faculty teaching key gateway courses for first-time freshmen.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, & OUTCOMES**High Impact Strategy Number 1**

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 an intrusive advising model which has a great potential to impact student retention 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 2018-2019 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) Navigate predictive analytics as well as critical course dashboards provided by the University System of Georgia.

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.

Measures of Progress and Success

Clayton State uses the number IPEDS cohort retention and graduation rates, and overall re-registration rates for all undergraduate students to assess the outcome of this strategy.

IPEDS Cohort Retention Rate

Fall 2013	Fall 2014	Fall 2015	Fall 2017 ¹	Fall 2018	Fall 2019 ²
68.0%	70.0%	71.3%	67.8%	70.8%	71.2%

IPEDS Cohort Retention Rates³

Cohort Year	4-YEAR GRAD RATE	5-YEAR GRAD RATE	6-YEAR GRAD RATE
Fall 2015	14.7%	-	-
Fall 2014	11.6%	24.8%	-
Fall 2013	8.1%	24.2%	31.2%
Fall 2012	9.9%	23.8%	31.1%
Fall 2011	11.2%	25.0%	30.6%

Re-registration Rates for all Undergraduate Students⁴

Fall to Spring

	2014	2015	2016	2017	2018
Re-registration Rate	90.4%	89.1%	89.5%	89.8%	88.6%

Spring to Summer

	2014	2015	2016	2017	2018	2019
Re-registration Rate	39.1%	39.1%	42.7%	40.8%	47.7%	50.0%

Spring and/or Summer to Fall

	2015	2016	2017	2018	2019
Re-registration Rate	77.5%	78.8%	77.1%	78.1%	80.3%

Lessons Learned

Clayton State University continues to realize the benefits of our efforts to fully centralize academic advising starting in Fall 2015. Since then we have realized gains in IPEDS retention and graduation rates as well as improvements in overall re-registration rates.

High Impact Strategy Number 2

Utilization of scalable technology to decrease time to completion and increase student success in key gateway courses.

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

Building off of the success of our fully centralized advising center Clayton State University has continued to explore ways in which the work of advisors can be focused towards students most in need of assistance while also developing scalable solutions to improve student outcomes. These efforts seek to leverage existing technology in collaboration with our Office of Information Technology to

¹ Change to the non-payment process to fully comply with new interpretation of state gratuity clause.

² Draft rate

³ Numbers in italics are draft rates

⁴ Starting in Fall 2017 the university changed our approach to the non-payment process to fully comply with the new interpretation of the state gratuity clause.

provide scalable solutions. Two solutions outlined in this report include our Early Alerts initiative and automated course repeat notifications.

Summary of Activities

Early Alerts

Launched in fall 2017 twice during each semester faculty teaching in select “Critical Courses” or “Catapult Courses” as identified by the University System of Georgia have been required to complete progress reports on their students between weeks 4-6 and week 9-12s of the semester. These alerts create cases that are assigned to associated student support offices, which results in personalized phone outreach to students. During this time period we found that students that act (e.g., advising or tutoring appointment)

Automatic Course Repeat Notifications

In fall 2018 academic advisors were provided a report and began notifying students of courses for which they had previously received credit and earned a C or higher. This was difficult to scale but still had a positive impact. Launched for spring 2019 we automated notifications via our inhouse texting solution to students with final calls being made by advisors.

Measures of Progress and Success

At-Risk in Course Over the Last 4 Semesters

	Grade Increase, Mid-Term to Final (1.0=1 letter grade)
Met with Student Support Staff Member	0.66
Did Not Meet with Student Support Staff Member	0.08

Automated Course Repeat Notifications

	Number of Course Repeats	Percent Change
Spring 2018/2019	825/236	71.4%
Summer 2018/2019	233/65	72.1%
Fall 2018/2019	584/94	83.9%

Lessons Learned

Further integrate technology into student success efforts will be key to achieving Clayton State’s CCG goals of improving retention and graduation rates for all undergraduate students. Technology offers the unique ability to scale student success efforts in ways that are not possible and allow academic advisors and other student support staff to focus their efforts on the most at-risk students that need personalized interventions. Future efforts will explore the use of technology to decrease the number of students taking courses not aligned with their declared program of study.

Early Alerts

On these alerts realized on average a 0.66 improvement from their midterm to final grade. For future actions we will explore course level impacts of tutoring and/or Supplemental Instruction on students with Early Alerts. Our success with this work will be profiled at the 2019 EAB Connected Conference.

Automatic Course Repeat Notifications

These efforts have resulted in a significant decrease in course repeats by students and potential savings to students of roughly a quarter of a million dollars for fall 2019.

Primary point of contact

Eric Tack, Ed.D., Assistant Vice President for Student Success, EricTack@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 2019 Student Profile [\[1\]](#)

The College of Coastal Georgia's fall 2019 enrollment, prior to census, stands at 3,528 students and FTE of 2,878. In terms of self-declared race/ethnicity, 7.5% identified as Hispanic/Latino, 0.3% American Indian or Alaska Native, 2.2% Asian, 19.4% Black or African American, 0.2% Native Hawaiian or Other Pacific Islander, 64.3% White, 4.3% two or more races, and 1.7% undeclared.

With an average age of 23.1, the College's student body is composed of 68.5% female and 56.7% full-time students with 89.8% indicating Georgia residency, 8.9% out-of-state, and 1.3% out-of-country.

First-generation students (whose parent(s)/legal guardian(s) have not completed a baccalaureate degree) account for 53.5% of the 3,328 students for whom we know parent/guardian educational attainment. Adult learners (25 years of age or older) and military/veterans account for 22.5% and 16.1% of the total student body, respectively. Pell recipients account for 34.8% of students, while dual-enrolled students total 456, or a 24.3% increase compared to fall 2018. Academically, the class of new freshman (for fall 2018) came to the institution with a 3.03 average high school GPA, attempted an average of 24.79 hours during the first academic year, earning an average of 18.29 credits. This cohort persisted through fall 2018 at a 56.2% rate and had an average GPA of 2.21. 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%).

The next few sections will provide a retrospective review of the major actions undertaken as part of the Momentum Year initiatives, and other high-impact strategies and activities that have promoted college completion during the 2018-2019 academic year. This

progress report will conclude with an overview of the effectiveness of the strategies, the plans for the coming year, and the Student Success and Completion Team that will be responsible for implementing, monitoring, and evaluating these strategies.

MOMENTUM YEAR UPDATE

The College of Coastal Georgia continues to be an active participant of the Complete College Georgia's Momentum Year initiative, and has successfully implemented a variety of initiatives that align with each of the three thematic elements: Purpose, Program of Study, and Engagement. Below you can find the major actions undertaken as part of this initiative, the components that are still in development, and the new efforts being implemented as we engage in a Momentum Approach for all students.

Element 1: Purpose

(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

Major Actions Undertaken

Academic Focus Areas have been fully implemented throughout all institutional processes.

All academic programs are categorized and aligned with Academic Focus areas, and this has been implemented across our student information system (Banner).

College transition programming has been redesigned to incorporate Academic Focus Areas and purposeful choice. From the selection of an academic focus area during the application process (students can no longer select undecided), to the orientation when students first arrive on campus, and finally to the pre-semester new student activities (Anchor Days Program), all activities are aligned by academic focus areas, and address the inform, discern, and affirm elements of making a purposeful choice.

Components Still in Development

Academic Focus areas are now a component of the customer relationship management (CRM) system, and the new application process is being designed to help students make a more purposeful choice. The inform, discern, and affirm process will be supported by Focus 2 Apply, an assessment tool that considers work interests and academic strengths to suggest areas of study, majors and potential career options. The implementation of Focus 2 Apply is part of the institutional Momentum Approach Development Plan and its deployment is progressing according to the proposed timeline:

Phase 1 - Fall 2019: During the first phase, the tool will be made available through the institutional website with two entry points, one from the Admissions landing page, and one from the Programs of Study landing page.

Phase 2 - Spring 2020: The second phase will explore a deeper integration with the admissions application in the new CRM.

Element 2: Program of Study

(A): DEGREE PROGRAMS ARE ALIGNED INTO ACADEMIC FOCUS AREAS THAT HAVE COMMON FIRST YEAR COURSES.

Major Actions Undertaken

Fully Implemented.

Academic Focus Areas and the alignment of the programs to each focus area have been approved by academic departments, and were submitted to the USG in 2018.

All 4-year program maps have been completed.

Components Still in Development

N/A (Fully Implemented)

(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.

(C,D,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 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.**

Major Actions Undertaken

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.

As part of the institutional Momentum Approach Development Plan, the Center for Academic Advising developed and implemented a marketing campaign to highlight the benefits of maintaining a load at 15 credits every term. This communication campaign included a first phase of messaging for students and parents during orientation, a second phase of communication and delivery of supporting materials during Anchor Days (second stage of orientation), and third phase which was recently implemented to promote second session for those students that dropped courses at the beginning of the term to encourage them to return to a momentum load.

Components Still in Development

In collaboration with the Office of the Registrar and the Center for Academic Advising, Academic Affairs is also leading the effort to embed all 4-year maps within the “Degree Planner” feature of DegreeWorks so that students can keep track of their progress and make more purposeful choices during registration each semester to ensure they complete 15 credits per semester (or 30 credits per year).

(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.

Major Actions Undertaken

All 4-year program maps have been developed and are being used to guide students through the curriculum term-by-term. To support the communication of co-curricular opportunities, the institution is in the process of developing Navigation Charts for each program. These charts will outline in detail the courses a student should take every semester, and will also outline the different types of co-curricular activities and practices that will help them integrate into the college environment.

Academic units have completed the first draft of their Navigation Charts for their programs.

Components Still in Development

The Office of Advancement has the draft Navigation Charts for every program and is working with Academic Affairs, Student Affairs and Enrollment Management to identify the best design and structure for collaterals that can serve the purpose of the Navigation Chart, that can be extended for marketing purposes, and that can be updated in a sustainable way.

Element 3: Engagement

(G): 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. DEGREE PROGRAMS ARE ALIGNED INTO ACADEMIC FOCUS AREAS THAT HAVE COMMON FIRST YEAR COURSES.

ENDEAVOR

Major Actions Undertaken

- In alignment with the institutional Momentum Approach Development Plan, the Endeavor Steering Committee has now been formed and is guiding the development and implementation of this important project.
 - Endeavor Steering Committee:

Name	Affiliation
Bob Clark (Co-Chair)	Arts & Humanities
Tate Holbrook (Co-Chair)	Natural Sciences
Ashley Barnes	Nursing
Jamaal Brown	Student Life
Cody Cocchi	Service-Learning
Lesley Leonard	Health Sciences
Lee McKinley	Business & Public Management
Courtenay Miller	Mathematics
Jack Parish	Education & Teacher Preparation
Roscoe Scarborough	Social Sciences
Niki Schmauch	Academic Services
Jennifer Wadman	Advising/Camden
Brian Weese	Career Services

- The Steering Committee is developing Endeavor as unifying framework intended to:
 - guide student development by helping students appreciate and articulate the value of their diverse academic experiences,
 - direct institutional energy and resources toward activities that are consistent with the College's key values and priorities, and away from superfluous initiatives, and
 - help build a more cohesive and distinctive Coastal Georgia identity that embodies our overarching focus on student success.
- The committee is currently seeking broad input from various stakeholder groups, including faculty, staff, students, and the community, to identify a set of core competencies that students are expected to develop through a transformative education at the College of Coastal Georgia. These cross-disciplinary abilities, skills, and dispositions will prepare Coastal Georgia graduates to be successful workers, informed and engaged citizens, and lifelong learners. Once established, the general competencies can be aligned with specific curricular and co-curricular programs, activities, and learning outcomes.

Components Still in Development

This major project is in its development stages. While a detailed implementation plan and timeline has been developed as part of the creation of the prospectus (please refer to Momentum Approach Development Plan), this timeline may change based on the work and deployment of the project by the Steering Committee.

(H): 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. DEGREE PROGRAMS ARE ALIGNED INTO ACADEMIC FOCUS AREAS THAT HAVE COMMON FIRST YEAR COURSES.

GATEWAY2COMPLETION

Major Actions Undertaken and Plans for the Incoming Years.

- Throughout the 2018-2019 academic year, the G2C Steering Committee and Course-Specific Committees evaluated the course and college-wide policies and procedures that impacted the four G2C selected courses (ENGL 1102, MATH 0999, POLS 1101, and BIOL 1107) in order to determine what changes to implement in the 2019-2020 academic year in an effort to improve student success, as measured by reduced DFWI rates.
- The course-specific committees evaluated their individual strengths and weaknesses within each course
 - MATH 999
 - Last year, separate from the G2C process, the math department had created the MATH 1101+998 pathway. To better advise students into the correct mathematics pathway, the department created new placement guidelines for all gateway mathematics courses, and implemented new a textbook and homework system in MATH 1111 (the paired course to MATH 999).
 - As part of the G2C redesign, the committee decided from 2019-2020 to move the corequisite course to a computer lab setting to encourage more active learning, to regularly meet with the instructors of the course to share ideas and activities, and to standardize the course content across sections.
 - ENGL 1102
 - Last year, the department was able to gain a permanent lecture line in an effort to reduce faculty overloads.
 - Looking forward to 2019-2020, the department converted a vacant line in another discipline to English to reduce part-time faculty use. The committee also plans to create a repository of assignments and resources and encourage faculty to advertise “themes” for their courses (labeled on the public course schedule).
 - POLS 1101
 - There is only one full-time faculty member for POLS 1101 who just completed his second year.
 - Looking forward to 2019-2020, the committee plans to make students more aware of support services available (in syllabus and in email), reduce the number of high-stakes assignments in favor of more frequent lower-stakes assignments, keep attendance and contact students who miss several courses, and collaborate with the part-time faculty.
 - BIOL 1107
 - Last year, the department removed the prerequisite of BIOL 1107 from 1108 and through advising are encouraging students to take BIOL 1108 first. The department also created BIOL 1104 Organismal Biology, so that only STEM-majors take BIOL 1107 and 1108.
 - Looking forward to 2019-2020, the Committee plans to introduce more hands-on activities and learning support for the lecture course, assess mindset and adopt mindset principles into the course, and focus on the lab component for interventions.
- For institution-wide changes, the Steering Committee identified several areas of improvement to work on over the next two years. Some work has already been completed, for example, the Director of eLearning has included a link to the student support offices on every D2L course page. Additionally, the Office of Academic Affairs is working with Technology Services to create additional reports on all of the categories identified for tracking student success.
- The Office of Academic Affairs has a multi-year plan to reduce faculty overload and part-time pay in an effort to reinvest those dollars into full-time faculty lines. The existing “faculty workload” report will also be modified to identify the number of preps and number of brand-new courses taught per faculty member to help deans and chairs make scheduling decisions. Additionally, the institution plans to evaluate all of the policies and procedures that have not been updated since the college transitioned from a two-year institution and make a timeline for reviewing and updating these. As an example, the policy for withdrawing from a course by the midterm of the semester has not been updated, and in its current form it can be a contributing factor for the DFWI rate; pushing the withdrawal date back could give students a better sense of where they will end up before deciding to withdraw. One suggestion, which is used at other institutions, is make the last day to withdraw the last day of classes.
- In summary, both the Steering Committee and course-specific committees were able to address numerous areas for improvement, both institutionally and in the specific courses, that we will work on over the next two years in an effort to improve student success at the freshmen level.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

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 University System of Georgia's corequisite remediation model by shifting the focus from traditional remedial education as a standalone enterprise to providing the support that students need to successfully complete credit-bearing, collegiate-level courses that align with their baccalaureate programs of study.

Summary of Work

The College continues to transform the Learning Support structure; every student in need of remediation enrolls in a gateway collegiate course in English and Mathematics, with corequisite support. As the institution discontinued the Foundation courses in both English and Mathematics, CCGA math and English faculty and administrators have participated in the USG Corequisite Academies and shared knowledge with faculty and administrators at other USG institutions.

Outcomes

When the Department of Arts and Humanities discontinued the Foundations course, as part of the updated USG corequisite model, the department offered a designated English corequisite support section during the spring of 2018 with students that would have traditionally gone in a Foundations-level 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.

Fall 2018 was the first semester in which the ENGL 0989 Foundations course was completely discontinued. Using the updated USG Learning Support placement criteria, students enrolled in ENGL 0999 and ENGL 1101 if they were not exempt from Learning Support. From the fall 2018 new freshman cohort, 63.3% of the students that started in ENGL 0999 successfully completed the gateway ENGL 1101 course within one semester.

Similarly, Foundations-level courses in Math were completely discontinued in fall 2018. From the fall 2018 new freshman cohort, 60.6% of the students that started in 0997 successfully completed the gateway MATH 1001 course within one semester. When comparing with the now-discontinued Foundations structure, the results from fall 2016 and fall 2017 indicate that 52.2% of the students starting in MATH 0987 completed a Math gateway course within one year. Once again, it is important to note that not only the success rate is higher with the corequisite model, but that students are completing the gateway course within one semester; the Foundations structure required an additional semester to complete this gateway course.

Moving towards full-scale, corequisite support for the College Algebra pathway has presented additional challenges. As the new corequisite structure was developed, it was clear that, for this pathway, the deficiencies in academic preparation are harder to overcome with corequisite support. To address this, a staggered approach was developed in which students with larger gaps in preparation now start their first semester with MATH 1101 with corequisite support and then progress to MATH 1111. Students with higher placement scores can also qualify to be placed directly in MATH 1111 with corequisite support, and only those with high enough scores are placed in MATH 1111 without support. From the fall 2018 new freshman cohort, only 34.5% of the students that started in MATH 0999 successfully completed the gateway MATH 1111 course. While this higher than the 26.4% rate for students that started in the Foundations course for algebra that successfully completed MATH 1111 within one year (fall 2016 and fall 2017), it is still a very low success rate. Therefore, faculty in the Department of Mathematics selected MATH 0999 as one of the College of Coastal Georgia's courses for improvement within the G2C project.

Finally, from the fall 2018 new freshman cohort, 44.8% of the students that started in 0997 successfully completed the gateway MATH 1101 course within one semester. Some of these students were taking this course as part of the staggered approach towards MATH 1111; for others, this course was enough to satisfy their Area A requirement. From the group of students who progressed to take MATH 1111 as part of this staggered approach, 28.6% (4/14) successfully completed this course.

Lessons Learned and Long-term Goal

Arts and Humanities will analyze the experiences and challenges of the 18 students who did not pass the ENGL 0999 corequisite and ENGL 1101 gateway course in fall 2018. English faculty will obtain information about how those 18 students have progressed toward graduation in spring 2019. The quantitative and qualitative data will help English faculty and student-support staff develop additional strategies for student success. With the English faculty members' work on ENGL 1102 as part of the Gateway2Completion project, the entire freshman writing sequence is part of the department's study and student-success plan. This work supports the institutional efforts to align gateway courses with the purposeful pathways offered in our programs of study.

The Department of Mathematics continues to reevaluate the College Algebra pathway. Through the Gateway2Completion project, the course committee has moved the corequisite course to a computer lab setting to encourage more active learning, to regularly meet with the instructors of the course to share ideas and activities, and to standardize the course content across sections. The department also continues to work closely with academic advising to make sure all the students who can be served by the Quantitative Reasoning pathway are placed in this course (with the appropriate level of support), as this pathway continues to exhibit better success rates.

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. 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)

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

Coastal continues to expand and enhance relationships with high school counselors, locally, regionally and statewide, as well as home school programs. The institution continues to host an annual Dual Enrollment/Admissions breakfast for all area high school counselors, including those in the Glynn, McIntosh, Camden, Wayne, and Brantley County school systems as well as area private high schools. Orientation events are held for students and parents. A portal for High School Counselors was launched this year to allow counselors to review the status of a student's admission application in the Coastal system. This provides the high school counselor with up-to-date information on what is needed as they work to complete the admissions process with the student.

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. In addition, the dual enrollment advisor attends Home School organization meetings to provide information about the program to parents and students. Students presently enrolled in Dual enrollment also participate in these events and talk with students and parents about their experiences.

This year, the College of Coastal Georgia planned an evening to celebrate the impending graduation of our dual enrollment seniors. During this event, students are encouraged to consider Coastal as a college option. In addition, we encourage students to apply for the college's foundation's scholarships, and several received those scholarships.

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 home school organizations, 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, 367 participants during fall 2018, and 456 participants during fall 2019 (a 24.3% increase from fall 2018 to fall 2019).

Lessons Learned

With the continued growth of the program, the institution has given additional attention to 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 met the previous 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, with additional outreach to the schools and community which included additional informational events; a greater presence on the local high school campuses by both the dual enrollment advisor and an admissions counselor; and articles and advertising in the local newspapers.

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

High Impact Strategy (3)

Improved Communications through Technology

General Overview

The College has implemented several technology enhancements and new software packages to improve communication with students. These improvements have allowed students to get the information they seek faster and allowed the College to take quicker action on student needs.

Summary of Work

- **Student Portal “Mariner Success Crew” Feature.** Academic Affairs worked with Technology Services to create a mechanism that increases the cohesiveness of the College’s support services by connecting every student with 5 support staff/faculty: An Academic Advisor, Financial Support Advisor, Academic Support Advisor, Career Advisor, and Campus Life Advisor. Students can click on one of their advisors in this portal feature, which will connect them via email without having to open an email client. The email is sent to the advisor (with cc to the student) who will receive an email from “Success Crew” with a subject line: “Success Crew question from [Student Name]”. The advisor’s reply will be sent directly to the advisee.
- **Webpage Chat Box Widget.** Residence Life and Housing began use of a Tawk.to chat box widget on all of the Office of Residence Life and Housing webpages (<http://www.ccgga.edu/reslife>). When anyone navigates to the webpage, a chat box is available at the bottom right of the page where students and visitors can ask questions to the Residence Life staff. Staff receive an alert on their cell phone or on their internet browser that a question has been asked so that they can answer it. If no one is available to answer the question, the student is informed and a staff member will get back to them in a timely fashion.
- **Commit2Coastal.** Expanding on the new USG requirement to have students sign a registration agreement to help lower outstanding student balances, the College implemented Commit2Coastal for fall 2019. Starting a couple months before the semester begins, students who are registered but not yet “committed” begin receiving weekly correspondence (e.g., emails, phone calls, postcards) reminding them that they must “Commit2Coastal”. In order to commit, a student must go to the portal and state whether they still intend to take courses for the given semester and, if so, sign the registration agreement. The first question has been powerful. The Registrar’s Office weekly reviews responses and drops any student who stated they were not planning to come.
- **“Ask Jack” Text Messaging.** Building off of the work of Georgia State University’s “Pounce” virtual assistant, the Office of Admissions worked with administrators and staff across campus to form an extensive knowledge base that was incorporated into AdmitHub, a subscription service that fosters student success with mobile messaging powered by artificial intelligence. Available to all students that applied to the College for fall 2019, students can text their questions to “Ask Jack” and the AdmitHub artificial intelligence system will link their question to data in our institutional knowledge base. Representative

from Admissions and Academic Affairs monitor questions asked to update the knowledge base to ensure students receive the correct information.

Outcomes

- **Mariner Success Crew:** We have consistently heard from students who didn't know who their academic advisor was or just whom to contact on campus for various needs. Students have to log into the student portal to access their email and their courses in Brightspace (D2L), so putting this information front and center on an information hub and providing a convenient method to contact these advisors has solved an existing problem. In the six-month period since this feature began (March 25 – September 25, 2019), just one of our academic advisors has received 229 emails through this feature. Our Financial Support advisors have received a total of 358 emails, our academic support staff have received a total of 39 emails, and our career services staff have received a total of 38 emails.
- **Chat Box Widget:** We have had 131 chats and 5 offline messages since it has gone live in June 2019.
- **Commit2Coastal:** For fall 2019, 73 students were dropped over the summer from a total of 297 fall courses as a result of this process. Previously, these students would have stayed in the courses until after the add/drop period ended for the semester which prevented us from “reselling” those seats to students who may have been waiting to take a needed course to graduate.
- **“Ask Jack”:** This tool has only been recently added, but we already have seen the power of this service. This semester, we sent out the USG Mindset Survey via email to our new freshmen and saw less than 20 responses on the first day it was emailed. However, 16 days after the survey was emailed we sent it out via Ask Jack and over 50 new freshmen completed the survey that same day.

Long-term Goal

The institution is considering expanding “Ask Jack” to serve all students, not only admitted students, as well as working through a more cohesive model of communication. Along with the Chat Box widget in Residential Life, the College has an existing chat box feature for the Library and also a Call Center that receives questions related to topics across all offices. As a long-term strategy, the institution is considering bring these different services together for improved branding and potential cross-training of employees.

Lessons Learned

Mariner Success Crew: There has been some confusion with use of the word “advisor” in this box – our “academic support advisors” refer to our tutoring staff, but some students have mistaken them for academic advisors. We are presently working on improved nomenclature.

Chat Box Widget: The offline chat does not require that visitors leave contact information, so there may be some missed opportunities to answer questions. However, through the frequently asked questions the offices can review the information in the website or train staff in new areas. In addition, it has helped streamline various processes since questions are being answered in an immediate manner instead of responding through email or voicemail.

Commit2Coastal: Communication with students started on July 1 for the fall semester Commit2Coastal process. An introduction to Commit2Coastal was also included in the orientation programming. However, email communications were released too early for some special populations of students that had not yet attended orientation, and this caused some confusion. Communication plans were quickly adjusted to ensure they would only go to continuing students as well as new students who have already completed an orientation.

“Ask Jack”: While this feature was just implemented in the last couple months, the institution has benefited greatly from the lessons learned from Georgia State University, who saw a 21.4% decrease in summer melt, a 16.9% increase in flawless FAFSAs, and a 14.9% increase in loan counseling. One such “tip” shared by GSU is that a message should have some action associated to it; rather than inform students about an event, the college is now asking them if they plan to attend. This has the added benefit of gathering an immense amount of data that can be parsed through to determine, for example, what reasons students may have had for not attending an event they were expected to attend.

Primary point of contact

Alan Ours, Chief Information Officer, aours@ccga.edu

High Impact Strategy (4)

Retention Campaigns.

General Overview

In an effort to organize the various retention strategies, initiatives and activities executed across campus, we have implemented a campaign structure that is allowing us to better conceptualize, design, track and evaluate all our retention efforts. Under this structure

we are now organizing these efforts as “*Campaigns*”, where each campaign has a *Goal*, an *Audience/Target*, and various *Actions/Activities* each one of them with an associated objective. The motivation for such a defined structure stemmed from the opportunity it opened at the time of reporting; we now have all this information well documented in a database and it is allowing us to connect the campaigns with student data from Banner, which in turn is creating a much richer ground from which to extract the analysis and evaluation of the initiatives.

Summary of Work

During spring 2019 Academic Affairs worked with Technology services to create a custom table in Banner where all the campaigns are being documented. This Banner table now houses every instance of any type of retention campaign activity, and is being actively used to document activities and to evaluate their impact. This new structure was launched with a limited number of campaigns but additional campaigns are being added for tracking and evaluation purposes. It is important to note that many of the activities indicated below were already in place and have been part of our retention efforts of previous semesters, but this new structure is allowing us to better document the activities and to perform detailed treatment effect analyses.

The launching campaign was the **Academic Standing Campaign**, which targeted spring 2019 students that were not in good academic standing. The goal of this campaign was to reduce the number of students in this Audience/Target group that were not in good academic standing by the end of the term. The activities for this campaign included contacts from a freshman advisor, a faculty advocate, and contacts from the Athletic Department, Housing and the student employer when applicable. Similarly, a **Midterm Grades Campaign** was launched, which targeted students that had one or more failing or unsatisfactory grades (D, F or U) at midterm. The goal of this campaign was to reduce the number of failing grades in this audience/target by the end of the term, when compared to the midterm failing grades. This campaign included the same type of contacts from the academic standing campaign, but also included a very strong outreach from Academic Services to connect students struggling in the courses with the specific tutors for those classes.

Outcomes

Academic Standing Campaign

From the Audience/Target of 279 students, 76 of them were able to return to Good Academic Standing, which corresponds to a 27.24% reduction of students not in Good Academic Standing.

By performing a treatment analysis using propensity score matching, it was shown that students that were contacted by academic advisors were around 16% more likely to return to good academic standing. While other activities may have had different levels of impact on student success, we were not able to find any evidence that the treatment had any effect on the academic standing metric under evaluation. Students were matched using the following covariates: Gender, Race, Age, High School GPA, FAFSA, First Generation, and the total number of credits enrolled in the semester.

Midterm Grades Campaign

For the Audience/Target of 1344 students that had one or more failing or unsatisfactory grades (D, F or U) at midterm, their total number of failing grades was 2254. By the end of the term, this same group had a total of 1586 failing grades, a 29.64% reduction in the number of failing grades. This reduction is 2.18% higher when compared with the corresponding reduction for spring 2018 for the equivalent target population (27.46%, from 2265 to 1643), and it is 2.68% higher when compared with spring 2017 (26.96%, from 2285 to 1669).

Lessons Learned

Academic Standing Campaign

By performing a treatment analysis using propensity score matching, it was shown that students that were contacted by academic advisors were around 16% more likely to return to good academic standing. While other activities may have had different levels of impact on student success, we were not able to find any evidence that the treatment had any effect on the academic standing metric under evaluation. Students were matched using the following covariates: Gender, Race, Age, High School GPA, FAFSA, First Generation, and the total number of credits enrolled in the semester.

Midterm Grades Campaign

While the results of this campaign were positive, we were not able to show, via the treatment effect analysis, that the differences found were directly connected with the activities performed in this campaign. The institution will continue to perform interventions and will continue to try to identify which interventions are more effective than others.

Long-term Goal

The scalability of this structure is allowing the institution to incorporate more campaigns and use similar mechanisms for documenting and reporting this information in a way that directly connects with each student record. For example, this campaign structure is now being used to document all advising activity in a general advising campaign, and is now being used for the pilot of the “Always Alert System” which is being developed in fall 2019. The long-term goal is to use this structure to document and analyze every retention and student success intervention in this home-grown platform.

Primary point of contact

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

Dr. Michael Butcher, Assistant Vice President for Student Affairs, Dean of Students, and Title IX Coordinator, mbutcher@ccga.edu

OBSERVATIONS AND NEXT STEPS

The College of Coastal Georgia has been fully committed to implementing the various elements of the Momentum Year, is following a detailed Momentum Approach Development Plan, and as documented above, is making great efforts to improve completion at the institution. As an immediate metric representing the effectiveness of these efforts, the retention of the First-time Full-time Freshman at the institution continues to be at a level that is below the target values. For the fall 2018 cohort, the IPEDS FTFTF one-year retention rate was 56.2%, an increase of 2% when compared with fall 2017 (54.2%), but still under 57.4%, the retention rate of USG state colleges (one-year retention of full-time freshman Bachelor’s and Associate degree seeking students from fall 2017). The institution recognizes student success as its main priority and is currently searching for a Director of Retention and Student Success to guide all future initiatives.

STUDENT SUCCESS AND COMPLETION TEAM

As indicated in the high impact strategy 4, Dr. German Vargas, Assistant Vice President for Academic Student Engagement and Associate Professor of Mathematics, and Dr. Michael Butcher, Assistant Vice President for Student Affairs, Dean of Students, and Title IX Coordinator, team up to help manage, monitor and evaluate the various retention initiatives; however, the development and implementation of the various high impact strategies relies on a very broad group of individuals across campus. From the academic units directly associated with the curricular changes (G2C and the LS changes), to various staff offices like Advising, Academic Services, Career services, Housing, Admissions, Financial Aid, all play an essential role in student success and are part of the collective conversation around completion. Under the leadership and coordination of the new Director of Retention and Student Success, the Complete College CCGA Taskforce members will become part of the Student Success and Completion Team which include the following individuals:

Director of Retention and Student Success (Chair)

Johnny Evans Jr., Ph.D.

Provost and Vice President for Academic Affairs

Jason W. Umfress, Ph.D.

Vice President for Student Affairs & Enrollment Management

German Vargas, Ph.D.

Assistant Vice President for Academic Student Engagement; Associate Professor of Mathematics

Laura Lynch, Ph.D.

Assistant Vice President for Faculty Affairs; Associate Professor of Mathematics

Michael F. Butcher, Ed.D.

Assistant Vice President for Student Affairs | Dean of Students and Title IX Coordinator

Elizabeth Wurz, M.F.A., Ph.D

Department Chair, Arts and Humanities; Associate Professor of English

Tanya Cofer, Ph.D.

Associate Professor and Chair, Department of Mathematics

Michelle B. Ham

Vice President for Business Affairs

Kimberly Burgess

Assistant Director of Admissions Operations

Terral Harris, AFC
Director, Office of Financial Aid

Ronald Harding, M.Ed.
Senior Research Associate

Niki Schmauch, M.Ed.
Coordinator of Academic Services

Syvillia Averett, Ph.D.
Assistant Professor of Mathematics, Faculty Senate Chair

Patricia Morris
Lead Academic Advisor

Matt Hanak
Information Security Officer, Staff Assembly Chair

In closing, the College of Coastal Georgia is fully committed to making student success an overarching priority, to fully embrace this in its culture, and to embed this priority into institutional processes, including performance reviews, annual reports and budget reviews. The College believes its student progression metrics, standards, and retention/graduation strategies are clear evidence of its commitment to having the student at the center of the entire operation.

[1] Total enrollment, FTE, and all demographic information are based on USG Preliminary Student Enrollment Report and persisted report data for fall 2019; the academic achievement metrics are based on Banner SIS data for the fall 2018 cohort.



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 CSU 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.”

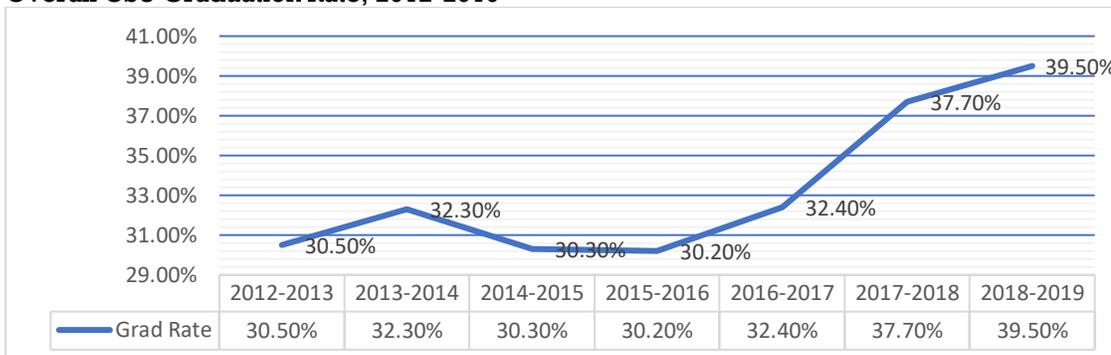
The institutional focus on excellence in teaching and research as well as the emphasis on life-long learning, cultural enrichment, public-private partnerships and service to others influences the key priorities of the college completion work undertaken by CSU. The University financially supports student 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

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 these Georgia counties: Chattahoochee, Harris, Marion, Meriwether, Muscogee, Stewart, Talbot, Taylor, and Troup. In Fall 2019, 43.2% of the new student population was drawn from these counties.

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). While the University takes pride in its role as an access institution, this role presents challenges in retention and student success. Nonetheless, retention and graduation rates have increased in the last seven years.

Overall CSU Graduation Rate, 2012-2019



The overall CSU retention rates, 2012-2019, for first-time, full-time freshmen have increased from 66.2% to 71.5%, yielding an increase of 5.3% over seven years. However, it is the increase in the graduation rate that is truly impressive. In the same time period, it has risen from 30.5% to 39.5%, an increase of 9%.

This year, CSU focused on helping students succeed by

- Providing them with program maps, focus area maps, accurate course rotation schedules, and informed advising to help them navigate the road to completion—See Section 2. Momentum Year Update, p. 2;
- Investigating ways to minimize or eradicate non-academic reasons for being “at risk” (financial, career uncertainty, child care, first generation, etc.)—Section 3, Goal #1, p. 6;
- Motivating them to earn degrees on time (enroll in 15 credits per term)—Section 3, Goal #2, p. 8; and

Redesigning high DFWI courses, thereby both reducing the number of students having to reenroll in courses and improving student learning and retention —Section 3, Goal #3, p. 10.

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

MOMENTUM YEAR UPDATE

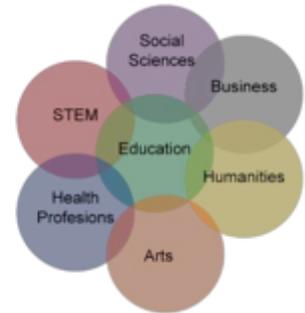
According to Georgia’s CCG website, students are most successful when they make purposeful choice, have clear paths for completion, and demonstrate an academic mindset. To accomplish that end, beginning Fall 2019, CSU has centralized advising for all freshmen and sophomores and increased the staff of CSU ADVISE accordingly. CSU ADVISE has three offices on campus—one on main campus (for the College of Business and Computer Sciences and for the College of Letters and Sciences) and two on the RiverPark Campus (one for students in the College of Education and Health Professions and one for those in the College of the Arts). In addition, CSU ADVISE advises all students (native or transfer) who are uncertain of their major and have chosen an academic focus area instead of a major. Finally, CSU has devoted time and energy to academic mindset—surveying students, educating faculty and students, and coordinating meaningful activities that develop growth mindset.

Purposeful Choices: Academic Focus Areas

In AY 2017-2018, we expanded our academic focus areas from five to eight 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—all of which cover two semesters (the first year)—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 eight focus areas are Social Sciences, Health Professions, Education (Excluding Secondary Ed.), Business, Humanities, Fine and Performing Arts, Exploratory, and Computer Science, Math or Science (STEM). See **Appendix I** for details.

CSU’s Academic Focus Area maps (seven pictured) plus Exploratory (not pictured)

In August 2018, the undecided/undeclared option for students was eliminated on CSU application so that students applying for subsequent terms selected an Academic Focus Area (AFA) instead. Students selecting AFAs are advised by student retention specialists in the CSU ADVISE center. Students selecting the Exploratory focus area are required to engage in specific activities to help facilitate the selection of a specific focus area or major.



CSU offers eight AFAs which allow students to explore majors within an area of interest. For coding purposes, AFAs are an attribute and students are assigned to the BA in Liberal Arts Humanities concentration. Using this “shell” major enables students using AFAs to receive financial aid. The student attribute code, next to the AFA, allows CSU ADVISE to track AFA students. Since the coding was created in 2018-2019, there is little data to report at this time regarding movement from these coded AFAs to majors, but we should have some data next year.

Health Professions	code FAHP
Business	code FABU
Education (excludes Secondary Education)	code FAED
Computer Science, Math, & Science	code FACS
Social Science	code FASS
Humanities	code FAHU
Fine & Performing Arts	code FAPA
Exploratory	code FAEX

These AFAs are published on the CSU ADVISE website and in the catalog. Each map has been carefully constructed to include 9 credits in the Focus Area of interest and to specify the math course recommended for that AFA. Each AFA covers two semesters or

the first year of the college experience. Since students must select a major by 30 hours, Academic Focus Area Maps only apply to freshmen, whether native or transfer. Students selecting AFAs, including Exploratory, are advised by a dedicated student retention specialist in CSU ADVISE.

CSU ADVISE, the Center for Career Development, and Counseling Center have scaffolded their career support services to be responsive and effective. AFA students are 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, allowing students to explore career fields based on those strengths and interests and to develop professional skills. Students are also referred to the Counseling Center to assist with selecting a major. The Counseling Center administers the Strong Interest Inventory, the results of which help guide conversations by experienced counselors about potential majors and career paths. Referrals are recorded in EAB (Educational Advisory Board) and monitored to ensure that students complete the required interventions and activities.

Clear Paths for Completion: Program Maps

CSU ADVISE also advises all freshmen and sophomores in all majors. CSU has maintained extensive program maps for all associate and bachelor degrees for the last six 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. In 2018-2019, we also ensured that all maps include a minimum of nine credit hours (usually three courses) in the discipline or discipline-related courses in the first year of a student's selected major or academic focus area. For 2018-2019r, we are double checked compliance of completion of Area A courses and nine credit hours in the discipline or discipline-related courses on the program maps of all majors and focus areas. In the last few years, retention and graduation rates have increased due to our attention to program maps and our emphasis on 15-to-finish. CSU has registered its highest graduation rate of 39.5 percent, an increase of 9.0 percentage points in the last six years.

Academic Mindset

Since Fall 2017, CSU has distributed the Academic Mindset survey every semester to all incoming first-year students. In 2018, CSU offered Mindset training and discussion for faculty including book circles on related topics and a workshop led by academic futurist Ken Steele (April 2018).

In 2019, CSU's Faculty Center for the Enhancement of Teaching and Learning scaled up the discussion about Mindsets among faculty by offering workshops during Fall 2018 and Spring 2019 Planning weeks, encouraging discussion of the topic during its new faculty orientation series, offering more book circles on the topic, and offering forums for faculty, staff, and administrators to strategize and to develop practices to help students see academic difficulties and challenges as chances to grow. Here are the titles of the workshops, the dates, and participation:

Sessions during Creativity & Innovation Forum in August Welcome Week (2018)

"Creating Syllabus Policies to Support a Growth Mindset" (offered twice on Main Campus and twice at RiverPark) 8/14 & 8/15 for 28

"Reducing the DFW Rate in the Context of Inclusion" (same) 8/14 & 8/15 for 22

Keynote address in January Welcome Week (2019)

"Metacognition: the secret to engaging and inspiring students" 1/16 for 71

New Faculty Seminar Series

"Taking Care of Students: how to help, where to turn" (offered once on each campus) 9/11 and 9/13 for 6

"Mentoring Student Research and Creative Activity" 11/2 for 14

"Navigating Student Success Resources" 2/21 for 13

In Fall 2018, the President's Welcome activity was based on introducing Mindset to the entire campus. Also in 2018, The First Year Experience (FYE) program and CSU ADVISE were awarded a three-million dollar Strengthening Institutions Programs (SIP) 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. For Fall 2019, CSU ADVISE's SIP grant got a mindset training module added for its peer coaches.

In addition, the FYE program made direct linkages between last year's Common Reading and Growth Mindset discussions by adopting *The Working Poor* as its text. This year's Common Read, *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked*, also promotes mindset topics.

Finally, all faculty teaching core curriculum courses must now submit midterm grades, which help students see their actual standing and progress in their courses and perhaps save themselves from failing or receiving low grades.

In summary, these three elements—purposeful choice (academic focus areas), clear path for completion (program maps), 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).

The result has been a 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

- Created eight focus area maps for students uncertain of major choice.
- Created a coding system for those freshmen using Academic Focus Area Maps so we can track their migration from AFA to majors. (See map codes above.)
- Temporarily assigned AFA students to BA Liberal Arts Humanities so they are eligible for financial aid.
- 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.
- All maps complied with Momentum Year mandates regarding math, English, and 9-credits in first year.
- Required departments to develop course rotation schedules.
- Pressure tested program maps to actual rotation of courses.
- The Faculty Center offered faculty workshops on instilling growth mindsets and FYE chose common reading that encourages mindset development.
- Required all faculty teaching courses in the core to report midterm grades.

Summary of Activities

- In 2018, 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 CSU ADVISE website. **(See Appendix I.)**
- Annually, we review program maps before publishing them in the new catalog. In the process, many maps are corrected/updated and any errors found in the online catalog are corrected then as well. This review work will be eliminated, for the most part, once Courseleaf is implemented in 2020.
- For the 2018-2019 and 2019-2020 catalogs, we validated that all maps and focus areas indicated the appropriate math pathway course, required both English composition courses, and contained a minimum of nine credit hours of discipline-related credits in the first 30 hours of coursework.
- Fall 2019 we had 28 who began as Exploratory AFA. CSU ADVISE provided intentional and early advising with this group of students and encouraged them to visit the Career Center for their "Am I Job Ready?" assessment and the Counseling Center for the Strong Inventory. During Welcome Week, CSU ADVISE also hosted "*Majors in Minutes.*"
- For 2018-2019, we distributed the mindset survey to students and offered mindset workshops to faculty.
- In Spring 2018, we randomly selected eight bachelor programs to confirm that course rotation schedules were consistent with program maps (pressure test). 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 three programs with discrepancies were notified and their maps and/or course rotation schedules corrected.
- In Spring 2019, we again pressure tested eight different bachelor programs maps to actual course offerings for fall 2018 and spring 2019. We found 92% compliance, with one program accounting for most of the misalignments. The department chairs of three programs with discrepancies were notified and their maps or rotation schedules adjusted as needed. All departments at CSU have developed rotation schedules which they publish on their departmental websites. Such publication has improved compliance with program maps and, no doubt, reduced student anxiety about when a course will be taught again. Chairs are in the process of developing and publishing one- year course schedules in which students will be able to enroll.
- Faculty Center offered several workshops for faculty to educate them regarding mindset.
- All faculty teaching courses in the core curriculum are required to report midterm grades. This is a student success practice, and the more context instructors can provide students (in an email or a notice in D2L) the better--how the grade was calculated, what it means in students' overall grade, where to get help, and how faculty office hours might figure into that help. We know that students whose GPA falls below 2.0 in the first semester have drastically lower retention rates, around 30% according to the latest figures, compared with 72% for the general population. Having midterm grades reported allows

us to calculate midterm GPAs for first-year students and make sure struggling students know where to find the support they need.

Faculty report midterm grades through Banner SIS or the MyCSU faculty grade entry tile.

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 99% of the disciplines; the one 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 144.4 (2019).
- In 2015-2016, we added five focus area maps to the CSU ADVISE website.
- In 2017-2018, we added three more focus area maps and revised the previous five maps.

Measures of Success

- In 2019, created coding for all Academic Focus Area Maps in order to identify students in Focus Areas and to track their success rates and movements to other majors.
- CSU's retention rate of FT/FT freshmen has increased from 67.1% in 2013 to 71.5% in 2019.
- CSU's graduation rate has increased significantly from 30.5% in 2013 to 39.5% in 2019.
- Evolve Momentum Year requirements to include those of the Momentum Approach Development Plan, developed in June 2019 for implementation Fall 2020. Next year's efforts will truly be transformative.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

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 ADVISE serves the whole student by not only focusing on academic progress, but also by addressing their social, emotional, physical, and financial needs. This year, CSU ADVISE has facilitated student success through programs such as the Early Alert System, BOOST (a Quality Care for Children program), and Embark in Education. In addition, CSU ADVISE has defined our “at risk” population and created a tracking system for identifying and serving these students. In years to come, positive results with “at risk” student groups should positively affect successful completion of credits, retention rates, and graduation rates.

High-Impact Strategies

- Use 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.

Summary of Activities

Early Alert System

- Because EAB is user friendly, faculty have found it easier to submit Early Alert documentation, Faculty submit 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.” Some of the faculty-generated alerts are assigned to the student's academic advisor for follow up.
 - Others can be issued by any EAB user, including student life and residence life staff—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 the Dean of the Honors College.

- 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.
- Student affairs and resident life staff also have access to EAB and can submit various alerts.

EAB Referral Rates (Identification and Tracking of Students in EAB)

In 2017-2018, we developed a process to track which students were actually participating in the referrals recommended by advisors in CSU ADVISE, faculty advisors, or other professional advisors. Previously, CSU ADVISE 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 in EAB for years, the Center for Career Development and the Counseling Center have only started doing so in Spring 2018. It is now possible to identify which students received assistance. In the case of referrals to the Counseling Center, aggregate numbers are used to protect privacy.

We were shocked at the low rate of compliance with referrals. Now we need to figure how to motivate students to comply with the referral. The data at this point is too slim to correlate student compliance and improved outcomes.

Referral Service	Fall 18 Referred	Fall 18 Received Care	Spring 19 Referred	Spring 19 Received Care
Accommodations & Access	4	0	13	0
Career Center	1	0	8	2
Tutoring	52	23	43	11
Counseling	17	0	34	0
Boost	1	1	0	0
SIP GRANT – Referred to Counseling Center for Strong Inventory Test	23	2	28	5
SIP GRANT – Referred to Counseling for Psych Evaluation *Began Spring 19	N/A	N/A	3	1

- 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.
- 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.
- 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 (11.4%) and are not meeting Satisfactory Academic Progress (SAP) with financial aid, resulting in difficulty in degree completion. This chart shows the GPA range of transfer students in Spring 2019.

GPA RANGE

	Frequency	Percent	Cumulative Percent
0.0 TO 0.5	12	4.3	4.3
0.51 TO 1.0	3	1.1	5.3
1.01 TO 1.99	17	6.0	11.4
2.0 TO 2.5	56	19.9	31.3
2.51 TO 3.0	85	30.2	61.6
3.01 TO 3.5	76	27.0	88.6
3.51 TO 4.0	32	11.4	100.0
Total	281	100.0	

CSU ADVISE through Strengthening Institutions Program (SIP) now has a program to assist transfer students with a transfer GPA below 2.0. Students are invited to meet with SIP advisors at the beginning of each semester to assess previous academic struggles. Follow up with students occurs at midterm to track their academic progress. Students are required to meet two times throughout the semester with assigned peer mentors. Finally, students are able to attend workshops for math and testing anxiety and workshops for professionalism.

EAB Student Alerts

Fall 2018 Alerts = 166
 Spring 2019 Alerts = 129
 Total Alerts for 2018-2019 = 295

BOOST

CSU was one of the first USG schools to offer BOOST, a Quality Care for Children (QCC) 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 2.0 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. Over the years, CSU has been awarded a number of slots (scholarships): 5 slots in Fall 2016; 10 in Spring 2017; 35 on Fall 10'7; 62 in Spring 2018; 32 in Fall 2018 (decrease due to realignment of funding across all institutions); 24 in Spring 2019; and 9 in Fall 2019.

←Here is a YouTube testimonial of a student named Sasha, one of the recipients of the CSU BOOST scholarship.

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, CSU ADVISE aids homeless and foster care students with groceries, emergency housing, tuition aid, bill payment, etc., as needed.

Measures of Progress and Success

- Increased number of EAB referrals
 - 48 referrals 2013-2014 (information from 2014-2017 deleted to save space)
 - 51 referrals 2017-2018
 - 295 referrals 2018-2019 (166 referrals, Fall 2018; 129 referrals Spring 2019)
- BOOST participants vary depending on number of slots provided:
 - 5 student-parents Fall 2016 (information from 2016-2018 deleted to save space)
 - 62 students Spring 2018
 - 32 student-parents Fall 2018
 - 24 student-parents Spring 2019
 - 9 student-parents Fall 2019
- The Strengthening Institutions Program (SIP) grant began Spring 2018 semester.
 - Spring 2018—294 students served
 - Summer 2018—34 students served
 - Fall 2018—208 students served
 - Spring 2019—195 students served
 - Summer 2019—72 students served

Our data analyst conducted a Mann-Whitney statistical test and concluded that probation students who received service from SIP had a higher end of semester GPA than those who did not. In fact, there is an approximately 76.6% variance in the end of semester GPA between students who received or did not receive SIP academic success advising.

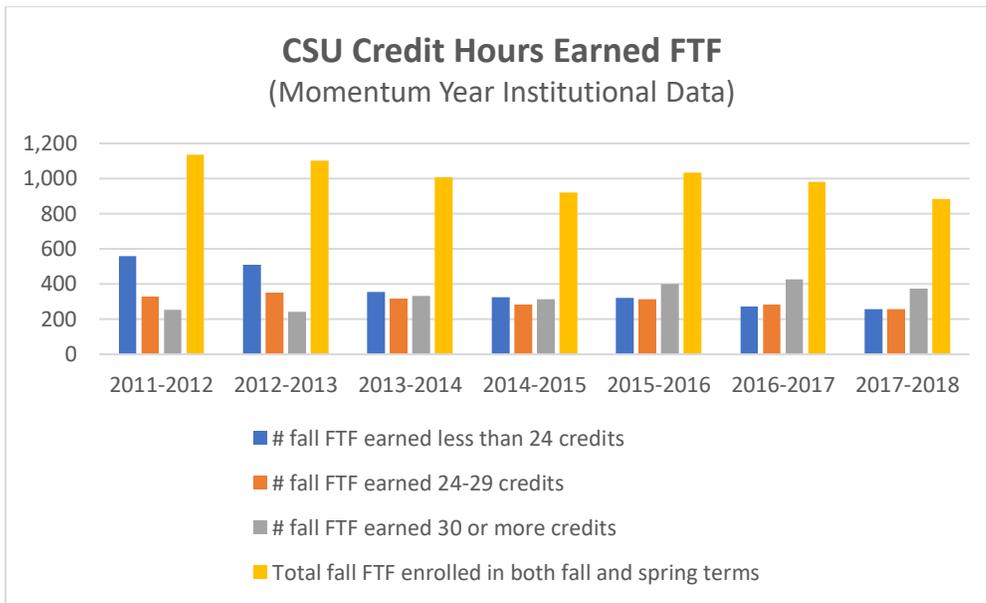
- Number of Embark students served since 2017:
 - Spring 2017—12
 - Fall 2017—7
 - Spring 2018—7
 - Fall 2018—7
 - Spring 2019—7

See also Appendix II: Interim Measures of Progress.

Goal #2: Increase the number of degrees earned “on time” by encouraging students to enroll in 15 credit hours each term.

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.

The following chart illustrates that, from 2011-2018, CSU full-time freshmen (FTF) have increased credit-hours earned. Note the decrease in enrollment of 24 hours or less (blue) and the increase in enrollment of 30 hours or more (grey) even as the overall number of students declined.



Since Fall 2014, we 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.

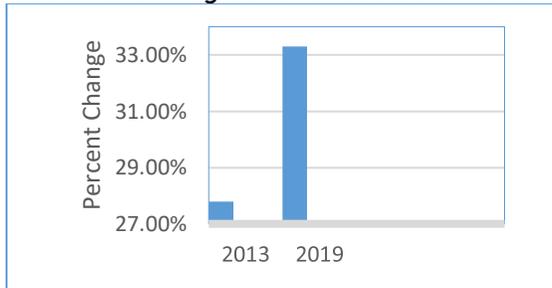
High-Impact Strategies

- Used preference surveys to preregister entering freshmen (15-to-Finish).
- Centralized advising of all first- and second-year students in CSU ADVISE, which trains all professional advisors to be thorough in communicating information concerning students’ major/academic focus area maps and knowledge of important advising issues.
- 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).
- Students have the option of using College Scheduler to create their ideal class schedule. Advisors utilize Degree
- Works to insure they are registering students for the correct classes and that classes selected are applicable to their program maps and degrees.

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. In this required face-to-face meeting (required except for online students), students are advised by their professional advisors to take 15 or more credits if at all possible.
- 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.
- 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 and after to help students find workable schedules in a less stressful and time-consuming manner.

Measures of Progress and Success for 15-to-Finish



- In Fall 2013, 1,951 students (27.8%) were enrolled in 15 hours or more.
- Increased number of students enrolled in 15 hours or more—increase of 5.6% from Fall 2013 (27.8%) to Fall 2019 (33.4%)
- By 2020, we hope to have 35% of our students enrolled in 15 hours or more per semester.

Goal #3: Restructure instructional delivery to support educational excellence and student success by improving the pass rate of students in core courses with high DWFY 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.

In addition, due to USG system changes in delivery of remediation, co-requisite Math and English courses have replaced the stand-alone remediation classes. These co-requisite courses provide students with support to reinforce concepts taught in the core classes. In

order to enhance these efforts, the Learning Support Success Center provides coaching for students who are required to take co-requisite Math and co-requisite English. Students also receive help with campus resources, goal setting, time management, etc. The coaches receive training from the National Center for Developmental Education on best practice to serve students who place into the co-requisite classes. Services are offered day, evening and weekend to meet student needs.

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.
- Employ co-requisite Math and English courses instead of stand-alone remediation classes.

Summary of Activities (2017 to Present) for G2C courses

- Selected courses to redesign and select participants (Fall 2017)
- Required academic teams (administrators, faculty) to attend all system-sponsored G2C events (2017-2018)
- Between August and November 2018, each course redesign committee presented an update to the G2C Steering Committee and wrote three full reports in Spring 2019, each based on two of the six G2C Principles and guided by Gardner's Key Performance Indicators (KPIs).
- Findings of ENGL 1101 and COMM 1110 committees are found in **Appendix III**.
- 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.

OBSERVATIONS AND NEXT STEPS

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 5.6% from Fall 2013 to Fall 2019 in the number of students enrolled in 15 or more hours.
- 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 2018-2019 catalog represents

the sixth year these maps are included. In addition, there are now eight focus area maps 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.
- Tracking whether students are using referral services as directed. 2018-2019 was the second year we were able to track such referrals and we will work to improve the rate students follow through with the referral.
- “Pressure testing” program maps with 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.

Continued Goals for 2019-2020

- 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 CSU ADVISE, faculty advisors, or other professional advisors.
- Expand the use of the EAB SSC to keep students on track to graduate, including new focus on first-generation college students.
- Define and communicate the standard of care expected for all undergraduate students, especially those in “at risk” populations. Continue to improve the participation rate of transfer students in the SIP program.
- Maintain and update program maps and focus area maps as needed.
- Cross-check program maps with rotational schedules for major coursework (pressure test).

New Goals for next year

- We currently use a template for 99% of our program maps, but will be changing to another format next year (2020-2021) when we will be using Courseleaf in which to create program maps, which should also allow us to merge catalog and program maps more easily and be ADA compliant.
- Use the newly created a coding system for students using AFA maps to track key information—change of majors, retention rates, pass rates, etc.
- Move from Momentum Year milestones to Momentum Approach Development Plan for all bachelor programs.

STUDENT SUCCESS AND COMPLETION TEAM

Deborah Bordelon, Provost

Rebecca Gerdes-McClain, Director, First-Year Composition

Chris Holloway, Academic Advisor / SIP Advisor
Coordinator, CSU ADVISE

Tim Howard, Vice Provost

Susan Hrach, Director, Faculty Center for Teaching and Learning

Barbara Hunt, Project Manager, Academic Affairs

Ben Kamau, Chair, Department of Mathematics

Kelly Koch, BSN Program Academic Advisor & Retention Specialist

Pat McHenry, Associate Provost

Lisa Shaw, Director, CSU ADVISE

Melody Shumaker, FYE Director and Learning Support Coordinator

Sridhar Sitharaman, Associate VP for Institutional Research & Effectiveness

Stephanie Speer, Registrar

Melissa Young, Assistant Director, CSU ADVISE



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. The vision is to establish DSC as a first-choice destination college.

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 to inspire students to be active members within their professions and communities.

Dalton State has expanded programs and maintained rigor in its academic offerings. During academic year 2018-2019, the college added three minors and four pathway programs. The Wright School of Business will offer minors in Business Analytics and in Financial Technology (FinTech) in collaboration with other colleges and universities within the system. The School of Science, Technology, and Mathematics added a minor in Sustainability, while the School of Education received approval to offer a post-baccalaureate pathway for certification in teaching History, English, Mathematics, Biology and Chemistry. Three other concentrations in Biology will allow majors to select pathways in General Biology, Environmental Biology, or Pre-Health Sciences.

During the 2017-2018 academic year, Dalton State became the first college in Georgia to attain the status of being a Hispanic Serving Institution (HSI), enrolling 27% Hispanic/Latino students in Fall 2017. To date, Dalton State remains the only college in Georgia with that designation, with the percentage of Hispanic/Latino students rising to 29.2%. The student population remains one with a preponderance of first-generation attendees (51%), with 63% of the students receiving Pell grants. The adult learner population remains relatively small at 7%. Enrollment remained flat for the 2018 AY, demonstrating a 0.9% decrease for a total student population of 5,118. However, between 2008 and 2018, the college reported a 3.2% overall increase in students, largely due to the growth of the dual enrollment program. During that same period, there was a 39% increase in degrees awarded, and the number of bachelor's degrees awarded rose by 222%. For AY 2018, there was a slight increase in the number of graduates (817), which represented an increase of 1% over the previous year.

The demographics of DSC are consistent with those of an access institution with a population of students who come to college as part of a new generation of learners in their families. They often work full- or part-time to contribute to their households and to cover tuition, fees, and textbooks. They often "stop out" due to the stresses of balancing academic and family life. Surveys conducted over the past several years by the Motivate Lab identify DSC students as ones who feel DSC is their "home," struggle with balancing their academic and work lives, and are proud to be the first in their families to attend college. A variety of systematic outreaches has been employed over the past year to address their needs as novice college students. Many of these are evolving as both students and faculty explore new methods of pedagogy and as support services are expanded. This report highlights those approaches and, when possible, measures progress.

MOMENTUM YEAR UPDATE

Engagement in the Momentum Approach has expanded as more teams across campus are involved with its design and execution. The Dalton State teams represent faculty and staff from Academic Affairs and Student Affairs. The key elements of purposeful choice, productive academic mindset, clear pathways, heightened academic engagement, and completing critical milestones are incorporated into different aspects of DSC's development plan (Appendix A). Each of the elements listed above remains in the developmental stage as faculty and staff work through the special attention required. Although implementation of approaches to address these key indicators is underway, most are in the novice phase.

The outreach for purposeful choice has received the most attention through the new one-credit Perspective (PRSP) courses for first-year students, initiated during the last academic year (Appendix B). Space constraints on campus were especially challenging and limited the number of students who could enroll in these courses. Due to construction on campus, classroom space limited enrollment

to 202 students. These courses utilized themes to engage students in exploring complex problems and were designed to deepen student understanding of an array of issues relating to culture, society, creative expression, or the human experience and helped to create the academic expectation that inquiry and exploration are critical parts of college-level academics.

In Fall 2018, the college piloted ten PRSP courses with at least one section in each school. Through a focus on college-level writing and critical thinking, the objective was to acclimate students to college-level coursework using the Perry Model of Intellectual Development, which highlights four stages of development in critical thinking. The PRSP courses guide students through the first three stages of intellectual development. While these courses cannot address all aspects of critical thinking, the pilot served as an academic foundation for 202 first-year students, with plans to assist all freshmen when classroom space becomes available. A secondary goal of the PRSP courses was to implement instructional strategies designed to effectively promote student learning outcomes. Instructional strategies in PRSP included dynamic lecturing, granting students time to think and reflect, encouraging and actively managing participation, building a classroom community, and providing opportunities to work collaboratively on group projects.

Analysis of data indicated that of the 202 students enrolled, 157 students successfully completed the course with a C or better, 7 students received a grade of D, 23 students received an F, and 16 withdrew. The overall GPAs of students who were enrolled in the PRSP courses did not differ substantially from those that did not enroll. However, students in the PRSP courses attempted more course hours (14) as opposed to those who did not (10). Course surveys revealed that students found the course material interesting and engaging. Students appreciated learning about other students' opinions and points of view. Interaction with their classmates was one of the most positive aspects of the course. Almost all the student comments centered on the characteristics of the instructors. Students noted faculty who taught the courses were enthusiastic and excited about the material and cared about them as people, not just as students. Students described the classroom environment as one where they were encouraged to participate and where they were treated as valued members of a community. PRSP courses will be offered again in Fall 2019, and a small cohort of the students in the 2018 courses will be followed to determine retention and progression.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

The effects of High-Impact Practices (HIPs) on persistence and graduation in the general literature support the notion of engagement on a variety of levels such that students feel a sense of purpose and retain knowledge at higher rates (Kuh, 2008). To that end, DSC's HIPs committee has actively engaged faculty through workshops and activities that support integration of HIPs into coursework. Over the past academic year, the committee has accomplished a great deal in both educating faculty on the use of HIPs as well as providing support for their inclusion in courses. The summary of activities is as follows:

- Ninety-five faculty/staff members attended the fall faculty HIPs workshop, and 61 attendees indicated that they believed they understood more about high-impact practices, the philosophy behind them, and how they fit into Dalton State College's future. Four faculty members from across the campus presented on how they have implemented high-impact practices in their own courses.
- Twenty-nine faculty/staff members attended one or more of the three HIPs workshops during the fall semester. These workshops were designed to introduce attendees to what HIPs are, the research behind them, and the eight quality criteria for HIPs and invite them to select a course they wanted to make a HIP and one HIP they would like to implement. These workshops were led by faculty/staff members who had completed HIPs training and had successfully implemented high-impact practices into their courses.
- Six faculty/staff members who attended the HIPs workshops in 2017-2018 attended a workshop in the fall semester on how to assess the impact of HIPs and introduce them to the Scholarship of Teaching & Learning (SoTL).
- Fifteen faculty/staff members attended one or more of the three HIPs workshops during the spring semester.

Within each school, the percentage of faculty who have infused at least one HIP into their courses has been impressive. In some cases, these percentages reach 100% especially in those schools whose curriculum lends itself to these types of pedagogy. The School of Education and the School of Health Professions utilize experiential learning, fieldwork experiences, and capstone projects throughout most of their curricula. However, the other schools have also incorporated these high impact activities along with study abroad and undergraduate research opportunities.

In the School of Science, Technology, and Mathematics, faculty-student research projects accounted involved 16 faculty and more than 32 students. A complete listing of those projects can be found in Appendix C. In addition to the research projects, student exposure to experiential learning opportunities, internships at partnering local industries along with capstone projects were also part of the HIPs in which students were engaged. Although this represented only 34% of the faculty, the impact on student engagement was remarkable.

In the Wright School of Business, 100% of the faculty utilized at least one HIP in their classes. These included team projects, faculty-student research, case presentations, flipped classrooms, plant tours, and competitions. A similar percentage was reached in the School of Education. Seventy-one percent of the faculty in the School of Health Professions and 70% in the School of Liberal Arts incorporated at least one HIP in their classes. At least 14 Liberal Arts faculty specifically noted in their annual reports their use of high-impact practices in multiple courses, with 29 students participating in internships and all graduates participating in capstone projects.

Although there is a great deal of engagement in this area, there are several issues that will be addressed in the coming academic year. These include efforts to

- Continue to inform the DSC campus about high-impact practices and the importance of HIPs for DSC students. More specifically, the HIPs Committee plans to expand its efforts to educate DSC faculty/staff about the specific criteria that make a high-impact practice truly HIP.
- Continue the “Train the Trainer Model” and expand efforts to invite other faculty/staff to become more involved in the HIPs initiative across campus.
- Review, revise, and complete the current draft of the HIPs guidebook.
- Work with Dr. Theresa Butori, the new director for the Center for Excellence in Teaching and Learning, to create online modules for DSC faculty/staff that are unable to attend the fall/spring HIPs workshops.
- Create and implement a credentialing system for DSC faculty/staff implementing HIPs in their courses. These courses would receive a special designation in Banner, allowing students to more conscientiously choose which course experiences they wished to have. This would also allow the committee to collect important data on the impact of HIPs across campus.
- Develop a system in which data can be collected to assess whether the outcomes of HIP classes are truly having an impact on student performance.

Additional Activities

Other activities to support the goals of Complete College Georgia include the use and expansion of Open Educational Resources (OER) texts, course redesign for both Math and English core curricula, intrusive advising, development of partnerships with local industry, increased study abroad opportunities, focus on new faculty skill building through the New Faculty Academy (NFA), the Chancellor’s Learning Scholars program, the honors program, and civic engagement through the newly established Office of Governmental Affairs.

The USG system continues to support initiatives that address college cost and affordability through **Open Education Resource (OER)** texts. Over the past several years, DSC has applied for and received multiple grants and mini-grants. Appendix D provides a table of those Affordable Learning Grants (ALG) awards in conjunction with number of students affected by OERs funded by ALG grants. The grants were awarded in past years but, as column 5 indicates, the already created or adopted OERs are still being used and will continue to be used. At least 5,338 total students were involved in the use of ALG-funded OERs. This does not include use of OERs that are non-funded by ALG. Over \$500,000 in textbook savings accrued in the case of ALG-funded OERs. In official data provided by the Affordable Learning Georgia in late spring 2019, Dalton State has been awarded \$191,640 in grants, has saved students \$3,212,000 in textbook costs, and has affected 18,823 (duplicated) students. The ratio of investment to ROI in these projects is \$1/\$16.76. Dalton State was ranked #6 in the USG in ALG grant outcomes—not just in the college sector, but in all sectors. See <https://www.affordablelearninggeorgia.org/about/powerbi>.

To raise awareness of OERs, a webinar was held in January 2019 by Dr. Barbara Tucker, who has taken on the role of OER facilitator. An archived version was made available for those that could not attend. Six faculty using OERs served on a panel to discuss their experiences. Additionally, articles and many announcements about ALG grants, OpenStax, and OER research were disseminated through email and DSC’s peer-reviewed *Journal of Academic Excellence*.

- An IRB-approved survey on OER use and understanding by DSC faculty was conducted in 2018. The results of that survey are indicated below:
- 60 respondents; 85% full-time tenured/tenure track/lecturer status.
- 76.6% indicated familiarity with OERs (higher than national averages).
- 41.7% (26/60) indicated that they used OERs in their classes. Disciplines in STM, Education, and Liberal Arts top the list.
- 41.7% (26/60) stated they saw OERs as equal or better in educational value than traditional textbooks. Accessibility and reduced costs were viewed as the best qualities of OERs; 80% said they were aware of ALG grants.
- Professors in Chemistry, Literature, and American history use OERs without grant-funding.
- A spreadsheet that includes the responses of the survey can be found at <https://docs.google.com/spreadsheets/d/1FOEkpQOZ3hY9gd1IoVguQIvtq3zoLgp8qxOMIJJISIE/edit?usp=sharing>

- A copy of the survey itself can be found at <https://forms.gle/ac5NhmG3SZkZ3A9u9>

With regard to ALG grant activity during the 2018-2019 academic year, three mini-grants were awarded to faculty in the School of Liberal Arts for improvements to currently existing OERs from previous grants. This adds to the total of 19 grants and mini-grants awarded to DSC. In terms of large-scale grants, DSC appears to have reached a plateau. Despite this fact, faculty are still saving hundreds of thousands of dollars for DSC students, with many positive outcomes in learning and retention, as seen in the table in Appendix E. Additionally, three specific projects have attained global attention: Dr. Zhou/Mr. Brown’s compiled book on educational theories, Dr. Burran/Dr. DesRochers self-created BIOL 1107/1108 lab manuals, and the Department of Communication’s self-created COMM 1110 textbook. The table below provides outcome data on the effects OERs had on student success.

Affordable Learning Georgia Textbook Transformation Grants—Outcomes		
Area	Grant Activity	Outcomes
American Government	No-cost materials used in a required core course	In the 2016-17 academic year in which no-cost materials were used, the DWF rate fell from 17% to 11%. Cost savings to students was particularly substantial since this is a required core course.
Communication	2016 OER grant for a basic public speaking required course	Completion with C or better increased from 78% in 2015 to 88% in 2017-18. In the two years of use, the textbook has saved \$200,000 for students.
Psychology	Psychology professors piloted use of OER	The average GPA for students in PSYC 1101 increased from 2.66 to 2.86 two semesters after the implementation of the OER text, a 7.6% increase.
School of Education	Adoption of OER text	Students rated their OER text (5-point scale): Access to Learning Material 4.69, Content 4.71, Cost 4.83, and effectiveness in helping them learn 4.8.

Emphasis for the upcoming academic year will be on dual enrollment courses in an effort to reduce costs for the college as well as the student.

G2C Course Redesign

The college’s G2C Steering committee and MATH 1111 and ENGL 1101 Redesign Committees completed the first year of the course redesign process which is overseen by the John Gardner Institute. The college’s Comprehensive Plan was accepted and included a number of key performance indicators (KPIs) for ENGL 1101 and MATH 1111 as this initiative moves forward. The cross-course recommendations are all situated in the G2C Principles and involve aspects of course structure and teaching approaches/pedagogies, monitoring student performance, and faculty development. As such, the following recommendations were made by the working subgroups and accepted by the John Gardner Institute staff.

Course Structure and Teaching Approaches/Pedagogies

- Employ strategies to foster growth in students’ academic mindset
- Reduce class size
- Integrate or embed academic/supplemental support
- Incorporate “small teaching” activities and assignments
- Monitoring Student Performance
- Monitor “at risk” student behaviors that might influence DFWI rates
- Faculty Development
- Offer department-specific faculty development

In the next phase of the G2C-related work at Dalton State College, faculty teaching sections of ENGL 1101 and MATH 1111 that include course redesign elements will have the opportunity report what they are doing and the extent to which they are doing it. Once these data are entered, faculty involved in the process and members of the Steering Committee and Course-Specific Committees will be able to compare outcomes in redesigned and non-redesigned sections of the courses; this will be particularly helpful as faculty determine what practices, if any, they wish to scale (Appendix F).

Intrusive Advising

Advising has undergone a great deal of development over the past year as the new director reshaped and monitored activities to ensure compliance with the Momentum Year and G2C. The advising model is a hybrid model with the director aligned in academic affairs

and professional advisors assigned and housed within specific academic schools. With only 7 professional advisors, caseloads remain high and averaged 408 in the fall and 360 in the spring. Faculty members in most schools advise upper classmen. Transactional terminals registered 4,754 office visits with current students, plus an estimated 1,300 walk-ins and non-admitted student visits. There were 39,607 contacts via email and approximately 1,318 by phone. An advising budget was created for FY 2019, which supported travel for six of the staff to regional and state advising conferences.

Students are advised about the appropriate course selections for graduation requirements. Professional advisors counsel students on relevant areas such as DSC policies and procedures and standards for scholastic achievement and perform degree audits using DegreeWorks and Banner. Face-to-face student contact is encouraged to build relationships, but the main mode of communication continues to be email due to the demographics of the student population. All professional advisors use an electronic appointment scheduler to improve the ease of access and transparency of availability. Additionally, expanded registration campaigns with phone calls, flyers, computer stations in the hallway, and opportunities in the residential hall were implemented Spring 2019. Success in these early registration efforts resulted in 200 more students registering during the first week.

The USG Momentum Year goals have guided several activities in advising. To address purposeful choice, Dalton State continued its process to identify and guide incoming undecided students. The “undeclared” option was reinstated on the application. Through contact by the director of advising, 84 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. 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 such as “Find your Fit, Find your Future” and referrals to Career Services.

To support growth mindsets in advising, professional advisors conducted intensive reviews of their individual email communications utilizing the *wise feedback* suggestions provided by Motivate Lab. The director of advising attended the USG Mindset Summit and returned with potential approaches for a faculty committee to develop a workshop on implementing growth mindsets in the classroom.

Guided Pathways to Success (GPS) were developed for each degree program. These full-time degree maps include 30-credit hours in the first year (including Area A English and Math and specific coursework in the program of study when possible). Critical coursework and milestones have been included. The GPSs were pressure tested during Spring 2019 to discover areas of concern. These tests identified some scheduling conflicts and ambiguities with upper-division course offerings. The college recently was awarded a Title V grant that will allow the institution to purchase software that should optimize the scheduling of classes to improve the pathways.

The average first-time student attempted 11.6 hours in Fall 2018. While below the 15-credit hour goal, professional advisors have worked with incoming freshmen during orientation on expectations. Professional advisors pre-enrolled all incoming freshmen following the pathways. An orientation registration survey was used to assist professional advisors with pre-enrollment. Questions included information on transfer or dual enrollment credits and intentions to work and potential work schedules. Orientation presentations included information on the potential degree programs of that school, reading a class schedule, what a college schedule might look like, and tips for success in college. Based on plans generated from the Momentum Summit on transition programs, orientation sessions were added in a computer lab for learning to access key tools with a specific session for transfer students.

With the new academic standing policy that was implemented during the 2017-2018 academic year, advising created an academic success contract which encourages at-risk students to identify barriers to success and then create a course of action (Appendix G). Implementation of academic success contracts through one-on-one meetings between professional advisors and at-risk students began in Fall 2018 with 146 contracts signed, followed by 111 in the Spring. Questions reflecting more growth mindset have been added for Fall 2019.

An analysis of reasons for withdrawal from courses can be found in Appendix H. The most consistent reason for fall and spring semesters was to protect the student’s GPA, with work and academic difficulties ranking closely in second and third place. Outreach to faculty to utilize the academic alert system was initiated with the goal of increasing its usage this upcoming academic year. It is hoped that by identifying students early, processes can be put in place to increase success.

Partnerships with Local Industry and the Community

Each school has developed and maintained partnerships in the community in an effort to provide more enriched academics outside the classroom as well as offer students opportunities to engage on a professional level with leaders in their respective fields. In schools such as Education and Health Professions, the curricula are specifically based on these interactions to support the course outcomes. The School of Health Professions has more than 71 MOUs with different agencies in which students are placed. These MOUs support the clinical aspects of the health profession experience and are critical to the success of students in each of the programs. The School of Education has partnerships with the Dalton Public Schools and the Whitfield County Schools. In both school systems, DSC has

obtained state grants that support work related to literacy and parent engagement. Teacher candidates work within the communities and the school districts with parents and children to reinforce learning throughout the school year. The Professional Development Schools (PDS) in both systems allow DSC faculty to teach on site at the school; students then have the opportunity to apply what they learned immediately in the classroom.

The School of Science, Technology, and Mathematics has made great strides in partnering with corporations to provide students with internships. These include large manufacturers as well as local environmental units and include entities such as MFG Chemical and the Tennessee Aquarium. Each semester MFG Chemical hosts the Organic Chemistry classes for tours of their facility and hires current students as interns. MFG currently employs six DSC graduates in full time positions. The School also partners with the Tennessee Aquarium, 8 zoos, 2 federal and several state agencies, 7 non-governmental organizations, and SUNY-Oswego on the American Turtles SAFE Program (<https://www.aza.org/aza-safe>). This partnership provides multiple opportunities for students to participate in research projects related to animal husbandry, conservation, and genetics. Through DSC's partnership with the aquarium, two graduates have been placed there as full-time employees and 10 students have received paid internships. In addition, the School has 30-50 partnerships at any point in time to provide students with experiences that support and enhance the curriculum.

Similarly, the Wright School of Business, in opening its DIA (Dalton Innovation Accelerator) in downtown Dalton, has provided students with invaluable interactions with many of the titans of local industry. The Accelerator has provided students with opportunities to discuss innovative ideas with leaders in the Dalton area. In addition, the WSOB has an MOU with Freightwaves and teaches its Sonar freight futures software to the Logistics and Supply Chain students. This training allows students critical experiences while addressing local industry needs. Upon graduation, DSC students are able to move into positions in a seamless manner with employers having to spend less time teaching these skills after they are hired.

Most recently, the DSC students had the opportunity to compete in a statewide competition through Freight Tech. This experience enabled students to engage with other private and public institutions across the US. The team placed third in this competition and demonstrated the strength of the WSOB Logistics and Supply Chain program.

The Criminal Justice program in the School of Liberal Arts has multiple arrangements with local law enforcement to provide experiences for students in an effort to offer a view of the legal system in a manner that supports curricular goals. Students are provided guest lectures by local law enforcement and interact with many of the agencies in the community. In the Department of Communications, the concentration in film has enabled students to engage on a professional level through the Georgia Film Academy in an industry that is growing exponentially. Students are provided opportunities to work on professional movie sets and with leaders in film and production. All these activities provide students with purpose in their coursework and add to successful retention.

International Education

Students can no longer conceive of work in any of the programs at DSC without considering the global effects of their major. The newly re-organized Office of International Education (OIE) has provided opportunities for both faculty and students to engage in studying globally. Through its participation in the Nine University Consortium, faculty and students have received financial support to study in Africa and Asia. The full annual report of the OIE can be found in Appendix I. Two faculty were supported to study business in Africa while two students were provided similar opportunities in Japan through the consortium. On its own, DSC continued to offer study abroad to London and Paris for its education students as well as Peru for its business students. The accomplishments during the 2018-2019 academic year included the development of an international certificate which was issued to four students, two in business, one in education and one in liberal arts. DSC will also be part of the new program Georgia Goes Global (G3) which will work in tandem with programs DSC already offers. This system driven initiative will commence this coming academic year. The effects that experience in international venues have on students is often life altering and provides students with new passions and commitments to their study at DSC. The financial commitment remains a barrier for most students, but it is hoped with G3 and possibly some increased funds through the DSC Foundation more students will be able to take advantage of this important aspect of academic learning.

New Faculty Academy Outreach

In a grassroots effort to build and sustain a future workforce of faculty who utilize different methods of pedagogy, understand student learning obstacles, and offer opportunities for professional growth, DSC embarked upon a New Faculty Academy (NFA) that begins with a basic orientation and provides monthly meetings on a variety of aspects of teaching and learning. This academy guides them in employing teaching and learning techniques that the evidence indicates improves instructional excellence, student retention, and assists students in progressing towards graduation and their career goals. Cross-disciplinary sessions explored various aspects of teaching and learning proven to improve retention and student success. These included strategies for motivating students towards studying and course preparation, designing transparent assignments that help a student appreciate what is required of them, encouraging a positive academic mindset in students, using classroom assessment techniques to help their students assess their progress through a course with prompt in-class feedback, imbedding High Impact Practices where possible in a particular course,

effectively using classroom discussion techniques that address or promote equity for all students, building interactive and effective lectures, and incorporating classroom response systems and inquiry-based learning for student engagement, among others.

An assessment of the process was carried out in order to determine the impact on the faculty as well as identify areas that might be improved for future iterations of the academy. A group of 15 new faculty members participated in the first year-long academy. Eleven of the 15 new faculty completed the academy with perfect or near-perfect attendance. Of the 20 major topics included throughout the year, faculty agreed or strongly agreed that 17 of them were relevant or useful to the development of their teaching and learning (4.5 out of 5 or greater). The program was rated a 4.6 out of 5 overall. During the end of year reflections that were presented, faculty indicated significant innovations in teaching as well as other benefits from the program including the social supportive benefits from participating in a cohort program (Appendix J). When new faculty members were asked whether these were useful and relevant to them as a new faculty member, 14 out of 15 new faculty indicated that the academy significantly improved their confidence in their position. All had implemented between one to five of the evidence-based techniques covered within their classroom with all having plans for future adoption. Techniques adopted included implementing “small teaching” changes, modifications to course design, classroom assessment techniques, high impact practices, and adopting classroom response systems like Kahoot, a game-based learning platform.

In addition, new faculty were observed teaching throughout the year and offered confidential personal consultations with a teaching and learning expert to guide their modification of their classroom experience and 3- to 5-year action plan. All participating faculty rated the observation of teaching and personal consultation at a level of 5 out of 5, noting that it highly assisted their course development and creation of goals towards further changes. A pre-test, post-test analysis of familiarity and comprehension of the evidence-based teaching and learning techniques covered throughout the year showed an average improvement of 56% correct answers at post-test compared to pre-test, with a range from 12% to 100% improvement in correct answers. In summary, this program was highly successful based on a variety of criteria and will be offered again utilizing the same design during the 2019-2020 academic year.

Chancellor’s Learning Scholars Program

The new system-wide program that supported faculty to develop learning communities in their individual institutions was initiated during the 2018-2019 academic year. Five scholars, one from each school, were identified. Faculty worked either in pairs or on their own to address a particular learning pedagogy in a manner that would expand throughout the faculty base. Three different communities were generated; two on small teaching and one on academic mindset. Groups were cross disciplinary and permitted reflective exchanges among the groups supporting learning outcomes that were not necessarily specific to one program or school. These groups will continue in the 2019-2020 academic year with the addition of one new scholar. The outcomes of learning communities on changes in pedagogy are well documented. Progress as these communities expand will be monitored along with their effects on student success.

Honors Program

During the 2018 academic year, the college appointed a coordinator for the newly established Honors program. The coordinator subsequently named an advisory board to provide input into the development of the program. A total of 108 new freshmen with a 3.5 unweighted grade point average and a 21 on the ACT or a 1080 on the SAT were invited to apply. Thirty applications were received, and 20 students were accepted into the inaugural cohort. Of the 20 students who were accepted, 17 completed their first semester in the Honors Program. Among the three students who did not complete the first semester in the Honors Program, one did not attend Dalton State College, one was called to active military duty, and one decided not to be a part of the program. In the Fall 2018 semester, BIOL 1107K, COMM 1110, HIST 2111, PSYC 1101, POLS 1101, and ENGL 1101 were offered as honors sections. These courses were taught by seven faculty members. For the Spring semester, PSYC 3325, CHEM 1211K, BIOL 1108K, ENGL 2130, HIST 2111, MATH 2254, ENGL 1102, BIOL 3510K, BHEM 1212K, COMM 1110, and BIOL 1108K were offered as honors sections, with eight additional faculty joining the cohort of those teaching the sections. Future plans include academic opportunities to attend other structured outreach programs including those both on and off campus. In addition, a monthly meeting of all honors students will occur to build a community of learners and strengthen their academic growth.

Governmental Affairs

The college established the Office of Governmental Affairs (OGA) in January 2019. During a very short period of time, 16 students participated in a job shadowing program that was initiated by its director. In addition to the job shadowing, trips to the capitol provided other faculty and students with interactions with state legislators and information regarding processes as bills progress through the system. Moving forward, students will be given the opportunity to apply for the Governmental Leadership Intern Program (GLIP). This will permit students unique experiences to work closely with a designated legislator for a full semester. Access to high level legislative speakers to individual classes occurred and will continue into the coming academic year. A new oral history project through the Library and the Bandy Heritage Center commenced in fall 2019 with funding from outside community agencies. The OGA is providing students with real world timely experiences that draw and expand content in the classroom. The new civic

engagement project which is being developed in conjunction with Academic Affairs and Student Affairs will work closely with the OGA to provide both content and participation.

OBSERVATIONS AND NEXT STEPS

SUCCESSFUL AND LESS SUCCESSFUL STRATEGIES AND ACTIVITIES

The implementation of high-impact practices, the expansion and continued use of Open Education Resources, the New Faculty Academy, the Chancellor’s Learning Scholars Program, and the use of intrusive advising have been especially successful. In particular, the “train the trainer” approach used by the High-Impact Practices Committee and the Chancellor’s Learning Scholars has led to more widespread participation, with most schools showing faculty participation rates of 70% or greater. The G2C Course Redesign is on track, with successful completion of all year 1 activities and requirements. The full impact of the new Perspectives courses cannot be determined until the college can begin requiring the course of all incoming freshmen, something that cannot be done until Fall 2020 after the renovations of the classroom buildings are fully complete. The guided pathways initiative has been somewhat less successful. While the advising team and faculty devised guided pathways for full-time students in all majors, more than 30% of the college’s population attend part-time, and pressure tests revealed some problems with upper-level sequencing. These issues are being addressed this year through the development of guided pathways for part-time students and through the purchasing of new scheduling software.

PLANS FOR THE COMING YEAR

The college will focus on the following activities during the coming year:

- The High-Impact Practices Committee will work to increase faculty understanding of the eight quality matrices required to meet high impact practice standards.
- The ENGL 1101 and MATH 1111 Redesign Committees will pilot the action plans that are detailed in the college’s Gateway to Completion Comprehensive Report and continue to assess the effects on student learning.
- The Chancellor’s Learning Scholars Program will be expanded to include addition faculty learning communities.
- The Honors Program will include additional hours of student volunteer service and engage in monthly meetings to build a stronger community of learners.
- The advising team will continue its work with guided pathways, developing these for the college’s large part-time student population, and expanding support to assist undecided students in selecting an appropriate major and degree path.
- The college will purchase scheduling software with funds from a Title V grant to improve course scheduling which should aid progression and reduce problems identified in the guided pathways pressure tests conducted in the spring.

STUDENT SUCCESS AND COMPLETION TEAM

The following individuals will participate on Dalton State’s Student Success and Completion Team:

Dr. Adrian Epps, Interim Provost and Vice President
for Academic Affairs

Dr. Jodi Johnson, Vice President for Vice President
for Student Affairs and Enrollment Management

Dr. Mary Nielsen, Dean of the School of Liberal Arts

Ms. Elizabeth Hutchins, Director of Advising

Mr. Matt Hipps, Associate Professor of Political
Science and Coordinator of Student Transitions

Ms. Katelyn Humphrey, Assistant Director of
Recruitment and Orientation



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 baccalaureate degrees at low cost to its students. As a unit of the University System of Georgia (USG) within the State College Sector, EGSC 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 (BS) Degree in Biology, in Fall Semester 2012 and has awarded the degree to 17 students. Since adding an Associate of Science (AS) Degree in Biology in Fall Semester 2017, 5 students have earned the AS degree.

The College launched its second bachelor program in Spring Semester 2016, a Bachelor of Arts (BA) Degree in Fire and Emergency Services Administration (FESA) and added an Associate of Arts (AA) FESA degree option in Fall Semester 2017. The FESA Program is based on the Fire and Emergency Services Higher Education (FESHE) curriculum created at the National Fire Academy. The FESA BA Degree has been awarded to 5 students and the FESA AA Degree has been awarded to 3 students.

A third baccalaureate program, a Bachelor of Science in Nursing (RN to BSN Bridge) Degree, was launched in Fall Semester 2017. Two cohorts have completed the program since its inception and 23 students have earned their BSN Degree. Both the BSN and FESA programs are offered entirely online for the convenience of working professionals and are among the lowest cost programs of their type in the nation.

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 Arts 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. In the first two years that these academic programs have been available, 172 EGSC students have graduated with associate of arts and 55 have graduated with associate of science degrees with disciplinary distinctions. (A list of EGSC's degrees earned by program for the 2017-18 and 2018-19 fiscal years is presented in Table A1 in the Appendix.)

As presented in Table 1, EGSC enrollment peaked in Fall Semester 2011, but has declined in recent years.

Table 1: Enrollment by Location/Delivery Mode: Fall Semester 2009-2018

Fall Semester	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
High School						12	23	115	101	96
Online Only	59	82	151	131	164	171	232	260	383	443
Augusta					92	307	468	462	429	386
Statesboro	1,699	1,840	1,979	1,635	1,523	1,343	1,327	1,249	1,078	1,075
Swainsboro	996	1,141	1,305	1,178	1,078	1,077	951	1,066	1,012	942
Total Enrollment	2,754	3,063	3,435	2,944	2,857	2,910	3,001	3,152	3,003	2,942

Throughout the Complete College Georgia initiative (2012 to 2019), EGSC's four largest demographic cohorts have been African-American (Black) Females; African-American (Black) Males; White (Non-Hispanic) Females; and White (Non-Hispanic) Males. A percentage breakdown by campus of these demographic cohorts for Fall Semester 2019 is presented below in Table 2.

Table 2: Fall 2019 Enrollment by Gender and Ethnicity for Each Location and Delivery Mode

Fall 2019 Enrollment	Augusta	Statesboro	Swainsboro	High Schools	Online Only	Overall
Female	58.7%	55.0%	62.9%	66.7%	65.4%	60.1%
Black or African American	33.7%	24.0%	34.4%	18.2%	25.1%	28.8%
White (Non-Hispanic Origin)	18.2%	24.4%	22.5%	48.5%	32.8%	24.8%
Other	6.8%	6.6%	6.0%	0.0%	7.5%	6.5%
Male	41.3%	45.0%	37.1%	33.3%	34.6%	39.9%
Black or African American	20.4%	18.8%	18.1%	9.1%	11.7%	17.4%
White (Non-Hispanic Origin)	13.6%	20.2%	15.7%	18.2%	19.8%	17.8%
Other	7.3%	5.9%	3.3%	6.1%	3.2%	4.7%

As indicated in Table 2, 46 percent of EGSC's Fall Semester 2019 enrollment are Black students. This is consistent with the previous five fall semesters when EGSC's enrollment Black student ranged from 45 to 49 percent of total enrollment. In contrast, the percentage of enrollment consisting of Black students for the USG State College Sector ranged from 29 to 32 percent for the same fall semesters. The characteristics of EGSC's student body differ from that of the USG State College Sector in several other important ways. Over the fall semesters from 2014 through 2018, EGSC averaged fewer Asian (1 percent), Hispanic (5 percent) and white (43 percent) percentages of its student body compared to the sector's Asian (4 percent), Hispanic (13 percent) and white (49 percent) students as average percentages of the sector's student body.

For the same fall semesters, EGSC had a lower proportion of adult students at 7 percent compared to 13 percent for the sector. In contrast, the average percentage of EGSC full-time undergraduates was almost 80 percent compared to 66 percent for the sector over the same period. Even so, the average percentage of EGSC undergraduates who completed 30 or more credit hours in an academic year was 13 percent compared to 16 percent for the sector.

Similar differences between EGSC and the USG State College Sector extend to the first-time freshmen (FTF) fall semester cohorts in the proportions of African American, Asian, Hispanic and white students. However, the average percentage of FTF earning 30 or more credit hours in their initial academic year is 15 percent for both EGSC and the sector.

In the area of learning support (LS), EGSC percentages of both black and white FTF students who take both math and English courses in first academic year are higher than comparable average percentages for SC sector black (67 percent) and white (71 percent) for the Fall 2013 through Fall 2017 cohorts. However, EGSC (30.9 percent) lags SC sector (38.9 percent) in average percentage of LS English and math FTF who passed both math and English with a C or better during the same period.

MOMENTUM YEAR UPDATE

EGSC has continued to diligently work on Momentum Year Projects and taken mindful actions to improve student success rates. Among the actions taken are:

1. EGSC continues to hone the New Student Orientation (NSO) programs. The Mindset workshops include a session on Growth Mindset and electronically link students into the CATS 1101 online course component. The Focus 2 Career-Discernment instruments are still being used to identify appropriate student majors based on aptitude and abilities. During NSO, a student life session is presented to foster a sense of student connection and belonging to the college. The college also provides interactive sessions (majors fair) with faculty wherein students receive initial counseling on careers and majors. They also receive their two-year academic plan during the majors fair. Mindset is formally taught in the First Year Experience (FYE) through EGSC's Critical and Academic Thinking for Success course.
2. Students are being pre-registered for Area A courses and are being advised to enroll in a minimum of 15 credit hours per semester. 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 has implemented the eight-week format for Area A courses during the fall term 2019. Twenty percent of our offerings in Area A are presented on an eight-week schedule. We anticipate creating eight-week cohort classes (core classes) where students can take five courses in a semester using a 3-2 model.

4. EGSC utilizes two- and four-year degree plans for all programs of study. These plans have been programmed into DegreeWorks, and students are advised to register for courses aligned with their degree plan.
5. EGSC, for the second year, provided training for faculty related to faculty mindset during its fall workshop, and plans to incorporate mindset training via the Faculty Academy to support this work across the curriculum. Since student mindset is often impacted by faculty mindset, an expected outcome is more effective communication during classroom instruction and office consultations.

EGSC has implemented a new Early Alert Policy, requiring faculty to alert the Retention Team when any student misses two or more classes or when students receive early warning grades by week five of the semester. 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

The Director of the Center for Teaching and Learning has begun working closely with the Chancellor's Learning Scholars in the effort to train faculty on Mindset. This collaboration began with the Fall 2019 Faculty Workshop where the Faculty Learning Scholars held a half-day workshop to train faculty on how to cultivate a Growth Mindset during instruction. At some stage in this academic year, additional training on faculty mindset will be offered during the new professional development series, Faculty Academies.

EGSC is implementing in-house advising in the Swainsboro student housing facilities. The plan is to place a full-time academic coach in an office situated within a dormitory. The role of the advisor will include, but not be limited to, scheduling regular meetings with students to monitor class attendance and grades in classes, reviewing academic best practices (for example, time management and study strategies), providing academic consultations, and exploring career pathways.

The college will continue to participate in the Gateways to Completion (G2C) system initiative. The college has added three courses: Quantitative Skills-Reasoning (MATH 1001 & MATH 0097 – counts as one course, including support), English Composition I (ENGL 1101), and English Composition II (ENGL 1102). Work will begin to redesign these courses using standardized course design (MATH only) and incorporating high-impact practices into the design components.

The faculty have begun using *Academic Action Plans* as they consult with students who are at-risk of failure. These plans help to scaffold students' persistence and self-management by providing insight into their academic goals, class attendance, and the number of missed exams and assignments. Additionally, students are provided with specific and unique actions that will enhance their academic achievement.

Challenges

1. EGSC does not have a career services office for students. Human Resources provides limited access to resources, but there is no active, sequenced, or intentional engagement with students.
2. EGSC needs to develop funding sources for professional development. Presently, we have very few resources.
3. EGSC needs to continue to focus on retention initiatives.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

During the 2018-19 academic year, EGSC continued 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.

General Description of Activity

As an open access institution, EGSC strives to serve all students that choose to pursue their education at the college. EGSC is disproportionately chosen by the most challenged students that need financial aid and/or have weak previous academic preparation. As a result, the college prioritizes supporting these students as they work toward degree completion via student assistance provided in the EGSC Academic Center of Excellence (ACE), support courses, mini-session offerings, advising, and many other methods.

Summary of Activities 2018-2019

Table 3 below is excerpted from Table A5 in the Appendix and shows the usage of the Academic Centers for Excellence (ACE) for AY 2018 and AY 2019 based on data drawn from GradesFirst. Course Success Rates are determined by students earning Cs or better in courses where they sought assistance from the ACE. In addition, Table A5 in the Appendix documents the increasing rates of course completion based on the percentages of credit hours earned to attempted since FY 2011-12.

*Note: The Swainsboro ACE Staff had a significant issue with EGSC students not checking into the GradesFirst kiosk. This creates insufficient data regarding utilization of the Swainsboro ACE.

Table 3: ACE Use Rates for AY 2018 and AY 2019

	Term	Student Visits	ACE Usage (Minutes)	Student Success Rates
Swainsboro:	Fall 2017	3,295	223,366	77.0%
	Spring 2018	1,166	31,031	72.0%
	Fall 2018	1,053*	35,105	68.7%
	Spring 2019	1,545*	79,664*	69.0%
Statesboro:	Fall 2017	666	36,000	64.4%
	Spring 2018	1,982	54,888	74.0%
	Fall 2018	2,789	119,843	70.7%
	Spring 2019	3,639	141,641	76.6%
Augusta:	Fall 2017	125	2,110	65.3%
	Spring 2018	321	6,541	83.8%
	Fall 2018	953	39,817	73.9%
	Spring 2019	2,133	90,309	67.0%
Overall:	Fall 2017	4,086	261,476	68.8%
	Spring 2018	3,469	92,460	76.6%
	Fall 2018	4,795	194,762	71.1%
	Spring 2019	7,317	311,614	70.8%

Results and Lessons Learned

Presented in Table 4 are the number of EGSC's Fall Semester 2019 FTF broken down by whether they are first generation college students. Although the number of EGSC's Fall Semester 2019 FTF is preliminary and subject to change, the overall percentage of 29 percent being first generation matches the percentage for EGSC's Fall Semester 2018 FTF cohort. Also note that 40 percent of EGSC Fall 2019 FTF students took courses exclusively online. In addition, while the percentage of EGSC FTF being first generation was similar to that of the USG State College Sector at about 23 percent in Fall Semester 2015, the percentage of USG State College Sector FTF who are first generation has since declined to 18 percent by Fall semester 2018. As can be seen, EGSC now has 11 percent more first-generation students than the average for the USG State College Sector.

Table 4: Fall 2019 First-Time Freshmen First Generation by location and Delivery Mode

Fall 2019 First-Time Freshmen	Augusta	Statesboro	Swainsboro	Online Only	Overall
First Generation	48	127	123	33	331
% First Generation	26.5%	28.5%	29.6%	40.2%	29.4%
Not First Generation	133	319	292	49	793
Total	181	446	415	82	1,124

Presented in Table 5 below are the number and percentages of EGSC graduates since the 2012 academic year (AY) who received Pell grants and who were first generation students. Note that almost 45 percent of our graduates throughout this period received Pell grants and that there were higher percentages of first-generation graduates within the Pell category compared to the No Pell category. Table A2 in the Appendix presents the contents of Table 4 broken down by academic year.

Table 5: EGSC Graduates AY 2012 – AY 2019 by Pell Grant and First Generation

Pell and First Generation	Overall Number	Overall Percentages
No Pell	1,173	55.1%
First Generation	318	27.1%
Not First Generation	855	72.9%
Pell	957	44.9%
First Generation	382	39.9%
Not First Generation	575	60.1%

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 specific CCG measures. Presented in Table 5 below are baseline CCG metrics compared with the most recent results for the College. In Table 6, the progress of two beginning freshmen cohorts are tracked based on a larger cohort of first-time (FT) freshmen and a smaller first-time, full-time (FTFT) freshmen sub-cohort.

Table 6: EGSC CCG Baseline Metrics Compared to Most Recent Results

CCG Measurement	Fall 2011 Base	EGSC Goal	Current Results	Students Tracked
3-Yr FTFT Graduation Rate	6.0%	20.0%	12.5%	EGSC FTFT Fall 2015 Cohort
1-Year FT Retention Rate	42.9%	65.0%	49.8%	EGSC FT Fall 2017 Cohort
1-year FT Retention + Transfer Rate	53.3%	75.0%	58.8%	EGSC FT Fall 2017 Cohort
Overall Course Success Rate	57.1%	70.0%	64.4%	EGSC Fall 2018 Students
Annual Number of Graduates	168	207 Ave	322	EGSC FY 2018-19 Graduates

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

As discussed more fully in Section 4, EGSC has developed tactics to resolve some of the issues that Most Challenged Students face with, for example, a Housing Academic Coach, promotion of 15+ to Finish, creation of peer tutors, and development of 8-week cohort classes.

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:

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

General Description of Activity

As described below, EGSC pursues varied methods to facilitate On-time Degree Completion from academic plans and software innovations to pathway emphases.

Summary of Activities 2018-2019

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 and made accessible online on the College’s website. Additionally, 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. 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. Table 7 below, excerpted from Table A6 in the Appendix, summarizes the progress made in increasing the number and percentage of EGSC students taking 15 or more hours per semester. In addition, Table A7 in the Appendix documents the percent completion of overall credit hours earned based on credit hours attempted by semester from Summer Semester 2011 through Spring Semester 2019 and by mode of delivery.

Table 7: Numbers and Percentages of EGSC Students taking 12 or More Credit Hours

Term	Population	Full-time	Attempting 12-14 Hours	Attempting 15+ Hours	% of Population (15+ Hours)	% of Full Time (15+ Hours)
Fall 2011	3,435	2,742	2,456	286	8.3%	10.4%
Spring 2012	3,130	2,201	1,893	308	9.8%	14.0%
Fall 2018	2,942	1,992	1,442	550	18.7%	27.6%
Spring 2019	2,507	1,674	1,093	581	23.2%	34.7%

Results and Lessons Learned

Table 8: Comparison of EGSC and State College Sector FTFT Cohort 2-Year and 3-Year Associate Degree Graduation Rates

Fall Semester	First-Time, Full-Time Freshmen (FTFT) 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 (%)
2007	725	3.4%	4.0%	8.4%	11.5%
2008	979	2.8%	3.9%	5.6%	10.4%
2009	990	2.6%	3.3%	5.8%	10.0%
2010	1,074	2.4%	2.5%	6.5%	8.6%
2011	1,541	1.7%	2.6%	6.0%	9.4%
2012	1,171	3.4%	3.1%	10.8%	11.8%
2013	929	3.8%	4.7%	12.1%	13.4%
2014	973	5.5%	5.2%	13.7%	13.8%
2015	1,044	5.0%	5.9%	12.5%	12.9%
2016	980	6.3%	6.2%	N/A	N/A

Presented above in Table 8 are the two and three-year associate degree graduation rates for beginning fall semester freshmen (FTF) at EGSC compared to the USG State College Sector. The 2-year and 3-year graduation rates of EGSC's fall first-time, full-time freshman cohorts have increased in recent years to those of the USG State College Sector. One contributing factor was the approval 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.

EGSC CCG graduation goal was to produce an average of 207 graduates a year between 2012 and 2020. As can be seen in Table 9 below, the number of graduates has surpassed that number for six consecutive years. Listed in Table 8 are the number of associate degree graduates, and the numbers of these graduates who earned their degree within two and three years, irrespective first term attended, first term full-time, or whether the student was awarded their associate degree by EGSC as a reverse transfer student after leaving the College. For example, 40 of the 295 students who were awarded an associate degree in AY 2019 were reverse transfer students. The table shows the increasing percentages of graduates who earn their associate degree in three years or less. The percentage of graduates who completed their associate degrees in two years increased from 37 percent in AY 2016-17 to 51 percent in AY 2017-18 and AY 2018-19. Those graduating with associate degrees in three years increased from 62 percent in AY 2016-17 to 77 percent in AY 2017-18 and to 78 percent in AY 2018-19. Table A3 in the Appendix presents the number and percent change from the initial base AY 2011-12 of associate degrees awarded each academic year to EGSC's four major demographic cohorts.

Table 9: Number of EGSC Associate Degree Graduates by Semester for AY 2013 through AY 2019

Academic Year	Total AY Grads	2-Yr Grads	% 2 Yr Grads of Total Grads	3-Yr Grads	% 3 Yr Grads of Total Grads
AY 2013	176	24	13.6%	40	22.7%
AY 2014	213	20	9.4%	81	38.0%
AY 2015	244	70	28.7%	143	58.6%
AY 2016	359	84	23.4%	176	49.0%
AY 2017	343	126	36.7%	213	62.1%
AY 2018	297	152	51.2%	229	77.1%
AY 2019	295	151	51.2%	231	78.3%

High-Impact Strategy 3: Increase Dual Enrollment Opportunities

- Participate in dual enrollment/Move On When Ready programs for high school students

Related CCG Goal:

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.

General Description of Activity

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.

Summary of Activities 2018-2019

Recruitment activities during the 2018-2019 season included high school recruiter visits by our DE counselor, attending sponsored area high schools DE events and hosting DE events on our campuses (Augusta, Statesboro, and Swainsboro) and at our four off-site locations. EGSC targeted Columbia and Richmond county for additional DE offsite locations and established one in each for fall 2019. The ACE implemented remediation tutoring for students who missed the entrance score by 50 points or less that was very successful

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	Number	Annual % Change
Fall 2015	104	93%
Fall 2016	349	236%
Fall 2017	385	10%
Fall 2018	408	6%
Fall 2019	308	-25%

The High school grade point average (GPA) for EGSC's dual enrolled students during AY 2018-19 was 3.54 on a 4.00 scale. The overall GPA for the EGSC courses taken by dual enrolled students was 3.28 on a 4.00 scale.

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.

Results and Lessons Learned

During fall semester 2019 EGSC enrolled 308 dual enrollment students, this represented a 25% (100 students) drop from fall 2018. Two of the high schools the College served in AY 2018-19 decided to send their students to different nearby institution (65 student headcount loss) and other feeder locations sent us less students than they have in previous years. Competition in our region for dual enrolled students has increased with Georgia Southern University lowering their standards to match ours and aggressive area Technical College's recruitment efforts with lower admittance standards. The loss would have been greater, but we added two new locations this fall, and both are showing growth potential. One of the schools we lost for fall 2019 has reported they will return spring 2020 for at least one course. In the current competitive market for dual enrolled students EGSC needs to be more proactive in serving students in our service region. Next Steps:

1. EGSC will implement alternate dual enrollment formats such as e-core and distant learning technology (Zoom) to broaden our reach to students in our region.
2. EGSC has developed a proven remediation program to assist students in improving test scores for entrance into dual enrolled courses. This program will be packaged and delivered to area schools.
3. In order to maintain and strengthen relations with area feeder schools, the Associate Vice President for Academic Affairs will make visits each semester.

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 CCG Goal:

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

General Description of Activity

Support courses are increasingly essential to help EGSC freshman succeed in their first year as the data below shows. In addition to the varied sections offered as full semester courses, 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.

Summary of Activities 2018-2019

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 66 percent Quantitative Skills and Reasoning and 34 percent as College Algebra. Students in non-STEM majors are placed in 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. Presented in Table 11 below is an excerpt from Table A4 in the Appendix showing the success rates in MATH 1001 and MATH 1111 in the AY 2018 and AY 2019 fall and spring semesters.

Table 11: MATH 1111 and MATH 1001 Success Rates AY 2018 and AY 2019

Semester	MATH 1111	MATH 1001
Fall 2017	51.1%	59.4%
Spring 2018	41.0%	41.3%
Fall 2018	60.1%	57.0%
Spring 2019	59.2%	47.3%

The co-requisite programs 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 Introduction to Mathematical Modeling.

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

Results and Lessons Learned

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, incoming freshmen were pre-registered for AREA A mathematics and English which resulted in up to 80% of the incoming freshmen (new freshmen without any transfer credit) taking both gateway courses the first semester of their freshman year (88% Area A Math, 87% Area A English). This resulted in a higher percentage of learning support students in Fall Semester 2018 taking co-requisite courses. Among new freshmen, 92 percent required Learning Support Math and 93 percent required Learning Support English. All of these are higher percentages compared to previous fall semesters since Fall Semester 2012.

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.

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 approximately \$114,962.25 (907 students in MATH 1001 * \$126.75 for MyMathLab) in Fall Semester 2018.

OBSERVATIONS AND NEXT STEPS

During the 2019-2020 academic year, EGSC will focus on the following activities to increase student success.

1. To address the academic needs of the Swainsboro housing students, we intend to place an “Academic Coach” on site in housing. The role of this specialist will include meeting with students singly or in groups to discuss attendance issues, course grades, review academic best practices, and assist with career planning.
2. We will utilize the Faculty Advising Champions to promote 15+ to Finish among the general faculty. While the average percentage of FTF earning 30 or more credit hours in their initial academic year is 15 percent for both EGSC and the sector, the overall average percentage of EGSC undergraduates who completed 30 or more credit hours in an academic year was 13 percent compared to 16 percent for the sector. EGSC will continue to work to lift its percentages after the first year to the norm.
3. We plan to train peer tutors for the purpose of increasing the academic success of students. Peer tutoring occurs when students act as both academic tutors and tutees. What makes this type of practice strategically important is that high performing students are paired with low performing students to study difficult academic concepts.
4. We will study the feasibility of creating 8-week cohort classes, so that students can utilize the 3-2 model to earn 15 hours of coursework per semester. The eight-week format for Area A courses does not appear to be very effective in the English discipline. Faculty feel the abbreviated time does not facilitate Most Challenged Students’ success. The format does better with certain disciplines such as Math. Creating eight-week cohort classes (core classes) where students can take five courses in a semester using a 3-2 model may reveal whether students’ overall academic performance will improve or even if their performance in English improves with the 8-week cohort model.
5. Momentum Year Projects (including integrating Mindset) have proceeded at EGSC and will continue to do so. 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.
6. The Cohort 2 G2C emphasis on Gateway courses first year milestones include the creation of a steering committee, a course analytics process, the administration of the SALG survey (Student Assessment of Learning Gains), review of performance indicators, creation of an action plan and attendance at the Teaching and Learning Academy and attendance at the Gateway course Experience Conference. The EGSC English and Mathematics disciplines are in the process of redesigning ENGL 1101, ENGL 1102 and MATH 1101 to improve student success in these courses.
7. EGSC (30.9 percent) lags State College Sector (38.9 percent) in average percentage of LS English and math FTF who passed both math and English with a C or better during the same period. It is also noted per Table A5 that success rates in Gateway courses are generally lower in the Spring than Fall. EGSC will try to determine why that might be and how to resolve the problem.
8. EGSC needs to develop funding sources for professional development. Presently, we have very few resources.

EGSC continues to fulfill its access mission within the USG to provide opportunities for higher academic degree attainment. As presented in Table 12 below, over 300 former EGSC students have graduated with baccalaureate degrees from Georgia Southern University in each of the three most recent academic years. In each of these years, over 150 former EGSC students have graduated with baccalaureate degrees from other USG institutions, as presented in Table 13 below.

Table 12: Former EGSC Students Earning Bachelor Degrees at Georgia Southern University AY 2013 – AY 2019

Bachelor Degrees	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019
Female	155	142	159	167	195	184	171
Black	33	47	53	53	70	64	61
White	116	88	98	102	115	104	92
Other	6	7	8	12	10	16	18
Male	122	90	124	117	133	124	142
Black	21	19	23	31	40	28	41
White	93	62	91	82	79	81	92
Other	8	9	10	4	14	15	9
Total	277	232	283	284	328	308	313

Table 13: Former EGSC Students Earning Bachelor Degrees at Other USG Institutions AY 2013 – AY 2019

Bachelor Degrees	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019
Female	37	53	65	78	106	118	96
Black	6	13	21	21	39	43	43
White	30	34	41	48	61	69	47
Other	1	6	3	9	6	6	6
Male	24	29	39	39	51	71	58
Black	2	6	5	10	12	16	16
White	20	20	30	25	33	50	35
Other	2	3	4	4	6	5	7
Total	61	82	104	117	157	189	154

STUDENT SUCCESS AND COMPLETION TEAM

The members of the EGSC Student Success and Completion Team are presented below.

- | | | |
|----------------------------|---|-------------------|
| Mr. Jim Beall | Associate Vice President for Academic Affairs | jbeall@ega.edu |
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FORT VALLEY STATE UNIVERSITY

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Institutional Mission

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 enrolled 2,624 students. The student retention rate is currently 73%. FVSU administrators believe this increase is due to many initiatives that have been implemented. The majority of FVSU students are African-American (91.5%) and as of 2019, 87% of FVSU students received Pell Grant Funds. Approximately only 1% 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.

MOMENTUM YEAR UPDATE

During the previous academic year, the Momentum Year team address many of the projects that were proposed in the Momentum Year Plan. The Momentum Year team worked with the academic dean and department chairs to identify nine credit hours from each major to complete the academic focus areas. Specific academic milestones were also incorporated into the classes. To heighten campus awareness and commitment to the adoption of civic engagement and service as a required component of student development and learning, Academic Affairs hosted the LEAP (Leadership, Engagement, Academics and Professionalism) summit as part of the faculty and staff in-service. There was also a faculty development workshop to facilitate training around the new degree maps and tools available for advisement. Through the University College and the Center for Student Engagement, the Momentum Year team connected the advising process and career planning and preparation through the use of ePortfolios to connect student learning experiences both in and out of the classroom.

At Fort Valley State University, all incoming students are required to select a major as part of the initial admissions process. Through the University College all first-time students meet with professional advisors to assist them in making purposeful choices. To assist with the process, the first year of all majors have been aligned with an academic focus area or "metamajor", which have common first and second semester courses. The degree maps have been updated to include introductory English and Mathematics, 15 credit hours each semester and nine hours in the academic focus area.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES RELATED GOAL

Strategy 1

High impact practice: 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.

Summary of Activities

During the Fall of the 2018-19 academic year, FVSU continued the implementation of the 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 includes academic advising, academic counseling and disability services, tutorial services, supplemental instruction, reading and writing lab services, co-requisite support 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 was 75%, and for 2018-19 it was 74%, so there was no significant change in first year retention.

Interim Measures of Progress

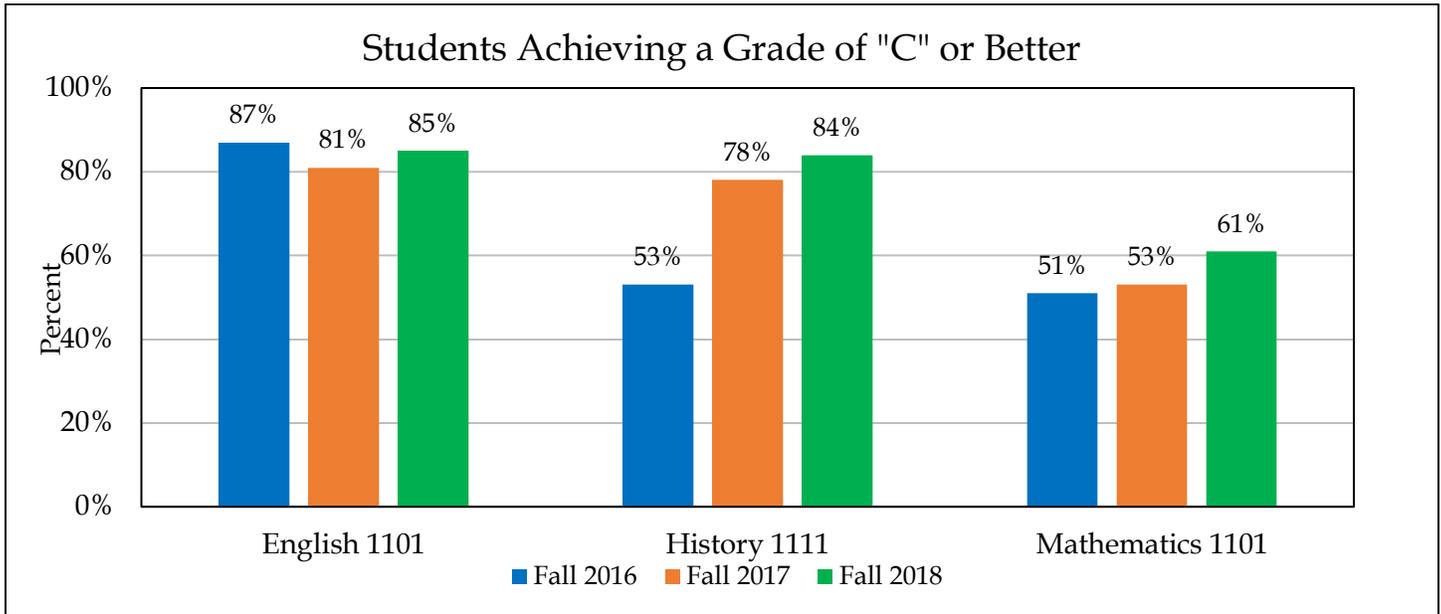
- The Center for Retention Services served as the previous academic support model for the university. This method has worked for quite some time; however, including the elements of civic engagement, leadership development and professional as components to complement services already in place will provide 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 rate of 77% over the five-year period. With the implementation of the required advising model through the UC, we expect 100% engagement with freshman and sophomore students.

Outcomes

- We focused on the English 1101, History 1111 and Mathematics 1101 and courses for the assessment of the General Education achievement (Table 1). English had a 5% increase after an initial decrease in fall 2017. History had a 6% increase over fall 2017 and overall 8% increase from 2016. Mathematics 1101 had a 8% increase over fall 2017, but had a 15% increase over 2016, which surpassed the 10% increase goal.
- With the implementation of the required advising through the UC, 100% of freshman and sophomores engage with academic advisors prior to course selection and registration.



Lessons Learned

The University College continues to work with the departments that manage the gateway courses to improve student success. The math faculty will be undertaking a course redesign in collaboration with the John Gardner Institute through the Gateway to Completion process coupled with the Momentum Year corequisite model. The UC does not have an adequate strategy in place to track first engagement through our first-year experience program.

Strategy 2

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

The Center for Student Engagement (CSE) utilizes an integrated theoretical approach to service, leadership and career development by offering purposeful opportunities and resources that complement the academic experience. Our office is dedicated to helping students develop both in and out of the classroom through programs and activities that advance student learning and prepares students for success in the global community.

With a focus on civic engagement, leadership and career development, we connect the university and the community to provide curricular and co-curricular opportunities for our students.

Our strategy involves Civic engagement and leadership, Service learning, Career and professional development through the L.E.A.P experience.

FVSU requires students to complete a brief training session to discuss the benefits of service to them currently, how it can help prepare them for life after college, and how it impacts the organizations and communities they serve. In this session, students are

provided general rules of conduct as well as their rights as volunteers with the organizations they work with. Once training is completed, their names are entered in our registry of trained students, and they are matched with the partner site of their choosing.

Students trained 2018 - 2019: 521

2018 - 2019 only

# of hours	Economic Impact	# of participants	Average Hours per student
2489.4	\$61,313.92	228	10.92
642.65	\$15,828.47	146	4.40
843.45	\$20,774.17	286	2.95
1983.64	\$48,857.05	372	5.33
406.59	\$10,014.31	73	5.57
438.75	\$10,806.41	151	2.91
724.25	\$17,838.28	167	4.34
515	\$12,684.45	157	3.28
1588.8	\$40,403.18	397	4.00
55.5	\$1,411.37	12	4.63
9688.03	\$239,931.62	1989	4.87

Summary of Activities

Partner Information

Currently, the Center for Student Engagement has 28 iHelp Program Partners where students are able to engage in a variety of experiences that allow them to develop the necessary essential skills needed to become stronger workforce candidates upon graduation. Students can elect to serve with an organization outside of our Partner Network, but they are encouraged to begin with the guaranteed positions we have available for them. Examples of those positions are:

Fort Valley Health & Rehabilitation Center – students can interact with nursing home residents by assisting with activities, exercise, spending time talking to patients, or helping in the office at the Center.

The P.E.A.C.H. Pit – The P.E.A.C.H. Pit is a 58-acre equestrian therapy barn that focuses on assisting veterans and adults and children with behavioral and cognitive disorders. Students can assist with daily upkeep of the land and horses, or work as camp counselors during summer youth camps.

Hunt Elementary School – Students participating with Hunt Elementary School can serve as teachers assistants in the classroom or work with students as reading buddies or mentors.

FVSU Office of Recruitment & Admissions – Participants help in the office by filing papers for potential and incoming freshmen and by making calls to potential students to walk them through completing their admissions process.

2019 FVSU Annual Day of Service

Each year, our Annual Day of Service has grown tremendously with the 2019 Day of Service being our largest yet. There was a total of 312 participants, made up of faculty, staff, and students. They took part in 18 different activities at 18 of our partner sites and were awarded over 1000 hours for their efforts. The economic impact for that day alone was over \$31k, concentrated in the city of Fort Valley, GA.

Total Number of Participants	312 students, faculty, & staff	Total Hours Awarded	1243 hours	Total Economic Impact	\$31,609.49
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Day of Service attendees were able to select the service experience they desired either by pre-registering or checking in at our centralized sign-in table. The activities ranged from one on one reading at elementary schools in Byron and Fort Valley to assisting an equestrian therapy barn with preparations for a veteran’s retreat they were hosting.

Lessons Learned

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

Strategy 3

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 80% of the student body at FVSU receive some form of federal student aid, it is essential that the university provides 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 and custom videos with Ocelot. These technology upgrades have tremendously improved the process for awarding financial aid for students and the university expects to continued success.

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 Specialist to assist students, families and communities 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 outlined above.

Baseline measures

As the measures of progress and success have been recently identified during the 2018-2019 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 2018-19 academic year was 3,050 students. Of this population, there were 2,587 undergraduate students. Statistically, approximately 72.6% 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 2,400 undergraduate students with federal student aid with the implementation technological systems which enhanced 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.

OBSERVATIONS AND NEXT STEPS

Over the past year, we have seen progress made toward the goals of each of our strategies through a number of successful activities and initiatives. The University College continues to address the advising needs of our students. Our engagement with students that includes academic advising, First and Second Year Experience programs, counseling and disability, reading and writing lab,

supplemental instruction, service learning and student leadership development have contributed to the success of our students. The Office of Student Engagement through the implementation of the L.E.A.P. Initiative has focused on civic engagement, service learning and student leadership development, which are all high impact practices to improve student success. The Office of financial aid continues to implement technology to improve customer service. We have implemented a number changes to our completion activities, many of which align with Momentum Year and the Momentum Approach. We have fully implemented degree maps with four year plans that include milestones to keep students on track. The next steps will focus on the intrusive advising model that will include faculty and staff development activities. We will also define measurable outcomes for engagement within the University College.

STUDENT SUCCESS AND COMPLETION TEAM

Gregory Ford, Ph.D.

Dean, College of Arts and Science
Interim Dean, University College

Frank Archer, Ph.D.

Assistant Vice President for Academic Affairs and Director of the Office of Institutional Research, Planning, and Effectiveness

LuWanna Williams

Director of Civic Engagement, Leadership, and Professional Development

Jocelyn Powell

Director of Tutorial Services and Academic Advisement

Ala'Torya Cranford

First Year Experience Coordinator & Academic Advisor

Dauida Curtis, Ph.D.

Director, TRIO Student Support Services

Joyce M. Brown

Director, Academic Advising and Counseling

Kimkerly Morris

Director, Financial Aid

Sheree Lawrence

Registrar



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.

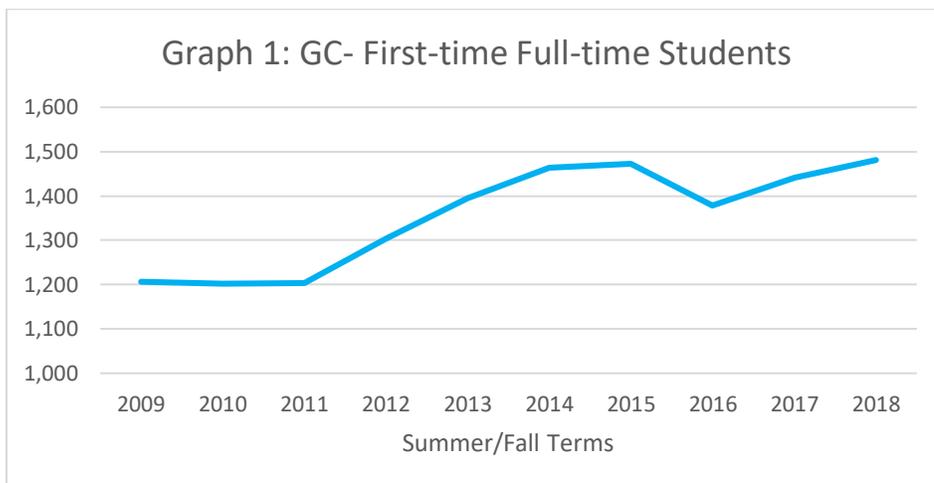
STUDENT BODY PROFILE

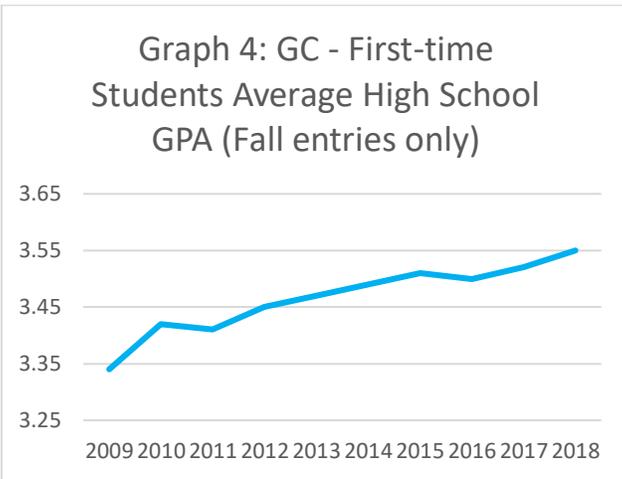
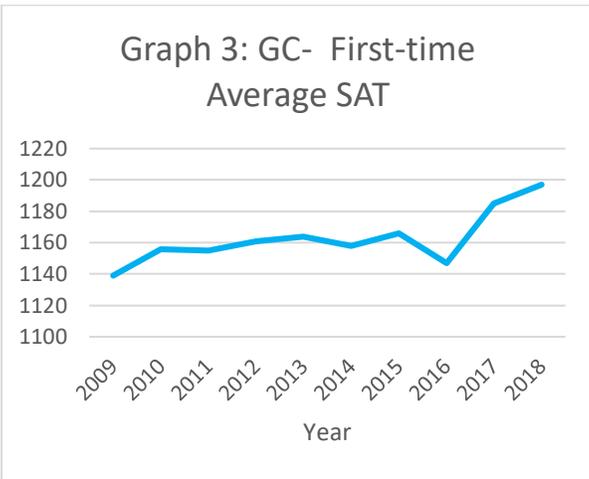
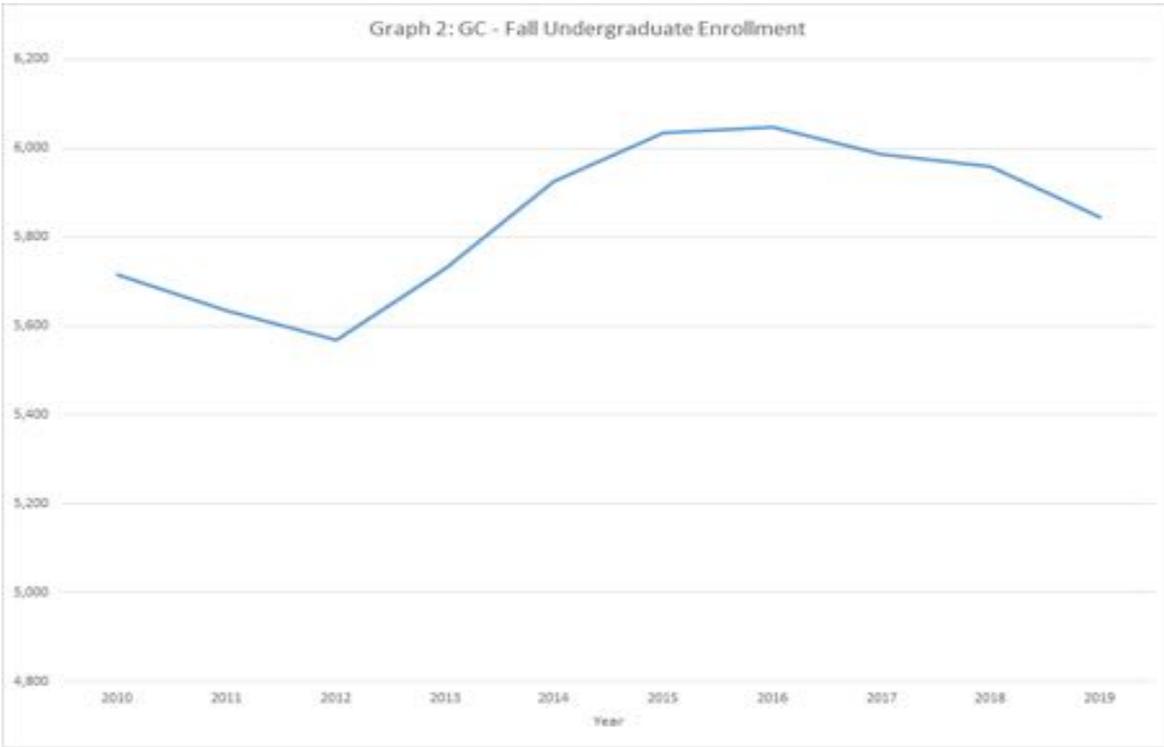
Georgia College's enrollment has been stable over the past ten years. First-time freshman enrollment (see Graph 1: First-time Full-time Students) was initially capped between 2007 and 2010 to support our mission but has experienced steady increases since 2011, growing from 1200 students to approximately 1480 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.

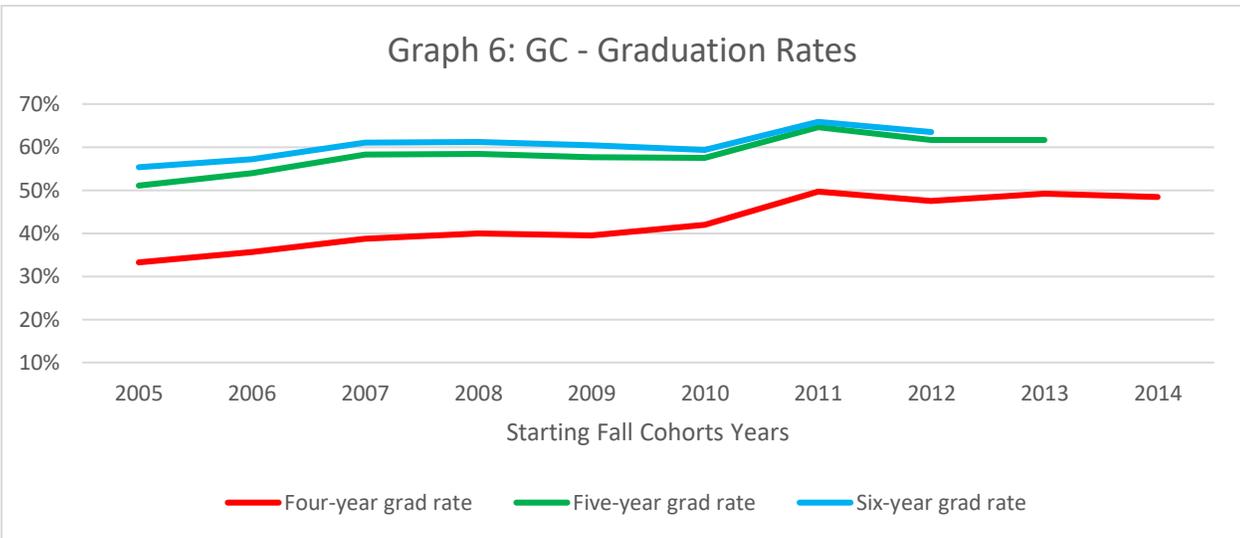
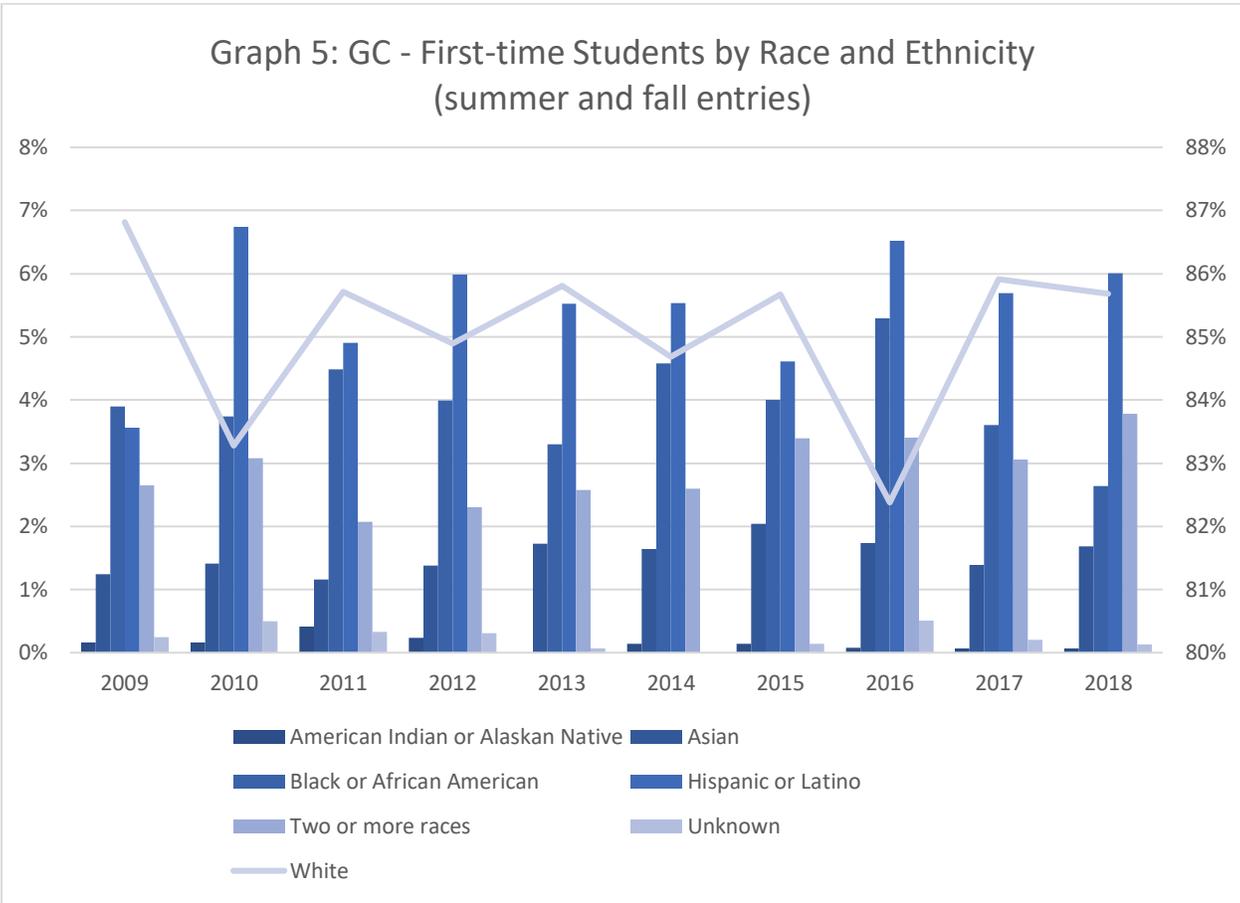
The academic profile of the incoming classes improved in quality as evidenced in average SAT with an increase from the low 1100s in fall 2007 to high 1200s in fall 2019 (see Graph 3: First-time Average SAT). The average high school GPA has also steadily increased from fall 2007 to fall 2019 (see Graph 4: First-time Students Average HS GPA).

The diversity among our student body is illustrated in Graph 5: First-time Students by Race and Ethnicity. Reviewers will note the trend line for minority students, particularly African-American and Hispanic. The percentage of African-American students increased modestly from 2013 to 2014 while percentage of Hispanic students remained steady. While Georgia College continues to struggle with attracting first-year students from diverse populations, 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 and through the potential the College has to admit greater numbers of students from the Georgia College Early College Program.

Georgia College's four-year graduation rate (see Graph 6: GC - Graduation Rates) rose by 10 percentage points between 2012 and 2015 from 39.93% to 49.55% (a 24% increase) and has remained steady at roughly 49% since 2011. We are hopeful that our strategies to increase the four-year graduation rate at Georgia College will help us achieve a 50% or greater four-year graduation rate in the next two years. 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.







2019 MOMENTUM YEAR UPDATE

Over the past year, Georgia College has worked steadily to implement all aspects of the Momentum Year Initiative. Students are being advised by advisors in their program focus areas and taught in focus-area first-year seminars by those advisors. Nearly all academic programs have program maps for planning their four-year curriculum. In the area of engagement, our GC Journeys program has been highlighted this year by a new administrator to help introduce the program to the faculty and the larger college community. Our focus this year has been on helping students make a “purposeful choice” in their major area during their first year.

In the Fall 2018, in order to assist students in choosing a degree program as part of our Momentum Year Plan, we added an option in our registration system (POUNCE) that steers undeclared students toward focus areas/meta majors. In order to further increase the number of students who at least chose a focus area, we introduced the concept of “focus areas” at orientations and created a video that can be shared as part of POUNCE. Previously undeclared students now choose a focus area as part of their POUNCE registration, and their first-year seminar will be in that focus area. The First-Year Seminar for undeclared students is by far the most helpful thing we do to provide guidance about academic and career choices.

Because of this new approach, we have seen a drastic increase in students choosing a focus area versus being undeclared. We are still not at 100%, and some students remain undeclared with no focus area. However, the numbers have greatly improved. In 2017, before focus areas were instituted, we had 221 undeclared majors or 15.3% of the first-year class of 1441. In 2018, we had 122 undeclared or 8.2% of the entering class of 1481. In Fall 2019, the number of undeclared majors continued to decline to 93 students or 6.72% of the first-year class of 1489 students.

Since advisors register students for the first term and help students create academic plans in First-Year Seminar, we are able to ensure key academic milestones in the fall term: Students complete core English and Math courses within the first 30 hours, complete the correct Area A Math course, take courses in their selected major, and complete 30 credit hours overall.

Our emphasis on “purposeful choice” extends beyond students’ initial first-year choice of degree program. Starting this Fall (2019), as part of GC Journeys (which houses our Momentum Year Plan), we have scaled the idea of “purposeful choice” within each academic degree program. We are asking students to learn about “high-impact practices” (we call them “transformative experiences”) and ask students to choose these experiences purposefully during their four years at GC. Throughout their time in the GC Journeys program, each student will participate in five transformative experiences. Upon graduation, students will be fully prepared to enter graduate school or the workforce and take on the challenges and realities of today’s information-intensive and vastly diverse global society. As part of this purposeful choice, we are in the process updating all of our advising program maps to reflect these transformative experiences within the four-year plan for the major.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, AND OUTCOMES

This narrative report describes the strategies that Georgia College implemented this year to address three of the Complete College Georgia goals designated by the University System of Georgia: (1) to increase access for underserved and/or priority communities, (2) to shorten time to degree completion through programs that allow students to earn college credit while still in high school, and (3) to provide intrusive advising to keep students on track to graduate.

Our work focusing on increasing the number Early College students who graduate from high school and attend college addressed the first goal. Our work focusing on providing high school students opportunities to increase the number of AP credits that they can use to facilitate their completion of core credits addressed the second goal, and our work focusing on increasing the graduation rate of regularly enrolled students who enter the fall semester of their senior year with 90+ hours addressed the third goal. While we continue to have advising and engagement strategies in place to increase first-year and second-year student retention, we believe that the greatest immediate impact on graduation rates at Georgia College will come from focusing on the students who are closest to completing their degree.

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 through increased high school graduation rates, college admission and completion and to increase diversity at Georgia College.

Summary of Activities:

We attribute the continued rise in the number of students graduating from the Early College program at Georgia College over the past two years to the initiatives implemented by the EC and GC administration, faculty mentors, student groups, academic advisors, and the clear goals set by the director of the EC program.

Collaboration and goal setting with GC administration

Efforts by the GC administration during the 2018-2019 academic year to maintain communication with GC EC - to provide support, initiate programming, and set goals - have helped to increase graduation from EC over the last two years. 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).

Collaborations between EC and GC faculty

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 but one of the seniors in the EC program being accepted into college.

Mentoring EC students

GC work-study students from the GC 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 35 seniors graduating from GC EC, 10 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.

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.

Baseline Measure of Success:

In 2011, EC enrolled 168 students. Since that time, except for a small dip in numbers in the 2014-2015 year, the enrollment has steadily increased from 168 to 286 students in the 2018-2019 academic year (70% increase). Each year, nearly all of the students graduating from Early College have enrolled in college after graduation. The number of students who have attended college after Early College has increased from 10 to 37 over the past ten years. This year, the number graduating from Early College dipped slightly by 2 students; but the trajectory for increased enrollment continues to be upward. Since 2011, the number of Early College students attending Georgia College has fluctuated between 0 students to a high of 9 students in the 2015-2016 academic year. This year, two Early College students are attending Georgia College. While Early College students do not always attend Georgia College, the support of Georgia College faculty, staff, and students who support the Early College Students has helped to contribute to their success in completing high school and attending other colleges in Georgia. This year, 34 of the 35 students who graduated from Early College enrolled in colleges in Georgia (23 USG, 4 GMC, 1 Spelman College, 1 Brenau University, 1 Shorter University) and other select colleges in the southeast: 3 are enrolled at Tuskegee University, and 1 is enrolled at the University of North Texas. One student will join the military (U.S. Airforce) and continue post-secondary education.

Georgia College Early College Completion Data

Academic Year	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
2018-19	286	35 (2)	63.63%	34 (1)	20-102

*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

Lessons Learned:

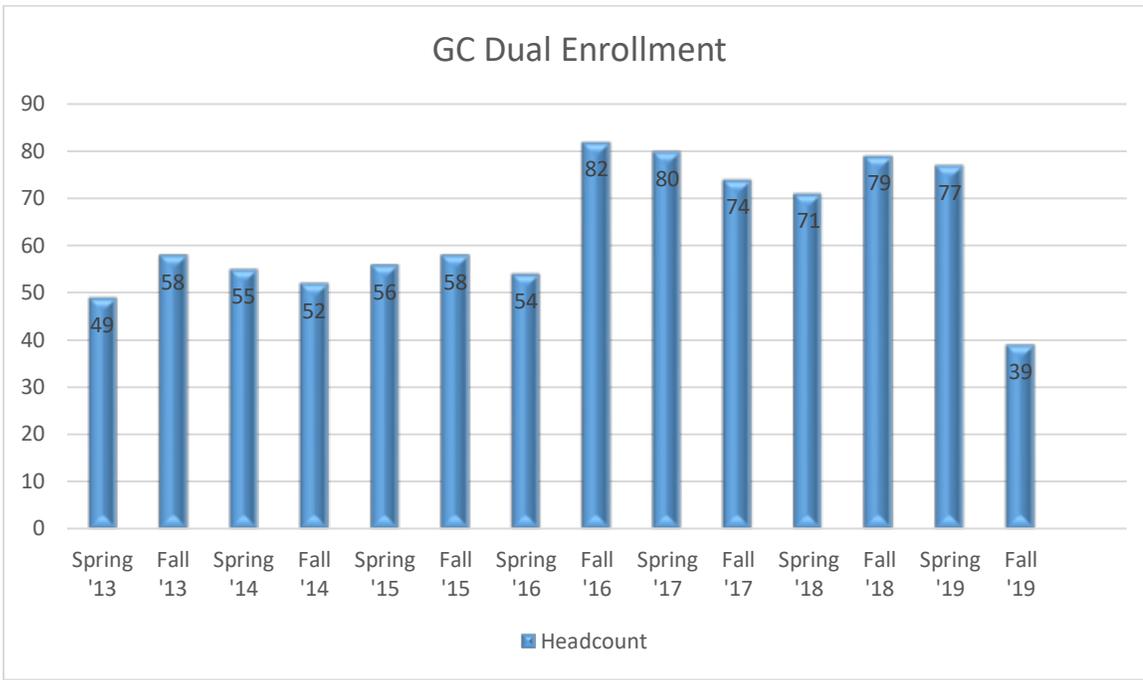
Given the varied backgrounds of EC students, often without a tradition of family members who have attended college, comprehensive mentoring, engagement, and celebration of their achievements are important factors that contribute to their readiness, their acceptance, and their retention in college.

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: Since the requirements to enroll in Dual Enrollment changed this year, GC set no specific target for completion this year. Generally, we would like to increase the number of students enrolled in the Dual Enrollment (DE) program, as well as enroll more first-year students who possess acceptable AP and DE credits. Given the recent changes in DE criteria, goals will be determined annually by the Registrar and the Provost.

Demonstration of Impact:

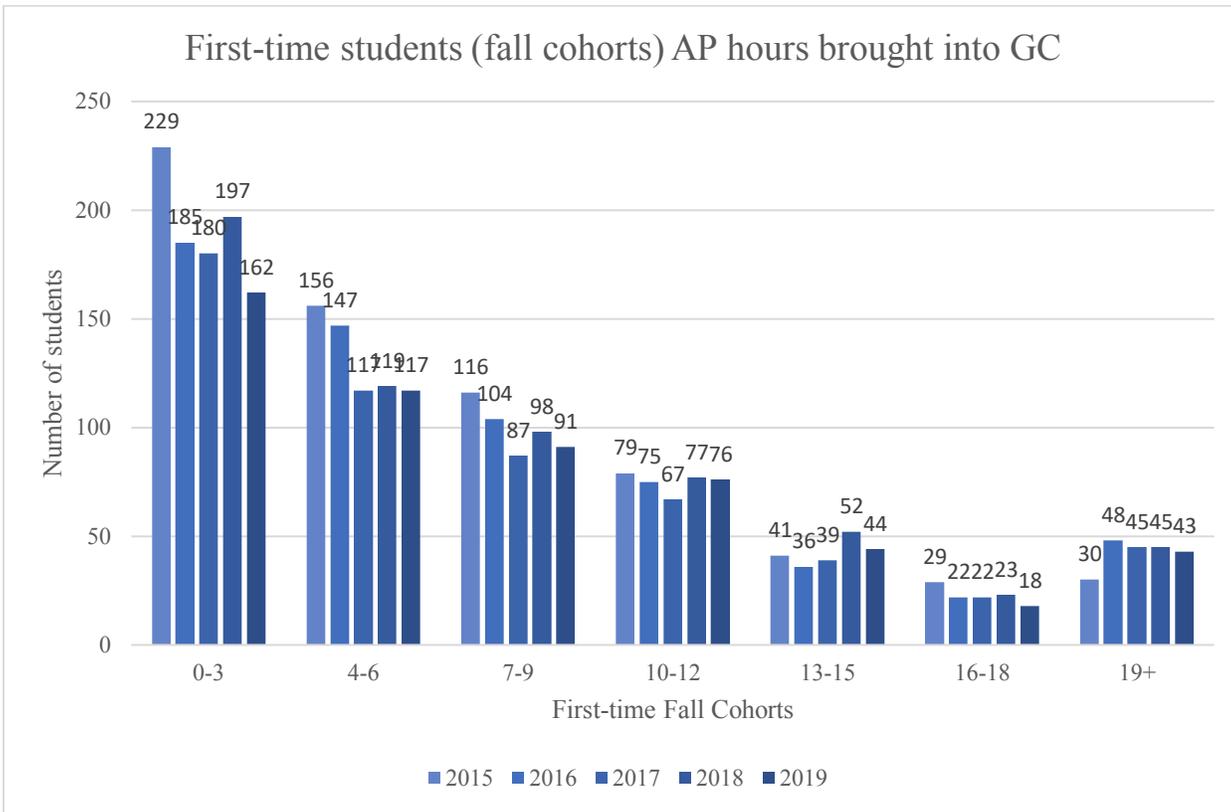
Increasing the number of dual enrolled students taking GC classes and the number of students earning college credit prior to high school graduation is a high-impact strategy that can have a positive impact on graduation rates at Georgia College and in the state as a whole. For the past several years, GC Dual Enrollment numbers typically hovered between 70 and 80 students. Beginning Fall 2019, however, a new admission criterion was introduced, requiring Dual Enrollment applicants to have attained HS junior status prior to enrolling in GC Dual Enrollment classes. This change, combined with other factors regarding access and long-term planning, led to a precipitous drop in our Dual Enrollment of approximately 50 percent to 39 students. The next several years will, therefore, be devoted to accessing goals and capacity to help us continue to deliver a Dual Enrollment program that ensures even greater success for our students.



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 classes at their local-area colleges.

AP score reports received during AY18 indicate that 611 entering first-year students (38.65% of the entering class) received AP credit from AP and IB exams that equates to an average of 8.18 credit hours per student. AP score reports for AY 19 indicate that 551 first year students (37.4 % of the entering class) received AP credit from AP and IB exams that equates to an average of 8.36 credit hours per student. This is a 2.2% credit hour increase over last year’s average, even with fewer total students bringing in AP credit. Additionally, 540 first-year students in the AY 19 first-year class (36.6% of the entering class) brought in Dual Enrollment credit averaging 17.24 credit hours per student. This is a 1.51 average credit hour increase over the previous year of 15.73 average credit hours. Combined, our entire entering first-year class in fall 2019 brought in 13,915 credit hours via both programs. This represents a 27.4% increase over the previous year’s total of 10,920 hours.

With over 1000 students impacted by both of these programs that shorten the time to degree, Georgia College has the potential to increase significantly 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.

Offer Dual Enrollment and AP Course Credit

In addition to offering Dual Enrollment, Georgia College offers entering students 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:

This fall, Georgia College has 551 fall 2019 first-year students who arrived with AP credit, compared to last fall’s 611. This fall, Georgia College has 540 first-year students who brought in dual enrollment credit, compared to 420 in fall 2018. Of that total, 56 students brought in Dual Enrollment credit of 19 hours or above, 50% more than those who brought in 19 hours of Dual Enrollment the following year. While AP credits have fluctuated each year, Dual Enrollment credit has risen. This may be indicative of student choice since there is more certainty with dual enrollment credit, and there is no cost for the student. We are working to increase these numbers, as guided by the USG, in the coming years.

Lessons Learned:

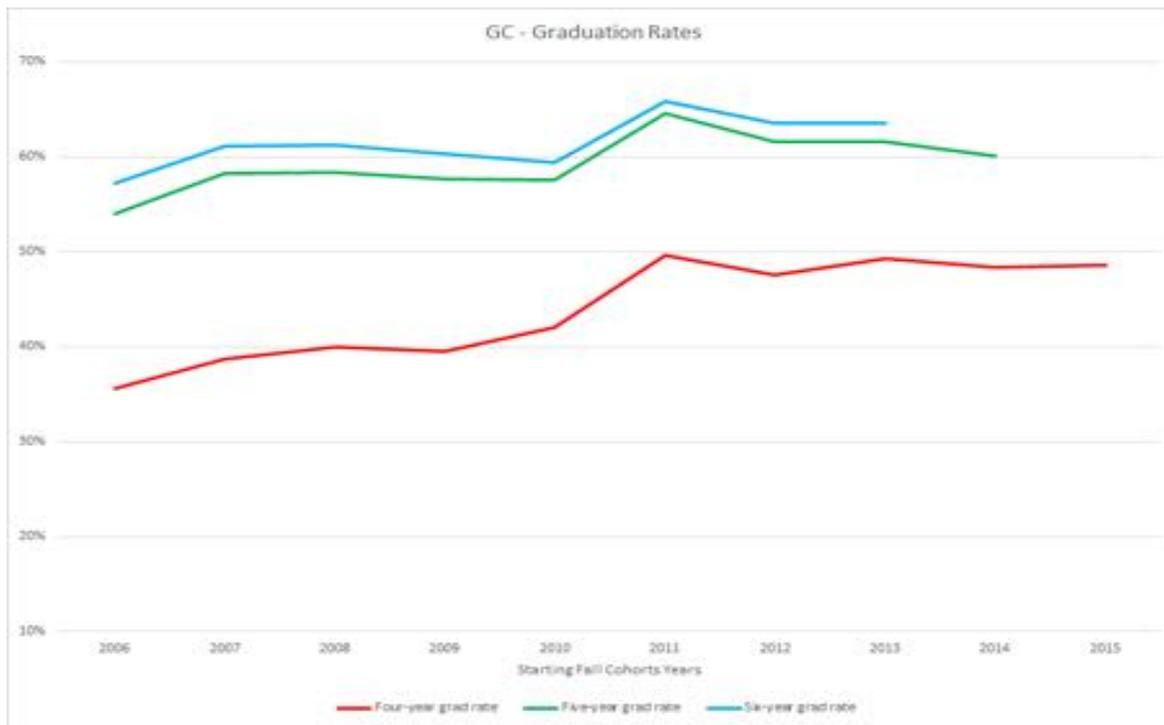
We have learned that Dual Enrollment can positively impact the matriculation and subsequent graduation of students from college by providing free tuition for dually enrolled students and that encouraging students to take AP credits pays off in the number of students who enter the university with college credit. Both of these measures—increased numbers and increased credits—are positive indicators for greater numbers of Georgia students completing college.

HIGH-PRIORITY STRATEGY #3: Provide Intrusive Advising to keep students on track to graduate.

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 percentage points—from approximately 39% to 49%. Our assessment of the reasons for this increase were intentional changes in advising and course delivery (summer online courses and the benefits of centralized advising), closer monitoring of waitlists and DFW rates. In order to prevent the graduation rate from slipping again, academic advisors engaged this year in a more comprehensive intrusive advising effort to monitor the progression of those students closest to completing the hour requirements of the institution. Intrusive advising for these students included early transcript reviews before the semester began and one-on-one advising interventions at the beginning of the fall semester to ensure that the seniors were aware of and had plans to meet all graduation requirements. Other intrusive advising strategies during the semester included monitoring course availability in the major for the spring and summer semesters, discussing schedules with department chairs to ensure proper course sequencing, sending alerts and reminders of important dates and deadlines, and addressing other structural issues that could prevent timely graduation.

**Summary of Activities:**

This year, intrusive academic advising for seniors included three components.

Targeted Intrusive Advising for Seniors.

There were 1473 students who entered Georgia College as full-time freshmen in the fall of 2015. By fall 2018, 935 students in that class, or 63.47%, remained at Georgia College with 90 hours and the potential to graduate on time. These 935 students were the students targeted for intrusive senior advising. In July and August, advisors began transcript reviews, phone calls, emails, and in-person conferences with these students. In early October prior to spring registration, advisors completed a second review to determine what requirements these students still needed to meet and what obstacles would likely prevent timely graduation. These actions revealed students who had still not completed graduation applications, who needed to complete course petitions, who were having financial difficulties, who were struggling academically in their courses, and who needed to complete legislative exams. In most cases, early identification of these obstacles allowed advisors to intervene quickly and find solutions. Advisor conversations and transcript reviews with students also shed light on structural obstacles resulting from scheduling difficulties in majors that have course pre-requisites that were not being met due to scheduling conflicts and departmental regulations. These intrusive advising strategies, targeted specifically at those seniors who were eligible to graduate, not only kept seniors on track but also helped to initiate policy changes in some departments whose policies were inadvertently delaying student progression and graduation.

Advisor Follow Up and Analysis.

In early November, near the end of the fall semester, and again in March in the middle of spring semester, advisors were tasked with checking the progress and status of the students with 90+ hours completed. Using the data provided by the Office of the Registrar, each student was evaluated for completion of the graduation application, completion of testing requirements, satisfaction of institutional and major credit-hour requirements, academic performance in current classes, and completion of internships. Advisors intervened when necessary to help students complete these requirements 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 and in some cases encouraging faculty to change summer scheduling to make sure that students had opportunities to finish all major requirements in time for summer graduation. In meeting with the Provost and the Director of Academic Advising, advisors discussed outcomes of the follow-ups, made a list of which students were expected to graduate in their majors and which were not expected and why. They also began a list of suggested recommendations to be presented in a full Senior Progression report that would be shared with the Provost and Deans. The advisors continued to monitor seniors' progress to make sure that those who had met requirements continued to progress satisfactorily for spring graduations.

Senior Progression Report.

In April 2019, the Associate Provost for Student Success presented an eight-page document, the Senior Progression Report, to the Provost and Academic Deans. The Report outlined the retention numbers of the fall 2015 cohort by class, the number of students expected to graduate in each major by term, the number expected not to graduate, and the reasons why. The report also included a list of recommendations for both departmental and institutional changes that could positively impact student progression and timely graduation. Deans shared this report with faculty to review the numbers and discuss the recommendations.

Measures of Progress and Success:

The success of Intrusive Advising was measured in the following ways: (1) comparing the number of students who graduated in 2018 with the number who graduated in 2019, (2) identifying obstacles that prevented students from progressing, (3) developing strategies for addressing the obstacles to graduating in four years.

Outcomes.

Of the 935 students remaining in the fall 2015 cohort, 742 students, according the advisors' projections in the Senior Progression Report, were expected to graduate by spring or summer of 2019 if they passed courses in which they were now enrolled and on track to finish. Actual graduation numbers for the fall 2015 cohort, after spring and summer graduations, showed that 716 students in the fall 2015 cohort graduated, resulting in a four-year graduation rate of 48.60% rather than the 50.34% which advisors had projected in the Progression Report. While the expected number of four-year graduates for 2019 fell short of the expected number, the four-year graduation rate did increase, if only slightly, over the graduation rate for 2018 (from 48.39% in 2018 to 48.60% in 2019). The overall number of graduates, representing cohorts from as far back as 2012, also increased slightly from 1242 to 1263 (or a 1.69% increase). While the 716 seniors who graduated in four years represented only 48.60% of the entire cohort who entered in fall 2015 (1473), those 716 seniors represented 76.5% of the number of seniors from the 2015 entering class who remained at the university at the beginning of their senior year (935). By these measures, our graduation numbers both for four years and overall increased (if only slightly). Moreover, these numbers demonstrate that, while we do not do as well with the entire entering cohort (approximately 35% leave by the beginning of their junior year), Georgia College does graduate nearly 80% of students who remain at the college through their senior year. We believe that the intrusive advising measures helped these numbers, even with increased enrollments, remain steady. But more importantly, the intrusive advising measures employed to complete the Senior Progression Report identified more clearly what the obstacles to graduation were and where advisors could intervene to improve the graduation numbers. In future years, we hope to increase both our retention rate and the four-year graduation rates of those students who remain through their senior year. Increasing the graduation rate of those who remain to 85% or 90 % would boost our overall four-year graduation rate between 6 to 8 percentage points, well within the range of a 53% to 55% targeted four-year graduation goal.

Obstacles:

Each advisor prepared a written report on the progression of the seniors that he or she advised. These reports were compiled by Lead Advisors in each Cluster with an analysis that included the number of students expected to graduate, those who were not expected, and the reasons why. Of the 935 seniors with 90 hours or more, 193 (20.6%) were not expected to graduate for the following reasons—academic performance (75), course scheduling and sequencings (16), desire to stay longer to complete a minor or prepare for graduate school (30), change of major (22), delayed cohort entry (22), health reasons (15), five-year program (8), and withdrawals (5). Surprisingly, for many of us, given the academic profile of our students, the analysis indicated that the highest number (75 students / 38.8% of this group) would not be graduating because of academic performance. Because academic performance was the greatest obstacle to graduation for these students, advisors then conducted a detailed analysis of the academic reasons students are not graduating. The major reason is performance in a major course, but seniors not completing prerequisites in the required sequence, withdrawing, and incompletes were also academic issues that caused delays in timely progression.

Recommendations:

The Senior Progression Report, resulting from the intrusive advising of seniors, included a list of twelve recommendations to improve timely progression of seniors. These included greater use of academic maps by faculty and by advisors in advising students for better course selection and understanding of sequencing requirements, restricting registrations to make sure that sequencing policies are followed, offering required courses more frequently, reviewing departmental policies to allow students to take pre-requisites earlier if students are ready, making sure that perennially difficult courses are assigned a supplemental instruction leader, and having earlier deadlines for grade reporting for internships. These recommendations were passed on to the Provost and deans for subsequent discussions with department chairs.

Lessons Learned:

The Intrusive Advising activities, especially the Senior Progression Report, provided much actionable information about why the students in the 2015 cohort did not graduate in four years. While most Georgia College students who stay all four years perform well academically and progress satisfactorily, the report indicated that there were a significant number of students (75+12 we did not predict or 5.9% of the fall 2015 cohort) that did not graduate in four years due to poor academic performance. Given our faculty, our academic support programs, and a major-focused professional academic advising team, we believe that we can intervene and help these students graduate on time.

We learned that there are structural issues in course sequencing and course availability that impact the ability of students to take the courses that they need in a timely manner. In the course of this reporting, advisors were able to reach out to faculty in impacted departments and were successful in some cases in departments increasing course availability and in rethinking course sequencing for better student access. Advisors noted that, in addition to poor academic performance by a small but significant number of students, there is also a growing number of students who are having both mental and financial difficulty that keep them from remaining at Georgia College and graduating in four years. Overall, intrusive advising helped us understand more clearly the areas where we need to intervene early with students in order to avoid delays later in the years. That will be our major focus in advising seniors going forward.

OBSERVATIONS AND NEXT STEPS

Compared to all other institutions in the USG, Georgia College is performing well in the area of four-year graduation. At 48.60% this year, we are second overall in four-year graduation rates; and compared to other institutions in our sector, we consistently out-pace our peers by as much as 10 percentage points. We understand that higher retention rates of first-year and second-year students could positively impact our graduation rates, and we are working proactively with both classes to increase these retention numbers. This year, however, in our work conducting the research and compiling the data included in our Senior Progression Report, we focused mainly on why the seniors who remain at Georgia College through their junior year are not graduating in four years.

We are not content to accept our current graduation rate. We are working diligently to identify the obstacles that prevent timely graduation and will marshal all of our resources - faculty, academic advising, financial aid, counseling services, and other USG initiatives - to increase our graduation rate to our targeted goal. Next year, we will continue the intrusive advising that will result in a Senior Progression Report submitted to the Provost in early April. Given our specific focus now on improving the academic performance of enrolled students, we will be meeting with department chairs to discuss and assess course scheduling, course sequencings, and advising that facilitate timely progression. We will hold a focused meeting with the Learning Center Director to ensure supplemental instruction in courses that perennially delay progression, and we will be reviewing data and outcomes from the G2C initiative and assessing the impact that restructuring instructional delivery in early core courses on student progression and graduation.

STUDENT SUCCESS COMPLETION TEAM

Carolyn Denard, Associate Provost for Student Success

Rune Sallad, Director of the Early College Program

Michelle Johnson, Director of Academic Advising

Suzanne Pittman, Associate Vice President for Enrollment Management

Nikki Simpson, Assistant Director of Academic Advising

Kay Anderson, Registrar

Chris Ferland, Associate Vice President for Institutional Research and Effectiveness

Mike Augustine, Advisor of Dual Enrollment Students



Georgia Gwinnett
COLLEGE

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 success 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 its values of access, attention, and affordability. It uses a coordinated care model of learning and progression, integrating efforts across campus to ensure that it best serves all students. Further, GGC provides intersectional programming for student success, understanding that layering high impact practices 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 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 strategies for promoting completion. GGC continues to enroll significant numbers of students who historically have 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 to students that enable early successes. 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 its students.

MOMENTUM YEAR UPDATE

Purposeful Choice:

Georgia Gwinnett College has undertaken to implement multiple campus strategies to ensure that all new students reflect on their interests and skills, select an academic focus area, and have an academic experience during their first year that provides rich information about that focus area. These strategies come into play at multiple time points, beginning well before a student submits an application to GGC.

Preview Day Four Preview Day events welcomed approximately 965 people during the 2018-2019 academic year. An important component of Preview Day is the focus area breakout sessions. Prospective students have the opportunity to engage with faculty in their areas of interest to learn more about related majors and careers. Students who are undecided about a focus area have the opportunity to meet with staff in the School of Transitional Studies to learn about career exploration strategies and resources. The Preview Day welcome presentation includes a discussion of the benefits of completing 30 hours by the end of the first year, choosing a focus area, and what it means to enter college with an academic mindset.

High School Advising Fairs As part of the Momentum Year Grant, a team of faculty, staff and students visited four Gwinnett County High Schools with large first generation, low income, and ethnically diverse student populations. The purpose of the high school visits is to introduce students and parents to strategies and resources that support Momentum Year elements. Participants visit tables staffed by representatives from academic affairs, student affairs, and enrollment management to discuss majors, co-curricular activities, and financial aid and to speak with current GGC students about their college experience. Student participants also receive the *Planning for College Resource Guide* that includes tips and resources for choosing a major, paying for college, connecting to the campus environment, and preparing for a successful first semester. GGC representatives returned to two of the high schools to speak at a senior breakfast and advisement sessions. In all, over 900 students and parents were engaged at these events during the 2018-2019 school year. GGC is working with Gwinnett County Public Schools to identify dates for fairs and workshops during the 2019-2020 school year.

Focus2Apply Information on the Focus2Apply career assessment tool was included in correspondence from the Office of New Student Connections to help students choose a focus area before attending orientation. Focus2Apply uses reported student interests and strengths to identify potential career paths. The suggested career paths are mapped back to GGC's focus areas and majors. Students can also access the tool on the GGC website. Since its implementation in spring 2019, 915 prospective students have utilized Focus2Apply.

Grizzly Orientation Grizzly Orientation (GO) aims to integrate students into the GGC community and to equip them with practical knowledge to successfully start the school year. GO also offers students the opportunity to discern and affirm their focus areas and major choices. Students are grouped based on focus areas and meet with faculty in their respective areas to discuss related careers and curricula. They decide to keep their focus area/major or change it and receive a color-coded bracelet that symbolizes the affirmation of their choice. Students then attend advising and registration sessions and receive assistance in selecting appropriate first semester schedules aligned with Momentum Year goals (e.g. English and Math in the first 30 hours). Grizzly Orientation programming includes parent/family orientation meetings to acculturate families to college life and GGC in particular.

Course triads tied to focus areas A fusion of block scheduling processes and learning communities pedagogy supports efforts to connect new students to a focus area. First-Year Learning Community triads are based on focus areas and include nine credit hours. During the GO registration session, students select a triad based on their focus area and are guided by faculty mentors to add two additional courses, totaling 15 credit hours for the semester. Triads provide common experiences anchored in the focus areas and allow for affirmation or continued exploration of the focus areas and majors. Additionally, these grouped courses foster a sense of belonging as there is intentional interaction around common interests and experiences.

During the initial student registration sessions, 2678 students were enrolled in course triads. Students were allowed to make adjustments to their schedules during drop-add, and 60% elected to keep their course triads intact. The demographic characteristics of students in course triads are consistent with the demographic characteristics of the overall student population.

GGC 1000 First-Year Seminar GGC 1000 sections incorporate a unit on growth mindset and major and career exploration. Instructors discuss with students what majors and minors are, as well as the contours of GGC's six academic focus areas. Students learn about how to navigate and interpret DegreeWorks course audits in Banner, unpack program plans, and study degree pathways. Many instructors have students complete the Focus 2 Career Assessment and invite representatives from GGC's Career Development and Advising Center (CDAC) to help students analyze their results. In this way, the first-year seminar helps students affirm or continue to explore their focus area and major choices, while also connecting them with career readiness resources.

Career Readiness Program The Career Development and Advising and the Center for Teaching Excellence collaborated on building an on-line, asynchronous career readiness program. This series of modules supports students in developing a suite of career resources and workforce skills through content delivery, self-reflection, and assessment. This non-credit program was piloted during Spring 2019 and is now available to all enrolled students.

Academic Mindset:

USG Mindset Survey This fall (2019), Academic Affairs requested all faculty teaching ENGL 1101 administer the USG Mindset Survey during the first and last three weeks of the semester. These pre-/post- assessment efforts provide significant data collection around students' development of academic/growth mindset and allow for helpful disaggregation according to corequisite vs. individual sections, standalone vs. learning community-embedded sections, and EAP (English for Academic Purposes) vs. non-EAP oriented sections.

Instructors for all sections of GGC 1000 were also asked to encourage students to complete the USG Mindset Survey. Many instructors include lessons on how to cultivate productive academic mindset as part of the course's learning outcomes around

navigating and planning for challenges, both academic and personal. Additional sense of belonging and acculturation questions are included in regular assessment efforts for the course, such as the end of semester attitudinal survey for students.

Mindset Training for PSI Tutors GGC's ongoing, successful Peer Supplemental Instruction program for STEM class support was awarded a three-year STEM IV grant by the USG to incorporate academic mindset elements into training for the peer leaders, as well as during each PSI session. The School of Transitional Studies' Academic Enhancement Center staff is partnering with the School of Science and Technology's PSI faculty to build the training program, relevant mindset interventions, and appropriate assessment surveys to begin piloting FA19. Mindset intervention implementation is targeted for select PSI sessions in SP20. Scaling to all sessions is intended by the second year of the grant period (AY20-21).

First Generation Student Programming Over 45% 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: the Grizzly First Scholars (G1) learning community program; Bears Engaging and Mentoring (BEAM) peer mentoring program to support G1 scholars; and the First-Gen Faculty/Staff doorcard campaign. In Spring 2019 the First-Generation Taskforce, consisting of faculty, staff, and students, was formed in order to continue advocacy and support work for GGC's first-gen community.

Clear Pathway:

Curriculum Maps: Curricular maps for all GGC majors are available on the GGC website. Students receive copies of these maps during GO sessions and reference them when meeting with faculty mentors and professional advisors. These maps support degree completion in four years by identifying courses totaling at least 15 credit hours for each semester. Furthermore, the maps identify co-curricular activities and practices that are supportive of students' majors and overall integration into the college environment.

Faculty Training and Data Dissemination: A second part of the Momentum grant focused on increasing faculty data literacy related to taking 15 hours each semester and completing math and English in the first year. GGC identified and trained faculty ambassadors to present GGC data to their colleagues regarding this Momentum Year strategy. One of the key successes is the dissemination of GGC data that showed the correlation between credit load and student success. After the presentations, 255 fulltime faculty took the assessment survey; 188 of them report having heard the relevant presentation from their colleagues. Of that number, 67% report having found the information moderately to extremely persuasive. 63% report that the information had moderate to extreme influence on how they conducted AY 18-19 mentoring meetings. 68% report the information to be moderately to extremely likely to influence mentoring meetings in the future.

Additional Strategies

Coordinate Programs and Services to Ensure Access to Higher Education

GGC has focused on fostering meaningful relationships with Gwinnett County Public Schools, recognizing its mission to serve its immediate geographic region and 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:

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 admissions procedures implement these standards.

English Language Institute (ELI) During 2018-2019, a total of six ELI graduates enrolled at GGC as degree-seeking students; four have enrolled for Fall 2019. Of the 2018-2019 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 promote 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)

Provide an attentive learning environment to support retention and progression

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.

Of 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 2019-20 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 during and beyond the first year, for both students and faculty.

Learning Communities At GGC, learning communities (as of Fall 2019) consist primarily of triads of 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 integrative learning experiences, which may involve students working across the classes to complete them. Instructors intentionally coordinate courses and assignment schedules to provide academic support for students.

During the Fall 2017 pilot semester of learning communities, four learning communities were offered. During Spring 2018, nine were offered. Thirteen first-year learning communities were run in Fall 2018. Significant scale-up of learning community numbers was planned for Fall 2019 implementation. Specifically, a cross-campus effort that included Academic and Student Affairs, Enrollment Management, and others led to adapting the existing block scheduling approach to provide for linked first-year learning community courses in the triad model described above. In Fall 2019, 124 learning communities are running. GGC anticipates offering several learning communities in Spring 2020, and will again offer a large number of LCs in Fall 2020 as learning communities become central to GGC's academic culture. Table X outlines the expansion of learning communities from Fall 2017 to the present.

Equity and Diversity in the Learning Communities The composition of the learning communities in Fall 2019 largely reflects the diverse makeup of the GGC student body. Of the 1553 students who are enrolled in 100% of the linked sections in their learning community, approximately 35% are Black or African-American, 33% are White, 23% are Hispanic or Latino, and about 8% are Asian. Additionally, about 37% of the learning community students are enrolled in either corequisite English or Math (or both), approximately 21% self-identify as being speakers of English as a second/additional language, and over 34% are first generation college students.

Assessment of Learning Communities In addition to assessing the performance of all students enrolled in the learning communities with an equity and growth mindset lens, GGC evaluates the effectiveness of the learning communities programmatically according to three major student development outcomes:

- Students enrolled in learning communities demonstrate a growth in **productive academic mindset** (i.e., *learning* or *growth mindset*). Note: This outcome leverages the *Mindset Survey*: pre-post distributed in all English 1101 and FYS sections.
- Students in LCs can explain specific ways in which their academic interests and career goals align with (or not) their academic **focus area**.

- Through reflection on an **integrative learning experience**, students in LCs show development in: *engaging* new and diverse situations, *expressing* themselves flexibly, *connecting* knowledge and experience creatively, and *deepening* self-understanding. Note: This outcome is to be measured by assessing a representative sample of LC students' reflective writing.

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.

GGC 1000 is often considered an "anchor course" in the learning communities in which it is involved. Some sections are cohort-oriented, such as those included in the Grizzly First Scholars First-Generation Student Learning Communities. Often sections are included in LCs that contain corequisite learning support Math or English. In GGC 1000, students also are given a first glance at Via, GGC's e-portfolio system, and are encouraged to use it. The first-year seminar continues to be an integral part of student success programming for new students.

In Fall 2018, 18 sections of GGC 1000 were offered, 12 of which were part of learning communities. 226 students completed the course. Of those 226 students 75.6% earned a grade of A, B or C. In Spring 2019, 17 sections of GGC 1000 were offered, 14 of which were part of learning communities. 155 students completed the course. Of those 155 students, 82.6% earned a grade of A, B or C. As staffing resources are available, GGC will scale up the first-year seminar section offerings to provide just-in-time academic and co-curricular support through this curricular avenue.

Comprehensive and Pervasive Tutoring Support GGC has invested deeply in tutorial services. Extracurricular tutoring provides a safety net for students who are academically underprepared or who 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 wish to develop their skills in a particular area through supplemental learning experiences. GGC's tutoring center, known as the Academic Enhancement Center (AEC), has been awarded CRLA International Tutor Training Program Certification for its high quality professional development of staff.

In order to align with the Momentum Year approach, the AEC seeks to decentralize its student success initiatives to better accommodate students' needs. In addition to tutoring in a central campus location, academic support was provided in 44 classrooms, online for nearly 975 hours, and at several campus venues, including Kaufman Library and Disability Services. The on-campus tutoring center is open 64 hours per week and offers support in high-demand subject areas. The AEC employs two coordinators (one for Writing, one for Math/Science), 1 Lead Tutor, 15 professional tutors, 7 student/peer tutors, and 5 student assistants. In addition, 100 faculty volunteered a total of 1,493 hours in the past academic year. In the 2018-19 academic year, the AEC's central location tutored 3,071 students for a total of 13,233 tutoring sessions.

Mentoring Reimagined

Understanding that its students likely need just-in-time, targeted support and mentoring, GGC has refined its already effective model for student advising and mentoring to make it more responsive to the needs of GGC students. Following a qualitative and quantitative evaluation of the efficacy of current mentoring structures, GGC has taken a set of initial steps toward strengthening mentoring support to students. These initial actions include:

Mentoring Milestones The Mentoring Reimagined Task Force developed a set of mentoring milestones to provide guidance to faculty as they engage students during mentoring sessions. The milestones are grouped by credit hour acquisition and identify key activities related to curriculum literacy, technology, career readiness, and campus resources. In addition to a set of general milestones, major specific milestones have been developed to help students connect their academic work and professional goals as they move through their collegiate careers.

Expansion of Professional Advising in the Mentoring and Advising Center The strong successes of the Mentoring and Advising Center (MAC) programming have demonstrated the value of early intrusive advising for the GGC student population. GGC is continuing to grow the capacity of this office, hiring four additional advisors in Fall 2019 and committing to a long-term plan that supports all new freshmen with professional advising.

Video repository for students and faculty GGC has launched a new effort as of Fall 2019 to develop a repository of FAQ videos addressing technology and technology use, financial aid, registration processes, and common student challenges and concerns. Scripts will be finalized during the Fall term and video production will complete by the end of the current academic year.

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, GGC is 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. GGC has invested additional resources to support student engagement and has used its Momentum Approach work to integrate student engagement activity with the academic programs.

Faculty Development To better support GGC faculty who are integrating experiential and service learning in their classes, the Center for Teacher Excellence (CTE) has established two faculty affiliate slots specifically oriented toward Integrative Learning (one affiliate) and Experiential Learning (one affiliate). In these year-long placements, affiliates both build their own expertise and provide professional development programming to other faculty members.

Student Programming The *Assistant Director of Community Engagement and Service* within Student Affairs is a new position charged with developing and leading co-curricular programs that engage the Georgia Gwinnett student body in community service and volunteer activities. This person supports GGC's student community service program Grizzlies Serve, which engaged 463 student volunteers for a total of 2, 950 volunteer hours in community service activities during the 2018-19 academic year.

Curriculum Integration Each of the curriculum maps developed as part of GGC's Momentum activities includes specific recommendations for service and experiential learning, both as recommendations for summer experiences and for specific class selections. By including these as milestones within the curriculum maps, GGC highlights the importance of such engagement in students' learning and development.

Authentic Acculturation

The final broad goal is based in the recognition that a student's campus experience is shaped by the College's culture. Authentic Acculturation commits GGC to embedding the core elements of its 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 the college's 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.

Articulate and Instantiate Aspirational Culture The first organized activity within this broad area focuses on articulating the aspirational culture for GGC or, in other words, to "define the Grizzly graduate" in terms of workplace skills, self-awareness, and confidence, primarily through institutional student learning outcomes. This is being instantiated within an ePortfolio to support student reflection and self-awareness.

The ePortfolio was implemented and piloted during Spring 2019 with senior capstone classes and GGC 1000 first-year seminar classes. The First-Year Seminar now introduces students to the platform and, as part of building a growth mindset, introduces students to the value of self-reflection and articulation of learning. It has been successfully integrated into the assessment models of five current programs (Honors, Elementary Education, Middle Grades Education, Special Education, Nursing) and is in the process of being integrated by four additional programs for Spring 2020 (Psychology, CMAP, ITEC, and Political Science). Continued expansion across the academic programs is expected.

Create Experiences to Highlight GGC Culture A 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
 - GGC Reads (common reader with events and discussions)
 - Success Talks (campus wide professional development day)
 - Commencement
- For students
 - Grizzly Orientation Information Fair
 - New student welcoming (Grizzly Days and March through the Arch)

- GGC Reads (common reader with events and discussions)
- Athletic events
- Student awards recognition event
- GrizzlyFest (Homecoming)
- Commencement
- Additionally, multiple all-campus events highlight the academic culture, including:
 - Create: Poster session for undergraduate student research
 - STARS: Research demonstrations and posters for Science and Technology faculty and undergraduate research
 - Learning Communities Day: Symposium focused on learning community work products and experience

Provide an Affordable Educational Opportunity

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.

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 choices.
- **Partnership with Gwinnett County Public Schools and Georgia Student Finance** for outreach at high school college nights.
- **Financial literacy and financial aid presentations** in the GGC 1000 courses.

GGC's commitment to keeping the out-of-pocket price for students as low as possible is critical to maintaining affordability and central to sustaining accessibility for traditionally underserved populations. Equally important is GGC's commitment to supporting students in their financial decision making to ensure that their financial choices during matriculation support their long-term fiscal health.

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.

OBSERVATIONS

Data on the core metrics GGC has elected to track are encouraging for this reporting year as shown in Table 1 below. During the 2018-2019 academic year, GGC revised and refined its core student achievement metrics to align more directly with the University System's Momentum Approach and to establish new targets for these metrics out to 2025. While other more granular measures remain important, GGC will focus its strategic attention on first year retention rate, four year graduation rate, and six year graduation rate both within GGC and within the University System. In addition, GGC has begun monitoring the percentage of first-year students who successfully complete their first required English and Math courses.

GGC continues to document reasonably strong performance by students entering the College. Since hitting a low of 61.5% for the Fall 2010 cohort, first-year retention has continued to strengthen, with retention of the Fall 2018 cohort at approximately 67%, indicating that GGC's integrated efforts to ensure access, attentiveness, and affordability are having an impact on student success and persistence.

Data on graduation numbers are also encouraging, as can be seen in Table 2. Data for the Fall 2013 cohort show an increase, for the second year, in 4-year graduation rates, which is consistent with the turnaround in retention rates. Further, the number of students

graduating in each cohort has continued to climb, reflecting GGC's rapid growth rate. 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.

The common theme across the specific elements of GGC's **attentive learning model** and the four primary goals that are shaping the college's 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 1 and 2.

GGC's combination of inclusive access, an attentive teaching model, and efforts to maintain 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.

NEXT STEPS

During the 2019-2020 academic year, GGC will complete a Cabinet reorganization and hire a Vice-President for Student Engagement and Success, who will be responsible for creating and maintaining (a) an innovative 21st century curriculum and pedagogy for student engagement and success with specific attention to equity and (b) an environment which

- emphasizes evidence-based student success strategies,
- stimulates the creation of new academic programs and infrastructure,
- supports high-impact retention strategies,
- supports faculty mentor and student advisor relationships, and
- builds a culture of collaboration and care for students and colleagues.

GGC is taking this action in recognition of the importance of holding a Cabinet-level position accountable for student success metrics and deliverables. This individual will work closely with the Vice-President for Enrollment Management Services and the Senior Vice-President of Academic and Student Affairs/Provost to review, develop, implement, and assess programs that build on a combination of student engagement efforts both inside and outside the classroom. Metrics and deliverables will focus on overall increases in retention and graduation rates along with measures of student progression and on closing gaps in student success across entering levels of academic preparation, race/ethnicity, income, and first-generation student status, along with other as-yet-identified areas of achievement gaps. This renewed focus on clear accountability and well-defined metrics is expected to enhance student achievement and success and support GGC's well-known level of commitment to its mission and students.

STUDENT SUCCESS AND COMPLETION TEAM

For the 2018-2019 academic year, GGC's efforts involved a broad spectrum of individuals and offices across campus as can be seen from the descriptions of the specific efforts detailed above. These efforts are monitored, managed, and assessed by a core team of professionals, whose names and titles are provided here:

Name	Title
Dr. TJ Arant	Provost
Dr. Rachel Bowser	Associate Provost for Strategic Initiatives and Associate Professor of English
Dr. Tom Lilly	Director of Academic Assessment and Associate Professor of English
Dr. Justin Jernigan	Dean, School of Transitional Studies
Dr. Catherine Thomas	Associate Dean for Student Success, School of Transitional Studies and Professor of English
Dr. Karen Jackson	Associate Dean for Advising Programs, School of Transitional Studies and Assistant Professor of Education
Dr. Tyler Yu	Dean, School of Business
Dr. Dymaneke Mitchell	Interim Dean, School of Education
Dr. Diane White	Dean, School of Health Sciences
Dr. Laurel Holland	Interim Dean, School of Liberal Arts
Dr. Joseph Sloop	Interim Dean, School of Science and Technology
Dr. Juliana Lancaster	Executive Director, Office of Plans, Policies, and Analysis



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 759 degrees and awards in fiscal year 2018. This represents an increase of 42.9% from 2013 (n=531) to 2018. There were 6184 students enrolled in Fall 2018 representing an 12.6% increase in enrollment over the last five years. In Fall 2018, 38.9% self-identified as first-generation status, 40.4% were Pell eligible, and 21.8% were adult learners. These numbers shown declines from previous years, but this has been largely due to increases in dual enrollment.

Using 2013 as baseline Complete College Georgia, GHC has increased the one-year retention rates of first-time, full-time students by 3% but it is important to note that although our retention rate has fluctuated in the last couple of years, the number of students retained has increased by 19.3%. GHC has increased the three-year graduation rates by 5.9% for the Fall 2015 cohort, compared to the Fall 2014 cohort.

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.

MOMENTUM YEAR/APPROACH UPDATE

Purposeful Choice

Over the last 18 months GHC has worked hard to implement our EAB Navigate build. After being delayed by Banner 9 upgrades, GHC went live with Navigate launching to the QEP student population in January 2019. In Fall 2018, a pilot group of students (n=60) at the Cartersville Campus were introduced to the QEP: Quest for Success during orientations for new students. As a part of their pilot, these students took a paper form of a career and non-cognitive assessments. These tools were converted to electronic format as a part of Navigate and our efforts to promote a purposeful choice and focus areas. The QEP has been discussed previously.

Clear Pathways

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.

Academic Mindset

GHC chose to focus on many sub-areas of this aspect of our MY/MA plan, 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 two key activities:

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 improved our participation rate from 2017, but it is unclear if this strategy is yielding the results we had hoped for. In the second administration in December 2018, only 19 students completed the survey. We realized that while the first administration yielded some initially interesting results, those could not be analyzed thoroughly because of the lack of second-round responses. In August 2019, we took a more direct, personal approach to reaching out to faculty. We are awaiting our survey results.

Engaging faculty and staff in the Momentum Year. We have continued to work at clearly communicating the link between the Momentum Year/Approach and the QEP: Quest for Success. This effort seems to have had an impact as we have had several faculty report that they are doing activities related to Mindset (using the GPS model) in their courses. However, we have been unable to track this consistently. With a new administrative model in place, we should be able to track classroom innovations more closely. Additionally, engagement will be playing a significant role in our new strategic plan.

INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, & OUTCOMES

STRATEGY 1: AFRICAN AMERICAN MALE INITIATIVE

High Impact Strategy

The African American Male Initiative (AAMI) program at GHC has a documented track record of increasing the retention and graduation of Black or African-American males.

Completion Goal

Increase Access for underserved and/or priority communities.

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

A five-year view of all measures is included in the data appendix.

Participation. The number of AAMI participants in Fall 2018 was 93 from a total enrollment of Black or African American males of 367 for a **participation rate of 25%**, same as Fall 2017. The goal is to exceed GHC's all-time high participation rate (29% in Fall 2013).

One-year retention. First time, full time Black or African American males who started in Fall 2017 and were members of GHC's AAMI were retained to Fall 2018 at a rate of 96.4%, while those who did not participate returned the following fall at a rate of 47.2%. The overall retention rate for first time, full time Black or African American males was 64.2% at GHC, **the highest one-year retention rate for this population in the State College sector** and above the State College average of 40%. GHC has **led its sector in one-year retention for FTFT Black or African American males for the past three years**. 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 2015 and were members of GHC's AAMI graduated with associate degrees by the end of Summer 2018 at a rate of 30%, while those who did not participate graduated at a rate of 1.7%. The same **substantial difference in graduation rates** for AAMI and non-AAMI members is seen throughout the five year view.

The overall three-year graduation rate for Black or African American first time, full students was 14.7% at GHC, compared with the State College average of 9.3%. For three of the five most recent cohorts, GHC has **exceeded the sector average**.

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 2015 cohort would mean exceeding 28.8%. This goal was met for AAMI participants but not for AAMs overall.

Degrees conferred. The number and percentage of associate degrees conferred to AAMs were 25 and 3.4% respectively, down from the prior year (FY 2018=38 associate degrees awarded to AAMs for 5.5%). The percentage of degrees awarded to AAMs that were awarded to AAMI members increased slightly in FY 2019 to 40% (FY 2017=37%), though total degrees awarded to AAMs was slightly lower (FY 2018=10, FY 2017=14). The percentage of degrees conferred to AAMI members remains **higher than the participation rate**, pointing to the productivity of the program overall.

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.

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 participate in a three-phase advising process that connects them with professional advisors, faculty members, institutional resources, and other students. During the first two terms of enrollment, new students 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. During their second term, students meet with a faculty advisor who checks their progress and begins to discuss next steps toward completion of the degree and goal attainment. In crafting a success plan, students will also learn to recognize factors that can impede progress toward their goals. Imbedded in this process are targeted activities to allow students to strengthen their purposeful choices and ensure that they have clear pathways to their educational 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

In Fall 2018, our pilot included 60 general studies students at the Cartersville campus. 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. The pilot students completed two mandatory advising activities before they registered for their spring classes. Advising Activity 1 consisted of small group, peer meetings led by professional advisors. AA1 introduced students to more in-depth concepts related to their academic planning, as well as including elements of mindset (purposeful choice). Advising Activity 2 (AA2) was a one on one meeting with a professional advisor who reviewed the student's current progress, addressed any concerns through a semi-structured interview, referred students for services, and helped the student develop a comprehensive academic plan.

Of the pilot group, 87% of students (n=52) completed Advising Activity 1 (AA1), while 85% of those students (n=44) completed AA2. In Spring 2019, 73% of the pilot group (n=44) were retained and 93% of those students (n=43) met with their faculty advisors.

The Spring 2019 Cohort of the fully implemented Quest consisted of 467 students. AA1 had a completion rate of 89% (n=415). AA2 had a completion rate of 82% (n=381). Persistence rates from Spring 2019 to Fall 2019 for these students was 69.8% (n=326). This is a full nine percentage points higher than students who did not participate in Quest for Success.

For Summer 2019, 185 students entered the Quest for Success. While 98% of those students completed a combined AA1/AA2 activity (resulting from the compressed summer schedule), only 58% (n=107) went on to enroll in Fall 2019. This is consistent with the higher number of one-term students who begin at GHC in the summer with an explicit goal of attending another college in the fall.

We continue to monitor and track students who are in the Quest model. The tables in the appendix show additional measures of the QEP's success thus far.

Lessons Learned

The implementation of GHC's QEP has been instrumental in improving retention for those students in the program. However, this is a high-touch, high-impact initiative. It has required a fundamental restructuring and reconceptualizing of advising at GHC. In Fall 2019, the advising director and QEP director decided to modify AA1 and AA2 to better meet the needs of students and advisors. The use of Navigate as a tracking and communication tool has been effective, but there is still much to be done. We have identified several places where more data collection and better tracking of students as they move across services on campus can give us a more complete picture of what is making these students more successful than their peers and predecessors not in the Quest for Success.

STRATEGY 3: TRANSFORMING REMEDIATION

High Impact Strategy

Corequisite remediation and math pathways for students that start in Learning Support have a substantial impact on students' success in gateway and follow on classes. Longer term, they are expected to increase credential attainment.

Completion Goal

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

Demonstration of Priority or Impact

Historically, a third to 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 the three most recent fall terms to track the impact.

Summary of Activities

Beginning in Summer 2018, GHC no longer offered foundation level Learning Support courses; ENGL 0989, MATH 0987, MATH 0989 were phased out during Fall 2018. The limited number of students in summer meant fewer LS students and allowed for course development in the co-requisite classes. Full implementation in Fall 2018 highlighted the need for further work on course content and student placement. This included the realization that GHC's Accuplacer WritePlacer score had been set too high, dramatically increasing the number of students placed into ENGL 0999. The score was adjusted for Spring 2019, and the numbers reflect this change. The introduction of Accuplacer NextGen in January 2019 created logistical challenges in the areas of admissions, LS placement and student advising, and the institution had to implement additional computer system updates to accommodate. Spring 2019 saw additional modifications in co-requisite courses, student placement and system automation, as the institution adjusts to the major change of the all co-requisite model.

Measures of Progress and Success

Overall Placement in Learning Support. After steady reductions in the percentage of new (first time, full time) students placed into Learning Support (ending with a placement rate of 31% in Fall 2017), placements increased in Fall 2018 to 51%. The increase was due to what seems to be an anomaly in English placements because of placement scores that were higher than other state colleges (Fall 2018=25.5%, double the rate of any prior year since new LS methods).

Gateway and Follow-On Course Success. In the Data Appendix, two baseline comparisons are made with 2018-19 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 in the same cohorts who did not start in Learning Support. This report focuses on co-requisite remediation; for Fall 2009, equivalent placement scores in MATH 0099, READ 0099, and ENGL 0099 are used.

This section presents gateway and follow-on outcomes for Math corequisite remediation only. The Fall 2018 English corequisite outcomes are documented in the Data Appendix due to unusually high Fall 2018 placements, which probably affect the validity of statistics from this year.

Foundations courses were discontinued in Fall 2018 and that cohort of students in corequisite non-STEM classes (MATH 1001) was substantially different from prior fall groups. First, it was larger (six times the size of prior groups at 236 students). Second, preparation and target goals for the students were more diverse. Students who would have placed into non-STEM foundations in the past placed into corequisite remediation instead, affecting the preparation level.

In addition, students who would have placed into STEM foundations were directed into the non-STEM gateway as a prerequisite, some with a corequisite requirement for MATH 1001 and others without one. Instead of advancing into the non-STEM follow on course (Statistics), these students took College Algebra in the second term. Hence for the first time, student objectives for completing the non-STEM gateway could be transitioning to either Statistics or the STEM gateway, College Algebra.

These changes and corresponding curricular changes for MATH 1001 were associated with pass rate declines. The gateway pass rate in non-STEM math for students starting in corequisite remediation in Fall 2018 was 73%, down from an all-time high the prior year of 90% and the lowest rate of gateway success since Learning Support changes began at scale at GHC in Fall 2014. Interestingly, the pass rate in MATH 1001 was also reduced for non-LS students (76% in Fall 2018, lowest of the terms considered, including the baseline term, Fall 2009).

Similarly, students who passed MATH 1001 with corequisite remediation in Fall 2018 and took the follow-on course, Statistics, in the spring had a pass rate of 69% compared with an all-time high of 90% for prior year group. The Fall 2018 rate is the lowest rate of follow on success for corequisite MATH 1001 in the five years of corequisite remediation at GHC. However, non-LS students who passed MATH 1001 in Fall 2018 did substantially better in the follow-on course (pass rate of 86%, creating a follow-on pass rate gap of -17% for corequisite non-STEM math students).

For students who started in MATH 1001 and moved to MATH 1111, the pass rate for those who started in corequisite remediation was considerably lower in MATH 1111 than for non-LS students (53% versus 70% for non-LS students in MATH 1001 who took MATH 1111 next). However, the 53% pass rate for students starting in corequisite non-STEM math and moving to MATH 1111 was a slight improvement over students starting in STEM foundations the prior fall and moving to MATH 1111 (47%).

For students starting in STEM math, the removal of the foundations class in Fall 2018 appeared to have less impact. Pass rates in the STEM gateway class (College Algebra, MATH 1111) were 61% for students starting in corequisite remediation and 69% for non-LS students. Both rates are comparable to prior year rates; in fact, the pass rate in the gateway class for students starting in corequisite STEM remediation has ranged only between 60% and 62% for the past five fall terms.

However, completion of a follow-on class in the spring term for those passing MATH 1111 with a corequisite reached an all-time high with the Fall 2018 students for the five years of corequisites at 27%. This figure combines success in any of the follow-on courses (Statistics, Pre-Calculus, or Applied Calculus). Corequisite students still lag non-LS students on this measure (non-LS=34%) but their timely completion of follow on classes has been steadily rising.

For calculus-based (STEM) pathways in particular, students starting in corequisite remediation with MATH 1111 show a steady increase in pass rate in MATH 1113 (Fall 2016=50%, Fall 2017=52%, Fall 2018=58%). The corequisite pass rates are still below those of non-LS students MATH 1111 followed by MATH 1113 (Fall 2018=71%) but the increase is encouraging.

Retention. The gap in one-year retention between FTFT students who start in Learning Support and those who do not widened from Fall 2017 to Fall 2018 over the prior year (63% versus 68% for non-LS students, leaving a -5% gap). Prior year retention rate gaps have been as follows: Fall 2014-15: +1 (more students retained who started in Learning Support than students who did not), Fall 2016-17: -5, Fall 2017-18: -3. The one-year retention rate for Fall 2009 Learning Support students was 59%, while non-LS students were retained at 61% for a -2% retention rate gap. At GHC, no sustained improvement in one-year retention has been correlated with corequisite remediation and math pathways.

Completions. Having started at scale with transformed remediation in Fall 2014, GHC can now look at three-year completion rates for the baseline year (Fall 2009) compared with Fall 2014 and Fall 2015 cohorts using the new LS methods. The full historical comparison is shown in the data appendix, using three-year attainment of any kind of credential from any institution that reports to the National Student Clearinghouse.

Comparing Fall 2009 and Fall 2014 students at the three-year mark, the Fall 2014 corequisite students had attained slightly fewer overall credentials than then Fall 2009 students with equivalent placement scores in the highest level math remediation (18% credential attainment for Fall 2009 students, 17% for Fall 2014 students). For the Fall 2015 cohort, corequisite students had attained 3.3% fewer credentials than their Fall 2009 counterparts.

Limiting the figures to attainment of associate degrees only (no certificates or diplomas), the Fall 2014 cohort of corequisite math students attained 2.5% more associate degrees at three years than the Fall 2009 group of equivalent LS math students (Fall 2009=13.1% attained associate degrees, Fall 2014=15.6%). However, this advantage in associate attainment for students in corequisite remediation using the new LS methods was reduced to just 0.5% with the Fall 2015 cohort. The Fall 2015 corequisite math students had substantially fewer three-year completions than their Fall 2014 counterparts (Fall 2015=13.6, close to the Fall 2009 level of 13.1%).

Possibly most surprising is the gap between corequisite level Math students and non-LS students in three-year associate completions that opened with the Fall 2015 cohort. For Fall 2009, the gap was just 1.6% in favor of non-LS students starting in gateway math (corequisite students=13.1%, non-LS students=14.7%). For Fall 2014, the associate completions gap was actually reversed in favor of corequisite Math students (corequisite=15.6%, non-LS=14.6%) and the gap remained small. However, for the Fall 2015 cohort the gap in three-year completions widened to 10.1% (a tenfold increase in gap size) with corequisite Math students dropping back to Fall 2009 levels with 13.6% associate completions while non-LS gateway Math students surged to 23.7%. This change will draw further assessment.

For students starting in corequisite English, the completions picture is more positive. The Fall 2014 cohort of corequisite English students exceeded the overall three-year credential rate of corresponding Fall 2009 students by 8.4% (Fall 2009=13%, Fall 2014=21%). Limiting the comparison to associate degrees completed (no certificate or diploma), the gap narrows to 3.6% but Fall 2014 students still attained more degrees. The Fall 2015 cohort of corequisite English students did even better, exceeding the corresponding Fall 2009 students by 12% in overall completions and 4.5% in associate degrees. This pattern is closer to what would be predicted by the literature on corequisite remediation than the pattern for corequisite math.

In addition, corequisite English remediation students were comparable to their non-LS counterparts in terms of three-year degrees completed in all three years. For Fall 2009 and Fall 2014, students in corequisite English remediation attained more degrees than their non-LS counterparts. In Fall 2015, that pattern was reversed but with a gap of only 2.8% (corequisite English students=17.5%, non-LS=20.3% attainment of associate degrees). This gap is much narrower than the gap between corequisite Math students and non-LS Math students who started in Fall 2015.

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 wrapping up Year 3 of the G2C effort for Cohort 1 and Year 1 of Cohort 2. The G2C Cohort 1 involved 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). Cohort 2 includes only ENGL 1102.

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.

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 DFWI rates have fluctuated over the last four-years. While G2C courses initially showed improved DFW rates, the improvement has not been sustained. However, while students may not be as successful in G2C sections of BIOL 2121K, they seem to be more successful in 2122K, for those who make it to that point.

For MATH 1001, the G2C sections had a positive impact immediately with lower DFWI rates. However, as the course was scaled up those positive gains were not strong. Much like the BIOL 2121K courses, the students who complete a G2C section of MATH 1001 are more likely to succeed in the follow-on course (MATH 2200).

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.

Lessons Learned

During the past two years GHC has 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. The absence of a CETL director was an unintended obstacle, but that has been addressed for the coming year.

OBSERVATIONS AND NEXT STEPS

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. The Momentum Year Plan has forced us to have conversations that we may have avoided in the past. Specifically, the pressure testing activities in Spring 2019 revealed what we had suspected: Most students at GHC were unable to complete the degree of their choosing at the campus of their choosing. No campus offered an opportunity to earn a degree in more than three pathways because of scheduling. Through intentional efforts to collaborate across divisions, GHC has begun implementing new approaches for AY 2019-20 to address the problems and obstacles for scheduling. This could not have happened without the opportunity and support from the USG to engage with data-driven conversations about scheduling, timely completions, and student success. We have filled a key position on campus that will enable us to continue to progress with this work, but more restructuring may be necessary to achieve our optimal results. The work of several initiatives will influence these decisions (CAR, strategic planning, etc.). Pulling together the work of various groups (Mindset team, Chancellor's Learning Scholars, Advisors, and Leadership) will allow us to leverage resources more efficiently. 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.

STUDENT SUCCESS AND COMPLETION TEAM

Name	Title
Jennifer Hicks	Director of Academic Support (Advising & Tutoring)
Dana Nichols	Vice President of Academic Affairs
Jesse Bishop	Dean of Planning, Assessment, Accreditation, & Research
Elizabeth Tanner	QEP Director
Diane Langston	Sr. Data Analyst
Josie Baudier	Director of Center for Excellence in Teaching & Learning
Melanie Largin	Dean of Mathematics
Jon Hershey	Dean of Humanities
Laura Walton	Advising and Orientation Coordinator



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 nearly 20 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 2018 Georgia Tech attained a record high enrollment of 16,047 undergraduates, 78% of whom were enrolled in STEM majors⁵. In addition to its undergraduate population, the Institute had a fall 2018 enrollment of 16,675 graduate students for a total enrollment of 32,722. Between 2011 and 2018, the Institute experienced a 15% increase in undergraduate enrollment. In 2018-19, 3,721 degrees were earned by Tech undergraduates, a 30% increase since 2011-12, when 2,873 degrees were conferred. Employment offers, with a median starting salary of \$75,000, were made to 88% of our undergraduates by the time they graduated. Appendix B illustrates undergraduate enrollment and degree trends.

Georgia Tech values the diversity of its student population. In 2018-19, Tech achieved a historic high in its undergraduate female enrollment of 6,116 students. Current enrollment of women has increased by 36% since 2011-12, when female enrollment was 4,489. The proportion of women has risen from 32% of the undergraduate student body in 2011-12 to 38% in 2018-19. 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*⁶, 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.

Five years ago, Georgia Tech created the Atlanta Public Schools (APS) Scholars Program, which offers automatic acceptance and financial scholarships for APS valedictorians and salutatorians. As of spring 2019, there were 34 APS scholars in the program, 32 of which were in good academic standing. In addition, Georgia Tech has entered into a partnership with *Achieve Atlanta*. The collaboration will provide scholarship support to APS graduates and facilitate interventions designed to increase the number who attend and support their success at Georgia Tech. As of spring 2019, including the APS scholars, there were 51 *Achieve Atlanta* scholars participating in the program, 46 of which were in good academic standing. With the fall 2018 freshman cohort, Georgia Tech launched the Georgia Tech Scholars program, guaranteeing admission to valedictorians and salutatorians from every high school in the state. In fall 2018 applications from Georgia valedictorians and salutatorians increased by more than 100%, with 137 applicants enrolling.

⁵ STEM majors include students in the Colleges of Computing, Engineering, and Sciences.

⁶ <https://americantalentinitiative.org>

As of fall 2018 Georgia Tech had achieved a first-to-second-year retention rate of 97% for the first-time, full-time freshman 2017 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. Preliminary data from fall 2019 indicate that the first-to-second year retention rate for first-time, full-time freshmen in the 2018 cohort is 97%, while the six-year graduation rate for students in the 2013 first-time, full-time cohort is a record high of 90%.⁷ See Appendix A for a historical illustration of institutional retention and graduation rates.

Georgia Tech's positive enrollment trends, retention and graduation rates, and number of degrees conferred underscore the Institute's ability to help meet future workforce needs.

MOMENTUM YEAR UPDATE

Georgia Tech's Momentum Year plan for 2018-19 focused on redesigning the first-year seminar (GT 1000) curriculum, initiating implementation of the spring 2018 recommendations of the Academic Advising Task Force, and partnering with Gateways to Completion (G2C) to analyze introductory physics courses and continue enhancements to linear algebra instruction. As part of redesigning the first-year seminar curriculum, GT 1000 course learning outcomes were streamlined, and common assignments for all sections were revised to align with the new outcomes. The redesigned curriculum focuses on encouraging self-efficacy, community building, and sense of belonging for our first-year students. The resulting curriculum shifts the course from an extended orientation model to focus more heavily on self-reflection, intentional academic planning, and leadership and collaboration skills, helping to ensure that the course provides students with the skills and resources they need to succeed personally and academically at Tech and beyond. The curriculum redesign is currently being implemented in all GT 1000 classes, and we are in the process of gathering data to analyze the effectiveness of the redesign via a pre- and post-semester survey sent electronically to students, peer leaders, and instructors.

Beginning in fall 2017 the Academic Advising Task Force and its subcommittees met over a period of about four months prior to submitting the Report and Recommendations to the Provost in April 2018. The Task Force recommendations, if fully implemented, 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. Georgia Tech is committed to developing a coherent distributed advising model incorporating the following features: 1) promotion of best practices and professional development for professional advisors and faculty advisors, 2) acquisition of a common IT infrastructure to support communications and record keeping with relevance to academic advising, and 3) hiring of key personnel to provide exploratory advising (e.g. change of majors or exploration of interdisciplinary pathways) and analytics support. In pursuit of enhanced IT infrastructure for academic advising, Undergraduate Academic Advising worked with the Office of Information Technology to conduct focus groups and other requirements gathering communications with key stakeholders. An aggressive project plan has been developed with the aim of having implementation and training completed by fall 2020. Additionally, Georgia Tech's first Exploratory Advisor was hired in June 2019. This new position will support students interested in changing majors or exploring interdisciplinary pathways. Continued implementation of the Academic Advising Task Force recommendations is the primary focus of Tech's Momentum Approach plan for fall 2019.

In Year 1 of Georgia Tech's participation in the USG G2C initiative, the Institute transferred institutional data on student performance in high enrollment courses (including the Institute's introductory physics courses) to the John Gardner Institute (JGI) for analysis. During Year 2 of the effort (AY 2019-2020), the School of Physics is working to broaden the Georgia Tech's G2C effort by aligning with the Institute's long term educational goals, as outlined in the recent report: *Deliberate Innovation, Lifetime Education* (<https://provost.gatech.edu/commission-creating-next-education>)

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

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.

⁷ Based on fall 2019 data as of September 5, 2019

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 2018-19, 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 mathematics courses to dual enrolled high school students. In 2018-19, Distance Math served students in 61 Georgia high schools with 505 enrolled in fall and 473 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 a future interest in K-12 teaching. During 2018-19, 31 students participated in 37 pre-teaching advising sessions.

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). While many bridge programs offer remedial pathways as a transitional model, Challenge at Georgia Tech provides advanced pathways through academic, professional, and culturally intense courses and workshops designed to enhance transitional success based on constructivist learning.

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, one-to-one tutoring, and supplemental instruction for traditionally challenging STEM courses.

Through Georgia Tech's co-op program, 935 undergraduates completed 1,074 individual semester-long, major-related work terms in 2018-19. Of this total, 95% of the positions were STEM related. Additionally, in 2018-19, 1,233 undergraduates completed 1,377 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 2010-11 to 12,763 students in 2018-19. As of fall 2018, 80% of Georgia Tech students were seeking a STEM degree.

Efforts to engage and retain more women students represent one of our best opportunities for increasing the number of STEM majors. Since fall 2010, the number of women enrolled in STEM majors at Georgia Tech increased from 2,794 (27% of undergraduate STEM enrollment) to 4,521 (35% of undergraduate STEM enrollment) in fall 2018. Once enrolled, women at Georgia Tech consistently graduate at a higher and faster rate than men. For the 2012 overall cohort, the six-year graduation rate for women was 91% compared

to an 85% rate for men. Women in STEM majors also had a 91% six-year graduation rate compared to an 85% 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 2018.

Table 1: STEM Enrollment Fall 2010-Fall 2018

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total	10,389	10,718	11,459	11,701	11,822	12,330	12,611	12,508	12,763
Women	2,794	2,989	3,300	3,474	3,637	3,976	4,225	4,378	4,521
% Women	27%	28%	29%	30%	31%	32%	34%	35%	35%

The number of STEM degrees earned is a key measure of our success for this strategy. In 2018-19, 3,114 STEM degrees were earned, a 44% 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	2018-19
2,157	2,389	2,578	2,577	2,799	3,039	2,968	3,114

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 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 peers. As of fall 2018, 17% of all undergraduates were underrepresented minorities.⁸

To encourage academic excellence, the Office of Minority Educational Development (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 taught 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 is 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 Georgia 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 a nine-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.

⁸ For CCG, underrepresented minorities include students who self-identified as Hispanic or Latino, African American or Black, 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.

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.
- 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 2018-19 demonstrate positive program-level outcomes:

- For the 268 URM students participating in the Edge Program (peer mentoring), the average cumulative GPA achieved at the end of the first year was 3.18 compared to 3.14 for URM non-participants.
- For Challenge (110 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, 15 Challenge participants completed their first semester with a 4.0 GPA and 53 participants had a 3.0 or higher GPA at the end of their first semester.
- AAMI students (133 undergraduate participants) had an average first-semester GPA of 3.1 compared to a 2.78 GPA for non-participating African American males. AAMI students (2017 cohort) were retained to the second year at a higher rate (95.2%) compared to a 90.3% 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 2018, the overall URM first-to-second-year retention was 95% (compared with a 97% overall rate), while the six-year URM graduation rate for the 2012 cohort was 81% (compared with an 87% overall rate). URM six-year graduation rates have improved from 72% for the 2006 cohort to 81% for the 2012 cohort. For the Institute's two largest URM groups, six-year graduation rates for the fall 2012 cohort were 79% for Black or African American students and 86% for Hispanic or Latino students (compared to 87% 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 2018 the six-year graduation rate for students who enrolled at Tech in 2012 and who participated in the co-op program was 96%, while the six-year graduation rate for students in the 2012 cohort who participated in the internship program was 97%. Students who participated in undergraduate research had a 95% graduation rate. See Appendix C for graduation rates of participants in select 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 600 student organizations. Georgia Tech Health & Well-Being promotes, nurtures, and enriches a culture of health well-being, and caring for Georgia Tech students. The Center for Assessment, Referral & Education (CARE), which opened in August 2019, provides a single point of entry for access to all mental health resources and services on campus. CARE is staffed by licensed therapists who specialize in college mental health and assessment. CARE visits are free for all students at Georgia Tech and are confidential.

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).

During 2018-19, Georgia Tech devoted additional resources toward growing its living learning communities (LLCs), serving 812 first-year students and more than 400 upper-level students in eight communities. In summer 2019, iGniTe, our First-Year Summer Launch Program, drew an additional 505 first-year participants, an increase of 49% in comparison with summer 2018. By 2021, 60% of the incoming first-year class will live in an LLC. For the first-year LLCs participants in 2018, retention rates of LLC participants equaled or exceeded the retention rate of the overall 2018 cohort.

Table 3: Retention rates for 2018 participants in first-year LLCs

Living Learning Community	N (participants)	% retained to Fall 2019*
Global Leadership	118	100%
Grand Challenges	200	99%
Honors Program	209	97%
iGniTe	338	98%
SHaRP	106	99%
SMaRT	179	98%

*As of end of Phase II registration for fall 2019 but prior to October 2019 census date.

In 2018-19, 2,102 (67%) of incoming first-time students participated in the first-year seminar, GT 1000, and 97% of these students were retained to fall 2019.

GT 1000 instructors are 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 Georgia Tech well prepared academically, after enrollment some students do not perform as anticipated and may be at risk for not completing their degrees. They include: (1) students with midterm unsatisfactory grades; (2) students who 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 not registered for fall semester by the end of Phase I; and (6) students who "stop out." While outreach to these students 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 Undergraduate Academic Advising, the Center for Academic Success, and the Retention and Graduation Manager.

Academic advising at Georgia Tech, while decentralized, benefits from the leadership of the Director of Undergraduate Advising. The Retention and Graduation Manager (reclassified for 2019-20 as Director of Retention and Graduation Initiatives/Assistant Registrar), a position that reports jointly to the Associate Vice Provost for Undergraduate Education and the Associate Vice Provost for Enrollment Services/Registrar, helps to operationalize Georgia 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 services for students who need additional academic support (see www.success.gatech.edu). In 2018-19, CAS served 5,300 Georgia Tech students in 41,576 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 2018, 38,909 midterm grades were collected for 1000- and 2000-level courses, and 3,098 U's were assigned to 2,366 students. During spring 2019, 31,449 midterm grades were entered for 1000- and

2000-level courses, and 2,608 U's were assigned to 2,007 students. With support from the Registrar's Office, we achieved a faculty midterm grade response rate of 98% for fall 2018 and 99% for spring 2019.

For 2018-19, CAS reported 37% of students with U's began using success services at midterm; in spring 2018, 33% began accessing services.

In fall 2018, 53% of U grades converted to A/B/C/S grades by the end of the semester; in spring 2019, 51% 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 2019, 240 of 453 GT 2100 students (53%) have either graduated or remained enrolled. An additional 24 students who took GT 2100 remain eligible but did not take classes during spring 2019. Intervention outcomes represent a significant improvement over our pre-initiative baseline graduation rate of 14%.

Students on Academic Probation or Academic Warning

In fall 2018, 3% of our 16,047 undergraduates were on academic probation or warning with 232 students on probation and 310 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 in academic difficulty (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. In summer 2019 CAS created GT 2801: Study Strategies Seminar, a new course specifically targeting students on probation. GT 2801 provides a solution-based opportunity to learn skills, strategies, and ways of thinking that will assist in restoring scholastic standing. The course will be offered in fall 2019.

Even with the positive outcomes associated with GT 2100, we are concerned that the majority of students on academic probation and academic warning do not voluntarily seek assistance. For example, only one-fourth of these "at-risk" students participated in CAS programming or Clough Commons tutoring during 2018-19.

Table 4: Percentage of students on probation or warning using CAS services or Clough Commons tutoring*

	Fall 2018	Spring 2019
Academic Probation	23%	18%
Academic Warning	24%	24%

*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. While certain colleges/schools at Georgia Tech require academic advising for their own students on academic warning or probation, advisor focus groups conducted in summer 2019 revealed that there is a need to develop common advising practices for serving students identified as at risk. The Academic Advising Council, which serves to advise the Director of Undergraduate Academic Advising and the Office of Undergraduate Education on policies, communications, assessment, and strategies related to campus advising, plans to draft recommendations for an at-risk advising model by spring 2020.

Students Ending Their First Year in Academic Distress

In summer 2018, 79 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) received a letter from the Vice Provost for Undergraduate Education encouraging them to take proactive steps to improve their academic progress by meeting with their advisor and utilizing campus resources—several of which were delineated in the letter. The goal was to inform students that the Institute is monitoring their academic progress and to connect them with resources early, while they still have time to change their trajectory. A majority of students contacted during the 2018 intervention (61%) achieved good academic standing, improving their GPA's during their second

¹⁰ See <http://www.catalog.gatech.edu/rules/6> for academic standing rules at Georgia Tech.

year. By summer 2019, 51% of these students participated in some type of service offered by the Center for Academic Success. The Institute's first-year intervention is being repeated for the third year in summer 2019.

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. In summer 2018, a summary report was prepared to capture demographics, trends, and issues related to non-registration. See Appendix G for the population description, the number 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 or more 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 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 Georgia Tech an opportunity to communicate with students who have left the Institute but who are eligible to return.

In 2018 this process was amended to include students with three-to-five semesters of absence from Tech and to include only those students from whom we had no information (based on academic advising notes) or students who were in good academic standing but whose transcripts indicated lack of academic progress (e.g., all "W's"). Students who had already transferred to another institution (based on the National Student Clearinghouse) were also excluded. See Appendix H for numbers of students surveyed and response rates.

Strategy 5: Implement peer-led instruction for students in traditionally challenging gateway courses.

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 (PLUS), through the Center for Academic Success. These services support student success in traditionally challenging courses, which are primarily calculus, linear algebra, and physics. Departmental support also allows PLUS to provide students with assistance in introductory chemistry, organic chemistry, and biomechanics.

The number of contact hours represent markers of success for PLUS. During fall 2018, 2,719 students participated in PLUS for total of 10,792 visits. During spring 2019, 2,074 students participated for a total of 8,058 visits. Also useful for gauging the impact of this strategy is the percentage of participation for courses in which PLUS was offered. In fall 2018, 39% of students enrolled in the courses for which PLUS was offered participated in the program; in spring 2019, 38% of enrolled students participated.

To determine if PLUS is successful, we compare students' final grades in courses for PLUS regulars vs. non-regular participants. In both fall 2018 and spring 2019 regular participants in PLUS (6 or more visits) consistently outperformed their peers who did not participate.

In fall 2018, 93% of PLUS regular participants (5 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 2019, 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), Tech expanded to 70 online undergraduate courses by summer 2019. The number of total course registrations increased from 112 in 2013 to 2369 in 2019. Data indicate that mean time to graduation is shorter for SOUP participants than for non-participants completing summer coursework.

Summer Session Initiatives (SSI) increased student, non-duplicative headcount by 7% from 3,522 in 2018 to 4,148 in 2019. 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. One initiative, the iGniTe Summer Launch Program, enables first-year students an opportunity to begin their college career during the late summer term. For Georgia residents, enrollment increased by 70% from 245 students in 2018 to 415 in 2019. All iGniTe participants enroll in Georgia Tech's freshman seminar, GT 1000, along with two other courses that meet a core or major requirement. In summer 2019, there were over 200 students enrolled in STEM courses, including over 50 in Calculus (Math 1550) and over 60 enrolled in Linear Algebra (Math 1553), a key momentum year course. Enrollment in ENGL 1102, which is also a momentum year course, grew by 13% in 2019. The Summer Minor and Certificate Program added Women, Science, and Technology and Social Justice to the existing minor and certificate options in Computing & Intelligence, Economics, History, Industrial Design, and Spanish. There were more than twenty-five courses in summer 2019 that met a minor certificate requirement. Additionally, the summer per credit hour tuition model adopted in 2018 can also account for the continued enrollment growth by making courses more affordable and allowing students greater flexibility with course planning. The per credit hour model offers students more options when selecting course combinations and the ability to concurrently enroll in online and face to face courses. In summer 2019, online enrollment for Physics I increased by 75% and Physics II by 53%. Both physics courses are critical pathway courses for many academic programs at Georgia Tech.

OBSERVATIONS AND NEXT STEPS

Georgia Tech continues to implement best practices that are shown to increase student engagement, retention, and degree completion and has adopted CCG strategies appropriate for supporting the success of our students. Since the inception of CCG, Georgia Tech has increased its retention rate to 97% and maintained that rate for the past five years.¹¹ Additionally, our six-year graduation rate has increased from 79% for the 2006 entering cohort to a record high 90% for the 2013 entering cohort.

This report describes many of the broad initiatives and targeted, high-impact strategies positively impacting student retention and graduation rates at Georgia Tech. Here are two more examples:

A recent revision to our grade substitution policy allows all undergraduate students, not only freshman, the opportunity to strengthen their institutional GPA by substituting their grades for a maximum of two repeated courses.

During summer semester students may now register for both on-campus and online (SOUP) courses, which allows students greater flexibility to tailor a summer schedule to their specific program progression needs.

Identifying opportunities for increased focus has been, and will continue to be, a key component of our CCG work. In alignment with Momentum Approach activities, the Institute continues to implement the Advising Task Force *Report and Recommendations* from April 2018. Undergraduate Academic Advising (UAA) is developing strategies to ensure consistency in the onboarding, training, and professional development of our advisors. While current technology does not allow academic advisors to easily monitor student progress in their academic programs, we are moving closer to obtaining new advising technology which will enhance the ability of advisors to access information and document student progression. Looking ahead to 2019-20, since academic advising is the primary focus of our Momentum Approach plan, we are developing advising practices related to student RPG and communicating the expectations to advising stakeholders, along with related training and resources. For the second year, UAA will participate in all the 2019-20 NACADA advisor webinars, which include topics such as applying advising theory to practice; supporting academic recovery; incorporating academic coaching conversations into advising practice; promoting social justice through advising practice; and advising and trans equity. In addition to hosting a common session for advisors participating in the webinars, we are facilitating an hour-long discussion of the topic, focusing on how we can apply what we've learned to Tech's campus. Training on effectively advising new transfer students will be offered in fall 2019 and conversations promoting the benefits of first-year student advising to College advising units not requiring students to engage in that practice are ongoing.

¹¹ Based on fall 2019 data from September 5, 2019

Our data provide evidence that first-generation and financially under-resourced students at Georgia Tech may benefit from additional assistance and support. The Director of Research and Assessment for Student Life, through surveys and focus groups conducted with first-generation and financially under-resourced students, identified several key needs for these populations which are not addressed sufficiently through ongoing RPG initiatives. Additional outreach to these students will be an area of focus for 2019-20. The Office of Undergraduate Education, Enrollment Services and Student Life are working together to establish a leadership team to promote success and design support structures for these underserved populations. The Director of Retention and Graduation Initiatives/Assistant Registrar will investigate RPG best practices and work with the leadership team to adapt the practices for implementation at Georgia Tech. Funding is in place to hire a first-generation Program Manager to identify and implement strategies that enhance the Institute experience for first-generation students.

Throughout 2019-20, we will continue to emphasize successful CCG strategies and build on our current achievements with high-impact educational practices, including living learning communities, summer session initiatives and first-year experience programming. Aligning Georgia Tech's retention-progression-graduation goals and strategies with those of CCG has encouraged continual self-study, measurement of outcomes, and sharing of data and best practices across the campus community and within the University System of Georgia. While we believe our current strategies are demonstrating success, we continue to seek out opportunities for improvement, such as our current year emphasis on academic advising enhancements and development of support structures for first-generation and financially under-resourced students. Georgia Tech looks forward to our continued collaboration with the CCG initiative, promoting student success both within the Institute and within the USG.

STUDENT SUCCESS AND COMPLETION TEAM

Created in 2011, the CCG-GT Steering Committee continues to provide leadership for our RPG initiatives and engender greater awareness about retention and completion issues across campus. Co-chaired by Ms. Sandi Bramblett, Assistant Vice President, Institutional Research and Enterprise Data Management and Dr. Steven P. Girardot, Associate Vice Provost for Undergraduate Education, CCG-GT connects faculty, staff and leadership stakeholders throughout the Institute to guide, refine and assess RPG efforts. Committee membership for 2019-20 is as follows:

Ms. Sandi Bramblett, Assistant Vice President, Institutional Research and Enterprise Data Management
Dr. Steven P. Girardot, Associate Vice Provost for Undergraduate Education
Dr. Sybrina Atwaters, Director, OMED
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
Ms. Lynn Durham, Vice President, Institute Relations
Dr. Al Ferri, Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering
Mr. Brent Griffin, Director of Retention and Graduation Initiatives/Assistant Registrar, Office of the Registrar/Office of Undergraduate Education
Ms. Sandra Kinney, Senior Director, Institutional Research and Planning
Dr. Paul Kohn, Vice Provost for Enrollment Services
Dr. Donald Pearl, Senior Academic Professional, Office of Undergraduate Education
Dr. Michelle Rinehart, Associate Dean, College of Design
Ms. Beatriz Rodriguez, Assistant Director- Academic Coaching and Success Programs, Center for Academic Success
Dr. Beth Spencer, Director, Undergraduate Academic Advising/Interim Director, Center for Academic Success
Dr. Cam Tyson, Assistant Dean for Academic Programs, College of Sciences
Dr. De Morris Walker, Director of Summer Session Initiatives
Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning
Mr. Craig Womack, Associate Dean/Director of Undergraduate Programs, Scheller College of Business
Dr. Brenda (B) Woods, Director of Research and Assessment, Student Life

See Appendix J for the membership list of the Institute's 2018-19 Complete College Georgia Steering Committee.



GEORGIA SOUTHERN UNIVERSITY

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Mission

Georgia Southern University is a public comprehensive and Carnegie Doctoral/R2 university offering associate, bachelors, masters, and doctoral degrees in nationally accredited programs in the liberal arts, sciences, and professional disciplines.

The University provides transformative learning opportunities to meet the needs of a diverse student population through its legacy of commitment to academic excellence and personal attention. Through the shared resources of its multiple locations, the University creates vibrant learning environments that foster an inclusive, student-centered culture of engagement designed to prepare students for lifelong service as scholars, leaders, and responsible stewards of their communities. The University enhances the quality of life and drive economic development in the Coastal Georgia region, the State of Georgia, and beyond by supporting collaborative efforts in technological innovation, scientific advancement, education, health services, artistic creativity, and cultural enrichment. Faculty, staff, and students embrace the values of integrity, civility, kindness, respect, sustainability, citizenship, and social responsibility in every facet of the University.

Fall 2018 Undergraduate Student Profile

As evidenced by fall 2018 student demographic data, Georgia Southern University enrolls a primarily full-time, residential, undergraduate population. Of 26,408 students enrolled in fall 2018, 23,130 (87.5%) were undergraduates and 20,823 (79%) 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, 90% of undergraduates were state of Georgia residents. The University enrolled 56% (n=14,897) undergraduate female students and 44% (n=11,511) undergraduate male students. Minorities accounted for 30% of the total University enrollment. Only 6% (n=1,388) of undergraduates were transfer students with most of these coming from other USG institutions.

The University first-year retention rate for first-time, full-time, degree-seeking freshmen who entered in fall 2017 (and returned in fall 2018) was 78%, dropping two percentage points from the previous year. The six-year graduation rate for first-time, full-time, degree-seeking freshmen who entered in fall 2012 and completed a bachelor’s degree was 50%, completing at the same rate as the previous cohort. It is worth noting that approximately 15% of this cohort completed their degree at another institution of higher education, representing a total degree completion rate of 65%.

Table 1: Undergraduate Student Populations and One-Year Retention Rates

Undergraduate Student Demographics	Fall 2018 Percent of Student Body	Retention Rates Fall 2018
Hispanic/Latino	6.9%	78.1%
Black/African-American	25.1%	79.7%
White	60.3%	77.4%
Other	6.9%	78.3%
Unknown	.8%	81%
First Generation	30%	74.6%
Adult Learners	16%	73%
Pell Eligible	34.7%	75.2%
Military & Military-Affiliated	8%	75%

Source: Georgia Southern University Office of Institutional Research

Georgia Southern recognizes that there are differences in both retention and graduation rates, depending upon campus and student type. Our institutional priority is to address the variance in retention and graduation rates by continuing to build and scale student success initiatives and resources across the institution.

Evidence of Undergraduate Student Academic Preparedness

Regular Admission

Regular freshman admission at Georgia Southern University requires students to have a total SAT (evidence-based reading & writing + math) score of at least 1030 or have an ACT composite score of at least 20 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 (2.5 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.

The academic profile of beginning freshman for fall 2018 was a 3.36 high school GPA, a score of 1139 on the SAT, and a score of 23 on the ACT. Table 2 displays the average high school GPA for beginning freshmen for the past six years. The data indicates 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

2012	2013	2014	2015	2016	2017	2018
3.21	3.24	3.27	3.29	3.33	3.34	3.36

Source: Georgia Southern University Office of Institutional Research

MOMENTUM YEAR UPDATE

Georgia Southern has participated in and sent teams to all USG Momentum events, including the Momentum Approach Summit, the Advising Academy, the Academic Mindset Summit, the Fall and Spring Co-requisite Academy meetings, and Gateways To Completion meetings (G2C). We are also educating the campus about both Momentum Year and the Momentum Approach, while seeking input about next steps.

The co-requisite model for learning support in English and in Mathematics was fully implemented in Fall 2018 on all three campuses. Georgia Southern University created a development and implementation committee that established the new policies and procedures for our learning support model. All policies and procedures reflect the USG guidance in this area. The Academic Success Center provides information on student placements for co-requisite courses to the academic departments and communicates learning support policy and procedures to academic advisors, admissions, and the Registrar’s Office. Learning Support courses are offered by the departments of Math and Writing and Linguistics. Furthermore, all learning support students have the same instructor for the CORE course and the co-requisite class.

Georgia Southern created nine (9) academic focus areas for exploratory students. Colleges and departments worked to design these focus areas as part of the institution’s Momentum Year implementation. Academic Affairs, the Registrar’s Office, and ITS collaborated on building the meta-majors in BANNER. All programs of study have been mapped to one of the nine focus areas (meta-majors) and Admissions is in the process of building them into the application (i.e. Exploratory in Business, Exploratory in Health Professions). Focus areas were used, in Summer 2019, at First-Year Orientation (SOAR) and all incoming first-year students completed a pre-orientation assessment (*MyMajors*) to assist them in confirming a focus area or major at orientation. The redesign of the academic and advisement elements of Orientation specifically focused on improving students’ transition to college by guiding them through the inform, discern, and affirm process in choosing an academic pathway.

Georgia Southern distributed the USG Academic Mindset Survey, via email request to new students, in Fall 2017 and Fall 2018. Both the initial survey and the follow-up survey had poor response rates, although the numbers improved in 2018. For Fall 2019, the USG Academic Mindset Survey will be administered as an assignment in our required First-Year Seminar course. Students will complete the first survey during the first week of classes, with the follow-up survey administered in mid-November. We have inventoried colleges, departments, and other academic affairs units on academic mindset practices in use. We are using the data to develop strategic faculty and staff professional development opportunities. Georgia Southern has also created a “mindset” committee, made up of faculty leaders who engage in innovative practices with their students.

As part of both our Momentum Year and our Transitions Improvement Plan, we re-evaluated the Orientation process to better help our students navigate their transition to College. As noted above, we completely restructured the academic aspects of our orientation programming, including our pre-Orientation modules, and added a pre-orientation major/career assessment element. We also pre-registered our first-year students for fifteen-hour schedules, arranged in day/time blocks that students had identified as best fit. Georgia Southern continues to work on a more holistic approach that integrates students’ academic and co-curricular activities. This also allows us the opportunity to build a transition process through the first full year of a student’s enrollment at the institution.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

Georgia Southern has made adjustments to its Complete College Georgia plan and initiatives to accommodate meeting the needs of students on three campuses. Many of our initial strategies were shared and scalable; however, our initial benchmarks and goals were no longer applicable. The strategies outlined below, like our Momentum Year and Transitions Improvement Plan, reflect the student success goals of Georgia Southern University, post-consolidation.

High-Impact Strategy: Early Academic Alerts

Improve academic alert communications and expand to all students in areas A-E CORE courses, along with other key courses as designated by academic programs.

Related Goal

Increase the sophomore to junior progression rate to 70% by fall 2025. This goal changed between 2017 and 2018 due to the changes in retention, persistence, and graduation rates created by merging data from three campuses.

Demonstration of Priority and/or Impact

Student attrition is greatest between the first and second years. However, an additional eight percent of Georgia Southern students leave the institution after their sophomore year. Georgia Southern continues to work to identify potential barriers and alleviate those barriers, where possible, to help students persist at the institution and progress to graduation. Many sophomore students experience both academic and financial challenges that did not present in their first year – or were alleviated by the high degree of programming and support in place for first-year students. Our goal in expanding the Academic Alert program was to provide additional support, as well as an early warning system to our sophomore students, as well as first-year students.

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 most cases, to allow academic advisors, academic success coaches, and faculty opportunities to intervene. Faculty may submit academic alerts as early as the first day of the term. However, the academic alert campaigns to faculty begin the third week of the term. Faculty are then asked to submit their alerts within a specified time frame (generally a month).

Measures of Progress

Baseline measure:

Fall 2016-Fall 2018 second-year retention: 65%

Lessons Learned

Georgia Southern transitioned to EAB SSC Navigate for alert submission in fall 2018. We use a campaign model to capture grades, which also allows us to nudge instructors to submit academic alerts multiple times. Each alert issued for a student creates a case that allows for structured follow-up from an academic advisor, academic success coach, or other student success and support professional. Alert notifications to students also direct them on how to reach out to their instructor for advice and support.

However, it has also become clear that the broader use of alerts in CORE courses has limited opportunities for strategic outreach and intervention. Our next steps will be to explore whether using targeted major-specific sophomore-level courses is a more effective approach to intervention with sophomore students.

High-Impact Strategy: “Soar In 4!” Campaign (Local Branding of “15 To Finish”)

Increase the number of undergraduate students enrolling in 15 or more credit hours per semester.

Related Goal

Increase average undergraduate credit hour load from 12.38 (Fall 2018) to 14.00 by Fall 2022.

Demonstration of Priority and/or Impact

A minimum full-time load is not sufficient to allow students to graduate on time. Encouraging students to register for a 15-credit hour load per semester has considerable potential to reduce time to degree. Furthermore, both USG and Georgia Southern data

demonstrates that students who attempt at least fifteen hours per term in their first year graduate at substantially higher rates than their peers.

Summary of Activities

Prior to summer 2019, we showed a two-minute “Soar in 4!” video to students and parents at orientation. The video had three objectives: (1) promote graduation in four years; (2) inform students that completing more than 15 hours per semester often corresponds with higher term and overall GPAs; and (3) demonstrate the costs of additional semesters.

In summer 2019, we moved to an interactive conversation with students and parents in a joint information session, led by academic advising teams at orientation. The presentation and discussion had three objectives: (1) promote graduation in four years; (2) inform students that completing more than 15 hours per semester often corresponds with higher term and overall GPAs; and (3) demonstrate the costs of additional semesters. Advising teams also provided both students and parents program maps, with all degree requirements presented in eight semesters (four years). In addition, we registered our first-year students for fifteen-hour schedules, arranged in day/time blocks that students had identified as best fit.

We have also continued previous “Soar in 4!” marketing efforts, including social media placement, bus advertisements, digital signage, yard signs, door decals, and posters, and through an advertisement in the student “Our House” publication. There is also significant information on “SOAR in 4!” on the Provost’s website and available in academic advisement areas.

Measures of Progress

Baseline measure:

Fall 2018 average undergraduate credit hour load: 12.38

Fall 2018 undergraduate students not enrolled in 15 or more hours: 10,201 (44%)

Lessons Learned

Initial data from fall 2019 indicates a small increase in undergraduate credit hour load. Furthermore, more students began fall 2019 with a fifteen-hour schedule. Again, initial data indicates a 3% increase in the number of students enrolled in 15 or more hours. Moving from a generally passive approach to information sharing to a proactive strategy of interaction with parents and students, coupled with guaranteeing students the right schedule as they enter their first semester in college, seems to be moving Georgia Southern and its students in the right direction. We will spend the next year refining our registration strategy and timing for our first-year students. We will also explore opportunities to pre-register sophomore, junior, and senior students for key progression courses – allowing them to complete a schedule, rather than create it from whole cloth.

High-Impact Strategy: New Academic Intervention, Academic Standing, and Limited Grade Forgiveness Policies

Decrease the number of students suspended from Georgia Southern University, effectively limiting their chances of earning a degree.

Related Goal

Increase student persistence and progression rates, particularly in the sophomore and junior years.

Demonstration of Priority and/or Impact

Each year, approximately 25% of students dip below an institutional 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.

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 took effect fall 2018.

The new Academic Standing Policy is intended to hold students accountable without imposing excessively punitive requirements for continued enrollment at the institution. 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). Revising the Academic Standing Policy provided an 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.

Georgia Southern also established a limited Grade Forgiveness Policy. Not having a grade forgiveness policy meant that missteps in the transition from high school to college were 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. The Limited Grade Forgiveness Policy (a) requires an application from the student; (b) limits both the number of retake attempts and the number of grade replacements; (c) limits the grade forgiveness to courses in which a D or an F was earned; and (d) limits the type of course for which a student can apply for grade forgiveness to CORE (Area A-E) courses.

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.

Measures of Progress

Baseline measure:

Fall 2018 undergraduate students with GPA below 2.0: 2,487

Some metrics for this goal are still under development. All policies went into effect in August 2018 with the start of the 2018-2019 academic year. Next year, we will be able to better assess how at-risk students are progressing toward good standing. The first term in which students may be suspended, under the new policies, is fall 2019.

Lessons Learned

We are working to educate faculty on the challenges that students face, outside the classroom, that impact their academic output and progress. We also want faculty to see the many ways students work to improve their academic performance. As part of that process, we have created a role in EAB SSC Navigate for the Academic Standards Committee. As the Committee reviews student appeals, they will be guided through the advisement and success coaching notes, as well as be able to review the students’ Academic Improvement Plans.

HIGH-IMPACT STRATEGY: REGISTRATION CAMPAIGNS

Increase number of students registered for the next term by end of current semester.

Related Goal

Increase student retention, persistence, and progression metrics by creating a culture of enrollment.

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 2018, 15,719 undergraduates were eligible to register for spring 2019. As of January 18, 2019 (end of schedule adjustment), 1,232 (7.8%) were still not registered for spring 2019.

The reasons why undergraduate students were not registered for spring 2019 as of January 18, 2019 are shown in Table 3. These data were collected from the survey portion of the injection pages (with a 30% response rate).

Table 3: 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	28
Military	14
Academic	12
Internship	21
Graduating	15
Family	8

Courses Unavailable	3
Other	39
Total	375

Summary of Activities

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. Academic Advisors, associate deans, and other academic faculty and staff reach out to students, no matter what their reason, to gather more information and to offer registration assistance. 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 emails, phone calls, text messaging, and campaigns through EAB SSC Campus) to assist students in getting registered before the end of the semester.

In addition, Georgia Southern has created a Student Dashboard to function as another tool for communicating critical deadlines and other alerts that could affect a student’s 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.

Measures of Progress

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 2018 eligible to register students) was 15,719.

Lessons Learned

The injection page format provided us with data we were previously unable to collect. As we move forward, we are investing ways to do more personalized registration campaigns through EAB SSC Navigate. The injection pages are clunky and students report that they are annoying and drive them away from registration rather than towards. Students report that they respond much better to the personalized communications from their advisors facilitated by the EAB platform.

OBSERVATIONS AND NEXT STEPS

Georgia Southern is engaged in many student success initiatives and high-impact practices. In our 2019 report, we will also report on our progress for the following student success strategies.

Reducing unnecessary credit accumulation:

The majority of degree programs at Georgia Southern University are 124 credit hours (120 hours + 4 institutional hours). Some degree programs in Music, Engineering, and Education are higher, with none exceeding 132 hours. In Fall 2018, 5,791 students were enrolled full-time, even though they had earned 120+ hours. In AY 2019-2020 we will work to develop academic advising strategies, increase student use of program maps and DegreeWorks, and strategize how to provide students with resources that might limit change of major actions.

First-Year Experience course (FYE 1220) redesign:

Georgia Southern engages in First-Year course redesign processes every five years or so. After participating in the USG FYE Academy, the AY 2019-2020 redesign is closely aligned with our Momentum Year and Transition Improvement Plans. We strategically and deliberately included elements of Inform, Discern, and Affirm, academic mindset, grit and perseverance, and transitions into and through college.

Sophomore-Year Experience course (CORE 2000) implementation:

Georgia Southern created a new Sophomore-Year Experience (SYE), CORE 2000, in the consolidation process. The course, which is styled as a CORE capstone that bridges general education to the discipline for students, had a pilot implementation in spring 2019. The goal of the course is to directly address second-year attrition by engaging students earlier – and more fully – with their desired major and professional goals.

Momentum Approach

Initiative One

All academic programs will engage in a comprehensive curricular review and redesign (CCRR) process.

Goal: Increase retention, persistence, and graduation rates by updating curriculum to align programs and student learning outcomes to principles of best practices, trends in field and discipline, and industry and workforce needs.

Initiative Two

Communicate information clearly and transparently to students about what they need to know and do throughout their educational journey.

Goal: Provide clearly articulated transition tasks for all levels and populations of students.

Initiative Three

Restructure and realign academic support services areas in Academic Affairs to better meet student needs.

Goal: Systematically remove institutional barriers to student persistence and graduation and ensure that we deliver wrap-around support services to all students.

Initiative Four

Build and maintain an inclusive community that facilitates student engagement and fosters a positive educational journey for all students.

Goal: Academic Affairs and Student Affairs will collaborate on programming that helps students integrate their co-curricular activities with their academic program of study.

Initiative Five

Create Enrollment Services Centers to serve as a front-line, go-to resource for students on both the Armstrong Campus and the Statesboro Campus.

Goal: Create an Enrollment Services Center on the Armstrong Campus Center in AY 2019-2020.

STUDENT SUCCESS AND COMPLETION TEAM

Georgia Southern University's Student Success and Completion Team is:

Dr. Carl Reiber, Provost and Vice President for Academic Affairs

Dr. Christine Ludowise, Associate Provost for Student Success and Advising

Dr. Scot Lingrell, Vice President for Enrollment Management

Dr. Melanie Miller, Interim Vice President for Student Affairs

Our Academic Advising and Academic Success Leadership team



GEORGIA SOUTHWESTERN STATE UNIVERSITY

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

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.

GSW's total enrollment in fall 2018 was 2,907. At that time, the gender distribution of the student population was 67.3% women and 32.7% men. The ethnicity of the fall 2018 student population was 64.7% White, 25.0% Black, 2.4% Asian and Pacific Islander, 5.0% Hispanic, 2.3% Multiracial, and less than 1.0% were Native American or Unknown. Approximately 39% of GSW undergraduates receive Pell Grants; 50% are First-Generation college students (no parent/guardian with bachelor degree or higher); 17% began college for the first time as adults (25 years old or older); and 22% are age 25 or older. The majority of our undergraduates (67.9%) are classified as full-time (taking 12 or more hours); 31% live on campus; 54% are enrolled in one or more online classes; and 25% 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 FY19, 52% had received the Pell grant while enrolled at GSW, 52% were first-generation students, and 26% were 29 or older at the time of graduation.

MOMENTUM YEAR UPDATE

Georgia Southwestern State University focused its Momentum Year efforts during the 2018-2019 academic year in two primary areas: High Impact Strategies from our 2018 CCG report and Areas of Focus from our 2018-19 Momentum Plan.

High Impact Strategies

1. Hurricane Jumpstart Academy (eliminated) – Although the program seemed beneficial to some potentially at-risk students, the end of grant funding strained our already tight financial resources. In addition, the lower-income students who might have benefited most from the program were reluctant to forgo employment opportunities during the summer after High School graduation. Ultimately, the program was deemed unsustainable in 2018 due to little interest from students and to the financial strain the program posed on the University.

2. Gateways to Completion (G2C) Redesign of Additional Classes Beyond MATH 1111 College Algebra (in progress) – The MATH 1111 entered the third-year Act and Refine stage of the G2C process and has shown some signs of improving DFWI rates in College Algebra. Lessons learned during this process will continue to be implemented.

During 2018, three additional courses (ENGL 1101, POLS 1101, and SOCI 1101) began the first-year Analyze and Plan stage of the G2C process, where course-level committees and the G2C Steering Committee examined Key Performance Indicators and the results of the Student Learning Gains Survey. In fall 2019, these courses will begin the second-year Act and Monitor stage of the G2C process where strategies identified in the Analyze and Plan stage will be piloted.

3. Financial Literacy (in progress) – A financial literacy component was introduced to UNIV 1000 during fall 2018. Selected portions of the Foundations Digital module on Debt session were used in all sections of UNIV 1000 last year, and portions of the Budget module have been added this year. We expect that this exposure will entice some students to explore the complete Foundations in Personal Finance course, and will continue to move towards increased participation rates, so that all students will become more informed about the implications of taking on debt.

4. Academic Advising (in progress) – In the 2018 academic year, an ad hoc committee assessed our advising model and made initial recommendations for revising our model from relying almost totally on faculty advisors to a combination of professional and faculty advising. The committee also made recommendations regarding faculty advisor training.

This year, an Advising Task Force has been formed to review the 2018 recommendations and create an implementation plan to fit within GSW's staffing and financial constraints. This task force is a collaboration between Academic Affairs and Student Engagement and Success, and will make recommendations to the Provost/VPAA and VPSES in early 2020. The task force, which is co-chaired by the Dean of the College of Education and the Director of the Office of First Year Experience, will be informed by student advising surveys from 2017 and 2018, as well as a faculty advising survey from 2017.

During spring 2019, GSW implemented a just-in-time advisor training method. In past years, advisor training was largely conducted during planning week in August, but we have begun to have one-hour sessions at the beginning of term, at midterm, and at the end of term that cover issues specific to those parts of term. While each session contains tips on developing relationships with advisees, the transactional parts of the sessions are devoted to time-specific issues, such as drop/add at the beginning of term, or withdrawing at midterm.

5. Faculty and Staff Development (in progress) – As part of the Comprehensive Administrative Review in 2018-19, the Center for Teaching and Learning and our Office of International Programs were combined to form the Office of Experiential Learning to better support and develop faculty, staff, and students. The Director of Experiential Learning will oversee faculty and staff development as well as our internship program and the Windows to the World program supporting student development. We expect this new position will lead to the University making substantial progress in the development and presentation of new opportunities for faculty and staff development, in addition to fostering student exploration outside of the traditional classroom.

Areas of Focus for 2018-2019

1. Deepening purposeful choices

a. Academic focus areas - During Storm Days in both 2018 and 2019, which take place during GSW'S summer orientation days, students who declared "undecided" on their applications were asked to watch a video on choosing a focus area and were then instructed to complete the Focus 2 career and interest exploration instrument. The goal was to have each student declare a focus area before Storm Day, or to provide better information for use in advising a student about a choice of focus for Storm Day. During both years, we were able to place all first-time full-time students in a focus area prior to the beginning of fall classes.

b. Common first-year courses - Each Storm Track (GSW's degree pathways) has three discipline-related courses designated for the first year, and the Storm Tracks are used to guide GSW's discipline-based block schedules for incoming first-year students. Placing students who are in the same major or focus area in three or more classes together can enable students to build a stronger sense of collaboration and community among each other for the term of their college career. Unfortunately, the increasing number of students coming in with substantial dual enrollment and Advanced Placement credits has made it increasingly more difficult to construct block schedules that are broadly applicable, even within a specific major. During preparation for summer 2020 scheduling and registration of new students, we will discuss strategies to maintain social integration among students within majors, while adjusting to the reality of GSW's changing population of incoming students.

2. Cultivating productive academic mindsets

a. Mindset Survey - We started assigning this survey to our UNIV 1000 students as a check-off activity in fall 2018, which resulted in a significant increase in response rates from that of 2017. We hope to build on our 2018 success in fall 2019 with even higher response rates. The challenge going forward will be identifying ways to effectively use the data obtained from the survey to further develop and improve our student support mechanisms.

b. Faculty and staff training on mindset and belonging - GSW held a "mindset day" during Southwestern Week 2018, our pre-planning week, where faculty and staff were invited to learn simple methods, such as wise feedback and the Expectancy-Value-Cost theory of motivation, that are proven to help students develop productive academic mindsets in students. Faculty and staff also participated in brainstorming sessions to develop and discuss the possibilities of new events and programs for both the campus and the community that would encourage new student engagement and help students develop a stronger sense of belonging. Activities on growth mindset, social belonging, and purpose and value have become established parts of UNIV 1000. The ongoing challenge is to infuse similar strategies throughout the curriculum in each major.

3. Increasing momentum along degree pathways

a. Storm Tracks Curricular program maps - We created initial versions of curriculum program maps two years ago and have been regularly revising them to ensure that our major classes follow a logical sequence within our two-year class schedules. One problem that we are experiencing now is that these maps are typically created within the "silos" of degree programs and do not take other programs' class scheduling patterns into consideration. As a result, students following these Storm Track sheets are unable to find seats in classes they need or have time conflicts with multiple required courses. This is true particularly for Core courses. The Course Scheduling Task Force, established during fall 2019, will discuss strategies for effective cross-discipline planning and scheduling.

b. Critical course and milestone indicators - Over the last year, we have made a concerted effort to include critical milestones in our Storm Tracks, such as Career Services engagement, internships, graduation requirements, and events related to the Windows to the World program. Each degree program has been tasked to examine their Storm Tracks during the 2019-20 academic year with a goal of including more holistic guidance to students on how to prepare for life after graduation. Programs will also be considering how to adapt their Storm Tracks for students who begin taking classes in spring or summer term, as well as considering off ramps for students who need to change majors.

c. Co-curricular programming - While this is still a priority area for our campus, the need of two new senior administrators to provide structure and functional efficiency to their areas of responsibility has resulted in slower growth in this area than we would like. One step that GSW has made towards improved co-curricular programming is to ensure that all task forces and ad hoc committees for the 2019-2020 academic year are well represented by both Academic Affairs and Student Engagement and Success. The design and implementation of a weeklong First-Year Orientation in fall 2019 was a collaboration between Academic Affairs and Student Engagement and Success, and it laid the foundation for a future of additional co-curricular programming.

d. Improve social integration - Prior to fall 2019, our UNIV 1000 course contained one class period known as the “organization fair,” where students were able to talk and interact with representatives from a variety of clubs, fraternities / sororities, and other organizations. During the fair, students were required to get signatures from those individuals with whom they talked. We found that students rushed through the fair because they were anxious to get to their next class, and some of the benefits of the activity were lost. In fall 2019, three changes were made to address this concern. First, Student Engagement and Success developed “Welcome Week” activities to promote campus engagement among first-year students. Second, the organization fair became a longer event in the middle of the day during “Welcome Week” and was staged in an area where students could wander in and out at their convenience. Third, the social belonging activities in UNIV 1000 were redesigned to take advantage of Welcome Week and the revamped Organization Fair.

f. Common reading - All sections of our UNIV 1000 course adopted *A Hope in the Unseen* as its common reading in fall 2018 and 2019. This book chronicles the experience of Cedric Jennings, who went from an underperforming inner-city high school in Southeast Washington DC to Brown University, and explores the challenges he faced both in believing that he could succeed academically and in becoming socially integrated with peers from dissimilar socio-economic backgrounds. Class periods were set aside for students to talk about what they were reading, how they could relate to his struggles, and what they were learning about how to adapt. Mr. Jennings came to campus on January 29, 2019 to talk with students and UNIV 1000 faculty members and he returned to GSW on October 9, 2019 to speak to the whole campus community. We are presently discussing whether to use this book for a third year in 2020, or to use a different one. Finding a text that engages student struggles, such as having a growth mindset or becoming socially integrated, will be the goal of these deliberations.

4. Heightening academic achievement

a. Internships and work-based learning - Many campus units have varying forms of internships and other work-based learning opportunities, such as student teaching, clinical experiences in local hospitals and physician offices, and internships with local and regional businesses. Nonetheless, GSW needs to improve the overall level of participation in experiential learning to better prepare our students for careers after graduation. The new Director of Experiential Learning has been charged with standardizing internship documentation, helping to cultivate and develop new internship sites, and promoting participation across the campus in all forms of experiential learning.

b. Undergraduate research - GSW held its first-ever Undergraduate Research Symposium in spring of 2018 and encouraged students to present research findings or prepare posters and other displays. In that first year, there were 17 presentations and 12 posters from a variety of disciplines, as well as three students from our dramatic arts program who displayed sound and set designs. At the second symposium in spring 2019, there were 15 presentations, 21 poster presentations, and one fine arts creative project. The third symposium will be held on May 1, 2020, and the program committee is working across campus to encourage students to engage in research for presentation next spring.

The most encouraging aspect of the symposium is that there has been participation by social science, humanities, and business students in addition to the STEM disciplines. This broad participation has been in both the oral and poster presentations.

5. Completing critical milestones

a. Three major courses in freshman year - Last year, each department was tasked with identifying three courses in their major programs to be used when doing block scheduling for freshmen, with the goal of enrolling each freshman in three courses in their major during their first year. There were some minor issues with registering students for the correct combinations, especially with larger departments such as Business and Nursing, but the block scheduling helped us get the majority of freshmen in at least one major-related class in their first semester. Since we do not use block scheduling after the first semester, the necessity of getting each

student into the remaining courses fell to the advisors. Unfortunately, some advisors did not remember to identify the missing classes for these students, and some students were not registered into those classes. We are trying to address this in the 2019-2020 academic year with periodic advising “booster classes” for faculty, which contain a reminder to look for these courses. We will continue to determine a more effective plan of action for this milestone.

b. 30 credit hours in the first year - Similar to the three-courses-in-the-first-year initiative, our block scheduling for first semester freshmen helped us get them off to a good start towards the “Fifteen to Finish” by giving them at least 15 credit hours to start. Obstacles to meeting the goal of thirty credits during the first year include students who withdrew from courses, dropping them below the 15, and varying levels of confidence by freshmen in attempting 15 or more hours the second semester after experiencing the struggles and distractions of their first semester of college. We are attempting to improve our 30-credit goal by making students more aware of the campus tutoring, labs, and supplemental instruction resources available to them that are designed to help them succeed, thus reducing the need to withdraw. We are also aggressively advising them towards 15 hours in spring registration, we have created a new “Winter term” during the month-long break between Fall and Spring where a student can pick up three credits, and we are stressing May term and Summer term, where they can make up for missing credits.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, AND OUTCOMES

A. Meetings between FYE and students – In fall 2018, the Office of First-Year Experience (FYE) began having check-in meetings with all first-year students during weeks three through seven of the semester. These individual, face-to-face meetings were intended to see how well the students were transitioning into the university and were informed by each student’s results on the Student Strengths Inventory that measures non-cognitive factors in student success. These discussions focus on the student’s overall experience thus far, how their classes are going, their thoughts about their chosen major, and if they are engaging in activities outside the classroom. The 2019 check-in meetings are just now winding down.

B. FYE workshop series – The FYE began offering a monthly workshop series during the fall 2018 and spring 2019 semesters targeted to first-year students. Many sessions were held in the freshmen residence halls and included topics on advisement, improving grades, tutoring opportunities, getting to know your professors, campus involvement, and the Americus community. FYE is continuing the workshops in fall 2019 with a recent workshop on Procrastination and Anxiety, with more to follow.

C. Improved interaction with Career Services - Degree programs that have not already done so have been tasked in fall 2019 with identifying one class (among the nine hours of discipline-specific courses required in the first year) where it would be possible to schedule one class period for a talk with the Director of Career Services. In the future, this effort will be expanded to include Career Services engagement in capstone courses where appropriate and feasible.

OBSERVATIONS AND NEXT STEPS

As one of the smaller units in the USG, we have found that trying to implement too many initiatives strains our limited human, economic, and physical resources. While GSW does not lack interest in or enthusiasm for student success, adding more and more demands on our limited resources will compromise the success of what we are trying to accomplish. The most fruitful approach for GSW will be to limit the approaches we take to a few promising initiatives and to take advantage of the collegiality between faculty and staff and across units to collaborate effectively on implementing our selected strategies.

What we have found to be most successful over the last two years are the strategies that involve one-on-one contact between students, and faculty and staff. The better we become at helping students build supportive relationships, the greater our likelihood is of helping them progress to graduation. The least effective strategy has been to try to do too many things and thereby put too much pressure on faculty and staff, who are our most important resources in the assurance of student success.

In general, GSW has achieved modest success with the resources that we can afford to allocate, especially when our strategies put those resources to work improving critically important areas such as advising, student support, teaching, and research. Items that will be implemented during the 2019-2020 academic year include those listed below, some of which have already been touched upon in the narrative above. These are the items that we will touch on in the greatest depth when we submit update reports in the future.

A. Extended orientation for freshmen – New student orientation was expanded for fall 2019 from a one-day program to a five-day program. The extended orientation provided students with a better and more in-depth introduction to the University. New student orientation was extended to help ease the academic and social transition of students into the institution and provide students with the

opportunity to become familiar with the campus, resources and services, and to meet other first-year students. The extended orientation sessions included information sessions on Productive Academic Mindset, Time Management, Strengths Discovery, Interpersonal and Sexual Relationships, Career Planning, Budget Planning, Academic Support, and Storm Tracks. These aspects of the transition to college are also significant components of UNIV 1000. Participants in these orientation sessions were surveyed on each individual information session as well as on the week as a whole. These data will be used to refine plans going forward. The first week of school, known as Welcome Week, was also redesigned with intentional emphasis on student engagement for first-year students.

The extended orientation program will continue for fall 2020. In addition, we will be piloting a three-day, two-night camp during summer 2020 for first-year students who have committed to start GSW in the fall 2020 semester. The camp will focus on building connections with students, student leadership, student engagement, and campus traditions.

B. FYE / Career Services majors fair – The FYE and the Office of Career Services are collaborating to host an academic majors fair during the fall 2019 semester. The fair will provide an opportunity for students to explore different academic areas and have conversations with faculty members from different academic units across campus.

C. Identification of three catapult courses in each major - In addition to exploring ways to improve pass rates in the “Gateway” courses discussed earlier, we will be challenging departments across campus this academic year to look at the foundation courses in their programs which can either serve as a springboard into the larger program, or serve as a bottleneck. We will ask our G2C champions across campus to work with faculty to engage the processes utilized with the G2C initiative with these catapult courses (typically ones which serve as prerequisites to other courses and which have higher-than-normal DFWI rates) in an effort to find ways to help students succeed. In addition, we will ask programs to find positive ways of stressing the importance of the identified courses as academic milestones on program Storm Tracks.

D. Increase Career Services interaction with more upper-level courses - This has been initially addressed in item III.C. (Improved Interaction with Career Services) above as we have already started to implement a plan to do this. It is a goal for this academic year to increase the number of classes where initial engagement with Career Services occurs and to encourage programs to include engagement with Career Services as part of their capstone courses.

E. Improve the process of changing majors - The process of changing majors is one that is difficult for students and one that may be made more difficult, either intentionally or unintentionally, by advisors who are aware of the need for program productivity. One way that we can improve the process is to make it possible for students who are reevaluating their choice of major to explore other possibilities using the same Focus2 tool that we use to assist incoming students who have not decided on a major to choose a focus area. We envision that when students approach their advisors about changing majors, they will be referred to Career Services for assistance with exploring potential majors and careers that line up with their passions and interests. Career Services would then refer the student to the appropriate department to discuss possible majors with an advisor. Creating a culture where we explore the students’ passions when determining a major will help to improve student success in progressing to graduation.

F. New recommendations from advising task force - The content and quality of advising across campus varies based on the departmental procedures and the passions of advisors for advising. Admittedly, the current expectations placed on faculty advisors may be too great given the other teaching, service, and scholarship expectations placed on them. This situation may be eased somewhat by the establishment of work profiles for each academic unit that is currently underway and will identify clear expectations in all areas of expectation for faculty. We will also need to be aware of the reluctance of some faculty advisors to turn over even part of their advising responsibilities to professional advisors. These issues and many others will be addressed by the advising task force discussed above.

G. Changes to the Windows to the World program - For the past five years, the Windows to the World (W2W) program has been GSW’s SACSCOC-mandated Quality Enhancement Plan designed to help our rural Georgia students become more aware of the larger global world outside southwest Georgia and to become more adept at intercultural understanding and communication. During summer 2019, the results of the program so far were analyzed, and it was decided to continue the program with a couple of changes. While students will still be required to attend six W2W events during their time at GSW, the requirements for verifying attendance and for completing the requirement have been simplified. The program has also been re-conceptualized to place an emphasis on the intercultural knowledge and communication piece of the program and to broaden the understanding of “intercultural” to include the diversity of US culture as well as global cultures. This will also encompass issues related to equity and inclusion.

H. Hiring of an Academic Success Coach in Nursing - Due to the need to produce a larger number of qualified nursing graduates to help stem the shortage of nurses in rural areas like Southwest Georgia, GSW’s nursing program has begun to accept more candidates

for its program, some of whom will be marginally less qualified than those previously accepted. Thus, the role of Academic Success Coach has been created to determine and implement strategies to support the success of the somewhat less-qualified students.

I. Residential Living services and programs – The Office of Residential Living (formerly Residence Life) underwent a restructuring during the 2018-2019 academic year to re-focus their services on promoting student success and retention. In addition to changing the name of the department, the Resident Assistants have changed their name to Residential Leaders. Beginning with the fall 2019 semester, the department is focusing on more intentional engagement with freshmen through weekly programming in the residence halls, a focus on community building with learning communities for the President Jimmy Carter Leadership recipients and the nursing students who are part of the Guaranteed Acceptance Program (GAP), and student leaders serving as peer mentors to the first-year students. Tutoring has also begun in all residence halls on campus. Some of the goals of the Office of Residential Living are to increase grade point averages (GPAs) and retention of residential students, and to expand learning communities by offering a STEM learning community in fall 2020.

J. Increase intercultural and international opportunities – This will include facilitating the study abroad process for faculty (faculty mentor program, streamlined online application process, established deadlines) and for students (more information sessions, streamlined online application process, heightened visibility of financial support, including scholarships and grants). Students will be surveyed about study abroad perceptions, including perceived benefits and costs. Opportunities for study away programs will also be identified among faculty, and the Office of Experiential Learning will help facilitate and promote these programs. These activities are in line with our W2W program mission.

K. Promote internships opportunities – The Office of Experiential Learning will partner with other offices, including Alumni Affairs, Career Services, and the Office of Student Engagement and Success on programming an internship workshop series and internship fair. Successful models and best practices will be applied to encourage students to participate in this important experiential learning opportunity. Informational workshops and sessions will include information about finding, securing, and succeeding in internship roles, and connect students with potential internship sites.

STUDENT SUCCESS AND COMPLETION TEAM

As noted in item IV, we are approaching the 2019-2020 academic year with an expanded team approach, so the depth of our team has increased.

Working primarily on guiding the Momentum Year activities during the 2018-2019 academic year were these people (listed alphabetically by last name):

Laura Boren, Ph.D., *Vice President for Student Engagement and Success*

Bryan Davis, Ph.D., *Associate Vice-President of Academic Affairs*

Suzanne Smith, Ph.D., *Provost and Vice-President of Academic Affairs*

Joining that team for the 2019-2020 academic year are these people, along with their specific roles and contributions to the initiative (also listed alphabetically by last name):

Rachel Abbott, Ph.D., *Dean of the College of Education and Chair of UNIV 1000 (GSW Experience) Steering Committee*

Mark Grimes, D.B.A., *Associate Professor of HR and Management and Chair of Momentum Approach and Complete College Georgia Steering Committees*

Judy Orton Grissett, Ph.D., *Associate Professor of Psychology and Director of the Center for Teaching and Learning*

Chadwick Gugg, Ph.D., *Associate Professor of Mathematics and Chair of Gateway to Completion Steering Committee*

David Jenkins, Ed. D., *Director of First-Year Experience*

Brittany Mellinger, MSN, RN, *Nursing Transitional Program Success Coordinator and Academic Success Coach*



GEORGIA STATE UNIVERSITY

OVERVIEW

“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

“It’s hard to exaggerate the magnitude—and the national implications—of what Georgia State University has accomplished....By dramatically boosting its graduation rate and wiping out its achievement gap, Georgia State has demolished the excuses that college have generated to rationalize their abysmal track records.”

-- David Kirp, The College Dropout Scandal, 2019

“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.¹² 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.¹³ According to the United States Department of Education, Pell-eligible students nationally have a six-year graduation-rate of 39%,¹⁴ a rate that is 20 points lower than the national average.¹⁵

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 initiatives implemented over the past several years, Georgia State’s equity gaps are gone. The institutional graduation rate for bachelor-degree seeking students has improved 23 points—among the largest increases in the nation over this period (See Appendix, Chart 1).¹⁶ Rates are up 37 points for Latinos (to 59%), and 30 points for African Americans (to 59%). Pell-eligible students currently represent 58% of Georgia State University’s undergraduate student population, and this year they graduated at the same rate as non-Pell students (Chart 2). In fact, over the past five years, African-American, Hispanic, and Pell-eligible students have, on average, all graduated from Georgia State at

¹² 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

¹³ 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.

¹⁴ Horwich, Lloyd (25 November 2015) Report on the Federal Pell Grant Program. Retrieved from <http://www.nasfaa.org/uploads/documents/Pell0212.pdf>.

¹⁵ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (2014) Table 326.10.

¹⁶ All charts can be found in the Appendix.

or above the rates of the student body overall—making Georgia State the only national public university to attain and sustain this goal. In short, race, ethnicity and income level are no longer predictors of success at Georgia State.

During the 2018-2019 academic year, Georgia State also continued to set new records for degrees conferred. For the first time, the university awarded more than 10,000 degrees in a single year, including a record of 7,303 undergraduate degrees (representing a 4% one-year increase). The university established new records for total bachelor's degrees awarded (5,260, up 5% since last year), as well as bachelor's degrees awarded to Pell-eligible (3,711, up 7%), African American (2,241, up 10%), Hispanic (567, up 2%), and first-generation (1,444, up 5%) students (Chart 3). Georgia State now awards more bachelor's degrees annually to Hispanic, first 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.¹⁷ 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. Two years 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 both 2017-2018 and now 2018-2019 (with 2,241 degrees awarded this past year).

Since the launch of the university's current Strategic Plan in 2011, bachelor's degree conferrals are up 61% for African Americans, 54% for Pell students, and 93% 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 117% overall, 167% for African American students, 221% for African American males, and 388% 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 college that enrolls more than 18,000 students. While there is still a long way to go, the Perimeter retention rate has increased from 58% in 2014 to 70% in 2019 (Chart 6), while the 3-year institutional graduation rate has almost tripled, rising from 6.5% to 19% (Chart 7). Equally encouragingly, equity gaps at Perimeter College are quickly being closed. This past year, the graduation rate for Hispanic students (23%) was above that of the student body overall, Pell-eligible students graduated at the same rate (19%) as non-Pell students, and African American students graduated at rates (17%) only 2 percentage points behind the overall rate and more than four times higher than the pre-consolidation rate (4%) (Chart 7). The elimination of equity gaps based on race, ethnicity and income level has been a distinctive and much-discussed 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, proactive and systematic 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 also increased, with 2,043 degrees awarded in 2018-2019—an 8% jump since consolidation (Charts 8-9). Perimeter College now ranks 15th in the nation for the number of associate degrees awarded to African Americans annually (999).¹⁸

Over the past five years, Georgia State's student-success accomplishments have been the subject of growing levels of national attention:

- In December 2014, President Barack Obama highlighted the exemplary work being done at Georgia State University to assist students through its Panther Retention Grant program in his address at White House Opportunity Day.¹⁹
- 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 equity gaps.
- In August 2015, Georgia State was invited to provide expert testimony on strategies for helping low-income students succeed before the Committee on Health, Education, Labor and Pension of the United States Senate.

¹⁷ *Diverse Issues in Higher Education*, August 2018. <http://diverseeducation.com/top100/pages/BachelorsDegreeProducers2017.php?dtsearch=&dtrace=&dtmajor=&dtschool=Georgia State University&dtstate=&dtpage=0>

¹⁸ *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

¹⁹ 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>.

- In September 2015, Georgia State was awarded a \$8.9 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 (since increased to more than \$16 million) 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 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 feature 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 2019, U.S. News and World Report ranked Georgia State 1st in the nation for its Commitment to Undergraduate Teaching among all public universities (and 3rd overall, with Princeton leading the list) and as the 2nd Most Innovative University in the nation (behind only Arizona State). Georgia State ranked 8th in the nation for Social Mobility and 11th for Diversity. Georgia State’s First-Year Experience was ranked 5th 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 400 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, Bavaria, Georgia, Australia, Colombia, Hong Kong, South Korea, China, New Zealand, and South Africa. Major national organizations—including Achieving the Dream, the American Association of State Colleges and Universities (AASCU), 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.

STUDENT BODY PROFILE AND INSTITUTIONAL MISSION

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 2018-19. With Georgia State’s 2016 consolidation with Georgia Perimeter College, the study body has become even more remarkable. Georgia State University enrolled more than 65,000 unique students this past year. This included a record 53,500 students during the Fall 2019 semester alone. This means that approximately one out of every six students in the University System of Georgia (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. Georgia State’s diversity is truly exceptional. 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).

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 diversity²⁰ and the percent of low-income students enrolled.²¹

A core part of the university mission is to serve all students in Georgia. As such, 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 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 while they are 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.

COMPLETION GOALS AND HIGH-IMPACT STRATEGIES TO ATTAIN THEM

Completion Goals

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.”*²²

In 2011, Georgia State University committed to reach a graduation rate for bachelor-degree-seeking students of 52% by 2016 and 60% by 2021.²³ We also committed to conferring 2,500 more degrees annually than we did in 2010 and to eliminating all significant equity 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 underserved 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 less financially secure.

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.

The strategies have worked. Since the launch of Georgia State University’s 2011 Strategic Plan, our institutional six-year graduation rate for bachelor-degree-seeking students has increased by 7 percentage points from 48% to 55%. The four-year graduation rate has improved even more dramatically, with a 13-percentage-point increase, from 21% to 34% (Charts 1 and 2). It is important to note that, due to frequent changes in jobs and economic circumstances, low-income and first-generation students and their families move more frequently than do middle- and upper-income college students. This phenomenon significantly impacts Georgia State’s institutional graduation rate. Using National Student Clearinghouse data to track Georgia State’s most recent 6-year bachelor-seeking cohort across all universities nationally, the success rate is even more encouraging. For the current year, a record 78% of the students who started at Georgia State six years ago had either graduated from Georgia State or some other institution or were still actively enrolled in college (Chart 11).

²⁰ 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>.

²¹ U.S. News & World Report (n.d.) Economic Diversity: National Universities. Retrieved <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/economic-diversity>.

²² Georgia State University (2012). Strategic Plan 2011-2016/21. Retrieved from http://strategic.gsu.edu/files/2012/09/GSU_Strategic_Plan_2016-2.pdf

²³ 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

The news is equally positive for Perimeter College. In the short time since consolidation was announced, the graduation rate for associate-degree-seeking students at Perimeter College has nearly tripled, moving from 6.5% to 19%. While just a few years ago, Hispanic and Pell-eligible students were graduating from Perimeter at rates 40% to 50% lower than their counterparts, equity gaps for both Pell-eligible and Hispanic students have now been eliminated at Perimeter, and the gap for African American students has been cut to 2 percentage points (Chart 8).

Aided by the consolidation with Perimeter College, a record 7,303 undergraduate degrees were conferred by Georgia State University during the 2018-2019 academic year, representing a 3,081-degree increase (73%) over the baseline year of 2011 (Chart 3). The total now far exceeds the Strategic Plan's target to increase undergraduate degrees awarded by 2,500 annually by 2021.

Despite the fact that no major Georgia State initiative is targeted by race or ethnicity, the gains have been greatest for students from underserved backgrounds. In the 2018-2019 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 54%, conferrals to African American students has increased by 61%, and degrees awarded to Hispanic students has grown by 93%²⁴. Time to degree is down markedly—by more than half a semester per student since 2011—saving the graduating class of 2019 approximately \$18 million in tuition and fees compared to their colleagues just five years earlier (Chart 10).

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 have not created programs targeted at students by their race, ethnicity, first-generation status, or income level. Rather, we have used data to identify problems impacting large numbers of Georgia State students, and we have changed 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

The GPS System went fully live for bachelor's students in August 2012. This past academic year, the system generated more than 60,000 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 seven years ago, Georgia State four-year graduation rate for bachelor's students has increased by 13 percentage points and the average time to degree has decreased by more than half a semester.

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 18,000 students seeking associate degrees at Perimeter. The GPS platform launched at Perimeter in 2016-17 and the university hired an additional 30 Perimeter academic advisors in support. During the 2018-2019 academic year, Perimeter advisors. Since consolidation, the three-year graduation rate for Associate-degree seeking students had increased by 12.5 percentage points with the biggest gains being enjoyed by underserved students. (The graduation rate for Hispanic students, for instance, has increased by 17 percentage points

In each context, 90% of the upfront costs have been directed to personnel, not technology. A 2019 study by the Boston Consulting Group concludes that GPS Advising has produced a positive ROI, with programmatic costs of roughly \$150 per student even larger increases in revenues from student progression.

Baseline Status

²⁴ 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.

- *Graduation Rates at Launch:* 48% bachelor level 6-year rate and 21% bachelor level 4-year rate (2011). 7% associate level rate (2014)
- Degrees Conferred: in the 2013-2014 Academic Year: 4,155 bachelor's degrees 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 accumulated at the time of graduation have declined by an average of 8 credit hours per graduating bachelor's student since 2011 (Chart 10)
- Face-to-face advising visits (bachelor + associate) grew to a record 100,000+ during the 2017-2018 AY.
- Bachelor's students switching majors after the first year of studies is down by 32%. Percent of students in majors that fit their academic abilities (up by 13 points)
- 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 42,000+ during the 2018-2019 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, bachelor's four-year graduation rates are up by 13 percentage points since 2011 and associate degree three-year rates are up 12.5 percentage points since their respective launches since 2014.
- Bachelor's degree conferrals up 25% and associate degree conferrals up 8% 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 \$18 million a year in tuition and fee costs.
- All equity 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 Sr. (Vice President for Student Success),

Dr. Allison Calhoun-Brown (Vice President for Student Engagement and Programs)

Carol Cohen (Associate Vice President of the University Advising)

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, pursuing 7 credit hours of college credit while being 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 88%. This compares to an 83% retention rate for reminder 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). This year, the Perimeter Academy expanded to three Perimeter campuses: Decatur, Clarkston, and Dunwoody.

Baseline Status

- Bachelor's: Prior to the launch of the program, students with their similar academic profile had a one-year retention rate of 50% (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 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 2018, the program enrolled almost 350 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 (Vice President for Student Engagement and Programs)

Dr. Eric Cuevas (Sr. 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 enough 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 3,000 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 summer 2019, 15,600 grants have been awarded to Atlanta campus and Perimeter College students since the program's inception in 2011. Of these, more than 80% 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, more than 3,000 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 were enrolled for fall 2018.
- *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 15,000 Panther Retention Grants have now been awarded since the program's inception in 2011. More than 80% 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 2019, 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 2018.

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 39% in 2017.

Primary Contacts

Dr. Eric Cuevas (Sr. Director of Student Success Programs)

Dr. Allison Calhoun-Brown (Vice President for Student Engagement and Programs)

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 4,000 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. 86% of this fall’s bachelor-degree-seeking freshmen class are in FLCs. In the second year of rolling out “career pathways” at Perimeter College, 79% 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. These visits are also occurring earlier in the student’s academic careers.

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 86% of bachelor’s-degree freshmen and 79% of associate-s-degree freshmen now participate in FLCs.

Measures of Success

- One-year retention rates reached 84% for FLC freshmen (2018) 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 (Vice President for Student Engagement and Programs)

Dr. Eric Cuevas (Sr. 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 37% over the past three years. This translates into 360 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. During the 2018-19 year, with the support of the Dell and ECMC Foundations, we rolled out the chatbot to a pilot group of continuing students at the Atlanta Campus and to incoming freshmen at Perimeter College.

Baseline Status

- Summer Melt rate of 19% 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 37% 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>. Dr. Page is also overseeing the pilot expansion of the chatbot to Georgia State continuing students using a random control trial. Since the launch in fall 2018, students with access to the chatbot have completed key tasks such as removing holds from their accounts, addressing account balances, and meeting with advisors when prompted to do so, at rates 30%-40% higher than their counterparts not using the chatbot.

Primary Contacts

Dr. Timothy Renick (Sr. Vice President for Student Success)

Mr. Scott Burke (Associate Vice President for Undergraduate Admissions and Housing)

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. By the summer of 2019, Georgia State had increased by 50% the number of students who were fully “packaged” and financially ready for the start of classes one month before the start of the fall semester.

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). Students 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

More than 15,000 students attended at least one SI session during the 2018-2019 academic year. Over 1,000 course sections had a supplemental instructor embedded in the course.

Measures of Success

- Students who attended at least five session of SI for any given course earned a 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 (VP for Student Engagement and Programs)
Mr. Eric Cuevas (Sr. Director of Student Success Programs)

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). During the fall 2019, we will pilot the model at Perimeter College's Decatur campus.

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. Timothy Renick (Sr. VP for Student Success)

10. College to Career

High-impact strategy

Integrate career preparation and awareness throughout the college curriculum and co-curricular experiences, 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 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 Portfolium e-portfolios upon matriculation at Georgia State so that they can chronicle, archive and share their career competencies on a semester-by-semester basis. 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 made their first visit to 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. We are now two years into a new program to provide small grants to faculty to create assignments in existing courses that highlight the career competencies that students are learning. We now have a cohort of College to Career Faculty Fellows at Atlanta and Perimeter tasked with creating career-readiness programming.

Measures of Success

Students are now most likely to visit University Career Services in their first year of enrollment and overall visits are up by more than 400%. 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). In fall 2019, U.S. News and World Report ranked Georgia State University 8th in the nation for social mobility.

Primary Contacts

Dr. Angela Christie, Faculty Director of College to Career
 Ms. Catherine Neiner (Director of University Career Services)
 Dr. Tim Renick (Sr. Vice President for Student Success)

MOMENTUM PLAN

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 Plan, an initiative to ensure that 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-Plan indicators.

Georgia State students find a **purpose** from the outset of college through being exposed to portals with live job-data before matriculation and in all advising sessions, 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 Georgia State's Quality Enhancement Plan, College to Career, 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 studies, and, starting in their first semester, they are documenting their career interests, goals, and competencies in e-portfolios. This past year, students posted to their e-portfolios more than 700,000 artifacts evidencing the career competencies they have acquired. Over the past two years, career-based learning communities and e-portfolios have been rolled out at Georgia State's Perimeter campuses. (See High Impact Practices 5, 9 and 10 in Section II, above.)

Learning communities with block schedules for all incoming freshmen help to ensure that **students enroll in the appropriate English and math courses during the first year**. All incoming non-Honors 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, 97.6% of freshmen attempted English in their first year with 91.6% successfully completing the requirement. 88.1% of freshmen attempted college-level Math in the first year with 81.7% of students successfully completing the course. Our Math numbers will need to improve and are, in part, a product of the rapid growth of the freshmen class over the past two years (growing by 700 students) and difficulty staffing sections with experienced math instructors (**Chart 17**). At Perimeter College, 97.5% of new students attempted English in the first year and 93.9% attempted Math. The move to a co-requisite approach to remedial education, the adoption of learning communities, and the increase in proactive advising at Perimeter have helped to improve these numbers markedly over a short period of time. The percent of Perimeter freshmen who did not attempt college-level English in their first year has declined from 13.5% in 2016 to 2.5% in 2018 (an 81% drop). The percent of freshmen not attempting math at Perimeter has declined from 10.4% in 2016 to 6.1% in 2018 (a 40% drop). (**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 to 12.4. 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 (HIP 2) 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 nature of the discipline, thus **ensuring that students receive substantive course-tied exposure to their chosen academic fields in their first year** (HIP 5). Georgia State's university-wide Quality Enhancement Plan, College to Career, provides all students will substantive exposure to pathway-based curricular and co-curricular activities not only during their first-year but also in gateway courses to the major, in Signature Experience (credit-bearing courses in each major that provide students with experiences outside the classroom), and in capstone courses (HIP 10).

Hybrid adaptive learning classes in introductory math not only help thousands of additional students to satisfy their math requirement in their first year, they also **provide students with a stronger foundation in 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). In fall 2019, we are piloting 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.

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 who are 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 semesters. 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. Our data show that the benefits of getting students off to a positive start can be tracked in later success outcomes including graduation rates (HIPS 2, 5, 8, 9).

Finally, GPS Advising has now been fully implemented at both the Atlanta and Perimeter 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 50 additional advisors to support the platform and launched 400,000 proactive interventions with students. Every student has a personalized, four-year academic map, and advisors monitor all registration records and all grades to ensure students stay on path. GPS Advising monitors that 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. Administrative savings from consolidation were used to hire 32 additional advisors at Perimeter College in 2017. Last year, there were 42,000 proactive interventions with Perimeter College students conducted by these advisors. We have already begun to see significant increases in credit-hour accumulation, retention rates, and graduation rates among Perimeter College students. Across Georgia State, GPS Advising has

served as a potent **boost to student credit-hour momentum** in the first year and beyond. GPS Advising tracks all students daily throughout their academic careers, helping to ensure that they stay on path. Since the program's launch, bachelor-degree seeking 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 2019 \$18 million in tuition and fees when compared to the graduating class of 2012 (**Chart 10**). In effect, GPS Advising is the institutional tool that allows for the day-to-day monitoring and enforcement of Momentum Plan 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 systematically and daily 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, almost all of the initiatives outlined benefit thousands of students annually.

Our work to promote student success at Georgia State has steadily increased graduation rates among students from all backgrounds, 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 or office but grows from a series of changes throughout the university 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, prompting 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 systematic, 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 equity gaps are not inevitable. Low-income and underrepresented students can succeed at the same levels as their peers. We owe our students no less.



Gordon State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Gordon State College's mission is to be a catalyst for exceptional and accessible education through innovative teaching, engaged learning, and transformative experiences for the benefit of our students, the communities we serve, and the world we live in. Our institutional vision statement is as follows: Gordon State College will be a leader and primary educational partner in elevating our region's economic prosperity and educational attainment through collaboration, integrated educational experiences, and a vibrant campus culture.

Our core values reflect our mission as an access institution in the USG: student-focused; life-long learning and scholarship; and a culture of excellence, respect, and collaboration. 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 whose retention numbers have lagged behind the overall cohort's.

Final Fall 2018 enrollment was 3,663. As of October 11, 2019, Fall 2019 enrollment is 3,492. One noticeable difference in the Fall 2018 cohort is the sharp increase in the number of students with Learning Support requirements (and the nature of those requirements), and an increase in the percentage of African-American students:

- 59.9% had learning support requirements, up significantly from 53% in Fall 2017.
 - 20.4% of entering freshmen had only a Math requirement (N=194), down significantly from 34% in Fall 2017.
 - 33% had both Math and English requirements (N=249), up dramatically from 11% in Fall 2017.
 - 1.1% had only English requirements (N=9), down from 2% in Fall 2017.
- 46% were African-American, up from 38% in Fall 2017
- 24.6% self-identified as first-generation college students, up from 20% in Fall 2017

MOMENTUM YEAR UPDATE

1. Improve Retention and Student Success by Improving Academic Advising for Incoming Students

For students entering GSC in Fall 2017, the institution decided to do away with all new student orientation activities, with predictable results: extremely low student success rates, and record-low retention for the Fall 2017 cohort. In response, the CCG/Momentum Year team worked very hard in the fall of 2017 and the spring of 2018 to rebuild New Student Orientations (NSOs), with a focus on improving the academic advising students receive in their first year. In rebuilding our NSOs, we focused on the Momentum Year goals:

- Help students make a purposeful choice about their academic pathway
- Encourage students to pass 30 hours in their first year, including Area A English and Math courses, and 9 hours in a focus area
- Help students develop an academic mindset

A faculty-led committee developed a 75-minute advising session that served as the centerpiece of the new orientations. Each of the seven focus areas represented on campus held its own advising session. Six faculty—identified by their commitment to excellence in academic advising—were hired to make schedules on the day after NSOs, based on information gathered in the advising sessions. We saw some dramatic improvement towards those Momentum Year goals:

- The percentage of new freshmen registered for 15+ hours in Fall 2018 effectively **doubled** compared to Fall 2017, increasing from 30.6% to 61.06%. GSC led the state college sector in this category, roughly 35 percentage points above the sector average. We were third system-wide, trailing only Georgia Tech and the University of Georgia.

- The newly redesigned NSOs seemed to help the Fall 2018 cohort make purposeful choices about their academic pathway. The percentage of students choosing “General Studies,” which had become our de facto “undecided” major, dropped from 16% for the Fall 2017 cohort to only 10% for the Fall 2018 cohort.
- Because of the NSO advising sessions and revised scheduling efforts, we did a much better job of getting students in the Area A math class that aligns with their intended major/pathway. While in Fall 2017, 62.5% of new freshmen were enrolled in MATH 1111 (College Algebra), a class that only students entering STEM fields should take, in Fall 2018, that number dropped to 31.8%; instead, over two-thirds (68.14%) of our new freshmen were enrolled in MATH 1001 (Quantitative Skills and Reasoning), the non-STEM math class. While we still have some work to do in this area, that number more accurately reflects our students’ collective choice of majors/pathways.

The new NSO, with its emphasis on better first-year advising, paid off in improved retention and student success rates for the Fall 2018 cohort:

- Overall, we saw a 10-point jump in our first-time, full-time (FT/FT) freshman retention rate from Fall 2017 to Fall 2018: from 48% to 58.22% (please note that all retention data in this report excludes freshmen in our FVSU-GAP program).
- That 58.22% retention rate was in fact our highest rate since Fall 2014, when it was 58.9%.
- First-time, full-time freshmen who took 15+ hours in Fall 2018 were retained at roughly 1.5 percentage points higher than first-time, full-time freshmen who took 12-14 hours in Fall 2018.
- Improved retention seemed to be consistent across our access mission: FT/FT freshmen with no Learning Support requirements were retained at the highest rate since we began tracking (64.2%); FT/FT freshmen with 1 Learning Support requirement were retained at the highest rate since the Fall 2015 cohort; and FT/FT freshmen with 2 LS requirements were retained at the highest rate since the Fall 2013 cohort, despite the fact that, as alluded to above, we had the highest number ever of new freshmen with 2 LS requirements.
- The improved alignment of students’ pathways with the appropriate Area A Math courses seemed to have paid off handsomely: the ABC rate for new freshmen in MATH 1111 (College Algebra) improved a staggering 24 percentage points from Fall 2017 to Fall 2018 (from 43% to 67%), while the ABC rate for MATH 1001 (Quantitative Skills and Reasoning) rose a healthy 11 points from Fall 2017 to Fall 2018.

2. Increase student success and retention in the first year by helping students develop an academic mindset

In Spring 2018, GSC successfully re-submitted a proposal to get our new freshman seminar course, FIRE 1000, approved for Area B. Previous first-year experience classes at GSC were the weakest of models in that they did not count towards graduation or a student’s GPA, and not all students were required to take them. As we designed FIRE 1000, we put an emphasis on helping new freshmen do the following: think critically; develop a growth mindset; and develop a sense of belonging, both academically and socially. We had 764 new freshmen enroll for the FIRE 1000 class in Fall 2018, and ended the semester with just below a 71% ABC rate. Some early and interesting data suggest that in its first year, FIRE 1000 had a positive impact on student success and retention:

- Success in FIRE 1000 seems to be a strong predictor of/contribution to retention. New freshmen who passed FIRE in Fall 2018 with an A, B, or C were retained at 70.4%, or **roughly 12 points above** the overall Fall 2018 cohort’s retention rate.
- New freshmen who earned an A in FIRE 1000 were retained at 77%, or 19 points above the cohort average.
- While success in FIRE seems to be strong predictor of retention in general, it is even more so for Fall 2018 new freshmen enrolled in 15+ hour schedules: those earning an A, B, or C in FIRE 1000 were retained at 71.2%; Fall 2018 new freshmen in the 12-14 hour category who earned an A, B, or C were retained at 68%.

While planning and designing the FIRE 1000 class, we were particularly interested in and excited about research that suggested mindset interventions such as FIRE 1000 had a disproportionate impact on the academic success of minority and historically underrepresented students. Early data from the Fall 2018 cohort suggests that might be the case here at Gordon State:

- For the overall Fall 2018 cohort, African-American male retention rose to 55.1% from 42.2% for the previous Fall 2017 cohort—a gain of roughly 13 percentage points.
- That 55.1% retention rate for African-American males is a full 17 points higher than the Fall 2016 African-American male retention rate.
- Fall 2018 is in fact the first time since we began tracking such data at GSC that African-American male retention has cracked the 50% level.

- The retention rate for African-American male students who earned an A, B, or C in FIRE 1000 was 77%, **or about 6 points higher than the retention rate for white male students who earned an A, B, or C in FIRE 1000**, suggesting that FIRE 1000 had its intended impact.
- The retention rate for African-American females similarly rose 12 percentage points between Fall 2017 and Fall 2018, increasing from 41.8% to 53.9%.
- African-American females who earned an A, B, or C in FIRE 1000 were retained at 64.7%, well above the cohort average of 58.22%.
- The retention rate for Fall 2018 new freshmen who identified as first-generation students—another minority/underrepresented group we wanted to target—was 56.6%, the highest rate since the Fall 2015 cohort.
- Overall, first-generation student retention trailed non-first generation student retention in the Fall 2018 cohort by about 2.5 percentage points (58.9% to 56.5%).
- However, when we look at first-generation students who passed FIRE 1000 with an A, B, or C, and compare their retention rates to other student groups who passed FIRE 1000 with an A, B, or C, we can see the course’s disproportionate impact on “first-gens”:
 - First-generation students who earned an A, B, or C in FIRE 1000 were retained at 73%, **higher than the 70.4% retention rate for all Fall 2018 students who earned an A, B, or C in FIRE 1000**.
 - Similarly, that 73% retention rate for self-identified first-generation students who passed FIRE 1000 is **higher than the 69.5% retention rate for students who identified as NOT being first-generation students and passed FIRE 1000**—again suggesting that FIRE 1000 is having the intended impact on students who engage in the class.
- The retention increases we saw with targeted student groups such as African-American males and first-generation students had another significant impact on our retention: for the first time since Fall 2015, residential students in the Fall 2018 cohort were retained at higher rates than commuting students.

OTHER MOMENTUM YEAR WORK:

- We completed stress tests of all program degree maps.
- All maps are now posted in the academic catalog and on the Student Success Center’s website.
- We completed our FORGE (Focused Online Retention Gateway Experience) pre-orientation modules in time for Fall 2019 orientations. FORGE’s purpose is to prepare incoming students to get the most out of their on-campus orientation experience. Modules include information on focus areas/majors; accessing GSC email, Banner Web, and the wireless network; financial aid; career services resources; and payment deadline information, among other items.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES AND OUTCOMES

1. Co-requisite remediation

GSC continues to be a leader in co-requisite remediation. We were early adopters of a full-scale co-requisite remediation approach, ahead of all other state college, and we continue to see positive results.

- Almost 60% of our Fall 2018 FT/FT freshman cohort had at least one LS requirement
- For FT/FT freshmen in the Fall 2018 cohort, the ABC rate for MATH 0997 (co-req for MATH 1001) rose 12 percentage points compared to Fall 2017.
- Similarly, for FT/FT freshmen in the Fall 2018 cohort, the ABC rate for MATH 0999 (co-req for MATH 1111) rose 23 points compared to Fall 2017.
- However, for FT/FT freshmen in the Fall 2018 cohort, the ABC rate for ENGL 0999 (co-req for ENGL 1101) **fell** 7 points for the Fall 2018 cohort, even though ABC rates ENGL 1101 went up. We will continue to work on keeping the co-req labs and college-level sections synchronized for maximum student success.

2. G2C Course redesign

We are entering our third year of G2C course redesign for ENGL 1101 and MATH 1111, and our second year of G2C redesign for HIST 2111. Our fourth G2C course, FIRE 1000 (formerly GFYE 0097), has already been discussed above. Although it is difficult to tease out how specific variables contribute to student success and retention, we are definitely seeing improvement in the ABC rates in our targeted G2C courses:

- The sharp increase in the ABC rate for MATH 1111 has already been cited above.
- Similarly, for FT/FT freshmen in the Fall 2018 cohort, we saw a 6% increase in the ABC rate for ENGL 1101 over the previous year (to 78% from 72%).
- That 78% ABC rate for the Fall 2018 cohort is in fact the highest ENGL 1101 ABC rate for any previous cohort.
- Although it is still early in the G2C process for HIST 2111, we did see a jump of 9 points in the ABC rate for FT/FT freshmen in the 2018 cohort, compared to the previous year (from 55% to 64%).
- That 64% ABC rate is also 7 points higher than the Fall 2016 freshman cohort.
- For **ALL** students taking HIST 2111 in Fall 2018 (not just the Fall 2018 freshman cohort), we saw a 12 percentage point increase in the ABC rate, compared to Fall 2017, and a 10 point increase over Fall 2016.

3. Actively challenged and encouraged faculty professional development, especially classroom strategies and pedagogical approaches:

- For the Fall 2018-19 academic year, our dynamic Center for Excellence in Teaching and Learning (CETL) put on 12 separate events and presentations designed to encourage faculty to think about their teaching.
- Topics included diversity in the classroom and approaching first-generation students.
- Under our CETL's guidance, we also launched its first cohort of Chancellor's Learning Scholars. Four faculty were chosen, each responsible for organizing and hosting a faculty learning community on relevant topics.
- Our CETL also hosted the 17th Annual Teaching Matters Conference on our campus, with a theme of "First Things First: Preparing Students for Success." We had 154 participants from across the state—and the southeast—and 32 presentations, the highest number ever for both categories.
- In August 2018, we hosted our own full-day student success conference, the Third Annual Student Success Summit, with a theme of "Giving our Students the EDGE." For the first time, all campus offices shut down so that all faculty and staff could participate in the Success Summit.
- We were honored to have Dr. Tristan Denley as our keynote speaker for the Summit.
- In the afternoon, we had what was until this year (2019) a record number of faculty- and staff-led presentations (17 in all) on various success topics.
- We expanded our Faculty Fellows program. Faculty Fellows provide 100 hours of service to select units on campus in return for the opportunity to receive "superior service" ratings on their annual evaluations. Our CETL had 2 faculty fellows, while the Student Success Center had 4.

4. Undergraduate Research

- For our Spring 2019 Undergraduate Research Symposium (URS) event, we doubled the number of faculty and students who participated in the URS.

5. Always Alert/intrusive advising

- 1,222 unduplicated Always Alert student referrals for the 2018-19 academic year
- Always Alert has become a campus-wide effort instead of a Student Success Center initiative: in 2018-19, 16 faculty (non-SSC staff) performed 70.5% of all Always Alert interventions.

OBSERVATIONS AND NEXT STEPS

Observations

- While it was a monumental undertaking and a huge investment of both time and money, rebuilding our New Student Orientations was a worthwhile task. We believe it contributed significantly to the increase in student success and retention rates. We are also proud that our newly redesigned NSO won the first Regents' Momentum Year Award for Excellence in Advising and Student Success.
- As noted above, FIRE 1000 has already had the predicted impact on student success, especially with minority subpopulations. However, we believe it has the potential to have an even bigger impact on student success and retention. For the 2019-20 year, we "themed" FIRE courses according to academic focus area, and we instituted a "FIRE Speaker Series" that gives students in those themed classes the opportunity to hear from successful professionals and community leaders in their chosen fields of study. We are looking forward to seeing what kind of an impact those improvements may have.

- We are excited about the potential of our pre-orientation project, FORGE (mentioned earlier in the report) and will continue to tweak and improve it in response to student, faculty, and staff feedback.

Next Steps:

While we continue to assess and refine all of our student success initiatives, our major tasks are clearly defined:

- We will continue to work to make the academic advising/focus sessions of our NSO more standard and consistent.
- While as noted above, we did a good job of getting incoming freshmen 15+ hour schedules in Fall 2018, we need to do a better job of encouraging them to register for 15+ hour schedules in Spring. We ended up with only 19% of the Fall 2018 freshman cohort completing 30 hours in their first year. While that represents an improvement over the Fall 2017 cohort (13.2%) and especially the Fall 2016 cohort (10.6%), we feel that we can do better.
- To help our incoming students make a purposeful choice, we will continue to refine FORGE and mandate that incoming students must complete it before registering for a New Student Orientation.
- We will improve our course scheduling process to remove bottlenecks and time conflicts (i.e., two classes on a first-semester program map being offered at the same time, or overlapping times). We are currently evaluating software programs to help with that task.
- Similarly, we will continue to work on scheduling themed FIRE classes. We feel that we learned a lot from this past Fall (Fall 2019) in that regard.

STUDENT SUCCESS AND COMPLETION TEAM:

C. Jeffery Knighton, Provost and Vice-President for Academic Affairs
Peter Higgins, Assistant Vice-President for Academic Excellence
Stephen Raynie, FIRE Coordinator
David Janssen, Honors Program Coordinator
Anna Higgins-Harrell, CETL Director
Ryran Traylor, MAP Coordinator and Director of our AAMI program
John Head, Vice-President for Enrollment Management and Student Affairs
James Woodruff, Access Institute Coordinator
Barry Kicklighter, Dean of the School of Arts and Sciences
Victor Vilchiz, Dean of the School of Nursing, Health, and Natural Sciences
Joseph Jones, Dean of the School of Education
Matthew Robison, Dean of Students
Laura Shadrick, Academic Affairs Operations Manager



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. KSU is a Carnegie-designated doctoral R2 research institution. The mission statement affirms KSU's commitment to student success.

“At Kennesaw State, we serve as a powerful example of the impact a student-centered, research-drive university education can deliver. We help students succeed through exploration, collaboration, and rigor, uniting a diversity spectrum of backgrounds and talents. At KSU, students become the individuals who people want as colleagues and leaders.”

Two of the KSU values further exemplify KSU's commitment to student success.

“We are student-inspired; we believe in fueling aspiration and delivering pathways – enabling students to stretch and strive, embrace a dream, and create actionable plans.”

“We are promise-fulfilling; we believe in being committed and ready – making promises we can keep to fuel opportunity for every student and spark economic growth for the region.”

As illustrated in Table 1, Kennesaw State University enrolled 31,624 undergraduate students in fall semester 2018, a 3.4% decrease from fall semester 2017. The proportion of full-time undergraduates has remained consistent at roughly three-quarters of the total undergraduate student population. The percentage of women steadily decreased by one percentage point since consolidation; however, there was a 1% increase for Fall 2018. In addition, there has been a steady increase in the percentage of racial/ ethnic minority identified students. The percentage of undergraduate students receiving Pell Grants increased five percentage points from 37% in fall semester 2016 to 42% in fall semester 2017. Pell grant data for fall semester 2018 were unavailable at the time of data collection.

The number of enrolled first-time freshmen decreased by 8% from 5,237 in fall semester 2017 to 4783 in fall semester 2018. 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% as well as the percentage of racial/ ethnic minority identified students ranging from 40-42% in the last three years.

Table 1. KSU Degree-Seeking Undergraduate Enrollment 2013-2018
Undergraduate Enrollment Profile

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total Undergraduates	28,138	29,332	30,281	31,976	32,741	31,624
Full-time	75%	75%	76%	77%	76%	76%
Female	50%	49%	49%	48%	47%	48%
Race/Ethnic Minority	39%	40%	42%	43%	44%	46%
Asian	5%	5%	5%	5%	5%	6%
Black or African American	19%	20%	20%	22%	21%	22%
Hispanic or Latino	8%	8%	9%	10%	10%	11%

Pell Recipients	41%	41%	39%	37%	42%	-
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First-time Freshmen Enrollment Profile

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Total First-time Freshmen	4,034	4,665	5,032	5,347	5,237	4,783
Full-time	97%	97%	97%	97%	97%	97%
Female	50%	47%	49%	49%	48%	48%
Race/Ethnic Minority	33%	35%	37%	40%	42%	41%
Asian	5%	5%	5%	5%	5%	5%
Black or African American	15%	17%	19%	19%	19%	19%
Hispanic or Latino	8%	8%	9%	10%	10%	11%

Sources: USG, U.S. Dept of Ed

MOMENTUM YEAR UPDATE

Kennesaw State has made significant progress towards the implementation of the Momentum Year Plan. In order to provide a comprehensive update of our progress, five primary areas of work have been identified.

Purposeful Choice

In May 2019, KSU's focus areas were revisited to reduce the total number of focus areas from ten to eight. The [focus areas](#) include art; business and management; education; engineering and math; health professional; humanities; science, computing, and technology; and social science. To be sure all credit hours would be used toward degree completion, focus areas were designed around the General Education Core Curriculum Areas A-E. Focus Areas were implemented in Fall 2019 and all undecided first-time freshman were advised into specific focus areas based on their interest and mathematics ability.

University College Advising Services (UCAS), the campus advising unit serving those students who choose one of the focus areas or who find themselves in need of support choosing or changing a major after matriculation, worked closely with the other academic colleges to provide relevant information related to students who chose focus areas connected with programs within each college. This information was provided to the colleges to ensure a connection was made with potential majors from the moment of registration. UCAS held preliminary discussions with incoming students to place them in majors as opposed to focus areas at and before registration. The Department of Career Planning and Development worked with UCAS to hold workshops for first-semester focus areas students to assist them in choosing a major and understanding various career paths available to them.

In preparation for Fall 2020, UCAS will have at least two points of contact with students who have been accepted to KSU, but who have selected "undeclared" on the application. These contacts are designed to hold conversations related to identifying the students' academic and career interests in order to facilitate choice of appropriate majors or focus areas prior to orientation. Information generated from these contacts will be shared with the other academic colleges in order to provide helpful projections of incoming students and create a beneficial advising experience at Orientation.

Academic Program Maps

Academic Program Maps were revisited in summer 2019 as a result of University-wide degree requirement changes and curriculum revisions in response to undergraduate academic program audits. Particular attention is being paid to prerequisite scaffolding, general educational core curriculum course recommendations, and more well-defined program milestones. New templates for faculty have been created along with integrating the academic program map update process with the curriculum update process. A pilot group of four programs are being re-worked in Degree Works with the intention of assigning maps to individual students, which will assist academic advisors and students in planning degree completion.

Committee Approach

Kennesaw continues to use a committee approach to implementing the Momentum Year plan. The Steering Committee operates as a strategic oversight group with representatives from all relevant campus partners, including Enrollment Services, Strategic Communication, Academic Affairs Advising and Student Success, University Curriculum, Instruction, and Assessment, and the Center for Excellence in Teaching and Learning.

Early Alert Program

KSU is expanding the approach to early alerts as part of the Momentum Year plan. While reports were pulled only once a term in prior semesters, we are piloting a more open and inclusive process in Fall 2019. Two academic colleges will be reviewing input from their faculty and advisors consistently throughout the term, essentially leaving the reporting window open for review on a daily basis as opposed to triggering a reporting period. This will be expanded to other colleges in Spring 2020.

The Early Alert program helped the math faculty identify struggling students early in their courses and mobilized the resources of the university to intervene and assist. 45% of the students who were identified in the process went on to pass the class.

Mindset Survey

Through a collaborative effort, KSU had an unprecedented large response rate in Fall 2018 on the pre-test for the Mindset Survey with 2133 respondents. There were 271 responses to the post-test. KSU is in the process of analyzing the data to inform strategies for improvement. We plan to work with Motivate Lab in Spring 2020 to develop KSU specific questions to ensure the results provide meaningful information directly related to our initiatives.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, & OUTCOMES

QUALITY ENHANCEMENT PLAN

The Quality Enhancement Plan (QEP) *It's About Engagement* will provide faculty and students with the resources, tools, support, and guidance to facilitate and engage in quality internship, undergraduate research, and service-learning experiences. Continuous monitoring, analysis, and changes for improvement of these resources and experiences will further the University's focus to expand and enhance engaged learning opportunities for KSU's undergraduate students. The goals of the QEP are to

Increase the number of opportunities for students to engage in internships, undergraduate research, and service-learning in undergraduate degree programs in each of the academic colleges and the University as a whole; and

Increase the number of students engaging in internships, undergraduate research, and service-learning opportunities in undergraduate degree programs in each of the academic colleges and for the University as a whole.

Actions for implementing and sustaining the QEP fall into five categories: Creating and maintaining an administrative support structure; developing and implementing operational definitions, guidelines, and procedures; preparing faculty and students for engaged learning opportunities; establishing and sustaining strategic methods for informing faculty and students; and assessing progress for continuously improving achievement of the QEP goals.

Administrative Support Structure

An Engagement Steering Committee was formed to oversee the implementation of *It's About Engagement* in addition to monitoring and advising on its progress in order to strengthen and improve it. The committee includes the Director of Undergraduate Research, Executive Director of Career Planning and Development, Executive Director of Student Leadership and Service, Executive Director of the Center for Excellence in Teaching and Learning, Director of Assessment, three faculty, and three students. The chair is the Interim Associate Vice President for Student Success. Another component of the administrative support structure that will be fully implemented in Fall 2019 was the addition of course attribute codes in Banner.

Operational Definitions, Guidelines, and Procedures

Each of the three HIPs (internships, undergraduate research, and service-learning) have operational definitions and taxonomies. The taxonomies include the attributes of a high-impact course and levels of potential impact ranging from high to highest for each of the attributes. The promotion and use of standard operational definitions and taxonomies will advance the University's effort in providing high-impact practices.

Faculty Development

The Center for Excellence in Teaching and Learning (CETL) will provide several faculty development opportunities to support implementation of *It's About Engagement*. This includes a dedicated flagship workshop series, engagement focused individual consultations, *It's About Engagement* Travel Funds Program, faculty learning communities, Course Design Institute, and assessment of critical reflections.

Communication and Marketing

The Office of Strategic Communications and Marketing will provide university-wide communication to faculty and students to inform them about engagement opportunities. The office will continue to promote the QEP through the KSU website, social media sites, the President's weekly blog, the student newspaper, and the daily email digest. In addition, CETL will develop and utilize a variety of marketing tools, materials, and channels of communication to enhance *It's About Engagement* visibility and to encourage participation. In Spring 2019, KSU hosted the National Conference on Undergraduate Research (NCUR) as a way to kick off the importance and benefits of engaged learning opportunities.

Assessment

KSU will conduct formal and informal assessment of the following four student learning outcomes (SLOs) to discern the deeper impacts of student engagement associated with HIP participation.

- Students will cite meaningful and valuable connections of their HIP experiences to their overall educational preparation.
- Students will gain new insights on the connectedness and integration of the academic preparation of their disciplines of study to the applied settings of their HIP experiences.
- Students will build upon prior knowledge and experiences to respond effectively to the new and challenging demands of their HIP settings.
- Students will demonstrate growth in professional and personal core values and sense of self as a result of their HIP experiences.

A rubric will be used to directly assess the SLOs. The rubric includes educational value, connectedness insights, integrated problem-solving, and values growth. Student focus groups will be used as informal measure of the QEP's four SLOs.

In order to assess the two goals for *It's About Engagement*, KSU set appropriate and specific college and university-wide targets per HIP by reviewing the administrative support infrastructure in each college and supporting units, the strategies identified for growth in each college Engagement Plan, and the baseline participation rates by college.

In order to assess the effectiveness of the implementation of *It's About Engagement*, the Engagement Steering Committee will use an annual evaluation instrument for faculty teaching the HIPs courses, faculty focus groups, and a debrief focus group with the Steering Committee.

OBSERVATIONS AND NEXT STEPS

KSU made significant progress in its Momentum approach over the last year. Focus areas were simplified and streamlined. The Center for Excellence in Teaching and Learning provided several faculty development opportunities related to momentum year and mindset. The First-Year Seminar was restructured and the curriculum changed to include growth mindset and metacognition. Institutional Research launched several data dashboards and a decision support gateway to provide information and analyses necessary to help faculty, staff, and administrators make data-informed decisions. The KSU Quality Enhancement Plan, *It's About Engagement* is focused on growth and development through engaged learning opportunities through participation in internships, undergraduate research, and service-learning focused courses. Finally, an Associate Vice President of Student Success was identified to help provide a more centralized approach to high priority, high impact strategies, activities, and outcomes.

The Kennesaw State 2019 Momentum Approach Development Plan included several goals:

- Improved retention and progression rates of first-year students
- Improved communication between enrollment services, advising, and academic departments
- Reinforce a positive academic mindset
- Deepen academic engagement
- Encourage growth mindset language and practices across campus

Plans for action and change were developed and include, but are not limited to the following:

1. Implement introductory career workshops leading to the use of YouScience, a career aptitude test, in first-year advising for focus area students. More intentional integration of career advising and career education along with academic advising is planned for all students in Fall 2020.

2. Special programming for students in the focus areas began in Fall 2019 with the career workshops. Fall 2020 will include weekly highlights of majors within areas, pop-ups with faculty from majors, and the promotion of the Owls Job Shadow program.
3. Increase pre-orientation contact points to ensure the number of students in focus areas will provide even more success regarding placing students into major upon matriculation. Traditionally, KSU's incoming class includes over 2000 students who enter their first year as undeclared. Due to the intervention and education provided by University College Advising, the number of students in focus areas in Fall 2019 was closer to 300, the remainder of the incoming undeclared students were placed directly into majors.
4. Move towards the Integration of growth mindset language across all admissions, orientation, and advising materials. The Enrollment Services division began this change in Fall 2019 for implementation in Spring 2020.
5. Academic support capacity in Supplemental Instruction and individualized tutoring was expanded by almost 25% in Fall 2019, with further growth expected in Fall 2020.
6. Explore additional living-learning community opportunities.

STUDENT SUCCESS AND COMPLETION TEAM

Lynn Disbrow, Interim Associate Vice President for Student Success and Dean of University College

Pam Cole, Associate Vice President of Curriculum

Brenda Stopher, Vice President of Enrollment Services

Chris Hutt, Assistant Vice President of Academic Advising

Jen Wells, Director of Assessment

Alice Wheelwright, Associate Vice President for Marketing and Communications

Tammy DeMel, Assistant Vice President of Strategic Communications

Michele DiPietro, Executive Director for Faculty Development, Recognition, and the Center for Excellence in Teaching and Learning

Amy Buddie, Director of Undergraduate Research

Tom Yanuzzi, Executive Director of the Department of Student Leadership and Service

Krysta Fry, Assistant Director of Career Advising and Planning

Scott Reese, Chair of the Gateways to Completion Taskforce



Middle Georgia State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Middle Georgia State University (MGSU) is a five-campus institution providing selective undergraduate and graduate education throughout the middle Georgia region. MGSU serves a diverse student body through traditional, online, and hybrid delivery of curriculum. It is the mission of MGSU 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 offered nineteen programs at the baccalaureate level and four at the master's level in the 2018-19 academic year. Two additional baccalaureate programs and one additional master's program will be offered in Fall 2019. The University awarded 1,333 degrees in the 2018-19 academic year which represents an increase of 3.4% over the 2017-2018 academic year. The number of baccalaureate degrees awarded increased from 743 in Fiscal Year (FY) 2018 to 775 in FY 2019, an increase of 4.3%.

Census data define the Fall 2018 student body to be Georgia residents (94.5%), predominantly White Non-Hispanic (52.0%) and Black/African American Non-Hispanic (34.8%), and under 25 years of age (72.6%). 62.7% of the student body were enrolled full-time. Females comprised 57.4% of the student body and males 42.6% of the student body.

In Fall 2018, 94.5% of enrolled students were Georgia residents representing 140 counties with most of the in-state students coming from Houston, Bibb, Laurens, Peach, Dodge, Bleckley, Henry, Fulton, Monroe, DeKalb, Jones, Gwinnett, and Pulaski. 127 out-of-state counties were also represented in the Fall 2018 enrolled student body. There were 296 students that came from out-of-state primarily from Alabama, Florida, South Carolina and North Carolina. International students represented 1.72% of the total Fall 2018 enrollment.

The number of MGSU students eligible for the Pell grant in Fall 2018 was 3,439 (45.4% of Undergraduates) of total enrollment as compared to 3,272 (45.3% of Undergraduates) for the 2017-18 academic year. The Fall 2018 enrollment was also comprised of 1,261 (16.2%) first generation college students and 2,139 (27.4%) adult learners. In Fall 2018, there were 505 military students that comprised 6.5% of the total enrollment as compared to 456 students (6.2%) of the total enrollment in Fall 2017. The ethnic minority student population in Fall 2018 was 3,448 (44.2%) as compared to 3,049 (41.5%) in Fall 2017.

MGSU 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 underrepresented populations. Owning student success is the 2018-2023 strategic imperative for MGSU which 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 MGSU'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", MGSU has identified several high impact strategies to enhance retention and graduation.

UPDATE ON MOMENTUM YEAR

The following goals and strategies were planned and executed in Momentum Year:

Goal 1: Define focus areas and implement a school-based strategy

Update: Focus areas were identified, and academic schools were reconfigured based on focus areas. Each student was assigned to a major that was aligned with a focus area. All students with the 'Undecided' major received assistance in selecting a major with the help of career services and the academic advisors. Both Dual Enrolled and Learning Support students also selected a major to help connect them with a focus area.

Goal 2: Establish a School-based strategy for onboarding and advising

Update: A school-based strategy was implemented for onboarding to include orientation and advising with the goal of connecting students with their respective school following admission to the institution. Students were assigned to Orientation groups based on major/School and attended School specific academic sessions to meet and hear from their specific Dean, Chairs, and Faculty. Advising and registration sessions were also school specific allowing Advisors the opportunity to deliver information and provide classes most appropriate for the desired degree.

Goal 3: Establish various teams to develop recommendations for building an academic mindset

Update: Three teams provided recommendations on incorporating an academic mindset into 1) the curriculum, 2) the advising sessions, and 3) student life activities. These recommendations will be discussed and implemented through the six academic schools and the Division of Student Affairs. Faculty training is being currently planned to facilitate the inclusion of the academic mindset into the course design and instruction.

Goal 4: Transition the advising model from hybrid to decentralized to provide intrusive advising

Update: In keeping with the school-based strategy, professional advisors were assigned to each academic School and caseloads were redefined. Faculty were assigned to serve as both mentors and advisors to assist students from enrollment to graduation. All Dual Enrolled students or those in Learning Support were also assigned a professional advisor as well as a faculty mentor.

GOAL 5: BUILD PROGRAM MAPS IN DEGREE WORKS

Build program maps in Degree Works (DW) 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 as well as faculty were trained in the use of DW. Templates for all the degrees were designed in DW to establish a 4-year program map. Advisors are currently being trained to incorporate curricular changes into the templates as they appear in the catalog.

Goal 6: Implement co-requisite remediation for English and Math

Update in Section 3.

Goal 7: Redesign selected gateway courses to improve student outcomes

Update in Section 3.

INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES AND OUTCOMES**High Priority CCG Goal 1: Expand Access and Promote Student Success****High Impact Strategy 1: Restructuring of the academic units to align with focus areas****Activities:**

- Six academic schools were established on the principle of aligning the degrees and majors offered with focus areas of interest
- School-based strategy was established to help incoming students identify an area of focus, and carve out an academic pathway from enrollment to graduation under the same focus area

Outcomes:

- All the degrees and majors offered have been placed under one of the six academic units
- All students in the 'Undecided' major received assistance in selecting a major in their focus area of interest and were placed under the selected academic unit

Lessons Learned:

Though there is overlap in the core content offered under each academic unit, there is still some distinct curriculum specific to the major. If students change their major, there is the possibility of losing credit towards their new program of study. Curriculum changes are therefore required to introduce flexibility into each program of study to allow for a transition from one major to another within the same academic unit as well as between different academic units with minimum loss of credit.

High Impact Strategy 2: Revision of the curriculum to introduce flexibility**Activities:**

All the newly structured academic schools revised the curriculum for each of the degrees they offer to build in some flexibility for students to take elective courses, 1) towards meeting the requirements for an embedded certificate, or 2) to allow students to change their major without losing excessive credit, or 3) to take other elective courses of interest to diversify their learning

Outcomes:

The number of required credit hours for upper division courses in the major and upper division courses overall within each degree program were maintained to meet BOR policies while providing more options for elective courses, embedded certificates, or courses that would count towards another major or minor

Lessons Learned:

These curriculum changes will be implemented in the 2019-20 academic year. The barriers and the challenges will be visible in the next couple of years.

High Impact Strategy 3: 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 during Fall 2018
- CETL personnel were reorganized and assigned to the academic schools as part of the school-based strategy implementation during Spring 2019
- MGA Direct template was finalized, approved and implemented in all relevant online courses

Outcomes:

- The number of courses offered in a fully online mode increased in AY18 by 16.7% from 914 in AY17 to 1,067 in AY18
- The number of distinct students in online classes increased from 5,744 in AY17 to 6,431 in AY18, an increase of 12.0%
- 3-day workshops and online training were offered with 13 courses developed or redeveloped in the fall and spring, each scoring above 85 on an internal Quality Matters review
- 8 bachelor's degree and 3 master's degree fully online programs composed mainly of 8-week courses were designed and implemented

Lessons Learned:

As online courses and programs have become more common, the need to help faculty to migrate or create materials to teach students at a distance has become critical. In line with the school-based strategy, each academic school was assigned an Online Academic Coordinator position to assist faculty with developing online courses and programs following the template of MGA Direct. MGA will continue to strengthen its online offerings to support the significant growth in the online student population.

High Impact Strategy 4: Changing the advising model to provide an intrusive, decentralized process

Activities:

- Professional advisors were assigned to all academic units and located near the faculty and students
- 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 MGSU student has the same professional advisor or faculty advisor or both from enrollment till graduation
- All professional advisors and faculty were trained to use Degree Works
- All students were assigned a faculty mentor in addition to an academic advisor
- Advising and mentoring were integrated to establish a more meaningful and impactful relationship between the student, the mentor and the advisor

Outcomes:

- Every student has a professional or faculty advisor and a faculty mentor assigned in Banner
- Every advisor has a defined caseload; professional advisors have up to 250-300 students each
- Students are being advised from the time of enrollment until graduation by their advisor
- Every student has an assigned mentor in banner

Lessons Learned:

Since MGSU moved to a decentralized advising process only by the end of Spring 2018, the impact and the barriers were experienced in the 2018-19 academic year. Some of the caseloads were not very distinct based on campus since MGSU students can take classes at more than one campus in a given semester. In addition, as MGSU moved to a school-based strategy, some of the advisors and their caseloads were redefined. All the academic schools will need to revisit the caseload assignments every semester to keep up with student major changes. Updates to advisor assignments also must be reflected in Banner each semester.

High Impact Strategy 5: 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 MGSU who are ready to enter the workforce.

Activities:

- Implemented Handshake, a professional career development database that allows networking and job sharing between member institutions, to connect students/alumni to broader career opportunities
- Developed a comprehensive student leadership program to expand opportunities for students in the area of leadership development
- Expanded relationships and support from outside agencies in delivering full-time, part-time, internship, co-op, job shadowing, and volunteer opportunities to students and alumni
- Expanded student-focused professional development program offerings across 5 campuses

Outcomes:

- More than 10% of the student population created Handshake accounts in the first year of implementation
- Student leadership program was approved and funded for implementation starting Fall 2019
- 147 employer visits were confirmed for 2018-2019 academic year
- The number of opportunities for engaging in professional development and networking activities increased from 35 in 2017-2018 to 65 in 2018-2019. The 65 career development programs across five campuses included multiple workshops, career fairs, and employer networking events. The fall semester All Majors Career Fair and the Aviation Career Fair hosted the highest number of attendees in recent years; 362 and 302 respectively.

Lessons Learned:

With the addition of leadership development within Career Services, the department has re-branded itself as the Center for Career and Leadership Development.

The Center 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, maintains a balanced schedule of program offerings on all campuses, and continuously accepts the call to collaborate with various academic units 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: 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.

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:

- 1,846 (24.7%) degree-seeking undergraduates, including dual enrolled, were enrolled in 15+ hours in Fall 2018 as compared to 1505 (21.1%) students in Fall 2017
- Of the FTF Fall 2015 Cohort, 6.8% earned an associate degree in three years
- Of the FTF Fall 2012 Cohort, 26.1% earned a bachelor's degree in six years
- The percentage of credits successfully completed versus attempted at the end of Fall 2018 was 81.47 as compared to 83.35 at the end of Fall 2017.

Lessons Learned:

MGSU serves students on five campuses as well as online. Maintaining a balanced core and upper level course offerings 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.

High Impact Strategy 2: Transform remediation to enable students requiring learning support (LS) to take 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.

Outcomes:

The Foundation course for Math Modeling was phased out in Fall 2018 while the Foundation course for English Composition was phased out in Fall 2017. Students were enrolled in a co-requisite support class and the corresponding gateway course.

Lessons Learned:

English faculty were unable to differentiate between students in the co-requisite classes who were at different levels (Support and Foundations). Data obtained from those students after the elimination of Foundation of English Composition I showed that the success rates in English 1101 did go down. Further discussions are on to rethink the design of the support class.

The weighted average pass rate for students who passed Math Modeling after taking the Foundations course in 2017-18 was 19% as compared to 45% average pass rate for students following the co-requisite model in 2018-19. Future data on student performance in the next level math course will be studied to determine the effectiveness of the co-requisite model.

High Impact Strategy 3: Provide opportunities for dual enrollment (DE)**Activities:**

- Each dual enrollment student selected a major course of study (which helps to better identify course needs and helps increase student retention.)
- Strengthened policies and procedures for advising dual enrolled students by assigning each student to an academic advisor and a content area faculty mentor.
- Redefined procedures for establishing DE on-site locations.
- Designed DE specific orientation sessions delivered within the larger MGSU orientation.
- Conducted focused high school visitations to facilitate better collaboration, strengthen communication between MGSU and high school guidance counselors, streamline processes and remove barriers for students.
- Designed and delivered a 4-day focused orientation for Georgia Academy students.
- Research and experiential learning opportunities were provided for Academy students.

Outcomes:

- 30 students participated in the Georgia Academy in 2018-19
- 13 students graduated from the Georgia Academy with an associate degree in Spring 2019
- 598 students were enrolled in the non-residential dual enrollment program in 2018-19
- 7 students in the non-residential program graduated with an associate degree in Spring 2019
- 58 dual enrolled students from 2018-19 continued in baccalaureate programs in 2019-20
- 7 dual enrolled students from 2018-19 continued in associate programs in 2019-20
- There was a 9% increase in the number of students completing Honors courses for 2018-19.
- 30% of Georgia Academy seniors took experiential learning opportunities

Lessons Learned:

Efforts to expand the dual enrolled population must continue. Marketing efforts for the Georgia Academy are necessary to build that population of students. Additional opportunities for Georgia Academy students to participate in experiential learning like undergraduate research, co-ops and internships must be offered. By selecting a major course of study, both the residential and the non-residential populations are now linked to their major and department of interest; they are more involved and more engaged with the faculty and the department. The DE academic advisor helps students maintain a general focus in their academic area, and also assists them to schedule classes to allow for timely completion of the program. The DE specific orientation session provides students with a sense of identity and community within the institution. Focused high school visits with the guidance counselors and students have

helped establish better communication and working relationships; this also enables counselors to better understand the processes involved and how students can benefit from the programs offered. Counselors are also provided updates about students' progress. Focused visits also provide better access to students for one-on-one, face-to-face advising and information dissemination.

High Impact Strategy 4: Develop Math Pathways for STEM and non-STEM students:

MGSU 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:

- 1576 students in non-STEM majors took Math Modeling to satisfy the Area A requirement
- 502 students in STEM majors took Algebra or a higher math course to satisfy Area A
- 344 non-STEM majors took Algebra

Lessons Learned:

While academic advisors are placing students in Math Modeling if they are non-STEM majors and into Algebra if they are STEM majors, there are still some non-STEM majors being placed in Algebra. Deans will investigate this issue further and provide training to their advisors as needed to ensure that only STEM majors are registered for Algebra or higher math courses.

High Priority Goal 3: Improve persistence and retention rates

High Impact Strategy 1: Implementing course redesign

Activities:

- Two redesigned courses-Introduction to Psychology and American Government-were offered
- POLS 1101 redesign focused on the assessment process and examined the effect of increasing the exam frequency on student success
- PSYC 1101 redesign involved the use of in-class activities to encourage and enhance student engagement and understanding. It also involved the use of active, learner-centered, web-based program - Learning Curve- to give individualized assistance, ongoing assessment, and prompt automated feedback. A more affordable textbook was adopted that included the Learning Curve-adaptive learning system. Additionally, in the 2018-19 academic year, Student Teaching Assistants (TA) offered group study sessions, individual study sessions (optional), and created an additional study guide for students
- Two additional courses, Algebra and Support for English Composition I were in the redesign planning stages
- Redesign of the Support for English Composition I was completed in Spring 2019 but due to the increase in learning support enrollment for Fall 2019, the design will be revisited
- The Algebra redesign will be piloted in Fall'19 by four faculty members

Outcomes:

POLS 1101 DFW rate:

- Fall 2018: non-redesigned sections 29.3% (48/164 students)
- Spring 2019: redesigned sections 22.1% (30/136 students)

PSYC 1101 DFW rate:

- Fall 2018: redesigned sections 30.4% (21/69 students)
- Spring 2019: redesigned sections 33.3% (17/51 students)
- Fall 2018-Spring 2019: non-redesigned sections 22.7% (300/1324 students)

Lessons Learned:

Preliminary results from POLS 1101 redesign suggest that students perform substantially better in the course when there are more frequent exams, each covering less assigned materials. However, having more frequent exams reduces the instruction time. The cost of adopting this strategy is likely to be lower in a fully-online course or a hybrid course. In Fall 2019, this strategy will be used to collect additional data and ensure the findings were not due to other factors, such as the campus location and the degree of student preparedness.

A statistical analysis studying interactions between student High School GPA and the PSYC 1101 redesign and also between SAT Math scores and the redesign suggested that the redesign effort trended in a positive direction for well-prepared students, but in a negative direction for the least prepared quarter of students. Among those with high school GPA's from the lowest quartile, the grades were actually *lower* after the redesign. Similarly, among those with below-median SAT scores, students had lower grades in courses that were redesigned, whereas the grades of those with above-median SAT Math scores appear to have been statistically significantly increased by the redesign. It could be that more "at risk" students were less likely to complete some of the extra assignments meant to help them actively practice thinking about the material.

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 including internships, undergraduate research, and service learning. The initiative encourages "exploration and application beyond the classroom," transforming students' perspective, their career trajectories, and our shared communities.

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:

- Total EL Graduates Since the Start of the QEP – 1,637
- AY 2017/2018 – 487 Total (Silver = 210; Gold = 134; Platinum = 143)
- AY 2018/2019 – 655 Total (Silver = 334; Gold = 156; Platinum = 165)
- The most recent graduating cohort (Spring 2019) had the following outcomes:
- 343 of the 536 undergraduates had EL designation = 64% of the graduating class
- 134 of those are silver (participating in 1 High Impact Practice)
- 104 of those are gold (participating in 2 High Impact Practices)
- 105 of those are platinum (participating in 3 or more High Impact Practices)
- A 19% increase from the Spring 2018 graduation where 288 earned EL designation

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. A significant impact has been observed on the culture of the institution – manifested as a focus on undergraduate research. The academy's interdisciplinary collaborations are 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:

- Coaches were integrated into the new model of school based academic advising, serving a greater role as a direct academic resource for student athletes in addition to providing continued general advising and compliance with NAIA guidelines
- Academic success of athletes was recognized by the department, the university and the NAIA
- Athletes were educated on the benefits of and encouraged to register for summer hours to balance their academic workload during their off season

Outcomes:

- Team GPA's have improved, with 6 of 10 teams maintaining a 3.0+ team GPA versus 5 of 10 in 2017-18
- 81.7% and 90.9% of student athletes earned 12+ hours in fall and spring semesters of the 2018-19 academic year respectively
- Percentage of athletes with a 3.75+ GPA increased from 20.7% in Fall 2017 to 24.9% in Spring 2018 and from 21.7% Fall 2018 to 24.5% Spring 2019

Lessons Learned:

Year-end GPA for all athletes increased to 2.97. 66.4% of student athletes earned a 3.0+ in Fall 2018 and 73% earned a 3.0+ for Spring 2019. Improved university wide planning and scheduling is allowing students to better map their degree path and schedule their time. Emphasis continues to be placed on students getting help early.

High Impact Strategy 2: Implement diversity/global learning to support an inclusive campus environment that results in educational excellence and student success

Activities:

- Hosted the second annual Unity @ MGA Art Installation Project to celebrate diversity
- Speakers were invited to lecture on “Building a Community of Inclusion and Safety” and other leadership topics to expose students to various concepts of diversity and inclusion
- Collaborated with Student Life to host the 3rd Annual MGA Student Leadership Conference

Outcomes:

- At least 191 students participated in the Unity@ MGA Art Installation Project
- Over 5 hours of diversity, inclusion, wellness, and leadership training was presented in one day at the MGA Student Leadership Conference
- 97% of the students surveyed over the past three years at the Student Leadership Conference learned at least one diversity and inclusion concept

Lessons Learned:

MGSU 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 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.

OBSERVATIONS AND NEXT STEPS

MGSU has made significant changes in 2018-19 to promote student success. Six academic Schools have been built around focus areas to place students on a pathway towards program completion. Substantial curricular changes were also made to allow students to take other courses of interest or courses that could lead to an embedded certificate or a minor. If students were to change their major, there would be minimum loss of credit. Academic advisors as well as Online Academic Coordinators were also attached to the Schools as part of the School-based strategy. The aim is to engage the students with their department faculty, academic advisor as well as their academic mentor from the day of enrollment until graduation. As the online student population grows, MGSU will strive to offer the same level of student support that it has for its face-to-face student body to include additional online tutoring, online orientation and develop the online Academic Navigator. To reduce DFW rates in gateway courses, more redesign efforts will be supported. The outcomes of the redesign of the co-requisite courses for English and math will be analyzed to study the impact on student success. In FY 18, MGSU saw an increase in the number of baccalaureate degrees awarded by 4.3%; an increase in the number of students taking 15+ credit hours by 3.6%; and a 0.2% increase in retention. Planning for 2019-20 is focused on improving student retention and progression.

STUDENT SUCCESS AND COMPLETION TEAM:

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Ms. Jennifer Stenander, VP for Enrollment Management
Dr. Jennifer Brannon, VP Student Affairs
Dr. Deepa Arora, Associate Provost
Dr. Eric Sun, Associate Dean and Provost Fellow
Dr. Michael Gibbons, Executive Director, Institutional Research
Dr. Mary Wearn, Dean, School of Arts and Letters
Mr. Adon Clark, Dean, School of Aviation
Dr. Stephen Morse, Dean, School of Business
Dr. Alex Koohang, Dean, School of Computing
Dr. David Biek, Dean, School of Education and Behavioral Sciences
Dr. Tara Underwood, Dean, School of Health and Natural Sciences



SAVANNAH STATE UNIVERSITY

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Savannah State University (SSU), as a member of the state university sector, offers a portfolio of academic programs that reflects the unique needs of the region and the state. The approved mission statement can be found at [SSU Mission & Vision Statement](#).

SSU has also responded to the educational needs of the region by extending admission requirements to increase access opportunities while offering greater support services and leveraging scholarship and the talent of faculty and staff to maintain academic rigor and expectations. In addition to the System Office's 2017 approval of raising SSU's Limited Admission percentage from 20% at state universities to 25%, in late 2018, the institution was also approved to implement a new Admissions Pilot Program to be able to accept additional students who fell just short of regular admission standards. The Pilot program allowed SSU to admit 8 students for spring 2019, and was fully implemented for fall 2019, admitting 119 students in this category. When all categories of admission for underprepared students are combined (University College, limited admits, and pilot admission students), SSU's fall 2019 new freshman class included 341 underprepared students (44% of the fall 2019 freshman class). Building out and sustaining support services to help this population of underprepared students must be a priority going forward.

The total headcount for fall 2018 was 4077, a decline of 7.9% from fall 2017. Full-time Enrollment (FTE) also declined 8.2%, from 4192 in fall of 2017 to 3850 in fall 2018. Despite these declines in enrollment, SSU staff and faculty continue to introduce innovative solutions and efficiently deploy resources to maximize student success.

MOMENTUM YEAR UPDATE

The 2018-2019 academic year was significant at SSU because faculty, staff, and students came together to move the needle on increasing buy-in and building out support services to launch several new strategies aligned with Momentum Year principles in preparation for the first-year students entering in Fall 2019. Although we will not have data to report on the success of these strategies until 2019-2020, the past year allowed us to lay the foundation for strengthening SSU's focus on student success.

One of the most significant changes SSU implemented was the establishment of the new Center for Student Success (CSS) in July 2019. The Center combined the former Access to Success (A2S) unit and the Center for Academic Success (CAS) and now houses many student support services in one centralized unit. The Center is also implementing a new professional advisement program this fall. The professional advisement program was originally designed to ultimately shift all student advising to professional staff who will be available to students year-round and stay with the student from matriculation to graduation, regardless of changes in major program or classification. The model requires different levels of intrusive advising, depending on the student's academic profile and performance. Faculty will serve as mentors and focus on career exploration and advanced study opportunities. The Center also oversees retention, tutoring, and testing services. Given the fiscal challenges at the University, we may need to modify the operations of the Center and adjust the advising model strategically. Data is now being collected on the effectiveness of the Center's programs and will be used to determine what components of the Center's work are most effective for our students.

Specific activities in 2018-2019 include:

- Changes promoting purposeful academic choice:
 - Early outreach by advisors in the Center of Student Success to inform incoming first-year students of academic options and help them discern the appropriate academic fit prior to registering for courses.
 - Redesign of the first-year experience (FYE) course to emphasize exploration of focus areas and discerning the differences among the majors within them. College-level FYE courses were offered in the College of Education, the College of Sciences and Technology, the College of Liberal Arts and Sciences, and the College of Business in Spring 2019. Assessment from the spring 2019 offerings showed that the redesigned FYE course did not improve overall student grade outcomes or decrease DF rates. Results indicated a need for stronger course standardization across the colleges. However, the Academic Mindset Survey has been distributed through the FYE course and the

response rate among SSU students is among the highest in the University System. Among the 761 first year students, 582 responded to the survey.

- Significant changes to the new student orientation program called New Tiger Enrollment Sessions, including greater infusion of academic conversations with parents and new students.
- Changes that clarify pathways to graduation:
 - Program maps for each academic program have been introduced and are used by professional advisors to guide students through coursework. In addition, these are currently being uploaded into Degree Works, the software used to complete degree audits so students, staff and faculty can easily view their progress to degree completion.
 - Five focus areas have been identified to help students with academic decision making.
 - Introduction of block scheduling to ensure first-year students register for English, Math and First-Year Experience courses together so that students with similar interests take these three courses together and form small learning communities. In addition to fulfilling the requirements of completing English and Math courses in the first year, SSU students have the added benefit of building communities specific to focus areas early in their academic career.
 - Greater utilization of the early alert system using EAB Navigate, allowing for more timely intervention and coordination of faculty and professional advising staff to identify and help students who are at risk of struggling in coursework.
- Changes that promote the development of academic mindset:
 - SSU first-year students continue to have a strong response rate for the USG Academic Mindset Survey, providing valuable information about the mindset of entering students that will inform the creation of innovative interventions.
 - Among the themes of faculty development work pursued by Chancellor's Learning Scholars at SSU, elements of Momentum Year are areas of focus that faculty will explore over the next year.

OTHER INSTITUTIONAL HIGH IMPACT STRATEGIES, ACTIVITIES AND OUTCOMES

In addition to Momentum Year, several important strategies were instituted this year, including:

- Participation in the National Association of System Heads High Impact Practices “Taking Student Success to Scale” project through USG to develop a common taxonomy for the most widely used high impact practices. This includes the redesign of the first-year experience course.
- Gateway to Completion (G2C) Course redesign in Engl 1101/1102 (Composition I & II), Math 1111 (College Algebra), and HUMN 1201 (Critical Thinking):
 - ENGL 1101/1102:
 - In fall 2018, the initial redesign of both courses included a locally composed custom textbook, *Taking Stands*, curriculum revision to follow a “strands” model in which faculty selected among predetermined strands of instructional units, and student assignments that culminated in a capstone portfolio assignment to serve as the common assessment across all sections. However, faculty participation was inconsistent and an analysis in spring and summer of 2019 indicated the redesigned curriculum was too complex.
 - For fall 2019 ENGL 1101 courses, a completely free OER textbook was adopted and a single curriculum of instructional units and assignments was developed. Part of the revised curriculum was a requirement for faculty to report attendance through EAB Navigate and make use of the early alert system in that platform.
 - The second revision of ENGL 1102 is scheduled for implementation in spring 2020.
 - MATH 1111:
 - Faculty taught two redesigned sections 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 took the redesigned MATH 1111 sections in fall 2018 were also encouraged to take MATH 1113 with the 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. Results indicated that, but not significant improvements, were achieved.
 - In spring 2019, a second phase of redesign was implemented. The piloted sections adopted OER material (Algebra and Trigonometry, Jay Abramson; Arizona State University; ISBN-10, 1-938168-37-2, <https://cnx.org/contents/E6wQevFf@3.116:9IqWREMP/Linear-Functions>.) instead of the \$75 textbook, used a flipped learning approach, completion of online assignments requirement prior to class time and tests, and reduced the number of quizzes. The end of term analysis showed a significant drop in DFWI rates. The results were shared with the department faculty and a decision was made to upscale the redesign to all sections in fall 2019.
 - This fall all MATH 1111 sections are using the redesigned elements from both phases. Initial midterm evaluation results show increases in student’s engagement and a decrease in course failure rates. The

committee will conduct the analysis at the end of the semester to see if the improvements on the DFWI rates will translate to all sections, and propose modifications if necessary to be implemented in the following spring semester.

- HUMN 1201:
 - In fall 2018, all sections of HUMN 1201 (Critical Thinking and Communication) implemented (1) a refreshed common writing assignment with a revised rubric; and (2) a revised rubric for evaluating student speeches and oral presentations. Additionally, a pilot group began to test group quizzing as a means to reduce test anxiety and reinforce the study cycle as a means for demonstrating mastery in some sections during the 2018-2019 academic year.
 - During summer 2019, a complete course re-design was undertaken to include the following elements in the new curriculum:
 - Innovative pedagogical strategies to reinforce metacognition, learning, and study skills;
 - Use of AAC&U LEAP Essential Learning Outcomes: Intellectual and Practical Skills - including inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, and teamwork and problem solving (<https://www.aacu.org/leap/introduction-to-leap>)
 - Incorporation of an AAC&U-identified High Impact Practice: Collaborative Assignments and Projects. Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research. (https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf);
 - Utilization of free, digital OER materials and videos in place of a purchased textbook
 - Additionally, the faculty were trained at a Summer 2019 CTC Course Redesign Retreat to introduce the new curriculum and to ensure that all faculty would be engaging in the following student-success practices:
 - Strict use of the syllabus template and shared rubrics;
 - Establishment of common standards on assignments, exams, and grading scales/weights across sections;
 - Stronger discussion/use of articulated learning outcomes, especially to provide students with an understanding of the value of the course;
 - Provision of early and frequent feedback to students (esp. within the first three weeks) on a variety of assignment types;
 - Ample and evident opportunities for students to practice for mastery of content, reflected in the course schedule;
 - Formal integration/embedding of learning support resources: Smarthinking, peer tutoring, learning workshops, the Writing Center, etc., as a requirement in the syllabus – making sure these things are mentioned in the Grade Components, Course Schedule, and/or Campus Support Resources sections; and
 - Continued administration of the G2C Learning Gains Survey to track progress.
 - The newly designed course is now being offered across all sections, and faculty development workshops are being held (4 per semester) to assist with support for the changes in the curriculum and approach. An additional course curriculum revision is expected for spring 2020 as a result of discussions and gathering faculty preferences for what is effective in the new curriculum/content.

OBSERVATIONS AND NEXT STEPS

As part of the ongoing implementation of Momentum Year and Momentum Approach, SSU is working to develop the research and evaluation of the Center for Student Success and measure the effect of changes made to the experience of first-year students. SSU staff are currently organizing research analysis to evaluate the influence of the new advising protocol, the number of advising meetings and the time in the academic year when these meetings take place. Through greater data collection during summer activities, SSU staff hope to also measure the effect of early engagement with Academic Affairs, specifically following the students who complete the academic interest survey, speak with professional advisors before the NTE session, and those who attend NTE sessions. This analysis will help SSU better understand, illustrate, and promote the benefits related to purposeful academic choice among students.

Based on an initial review of the efforts of CSS, significant progress is being made. Of the 802 first-year students, 77 percent are enrolled in 15 credit hours in fall 2019, up from 35 percent in fall 2018. In addition, professional advisors are meeting with first-year students 2.86 times on average in the first half of the term. Similar engagement among first-year students is being seen in the Learning Commons Center where 627 tutoring sessions have been held in the first half of the term. A majority of these tutoring sessions are for

English, math and chemistry courses. These changes are being felt in the classroom, with positive feedback from faculty. As part of the analysis, faculty will be surveyed for their perceptions of differences in first-year student engagement in course material.

SSU is also working to establish a sustainable infrastructure to support Momentum Year and Momentum Approach that balances the needs of students and institutional resources. Data collection will be critical so that strategic decisions can be made to sustain the most effective services for students. As the institution continues to adjust to recurring changes in enrollment and the academic preparation of incoming students, a clearer focus on leveraging institutional resources on academic supports based on data driven decision making will become increasingly important.

STUDENT SUCCESS AND COMPLETION TEAM

Reginald Leseane, Interim Provost & VPAA

Sametria McFall, Assistant VPAA

Dedra Andrews, Title III Director & Interim Assistant VP for Enrollment Management

Danita Townsend, Executive Director, Center for Student Success

Brian Dawsey, Director of Admissions

Kathy Platt, Registrar



South Georgia
State College

South Georgia State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

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)

In academic year 2018-2019 SGSC offered three associate degree programs (AA, AS, and AS in Nursing) with a total of twenty academic pathways, as well as three bachelor's degree programs (BS in Nursing, BS in Biological Sciences, BS in Management). The college's completion priorities focus primarily on attainment of the associate's degree, at which level 94% of students were enrolled in fall 2018.

SGSC's mission, completion priorities, and student body demographics clearly align. SGSC consistently enrolls primarily "traditional" students (85% fall 2018). However, a variety of student-support services for all students is extremely important at SGSC, where over one-half of all students have been Pell grant recipients (55% average, fall 2014-fall 2018), one-third of entering freshmen have remedial mathematics requirements (32% fall 2018), and one-fourth (25% average, fall 2014-fall 2018) have been first-generation college students. Such student demographic data has led SGSC to select, in addition to Momentum Year strategies, 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 2018 SGSC enrolled students from 111 of the 159 Georgia counties, from 17 other states and 4 other countries, and from 375 high schools. The students represented in these enrollment figures help "to create a diverse, globally-focused learning environment" (SGSC mission statement).

MOMENTUM YEAR UPDATE

South Georgia State College has implemented the following aspects of the Momentum Year:

Purposeful Choice

Element 1: Seven Focus Areas have been established, and information on each focus area has been made available to students in the catalog and on the website under academic pathways. The Focus Areas on the website are split between STEM and non-STEM options. General Studies was removed as a pathway option in order to move undecided students into appropriate focus area options.

All Focus Areas (Arts, Business, Education, Health Professions, Humanities, Social Sciences, and STEM) have easily accessible pathway maps and clear statements that the student should move from a focus area into a pathway by their first 30 hours. The advising corps have been instructed to work with students in Focus Areas to move them into an appropriate pathway.

Element 2: The Banner solution for recording Focus Areas was implemented by IT in summer 2019.

Element 3: The transition plan for students to engage in the inform-discern-affirm process prior to course registration was initially implemented in summer 2018. Sessions have been added in the orientation process to introduce students to programs of study available at SGSC and to answer student questions about the programs prior to registration.

SGSC created detailed pathways replacing the old pathway maps as described in the "Clear Pathways" section below.

Advising tip sheets mentioned in our earlier report are in use by advisors, and updates to these sheets are being made by the professional advisors.

Clear Pathways

Element 1: As mentioned above, program maps with term-on-term course sequences have been published for all programs, including all bachelor's programs. Milestones are included on the pathways.

SGSC created detailed pathways replacing the old pathway maps. The new pathway maps are designed to be user-friendly and incorporate graphic elements that point out important information to the students, such as focus courses and the requirement to finish Area A courses in the first 30 hours. Each pathway map includes a link to mynextmove.org, which takes the student directly to career opportunities related to that pathway. This resource provides the student with information related to needed knowledge, skills, abilities, personality, technology (software) typically used in that career, education required, and job outlook. It also allows the student to explore related career paths.

Element 2: SGSC implemented the corequisite model in fall 2018 for freshman English and mathematics. We use 1-hour corequisite sections in a lab-style format to accommodate students with variable needs in these sections. As much as schedules allow, the individual teaching the credit-level course also teaches the corequisite section.

Element 3: As noted above, SGSC has implemented new program maps that clearly indicate that students are required to complete core English and math in the first 30 hours. Academic advisors are trained to emphasize the need to complete these courses in a timely manner. We continue to audit completion rates in this area via reports that have been built manually.

Element 4: SGSC conducted an audit of all programs of study to make sure that the appropriate first math course is listed in the pathway. Corrections have been made to any maps that appeared ambiguous regarding the choice of math course and ensured all programs are aligned with the appropriate first math course for STEM and non-STEM programs.

Element 5: As mentioned above, program maps in all pathways identify three focus courses for that pathway and encourage completion of those courses within the first 30 hours.

Element 6: All SGSC program maps include 30 credits in the first year.

Element 7: SGSC has been monitoring student enrollments in courses and course availability to ensure that students are able to register for courses that align with their academic focus areas. SGSC has been able to provide courses as needed, but as noted in the previous report, this situation remains an ongoing concern due to limitations with staffing.

Element 8: This area is currently under development. The Academic and Student Affairs leadership team has been charged with working on expansion of co-curricular experiences for our students, particularly those that fall in alignment with the high impact practices as defined by the System.

The cluster model of advising is implemented.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

(All tables and graphs referenced are in the Appendix.)

OTHER 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 into SGSC's baccalaureate programs and those of senior USG institutions.

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 Specialists. (2) 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 8% of all students utilizing these resources fall semester 2018. (4) **When OER texts are not available, 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. (2) The credits awarded baseline is 2535 in FY 2014. (3) The course success rate baseline is 94.03% percent success for fall 2013. (4) The DE course success rates compared to non-DE success rates is 94% (DE) versus 73% (non-DE) for fall 2013. (5) The college enrollment post-high school graduation baseline is 90%.

Interim Measures of Progress: (1) The fall 2018 dual enrollment of 369 is a **284% increase over the baseline enrollment of 96 in fall 2013 (Table C)**. (2) In FY2019 SGSC awarded 6,529 dual enrollment credits, a **158% increase over the baseline credits awarded of 2535 in FY2014 (Table D & Graph E)**. (3) The fall 2018 DE course success rate of 94.56% is **an increase of .53% over the baseline rate of 94.03% for fall 2013 (Table F & Graph G)**. (4) The fall 2018 DE/non-DE course success rate ratio of 95%:67% is close to the ratio for the fall 2013 baseline semester, as expected at SGSC. **The data for all interim 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 H demonstrates that for all five high school graduating classes 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 2018.**

Lessons Learned: (1) Area high schools are eager to have their better students participate in dual enrollment. (2) Availability of tutoring online and in Academic Support and STEM Centers on both campuses continues to be promoted vigorously. (3) 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.

OTHER 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 had 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) **Early Alert, reported this year for the first time**, is a system implemented fall 2017 for faculty to input electronically course-at-risk student grade concerns between the third and sixth weeks of classes each semester so that the Office of Student Success, as well as professional advisors, can contact students about their grades and plan strategies for students to obtain help. (C) **Learning Center tutoring** 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.

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)** For fall 2018 the number of STEPS student sections of the SGSC 1000 first-year experience course increased from two to three. 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-1.html>), a listserv for those teaching this type course, as well as other online sources and publications. In addition, the Academic Success Director researched Open Educational Resource texts to utilize for the fall 2017 and fall 2018 cohorts. **(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.

- The most recent fall to spring **persistence** rates for the STEPS cohorts are 89.47% (fall 2017) and 84.04% (fall 2018), **the latter indicating a slight decrease, which is being reviewed.**
- The fall 2018 to fall 2019 **retention** rate for the STEPS cohort is 38.30%, **10.66% percent lower than that of the non-STEPS baseline cohort and 26.7% below the target.**
- The most recent fall **grade point averages** for the STEPS cohorts are 1.64 (fall 2017) and 1.49 (fall 2018), **both of which are lower than the 1.85 average for the non-STEPS baseline group and vastly needing improvement.**
- STEPS students remained in **good standing** at rates of 65.79% (fall 2017) and 38.30% (fall 2018), **both below the rates for the non-STEPS baseline cohort (78.13%).**
- The most recent **course success** rates for the STEPS cohorts are 55.93% (fall 2017) and 52.66 (fall 2018), **both lower rates than those for the non-STEPS baseline cohort (67%).**
- The most recent spring term **grade point averages** of STEPS students are 1.83 (spring 2018) and 1.41 (spring 2019), **well above that of the non-STEPS baseline cohort (1.51) for spring 2018 but below the baseline for spring 2019.**
- The percent of STEPS students in **good standing at the end of a full academic year** is 55.88% for the fall 2017 cohort and 32.98% for the fall 2018 cohort. The significant decrease for the fall 2018 cohort is under review.
- The most recent **course success rates for STEPS students at the end of a full academic year** are 62.37% for the fall 2017 cohort and 47.60% for the fall 2018 cohort. The significant decrease for the fall 2018 cohort is under review.

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. No targets are currently being met, although the fall to spring persistence rate is only 1% below the target.

Lessons Learned, STEPS: **(1)** The SGSC Directors of Student Success and of Institutional Effectiveness are analyzing 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 2019 to be implemented in the 2019-2020 (current) academic year. **(2)** During AY 2018-2019 the SGSC Director of Academic Success resigned; therefore, a portion of that year, leading into the current academic year, was a period of transition and may account for a downward trend in the success of this strategy; however, we are confident that the strategy is picking up and providing positive results. **(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. **(4)** For the current academic year, we have employed a Residential Hall Academic Advisor and Coach who also now teaches the STEPS FYE orientation course sections.

Summary of Activities: (C) Early Alert: Between the third and sixth weeks of classes for each semester faculty record grade information on students about whom they are concerned. Student Success staff and professional advisors contact students to plan intervention strategies.

Measures of Progress and Success, Early Alert:

Baseline Measures, Early Alert: Baseline measures for two metrics/data elements come from the fall 2017 implementation semester and are as follows: **(1)** The fall 2017 percentage of students contacted showing improvement after intervention is 22.83% **(Graph K)**. **(2)** The fall 2017 number of students identified by early alert and communicated to via student email and/or telephone is 177 **(Table L)**. **(3)** The fall 2017 number of participating faculty is 12.

Interim Measures of Progress, Early Alert: **(1)** The fall 2018 percentage of students showing improvement is 33.40%, an increase of 10.57% above the baseline **(Graph K)**. **(2)** The fall 2018 number of students identified and communicated to is 431, **an increase of 143.5% over the baseline**. The fall 2019 number of students identified and communicated to is 757, **an increase of 327.7% (Table L)**. **An important contributor to the huge increase in numbers of students identified and communicated to is that participating faculty increased from 12 (fall 17) to 31 (fall 18) to 58 (fall 19)— 51% of the entire faculty, full and part-time— 58/113, Table L)**. Appendix **Table M** reveals that for each of the past three semesters, in courses alerted when students were at high-risk, over 50% of students triggering early alert ended up being successful. **Table N** reveals that of students failing at mid-term for the past three semesters an average of 28% achieved a passing final grade.

Measures of Success, Early Alert: **(1)** for fall 2020 a student improvement rate of 35%. **(2)** for fall 2020 a student identification and communication number of 800. **(3)** for fall 2020 a faculty participation rate of 70%.

Lessons Learned, Early Alert: **(1)** Faculty and advisor participation is the key to the success of this strategy. **(2)** Student follow-through with prescribed intervention strategies is imperative.

Summary of Activities: (C) 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 as of 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 Student Success provides classroom presentations for faculty and participates in any presentations requested. **(2)** Student Success is part of the collaborative programming team hosted by Campus Life. **(3)** Student Success is on the STEM Grant committee housed within the School of Sciences and the Housing Task Force. **(4)** Throughout the academic year, Student Success proctors exams in the testing centers located within the Academic Support Centers. **(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:

- 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.
- Sept 11, 2018, Club Showcase table set up with Academic Support and STEM Centers info
- Sept 13, 2018, Nuts About Learning Workshop; tutors gave out PB&Js to students.
- Sept 17, 2018, Smart Cookie Series: Notetaking
- Sept 19, 2018, Smart Cookie Series: Successful Student
- Sept 20, 2018, Smart Cookie Series: Successful Student
- October 31, 2018, Tutor Gone Missing Educational Escape Room
- November 27, 2018, HAWK Connect communication workshop
- November 26, 2018, Nursing test review
- January 22, 2019, Club Showcase table set up with Academic Support Center and STEM info
- Jan 28, 2019, Biology 2107 test review I
- Jan 29, 2019, Taco Tuesday

- Jan 30 – Mar 6, 2019, Chemistry Workshops
- Feb 1, 2019, Academic Support Centers staff served as Science Fair judges
- Feb 8, 2019, HESI Bootcamp: Anatomy & Physiology
- Feb 20, 2019, Biology 2107 test review II
- April 12, 2019, Academic Support Centers participated in SGSC Preview Day with ASC and STEM information table for prospective students.
- April 13, 2019, Biology 2107 test review III
- April 29, 2019, Nursing Test Review
- May 2, 2019, Nursing test review
- June 5, 2019, Smoothie Event: Get to Know the Summer Tutors.
- June 24 – 28, 2019, GRE sessions: study sessions for GRE and simulated test day

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. 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 Graphs or Tables O-U): **(1)** fall 2018 residential status: 72.21% non-tutee commuter, 7.39% non-tutee residential, 16.89% tutee commuter, and 3.51% tutee residential; **(2)** fall 2018 mid-term grade course success rates: 70.77% for non-tutees vs. 73.66% for tutees; **(3)** fall 2018 final grade course success rates: 72.62% non-tutees vs. 77.09% for tutees; **(4)** fall 2018 to spring 2019 persistence rate: 77.68% for non-tutees vs. 83.76% for tutees; **(5)** fall 2018 to fall 2019 retention rate: 51.19% for non-tutees vs. 64.36% for tutees; **(6)** fall 2018 average institutional cumulative GPA: 2.66 for non-tutees vs. 2.73 for tutees; **(7)** good standing at the end of fall semester 2018: 78.29% for non-tutees vs. 81.58% for tutees. **For all measures, those students engaging in tutoring clearly achieved 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. **Currently, with the exception of measure #1 (student participation in tutoring), all measures of success are being met.**

Lessons Learned, Tutoring: **(1)** The Douglas Campus Academic Support Center specialist is full-time;

however, that position on the Waycross Campus is part-time. A fulltime specialist in Waycross would have an even greater impact. **(2)** Because data shows that student participation in tutoring clearly improves success, we need to find ways to involve more students in tutoring, particularly at-risk students—but also the better students, such as those dually-enrolled.

Other 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.

Summary of Activities: **(1)** It is important to note that many, but not all, aspects of the advising strategy are now part of the Momentum Year initiative discussed in Section Two of this report. **(2)** 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. (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, one on each campus, to assist students, train and collaborate with faculty advisors, assist with advising assessment, and maintain student records and reports. SGSC now has in place a cluster advising model, adding a professional advisor for each academic school and an advisor for residential students. (6) During academic year 2018-2019 professional advisors engaged in the following activities:

- aided in SGSC’s Early Alert program pilot
- conducted hands-on advising training for new faculty.
- Student Orientation and Registration (SOAR) orientation at SGSC Entry Program at Valdosta (June 1, 2018)
- SOAR for athletics programs (June 14, 2018)
- SOAR for Douglas campus (June 19, 2018)
- HAWK Connect recruitment event (June 20, 2018)
- SOAR Douglas campus (July 24, 2018)
- SOAR for late registration on the Americus campus entry program (Aug. 2, 2018)
- B. S. in Management orientation on the Waycross campus (Aug 2, 2018)
- SOAR for late registration for Douglas campus (Aug 7, 2018)
- SOAR for Biology on Waycross campus (Aug 7, 2018)
- SOAR for Douglas (Nov 13, 2018)
- SOAR for Waycross (Nov 17, 2018)
- HAWK connect (Nov 27, 2018)
- HAWK connect (Nov 28, 2018)
- In fall 2018 and spring 2019 the newly-developed team of professional advisors participated in a series of trainings conducted by departments from across campus on the following topics: registration forms and policies (Nov 29), Early Alert (Nov 30), assessment (Dec 3), DegreeWorks (Dec 7), Banner9 (Dec 18) Scheduling software (Dec 18), Early Alert (Jan 15), Momentum Year (Jan 18), graduation (Jan 22) and campus police functions (Feb 27)
- SGSC Entry Program at Valdosta State University SOAR (Jan 10, 2019)
- Conducted student workshops on preparing for advising appointments

Measures of Progress and Success:

Baseline Measures: (1) The baseline one-year retention rate for FTFT freshmen is 48.63% for fall 2013. (2) The baseline percentage of students enrolling in 15 or more credit hours is 21.33% in fall 2013. (3) The baseline percentage of students successfully completing 15 or more credit hours is 46.99% for fall 2013. (4) The three-year graduation rate baseline is 9.99% for the fall 2011 cohort. (5) The baseline for degrees conferred by degrees offered is 266 for FY2014.

Interim Measures of Progress: (1) The one-year retention rate for FTFT freshmen for fall 2017 is 41.02%, **a 7.61% decrease from the fall 2013 baseline (Table V).** (2) The percentage of students enrolling in 15 or more credit hours for fall 2018 is 24.58%, **a 3.25% increase over the fall 2013 baseline (Table W).** (3) The percentage of students successfully completing 15 or more credit hours for fall 2018 is 35.40%, **an 11.59% decrease from the fall 2013 baseline (Table X).** (4) The three-year graduation rate for the fall 2015 cohort is 13.19%, **a 3.2% increase over the fall 2011 cohort baseline (Table Y).** (5) The number of degrees conferred by degrees offered is 374 for FY 2019, **a 40.6% increase over the FY 2014 baseline and a 3% increase over the FY 2018 number of 364 (Table Z).**

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. **While the target is already met for number of degrees conferred, targets are not yet met for other measures.**

Lessons Learned: (1) The USG Momentum Year initiative complements this SGSC strategy. (2) Our adoption of a cluster advising model fully implemented for AY 2018-2019 should have a positive impact on retention and graduation rates. (3) Average excess

credit hours per fiscal year for each SGSC degree program can be determined using data in **Table AA** to assist us in addressing that issue.

Other High-Impact Strategy #4: Implementation of Gardner Institute/USG Gateways 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.

Summary of Activities: (1) 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. (2) After the “analyze and plan” and course redesign components of years 1 and 2, the redesigned BIOL 2107K course (Cohort I) was launched spring semester 2018 as a pilot **to be replicated**. (3) **Consequently, there are four new redesigned Gateways courses** in Cohort II, to be implemented fall 2019 (ENGL 1101, MATH 1111, HIST 2112, POLS 1101) in the “act and refine” academic year 2019-2020. (4) Analysis of fall 2019 Cohort II course assessment data will facilitate making course changes for spring semester 2020. Cohort II concludes its G2C work at the end of spring semester 2021. **The “official” conclusion of G2C work with the BIOL 2107K course (cohort I) was at the end of spring semester 2019. That G2C course is the only one producing progress data thus far; thus, all G2C measures of progress and success reported here apply only to that course.**

Measures of Progress and Success:

Baseline Measures (all baseline data is for FY2015 and is in Table BB): (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 FY18 DFWI rate is 36.2%, an improvement of 8% from the baseline percentage. (2) The FY18 DFWI rates by gender are 44.8% (male) and 30.1% (female), a 9.5% and 8.1% improvement respectively compared to the baseline rate. (3) The FY18 DFWI rates by full-time and part-time status are 37.9% and 29.3%, respectively—8.9% and 6.8% improvements over the baseline. (4) The FY18 DFWI rates for at-risk ethnic groups are 46.7% (Hispanic or Latino) and 47.1% (Black or African-American), improvements of 3.3% and 17.3%, respectively. (5) The FY18 DFWI rate for Pell-eligible students is 41.6%, a 7.8% improvement from the baseline rate. (6) The FY18 DFWI rate for first-generation students is 46.2%, a decrease of 4.5%. (7) The FY18 DFWI rate for non-first-generation is 34.8%, an improvement of 10%. **The only measure not showing improvement over the baseline is the DFWI rate for first-generation students.**

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 **(This success outcome has been met for the past two years)**. (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 10% by FY19 compared to the FY15 baseline **(This success outcome has been met)**.

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. (2) With the first G2C course (BIOL 2107) the strategy has produced good results in student success progress, as the data indicates. Consequently, SGSC looks forward to implementing four additional new G2C course designs (ENGL1101, MATH 1111, HIST 2112, POLS 1101) fall 2019. Baseline data for G2C cohort II courses is in appended tables CC through FF. No interim measures of success data for cohort II courses is yet available from the USG.

OBSERVATIONS AND NEXT STEPS

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. We continue to monitor, analyze, and plan based on data results.

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. We recently purchased a limited number of licenses for Tableau Online, a dashboard software which is currently being implemented. Key SGSC personnel will have access to real-time data. Additional licenses are to be purchased when budgetary resources are available.

Next Steps:

(1) For much of Momentum Year work, AY 2019-2020 is year-one of implementation. We will be collecting and analyzing data, developing action plans, implementing actions, and assessing as we move forward. We currently need to expand co-curricular activities.

(2) We are adopting some new academic advising assessment metrics for academic year 2019-2020, all of which will impact both our Momentum Year and Academic Advising strategy efforts. The quantitative and qualitative metrics are as follows:

Quantitative	Qualitative
a. Area A completion, first 30 hours of enrollment	a. Student satisfaction survey
b. 9 hours of focus courses in first 30 of enrollment	b. Feedback survey for faculty/advisors
c. 15 hours/semester or 30 hours/AY, fulltime students	
d. Placement in appropriate math pathway, first term of declared pathway/major	
e. Movement from focus area into pathway/major by 30 hours	
f. increase in referrals to Academic Success resources	

(3) For academic year 2019-2020, the G2C strategy will include four additional Gateways high-risk courses—ENGL 1101, MATH 1111, HIST 2112, and POLS 1101. The course redesigns completed by spring 2019 are to be implemented fall semester 2019. We anticipate that students affected will flourish.

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The University of Georgia

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. The University’s motto, “to teach, to serve, and to inquire into the nature of things;” crisply captures UGA’s wide-ranging mission. This Complete College Georgia report focuses on the teaching part of the mission, especially concerning the University’s Momentum Approach Plans and efforts to improve retention, progression and completion for undergraduate students.

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 38,000 students (undergraduate, graduate and professional, enrolled in 17 schools or colleges). It offers 25 Baccalaureate degrees in more than 143 fields and more than 250 study abroad, exchange programs, and field school opportunities. UGA is committed to providing a superior teaching and learning environment, to serving a diverse student body, and to promoting student success.

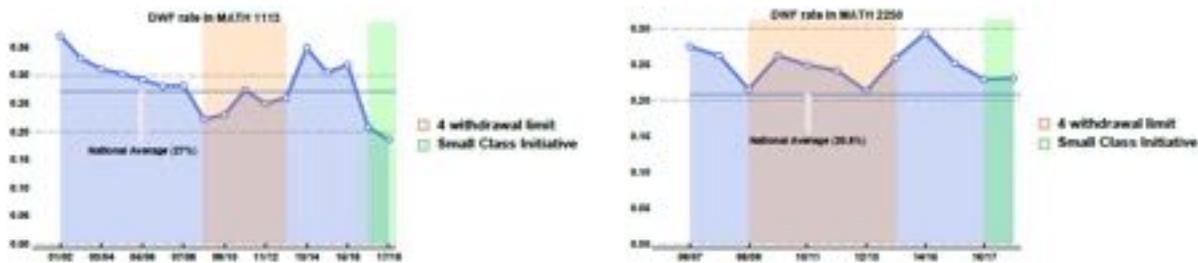
There is no single undergraduate student profile at the University of Georgia. Rather the institution is a rich tapestry of diverse students with widely varying backgrounds, interests, experiences, and challenges. In Fall 2018, the total undergraduate population numbered 29,611 students, the vast majority of whom hailed from the state of Georgia (88.6% vs. 9.8% out-of-state and 1.6% international). The majority of undergraduate students (94%) were enrolled full time; 57% were female; 31% (self-reported) were of racial/ethnic minority status. The typical UGA undergraduate was of traditional age (≤ 24 years),²⁵ 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 matriculating in Fall 2018, the Office of Admissions saw a 30% increase in the number of applications since 2017 and admitted 5,718 students, with an average ACT score of 30 and high school GPA of 4.04. The Office of Student Financial Aid disbursed a total of \$391,735,413 of federal, state, institutional, and other/external programs to 29,276 unique undergraduate students (21% of whom received a Federal Pell Grant with over 200 students self-identifying as independent, i.e., former foster youth, wards of the court, orphans, homeless, or with legal guardians).

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-instructor ratio. The Small Class Size Initiative (SCI) is keeping that ratio low. The SCI, which was introduced in 2015-16, reduced class sizes by hiring additional faculty and creating more than 300 new course sections in high-demand classes, “bottleneck” courses, and courses that historically have had 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) are quite encouraging: student and faculty reaction is strongly positive; more students are progressing into the next course in the sequence on schedule and succeeding in those courses; and the full-year DF & W rates in pre-Calculus are now the lowest since 01/02, and well below the national average. The pre-Calculus program has done an excellent job using the SCI resources to reduce DF & W rates, which are now well below 10%, and is rolling out active learning methods.²⁶ We expect to see continued improvement moving forward.

²⁵ Only 2.85% of all undergraduate students were 25 and older.

²⁶ Most sections of MATH 113 in Spring 2019 used a “flipped classroom” model.

Figure 1:



Among public universities, the University of Georgia is one of the nation's top three producers of Rhodes Scholars (24) over the past two decades. UGA is also home to hundreds of major scholarship winners, including: 7 Gates Cambridge Scholars, 7 Marshall Scholars, 60 Goldwater scholars, 21 Truman Scholars, 18 Udall Scholars, 56 Boren Scholars, 4 Schwarzman Scholars, 3 Mitchell Scholars, and 171 Fulbright Student Scholars, making UGA one of the top producers of U.S. Fulbright students by type of institution.²⁷

UGA's challenging learning environment and innovative programs continue to garner national attention and recognition. For example, U.S. News & World Report's 2018 "Best Colleges" edition ranked UGA 13th among public universities; *The New York Times* ranked UGA 10th among public universities doing the most for low-income students; Victory Media placed it 2nd among tier one research institutions for its services to military veterans; and for the fifth 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 4.10 years (students who graduated in 2011) to 3.99 (students who graduated in 2018, see Appendix A, Table 3).²⁸ The six-year completion rate remains steady at 87.1% for the 2013 cohort, and the four-year completion rate increased to 68.7% for the 2015 cohort (up from 68.0% for the 2014 cohort). UGA expects the 2017 cohort to have a 70% four-year graduation rate.

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,²⁹ service learning,³⁰ collaborative learning, internships,³¹ and undergraduate research opportunities.³²

²⁷ According to *The Chronicle of Higher Education*.

²⁸ Because the gains for transfer students have been more modest, 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. In addition, the University now has a Coordinator of University Transfer Services within the Office of Instruction whose mandate is to enrich the experience of our transfer students.

²⁹ UGA has over 250 study abroad, exchange programs, and field school opportunities available to students; in 2018-2019, 2,780 (2,542 undergraduate and 238 graduate) students (% of the undergraduate population) participated in study abroad programs (34.5% of graduated undergraduates studied abroad; 38% of graduated undergraduates took part in domestic and international study away experiences). The university currently ranks #13 in the nation for overall student participation in education abroad, and #10 in short-term participation, according to Open Doors.

³⁰ In 2018-19 6,038 unique undergraduate students enrolled in a course with a service learning component, and 1,435 took more than one service learning course during the year; 71.7% 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. Enrollment in service-learning courses continues to increase at UGA.

³¹ UGA has about 120 unique internship opportunities that students may use to fulfill the Experiential Learning Requirement.

³² 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 2019 CURO Symposium, a record number of 650 undergraduate student researchers from across campus showcased their UNIVERSITY OF GEORGIA

A distinctive feature of every UGA undergraduate degree is the Experiential Learning Requirement (ELR) which began in Fall 2016. UGA students meet the requirement by engaging in creative endeavors, study abroad and field schools, internships, leadership opportunities, faculty-mentored research, and service-learning.³³ Since the summer of 2016, 25,123 students have completed one mode of experiential learning, and UGA has just created an opportunity for students to gain real-world experience in connection with the new Innovation District.³⁴ With the requirement for experiential learning, UGA took the bold move of recognizing that, for today's students, what, how, where and when learning happens is flexible.

In Fall 2017, UGA made another bold move by launching the Double Dawgs pathways to enable students to earn both a bachelor's degree and a master's degree in five years or less. To date, UGA has approved 204 Double Dawgs pathways³⁵ and has 843 unique students enrolled in one of the pathways. We are tracking these students to measure and assess the impact of this rigorous program on, for example, graduation rates and the transition into graduate study. Some results should be available next year when those students will begin to earn the bachelor's degree.

The 2017 [President's Task Force on Student Learning and Success](#) made a number of recommendations to enhance teaching and learning on campus, including the wider adoption of strategies to promote active learning in more courses and the renovation of traditional classrooms to accommodate all kinds of evidence-based pedagogies. To support this recommendation UGA has spent approximately \$2.5 million to transform traditional classrooms into active learning spaces and to train faculty in incorporating active learning and other pedagogies into their classes.

UGA's traditional degree programs, in concert with the Experiential Learning requirement, Double Dawg pathways, and other special initiatives, demonstrate that UGA—thanks to its faculty, staff, students, alumni, and friends—is shaping the future of our state, nation, and world.

MOMENTUM YEAR UPDATE

Our Momentum Approach Plan (MAP) addresses each component of the USG framework:

- USG, Deepening purposeful choices | UGA, Orientation Intake Survey
- USG, Cultivating a productive academic mindset | UGA, Academic Coaching and UNIV courses
- USG, Maintaining full momentum along a clear pathway | UGA, The Seven Meta-majors
- USG, Heightening academic engagement | UGA, The Experiential Learning Requirement
- USG, Completing critical milestones | UGA, Holistic program maps

UGA's MAP intentionally spans the student life cycle from orientation through graduation. The broad goals informing our MAP are to help each student first declare the major that best fits their skills and aspirations as early as possible and then navigate that major successfully, optimizing their time at the university. This requires programming and tools along the way to cultivate a productive academic mindset and to heighten their academic engagement. During the course of their degree program, UGA supports students in achieving academic success while simultaneously developing and honing 21st-century competencies in communication, data literacy, critical thinking, problem-solving, and other skills that will enable them to tackle truly thorny issues. Our MAP will produce T-shaped graduates (also known as employable graduates) who possess both depth of learning in their field and cross-disciplinary skills and attitudes. Our MAP, although it aims to improve our four-year graduation rate, is designed primarily to ensure that our graduates are prepared for their future, have academically matured during their time at UGA, and can demonstrate that they possess the deep and sustained involvement, passion, and dedication that employers seek and that modern life requires.

research and accomplishments with the University and local community. These 650 students, representing 96 different majors from 13 different schools and colleges, conducted research alongside 361 faculty members from 80 departments.

³³ At present, students may choose from 1,541 courses and 211 non-credit activities to satisfy this requirement.

³⁴ See <https://innovation.uga.edu/>.

³⁵ The pathways are either within a single department and discipline or across departments, schools, or colleges.

Specific proposal for Deepening Purposeful Choices: The Orientation Intake Survey

To graduate in four years or less, students need to declare the major that best fits their skills and aspirations as early as possible. Data from 2015 show that approximately 60% of our students change their major at least once and that about 25% of those students change their major more than once. By helping students identify their post-UGA goals early in their academic careers, we can minimize late major changes and highlight the variety of paths available to students to fulfill those aspirations. This process starts at orientation and then makes information and resources available at critical moments as students navigate their program of study.

Two key elements of this first stage in the UGA MAP are the Orientation Intake Survey and the Exploratory Center. The online Orientation Intake Survey (piloted Summer 2019) was part of each student’s pre-orientation checklist. Approximately 80% of incoming students completed the survey which put important information in the hands of advisors before students arrived for their advising appointment during orientation. In addition to providing basic information such as AP scores, the Intake Survey includes the questions from the Holland Interest Inventory. Students receive their scores on the Inventory as soon as they hit “Submit” with cursory information on the Holland classifications: Realistic, Investigative, Social, Artistic, Enterprising, or Conventional.³⁶ This information is also uploaded to SAGE (our online advising tool) so each student’s advisor has that information to help guide students. The survey also asks students about their choice of major and how confident they are that it is the right major for them; approximately 22% of students matriculating in Fall 2019 were neutral, unhappy, or very unhappy with their choice. Those students’ advisors then started a conversation about majors at orientation and, if appropriate, referred them immediately to the Exploratory Center.

The Exploratory Center (EC) opened in Fall 2016. Eighteen advisors in the EC advise intended-business majors, intended-journalism majors, and exploring students—those who are undecided about a major or are considering changing their major. Given the volume of traffic in the EC in its first two years of existence, EC advisors have created an online referral system, have hosted group discussions for exploring students with Career Center counselors, and have given numerous presentations to student groups across campus to increase awareness of the center.

Specific proposal for Cultivating a Productive Academic Mindset: Academic Coaching

UGA students are very well-prepared (see above), and approximately 20% of them bring in enough credits to classify them as second-year students. Failure is inconceivable to such high-achieving students, and many of them define a B as “failure.” UGA supports those students with workshops and courses on, for example, metacognition, transformative learning strategies, active learning, and online learning to empower them to take more ownership of their education and understand the power of cultivating a productive academic mindset. Within the Division of Academic Enhancement (DAE), students also have access to Academic Coaches who provide direct, differentiated assistance for students navigating the transition to college, equipping them to identify their strengths, explore evidence-based study strategies, reflect on their own learning, and ultimately develop a growth mindset. Typically, the coach and student work together over four sessions to create a strategic learning plan. An impact report from 2018 found an average increase of 0.73 in term GPA for students who participated in Academic Coaching. As a result, the demand for Academic Coaching has far outstripped the supply. Beginning in Fall 2019, DAE’s Academic Coaches are training others; by Spring 2020, the program will be available in at least two colleges on campus. This model ensures both growth and sustainability so that every student who needs/wants coaching will be able to access it. Data is being collected every semester and will be shared in the next report.

Specific proposal for Maintaining Full Momentum along a Clear Pathway: The Seven Meta-Majors

We know that approximately 60% of UGA students change their major at least once. We also know that if that change happens after their first 60-hours, it impacts their time to graduation. To address this issue, we have established seven meta-majors that cluster our approximately 140 majors into seven groups: Creative, Leadership, Service, Life, Technology, Culture, and Nature.

These seven groups reflect very broad conceptions of our students’ post-UGA aspirations and are aligned to specific programs of study, based on overlapping core and pre-requisite courses so students may stay on track for four-year graduation if

Life
Applied Biotechnology (B.S.A.B.)
Avian Biology (B.S.A.)
Biochemistry and Molecular Biology (B.S.)
Biological Science (B.S.A.)
Biology (B.S.)
Cellular Biology (B.S.)
Communication Sciences and Disorders (B.S.Ed.)
Consumer Foods (B.S.F.C.S.)
Environmental Health Science (B.S.E.H.)
Exercise and Sport Science (B.S.Ed.)
Food Science (B.S.A.)
Genetics (B.S.)
Microbiology (B.S.)
Pharmaceutical Sciences (B.S.)
Poultry Science (B.S.A.)
Psychology (B.S.)
Animal Health (B.S.A.)
Animal Science (B.S.A.)
Athletic Training (B.S.Ed.)
Dairy Science (B.S.A.)
Dietetics (B.S.F.C.S.)
Health Promotion (B.S.H.P.)
Nutritional Sciences (B.S.F.C.S.)
Honors Interdisciplinary Studies (B.S.A.)

³⁶ These classifications are reflected in our meta-majors (see below).

their new major falls within the same meta-major. The meta-majors also take into account the Holland Interest Inventory (which students take as part of the Intake Survey, see above); thus, they are flexible enough to respond to the maturation of students' interests / goals / self-awareness over their four-year tenure at UGA. For example, within the Life meta-major, a student who falls into the "Social" Category (purple on the chart to the left) may find that a B.S. in Dietetics, Health Promotion or Nutritional Sciences would be a better fit than the B.S. in Biology which is an "Investigative" major (orange on the chart). By Fall 2020, we will have verified the meta-majors and will be disseminating them widely to students; we will also be working with partners across campus to incorporate the meta-majors in career fairs, student affairs events, student organizations, and orientation.

Specific proposal for Heightening Academic Engagement: Experiential Learning Requirement

To succeed, today's students must be able to tackle real-world problems and use critical thinking and problem-solving skills to solve multifaceted problems that do not have simple solutions. A growing body of research demonstrates that experiential learning enhances academic engagement, student learning, success in the classroom, on-time graduation, and transition to the workforce. UGA responded to this research in Fall 2016 with the creation of the Experiential Learning Requirement (ELR) for all undergraduate students, including transfer students (see above). To meet the ELR, students must complete at least one academic course or approved non-credit activity that includes a hands-on experience, enabling students to deepen their academic engagement and extend their learning beyond the classroom. To take full advantage of the ELR, UGA is creating an official EL transcript that will document skills and competencies that a student acquires through their ELR courses and activities.

Specific proposal for Completing Critical Milestones: The Holistic Program Maps

A traditional program map already exists for every major in the UGA online bulletin. See, for example, the comprehensive listing of required and elective courses for the B.S. degree in Computer Science Engineering (<http://www.bulletin.uga.edu/MajorSpecific.aspx?MajorId=168#MR>). Like any program map, it shows a student how to graduate in four years; however, it does not include any critical co-curricular activities, skills, or experiential milestones that students should map out to ensure that they have a rich, engaged, and optimized undergraduate experience. In response to this need, UGA is creating holistic degree/major "maps" for all programs of study that will provide a holistic, longitudinal view of their chosen major. Each map will address attainable, appropriate action items across all aspects of the college experience: academics, experiential learning, community engagement, global competencies, wellbeing, and career preparation. Charting a course through these milestones will deepen the purposeful choice process and outline clear pathways through a major toward graduation. The maps demonstrate the interconnected nature of each of these aspects with the major and shows the value of building on each prior year's experiences. This process will also contribute to cultivating a productive academic mindset and heightening academic engagement as students make their way through these critical milestones.

Holistic and interactive program maps for the degrees in the College of Education will be available online by Spring 2020. Other colleges will roll out their degree maps—all following the same format—throughout the 2020-2021 academic year.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

In addition to the initiatives within the Momentum Approach Plan just described, the University of Georgia has a robust student success agenda within its Complete College Georgia effort. Of the five strategies that UGA has been pursuing, here we report on two of them.

- Provide proactive, cohort-based academic support programs for underserved students to promote academic success and completion in four years
- Continue efforts to improve general education, update pedagogy, and support faculty efforts to improve instruction to enhance student learning and progression

Strategy 1: Provide proactive, cohort-based academic support programs for underserved students to promote academic success and completion in four 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 economic status. Approximately 12% of the Fall 2018 FTFT cohort came from rural parts of the state; approximately 3% were the first in their families to go to college; and approximately 21% received Federal Pell Grants. Many students belonged to all three groups. A 2017 report from the Office of Institutional Research showed that students from rural areas of Georgia had approximately 10% lower four-year graduation rates and higher one- and two-year

withdrawal rates than their urban/suburban peers.³⁷ In light of these factors, UGA launched the ALL Georgia program in Fall 2018, a cohort model (like the Coca Cola First Generation Scholarship Program) to serve rural students. 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 will have results for next year's report.

The ALL Georgia program shares many characteristics with the Coca Cola First Generation (CCFG) Scholarship Program which has a long record of success. The 165 students who received CCFG scholarships have flourished as a result of the financial, academic, and moral support that the program provides and have been the beneficiaries of hundreds of unique opportunities through academic and co-curricular programming, special events, Scholar seminars, and both Peer and Faculty/Staff Mentor interactions, all of which have contributed to their success at UGA and beyond the Arch. Current CCFG Scholars have an impressive average GPA of 3.5+ and four-year graduation rates that are on par with the overall UGA student body. We expect the ALL Georgia scholars to post similar results.

Strategy 2: Continue efforts to improve general education, update pedagogy, and support faculty efforts to improve instruction to enhance student learning and progression

We continue several efforts to update pedagogy and support faculty efforts to improve instruction, much of which is designed to ensure deeper learning. We are also continually working to improve our general education. Key programs that are mostly closely tied to our MAP include the following:

- Re-design of BIOL 1107 and 1108 and their requirements, including removing CHEM 1211 as a pre-requisite for BIOL 1107. Anticipated full implementation: Fall 2020.
- Re-design of general CHEM 1211 and 1212 to include active learning and a free OER in place of a costly textbook. Anticipated full implementation: Fall 2020
- Increasing use of open educational resources (OERs) across the curriculum; since Fall 2013, OERs have saved more than 58,000 UGA students approximately \$5.6 million in textbook costs.³⁸
- Expanding roster of online courses to help keep students on track for graduation.³⁹
- Peer Learning Assistant (PLA) program (more details below)
- Campus-wide efforts to increase adoption of “active” pedagogy in classes (more details below).

For three years, UGA had a pilot Peer Learning Assistant (PLA) program.⁴⁰ PLAs were placed in several different STEM courses and were used in a variety of ways. In the pilot, we saw gains in the courses supported by PLAs. For example, in some courses, in Fall 2018 and Spring 2019, we saw statistically significant equity gaps in GPA and DF & W rates with regards to gender in several courses without PLAs; these equity gaps were not detectable in sections with PLAs.⁴¹ In addition to the results concerning equity gaps, we also saw that in BIOL 1107, students in a section with PLAs outperformed students without PLA support on multi-stepped, open-ended questions, and in CHEM 1211, PLA-supported classes saw improvement in the middle grade range from Cs to Bs.

As a result of this pilot, we have revised, improved, and harmonized the pilot into the “PLAdawgs Program” which includes robust assessment of the impact on the students in classes supported by PLAdawgs, the students who are employed as PLAdawgs, and the faculty who teach classes supported by PLAdawgs. The primary goals of the PLAdawgs program are many: to improve student learning and content understanding in high demand gateway courses, to deepen the PLAdawgs' expertise through experiential

³⁷ “Rural,” for this report, encompasses all population, housing, and territory not included within a Census defined urban area, 2010 boundaries.

³⁸ UGA is actively promoting the adoption of OERs by providing faculty members, especially those who teach large enrollment courses with resources and assistance from the Center for Teaching and Learning to transition away from expensive textbooks to open education resources. A full list of courses that have adopted OERs and cost savings to students can be found [here](#).

³⁹ 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 74 (up from 68 last year) online core undergraduate courses that satisfy at least one area in the core among 191 undergraduate courses. Many of these are online versions of required, high-demand, and/or bottleneck courses. UGA also offers an online Bachelor of Science in Special Education (BSEd), along with 12 online graduate certificates and 18 graduate degrees.

⁴⁰ A peer learning assistant is an undergraduate student who has successfully completed a gateway course and then returns to facilitate learning by guiding student groups and providing supplementary support to their peers inside the classroom. They take a pedagogy course learn about methods for effective teaching and to reflect on their own learning.

⁴¹ The GPA gap was closed in CSCI 1301, MATH 2250, and MCHE 2990; and the DFW gap was closed in CSCI 1301 and MATH 2250.

learning, to help promote an active learning style of teaching into our campus culture, and to give students the opportunity to teach their peers and explore teaching as a career choice. The first comprehensive impact study will be completed in time for next year's report.

UGA has also invested in creating active learning environments by training faculty and retrofitting older classrooms for active learning with new kinds of spaces and interactive technology. Furthermore, to date, more than 50 faculty members have been trained by UGA's Active Learning Summer Institute, and more than 8,500 students have benefited from these course redesigns. We are tracking the students enrolled in these redesigned classes and will have data for next year's report. In addition, DAE is offering a course for students on how to learn in an active learning environment. In other words, we are addressing the issue from both sides of the classroom. See Appendix C for a complete list of courses that have been redesigned for active learning.

OBSERVATIONS AND NEXT STEPS

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 certain cohorts of students. At UGA, students are being retained and are completing bachelor's degrees at exceptional rates. The first-year retention rate for all students is 96% and the four-year graduation rate is 69%. The first-year retention and six-year completion rates for certain underrepresented populations at UGA are also increasing (see Table 2). 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. Within six months of graduation, 96% of graduates who either seek employment or admission to post-baccalaureate degree programs are employed or enrolled in graduate or professional school.

Programs that have shown good results will continue and be strengthened. These include all of our efforts around intentional choice such as the Orientation Intake Survey, proactive advising within the Exploratory Center, and promulgating the meta-majors for students who are contemplating changing their major. To improve student success in gateway courses, we will continue the small class initiative, PLA support, focused tutoring and workshops, and wider adoption of OERs. To improve student success in bottleneck courses, we will continue to offer online options, especially in the summer.

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.

STUDENT SUCCESS AND COMPLETION TEAM

Rahul Shrivastav, Vice President for Instruction

Julia Butler-Mayes, Director of University Advising Services

T. Chase Hagood, Director of the Division of Academic Enhancement

Paul Klute, Director of the Office of Institutional Research

Naomi J. Norman, Associate Vice President for Instruction

Patrick Winter, Associate Vice President for Undergraduate Admissions and Enrollment Management



UNIVERSITY OF NORTH GEORGIA

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

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, research 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 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.

The completion goals and strategies chosen for UNG reflect the breadth of its mission to provide broad educational access through multiple academic pathways, including program certificates, associate degrees, bachelor degrees, graduate education, and online courses. UNG also provides greater access to higher education through a strong dual enrollment program.

Also noteworthy, for the sixth time, the University of North Georgia (UNG) is among Kiplinger’s Personal Finance Best College Values and one of only five public universities in Georgia to be listed for 2019. Among Georgia schools on the list, UNG ranks first with the lowest amount of student debt at graduation.

Undergraduate Degrees conferred (Fall 2018-Summer 2019): 2891

Progression and Completion Rates

Table 1: First-Time Freshman Cohort Graduation Rates (3-Year Associate (150%), 4-Year Baccalaureate (100%), and 6-Year Baccalaureate (150%)*

Student Characteristics	Cohort n	Associate 3-Year (Fall 2016)	Cohort n	Baccalaureate 4-Year (Fall 2015)	Cohort n	Baccalaureate 6-Year (Fall 2013)
Overall Degree	2,258	11.6%	1,711	26.7%	1,111	57.8%
Race (Underserved Minority)	630	12.4%	183	20.8%	114	59.6%
Male	1,096	10.0%	731	19.7%	508	51.2%
Female	1,162	13.0%	980	31.8%	603	63.3%
Full-Time	1,991	12.6%	1,669	27.2%	1,083	58.8%
Part-Time	267	4.1%	42	4.8%	28	17.9%
Veteran Full-Time	9	33.3%	24	41.7%	39	48.7%
Veteran Part-Time	2	0.0%				
Pell	970	11.5%	544	22.4%	338	56.8%
Adult Learner	37	13.5%	17	5.9%	10	10.0%
First-Generation	553	12.7%	323	24.8%	218	59.2%

*Figures may differ slightly from official USG123 data due to minor discrepancies within the records of a few students.

Table 2:

Fall 2019 Total Undergraduate Enrollment/Enrollment Profile	Undergraduate Enrollment Demographics, Fall 2019 (at add/drop)		Total Student Enrollment Demographics, Fall 2019 (includes Graduate Students; at add/drop)	
	Enrolled	Percent of UNG	Enrolled	Percent of UNG
Enrollment	19,471	100.00%	20,210	100.00%
Full-Time	13,364	68.64%	13,559	67.09%
Part-Time	6,107	31.36%	6,651	32.91%
Male	8,428	43.28%	8,643	42.77%
Female	11,038	56.69%	11,562	57.21%
Adult Learner (age 25+)	2,037	10.46%	2,544	12.59%

First Generation	4,347	22.33%	4,500	22.27%
Low-Income (Pell)	6,290	32.30%	6,290	31.12%
Black	813	4.18%	861	4.26%
Hispanic	2,776	14.26%	2,827	13.99%
Asian or Pacific Islander	4	0.02%	4	0.02%
Native Hawaiian or Pac. Isla.	27	0.14%	28	0.14%
Amer. Indian/Alask. Native	41	0.21%	43	0.21%
Underserved Minorities	3,661	18.80%	3,763	18.62%
FT Vet	290	1.49%	293	1.45%
PT Vet	79	0.41%	96	0.48%

MOMENTUM YEAR UPDATE

UNG's completion priorities align with the institutional mission and the commitment to comprehensively support and serve the educational needs of Northeast Georgia. The emphasis on academic excellence informs institutional efforts to provide clear academic pathways for all undergraduate degree levels, participation in Gateways to Completion, and, as a member of LEAP Georgia, the integration of high impact practices on all campuses consistent with the Momentum Approach.

Major actions taken

UNG developed a Momentum Year plan in the spring of 2018 and implemented it during the following summer. UNG identified several completion priorities in that plan, with an overarching goal of scaling elements of the Academic Advising QEP. A singular priority was the completion of consistent advising tools published online that provide clear pathways for students by fall 2019. UNG included Focus Area pathways for undecided students and mapped those Focus Areas to appropriate undergraduate degrees as part of the plan. Another component focused on building institutional capacity to train faculty and staff in Momentum principles and sustained, ongoing academic advisement. Towards those two goals, UNG held its first "LEADS Day" convocation event in August; 610 faculty and staff participated in professional development sessions as part of the fall convocation, learning about topics such as the Momentum Approach, Growth Mindset & Mindfulness, diversity & inclusion, and recognizing students in distress. In the area of advising, UNG increased the number of Master Faculty Advisors collaborating with Professional Advisors; as of fall 2019, there are 42 MFAs with plans to add 3 more by January 2020. Professional Advisors advise 35 academic programs that include both Associate and Baccalaureate degrees across four campuses. Most students now have mandatory advising through the first 45 earned credit hours before transitioning to faculty mentors.

UNG also implemented a Student Transition Plan developed at the USG Advising Academy in October 2018. A key component of that plan included Professional Academic Advisors communicating with all new and transfer students, and advance scheduling them prior to attending orientation (see results section below). Advisors advance scheduled 4418 students over a four-month period.

UNG transitioned from its Momentum Year plan to a Momentum Approach plan, after participating in USG hosted Momentum and Mindset summits. The Momentum Approach plan has three, overarching goals:

1. Purposeful, Clear Pathways
2. Expand Capacity for Academic Excellence and Student Success
3. Promote Academic Mindset

Goal 1 focuses on completing clear pathways for all undergraduate academic programs and integrating career-planning resources for students to use in planning their educational experiences. Academic Advisors, Career Counselors, and Master Faculty Advisors work in concert to support students in this discernment process. Goals 2 and 3 require more development to scale across the institution.

Components in development or implementation

In supporting Goal 2 of the Momentum Approach plan, the Provost and Senior Vice President for Academic Affairs announced an internal program of departmental incentive grants to increase the number of gateway courses integrating High Impact Practices (HIPs) and to scale the Gateways to Completion (G2C) process beyond the four-course cohort announced in 2018. The grant provides resources for faculty to enhance additional gateway courses in coordination with the Center for Teaching, Learning, & Leadership. As part of its Momentum Approach, Career Services staff, Master Faculty Advisors, and Professional Advisors are collaborating in new ways intended to provide more robust career exploration resources that students can use early in their academic careers to make purposeful choices. These professionals promote an academic mindset while guiding students through the inform-discern-affirm approach to educational planning.

As part of the collaboration between academic units and Career Services, UNG agreed to a partnership with Burning Glass Technologies to add *Career Insight* to academic program pages. The technology allows any student to explore career pathways related to a degree program offered at UNG. The tool provides career information including required skills, the number of jobs advertised over a twelve-month period in a specific field, and projected growth potential for the career. UNG is currently mapping its academic programs to *Career Insight*, which should be available on program webpages in late 2019. Examples of silo-spanning collaborations are provided below in the results section.

Finally, Academic Affairs is conducting Academic Degree Completion “Pressure tests” to assess institutional capacity on each campus. One goal of the test is to identify “pain points” that could impede students’ degree completion. Pressure tests will aid the institution in meeting its mission to provide access to a “student-focused environment that includes quality education, service, research and creativity” in North Georgia.

Results to date

Co-requisite Instruction

In 2018, UNG implemented Co-requisite Instruction for core curriculum English and Math courses. As this was a new instructional model, comparison data is unavailable.

Table 3: Success rates in co-requisite MATH and ENGL courses - Fall 2018 - Summer 2019

Attempts	Grades Reported (A-C)	Success Rate
1263	745	59.0%

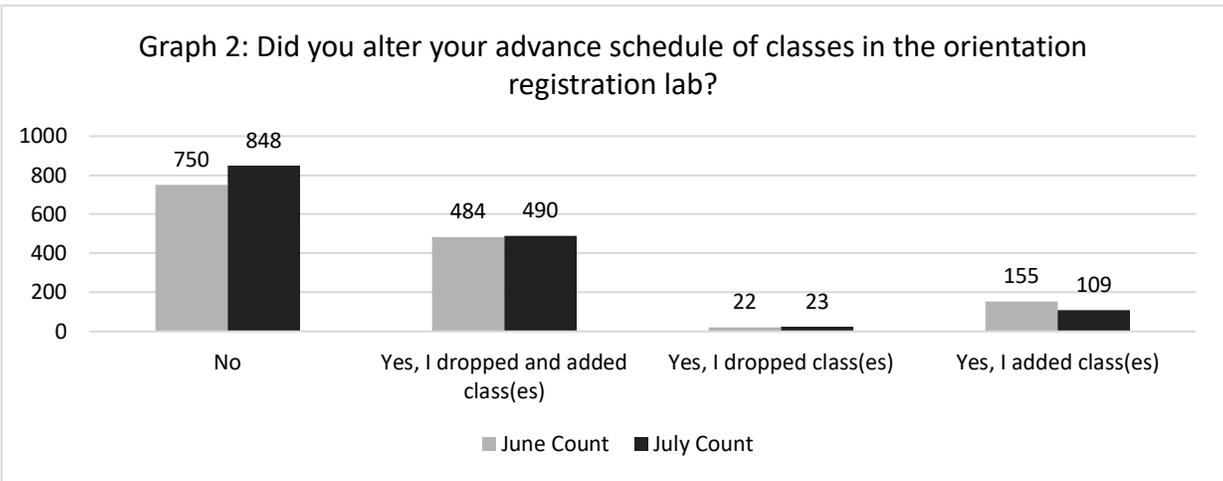
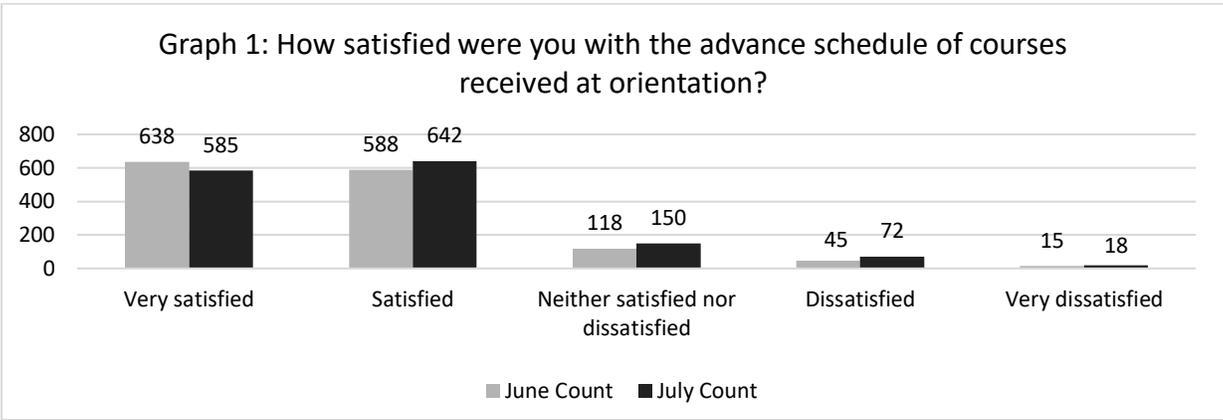
Focus Areas

A key tenant of the Momentum Year plan was the inclusion of Focus Areas designed to aid undecided students in discerning an academic pathway. Focus areas were mapped to undergraduate academic programs and advising tools created to support students choosing a Focus Area. Enrollment in Focus Areas for fall 2019 is below. Table 4 shows the count and percentage of Focus Area students enrolled in 15 or more credit hours. The percentage of students enrolled in a Focus Area taking 15 or more hours is below the institutional average. All other undergraduate students matriculating fall 2019 selected a major or associate pathway.

Table 4: Focus Area	Count	Count with > 15 hours	% Enrolled > 15 hours
Business	39	11	28%
Education	12	5	41.7%
Health Professions	21	3	14.3%
Humanities	13	2	15.4%
Social Sciences	6	1	16.7%
STEM	28	11	39.3%
TOTAL	119	33	27.7%

Transition Plan

As part of UNG’s Transition Plan, Professional Advisors advanced scheduled 4418 students for fall 2019. Advisors constructed schedules using Momentum Approach principles—the appropriate Area A English and Math courses, the first of three Focus Area courses, and fifteen credit hours when appropriate (students were able to make changes to these schedules at orientation). Of these students, 93.7% of students completing the Advanced Scheduling process enrolled for the fall semester. Orientation and Transition Programs staff surveyed students about their experiences with Advanced Scheduling after orientation. The majority of students (85%) were satisfied with the process and 55% of students who responded made no changes to their course schedule at orientation (see Graph 1 & 2). Moreover, faculty and staff reported the process improved course capacity planning on regional campuses.



Examples of Silo-Spanning Collaborations

One of the positive effects of UNG’s completion efforts has been the spanning of silos through collaborative efforts across units and between faculty and staff. For instance, Career Services hosts Major Fairs regularly; Career Counselors organized the fall Major Fair by Focus Areas on UNG’s Gainesville Campus and faculty members representing nearly every major at UNG offered students information about majors and related careers along with the opportunity to ask questions. On the Oconee Campus, Professional Advisors worked with Student Involvement staff and faculty to host “Lunch with your major” events. The purpose of the event was to promote students learning about their chosen majors, and to expose them to possible careers. Finally, Career Services collaborated with Pre-Nursing Professional Advisors, faculty and staff representatives from departments with programs leading to careers in healthcare to host a Healthcare Major and Career Expo. The event included working healthcare professionals attending to answer students’ questions.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

15 to Finish Initiative/Campaign

Given enrollment growth, UNG has made little progress in increasing the percentage of students attempting 15 or more hours a semester, even when the student count increased (see Table 5). Thus, UNG supplemented messaging around 15 hours being full-time for students to include completing 30 credits in an academic year (see Table 6). The institution will continue to monitor credits earned by full-time students to determine if this messaging is effective at promoting students’ earning 30 or more hours in an academic year. Undeniably, the pace of enrollment growth has strained institutional capacity as well as course availability on all campuses, which likely prevents more students from enrolling in fifteen credit hours consistently. In fact, the average number of enrolled credit hours for full-time students across all campuses has held steady at 13.8 credit hours since 2017.

	Fall 2017 (at Census)	Fall 2018 (at Census)	Fall 2019 (at Add/Drop)	% Change
Students taking 15	2,111	2,283	2,213	-3.16%
Students taking > 15	2278	2,342	2,089	-12.1%
Total # of full-time students (12 or more credits)	12,712	13,457	13,364	-0.7%
% of full-time taking 15 or more credits	34.5%	34.3%	32.2	-2.1%

Student Time Status	Full-Time Student Count	Fall 2018 Institutional Credit Hours (at Census)		Fall 2018-Summer 2019 Inst. Credit Hours	
		Earned 15+ Hours	% Earned 15+ Hours	Earned 30+ Hours	% Earned 30+ Hours
12+ Hours	13,243	3,012	22.7%	3,305	25.0%
15+ Hours	4,477	2,991	66.8%	2,019	45.1%

While students are not averaging 15 credit hours per fall and spring semester, they are earning credits towards graduation in other ways, particularly through summer offerings. Summer term enrollments have steadily risen; enrollment during in 2019 summer sessions grew by 3.3% over 2018. Students across all undergraduate levels are progressing through offerings in summer terms. Students enrolled at nearly the same rates in lower level and upper level courses at 44.1% and 47.7% respectively. Additionally, 8.3% of students enrolled in summer courses were transient students, earning credit towards degrees at other institutions.

Table 7: Summer 2019 Semester Enrollment Report (data from 2019 USG Enrollment Report)

Student Classification	Headcount	% of Total Summer Enrollment
Freshman	1,187	15.6%
Sophomore	1,711	22.5%
Junior	1,496	19.7%
Senior	1,839	24.2%

Students also earned credits through Prior Learning Assessments or began college with credits earned through Advanced Placement. Students attempting to earn credits through prior learning assessments grew by 55% in AY 2018-2019. On average students attempted two exams and earned credit for one course. While 2019 data on credits earned through Advanced Placement exams is not yet available, 1229 students completed at least one AP exam in 2018. Of those students, 981 students earned scores of three or higher, earning credit for 2887 courses—approximately 8661 credit hours. In other words, 2,240 students earned 12,073 credit hours through their prior learning; while this reduces costs for students, it could be undermining UNG's Fifteen to Finish efforts because students feel less pressure to take 15 credit hours their first semester.

	2018	2019	% Change
Number of students earning credit by exam	*	1,259	*
Exams administered	1,071	2,383	55.01%
Credits Awarded	3,883	3,412	-13.8%

Dual Enrollment

UNG's commitment to serve its region by providing access to quality educational programs includes a robust Dual Enrollment program. Dual Enrollment grew again in 2019 with a fall enrollment of 1418 students, a 14.3% increase over fall 2018. Thirty-two percent of Dual Enrollment seniors enrolled at UNG in 2018 matriculated in the fall 2019 term. While the percentage of Dual Enrolled students matriculating to UNG fell in 2019, the count of students matriculating increased by 24.8%, from 318 to 397 students.

Table 9: Dual Enrolled Students

Term	Headcount of Dual Enrolled Students	Credits Attempted	Credits Earned
Fall 2016	865	*	6,341
Fall 2017	964	7,692	7,389
Fall 2018	1,241	9,542	9,472
Fall 2019	1,418	10,392	*

Table 10: Dual Enrolled Students Matriculating to UNG	2016	2017	2018	2019 (Fall 2018 through Summer 2019)
Headcount of Dual Enrolled Students	865	964	1,241	1,418
% of participating Seniors who matriculate to UNG after high school	37%	30%	33.0%	32.0%

Distance Education

Distance education remains a vital strategy in providing access to education in Northeast Georgia. In fall 2019, 566 students enrolled fully online at UNG, an increase of 19.4% over 2018. Moreover, a sizable percentage of students, noted in the Table 11 below, enrolled in at least one online course. As tables 12 and 13 show, approximately 75% of UNG students completed their degrees in 2018 through access to online education.

Table 11: Count of Students Enrolled in at least one Online Course	Headcount	Course Registration	% Change	* Headcount and Registration data include all online modalities (UNG Online and eCore). Headcounts are unduplicated student counts for the term and success rates were A-B-C grades.
Fall 2017	4,472	7,233	*	
Fall 2018	5,191	8,806	16.1%	
Fall 2019 (as of Add/Drop)	6,045	9,859	16.5%	

Table 12: Count of Graduating Students Completing at Least One Online Course	Headcount	% of Degree with at least one online course
17 - 18 Academic year	2,306	69.6%
18 - 19 Academic year	2,464	76.0%

Table 13: Number of Degrees Awarded, Student Completed at Least One Online Course	# of Degrees Awarded	% of Degree with at least one online course
17 - 18 Academic year	660	67.3%
18 - 19 Academic year	681	73.5%

Sustained, Ongoing 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:

- 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.

Impact Summary

The QEP was designed to impact student self-efficacy and self-regulated learning in ways that meaningfully contributed to academic success through ongoing, mandatory advisement. Data from the first three years confirmed that students in QEP majors demonstrably improved their knowledge and abilities between the first and third semesters.

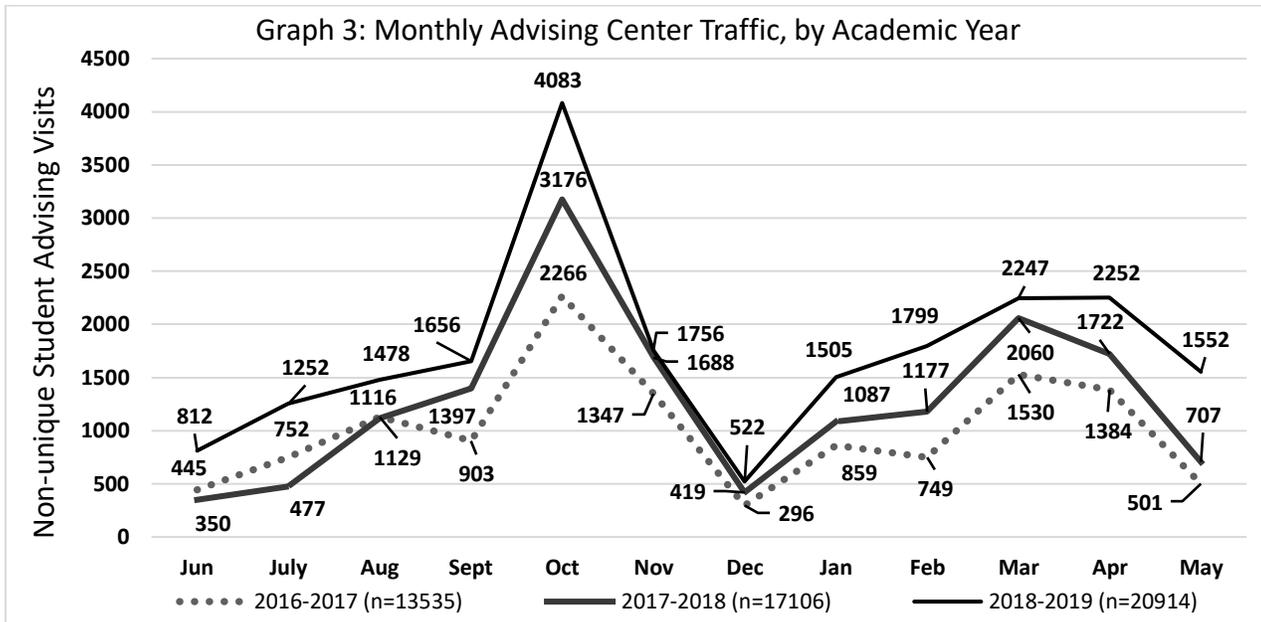
Several areas illustrated significant improvement of student understanding and ability, including students' understanding of interests and abilities with regard to chosen major, understanding of the core curriculum, how to use advising tools to construct an educational plan, and the impact of multiple major changes on degree completion. Students also reported attempting to use or that they did use academic services more frequently as they progressed from the 1st semester to 3rd semester. The most frequently used academic services were Supplemental Instruction, Tutoring Services, Labs, and the Writing Center.

Since the initiation of the QEP in fall 2016, data on QEP students at the 60- and 90- credit hour marks were unavailable. With the first QEP cohort now advised by Master Faculty Advisors (MFAs), the new data showed a continuation of student improvement in the areas of understanding and ability at their 60 and 90 credit hour marks. One of the most important takeaways is the consistency of data from QEP students (Student Self-Assessment Survey) and their advisors' observational assessments in the areas of Student

Confidence, Student Use of Academic Services, PA and MFA Perception of Student Ability and PA and MFA Perception of Student Understanding related to QEP Student Learning Outcomes.

Shift in Advising Culture

Trends seen in the first two years continued through the third year (Fall 2018-Spring 2019) of the QEP, suggesting that advising is positively influencing student learning at UNG. One of the cultural shifts UNG hoped to see was students seeking advising earlier in the semester, rather than waiting until the start of registration for the next term. Students’ use of advising services (Graph 3) during the 2018-2019 academic year grew by 22% over AY 2017-2018. When students seek out advising continues to shift earlier in the fall and spring semesters as well as the summer terms. The number of students utilizing advising services in the summer, when mandatory holds are not used, has tripled since implementation of the QEP in 2016.



Lessons Learned

There are two obvious unanticipated outcomes to date. First, the focus of the QEP narrowed from its original design. Ensuring consistency challenged the implementation team as the number of participating programs expanded. The leadership team addressed that challenge by narrowing the focus to the elements that had the most impact on student learning. Second, the degree to which academic advisors now collaborate with academic units across the institution was unexpected. The perception (value) of academic advising has changed and Professional Advisors are regularly included in department programming for students.

Over the course of three years, the implementation team has gleaned several lessons from the QEP. Successful collaborations between academic advising and academic departments made ongoing implementation more effective in some ways and more difficult in other ways. Success can also compromise goals. Early success of the QEP prompted expansion to majors not included in the initial plan. However, not everything is scalable. Starting with just a few majors in the first year was extremely helpful in working out the kinks before expanding, yet it quickly became clear that some components could not be scaled across the institution with the existing infrastructure and resources. The MFA component, for example, required a level of operational control and communication that was manageable with six majors but not with twenty. This component included MFA training, coordination with PAs and orientation staff, confirmation of attendance, management of stipend requests, and more. Consequently, the responsibility for this piece of the QEP will be shifted to the departments in 2020. Finally, not all components contributed equally to student learning, even though each one was well planned and tied to SLOs based on theory and practice. The heart of QEP success was the mandatory student advising sessions with a Professional Advisor during the first, second, and third semesters, where the “curriculum” was tightly tied to the QEP SLOs. As the QEP expanded, less effective components were not included.

Even with all that happened, the program implemented at UNG remains a story of success. Students improved their understanding and ability to plan their educational experiences, the institution expanded its infrastructure and resources to better support student learning, advising and academic programs developed more effective collaboration, and the institution continues to build on the current efforts as part of USG priorities.

OBSERVATIONS AND NEXT STEPS:

What has been most successful?

The institution's efforts to transform the advising program continues to demonstrate value to students. Assessment data suggests that students continue to increase their use of academic advising as part of their educational planning and that students are learning from the experience. The Dual Enrollment program likewise continues to grow, serving a clear need in the region. Expanding online offerings remains a critical element in UNG's plans to provide broad access to education in the region, while meeting Complete College Georgia degree completion goals.

What has been least effective?

While UNG is not prepared to say that the co-requisite model was ineffective, University College is working to improve the program and students' success in those courses. A success rate of 59% in the first year is encouraging and the institution is committed to improving the success rates for these students. Additionally, UNG did not have all the components supporting students in Focus Areas ready when students were applying to the institution. The late addition of those options on the application form and advanced scheduling forms for accepted students may explain the scarcity of students opting for those exploratory programs.

UNG's Plans for the coming year?

UNG will continue implementation of goals 2 and 3 of its Momentum Approach plan. UNG is also in the midst of developing its next institutional five-year strategic plan as well as a strategic Enrollment Management plan. Academic Affairs is similarly developing a strategic academic plan focused on expanding institutional capacity for Academic Excellence. A key component of that plan will be defining the academic character of each campus, while sustaining access to higher education in Northeast Georgia. Additionally, the institution continues to refine processes supporting the Momentum Approach based on results from implementing the 2018 Momentum Year plan.

Finally, UNG is restructuring its ESL program to operate similar to the co-requisite model for Math and English courses. Starting fall 2020, ESL support will be delivered through an ESL co-requisite course with a special section of ENGL 1101. The ENGL 1101 instructor will be fully trained in ESL practices.

STUDENT SUCCESS TEAM

Name	Title	Strategy or Program
Eugene Van Sickle	AVP Strategic Student Success Initiatives	Momentum G2C QEP CCG Persistence
Steve Lloyd	Interim Associate Provost	Momentum G2C
Michelle Eaton	Director of Enrollment Management and Student Success	Momentum Persistence
Chris Barnes	Associate Dean for Academic Administration	Momentum G2C Persistence
Terri Carroll	Exec. Director of Academic Advising	Momentum QEP Persistence
Darcy Hayes	Director of Orientation & Transition Programs	Momentum
Diane Farrell	Director of Career Services	Momentum
Carol Adams	AVP and Dean of University College	Momentum Title III CCG
Alyson Paul	Associate VP Student Affairs/Dean of Student	Momentum Persistence
Gabriel Jones	Student Success Technology Specialist	Momentum



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 45 at the bachelor's level, 31 at the master's and specialist levels, six 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 13,733 students enrolled in Fall 2018: 11,135 at the undergraduate level and 2,598 at the graduate level. Overall enrollment at UWG has grown 18% since the Fall 2008 semester. UWG has a diverse student population: 50.8% Caucasian, 35.4% African-American/Black American, 6.8% Hispanic, 3.3% two or more races, 1.5% Asian, 1.9% did not declare any race, 0.1% American Indian/Alaskan Native, and 0.2% Native Hawaiian/Pacific Islander. The student body is 66.4% female and 33.6% male.

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 912 out-of-state students representing 38 of the 49 remaining states. Alabama, Florida, California, Tennessee and South Carolina were the top states sending students to UWG. Additionally, there were 330 students from 73 countries. Nigeria, India, Jamaica, Ghana, Niger, United Kingdom, Mexico and China were the top countries sending students to UWG.

Despite experiencing both increases and decreases in percentages of students eligible for the Pell grants over the last five years, the percentage of students eligible for the Pell grant in Fall 2018 (53.6%) is identical to the percentage of students eligible for the Pell grant in Fall 2014. In Fall 2015, the number of students who were Pell eligible was 5,626 which was 51.9% of the students enrolled. The percentage of Pell eligible students decreased slightly again to 50.4% in Fall 2016. The Pell eligible student percentage further decreased to 50.4% in Fall 2016. Yet, in Fall 2017, the percentage increased slightly to 51.6% and in the Fall of 2018 the percentage increased again to 53.6%.

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, 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 (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.

Interim Measures of Progress (2018-2019)

Academic Year 2018-2019

Tutoring:

- 1,790 students attended one or more tutoring sessions.
- 82% of students using tutoring services in the Fall 2018 were retained to Spring 2019.
- 1,542 of the 1,790 (86%) 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:

- 1,280 students attended one or more Academic Coaching Sessions

- (30% increase from 2017-2018)
- 86.1% of students using coaching services in the Fall 2018 were retained to Spring 2019.
- Students who attended four or more sessions had an average GPA of 2.48 for the academic year. Our coaching numbers continued to increase and the GPAs also increased in comparison to last year.

Supplemental Instruction (SI):

- 2,508 students attended one or more Supplemental Instruction Sessions. An increase of 25% from 2017-2018.
- 91% of students who attended SI in the Fall 2018 returned for the Spring 2019 semester.
- Students who attended six or more SI sessions had a term GPA of 0.59 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 has positively influences 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 previously was 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 in the 2018- 2019 academic year. To address the space challenge, additional SI spaces were created on Gunn Hall. The A wing of Gunn Hall was converted into office space and meeting rooms. The Center for Teaching and Learning Director and the Director of First-Year Academic Initiatives are housed in that space. Several rooms are dedicated spaces for SI sessions. Additionally, UWG's new scheduling software has given us more control over finding available spaces for tutoring as well.

As our focus continues to grow by promoting THREE TO SUCCEED intentionally to students receiving Academic Early Alerts from faculty, we made some calculated changes in the alert delivery. These changes produced a 92% response rate from the UWG faculty for the spring 2019 semester. For the 2018-2019 year, 4,164 students were marked at risk with 36.2% of these students seeking services in the CAS. The alert students who participated in THREE TO SUCCEED earned an average cumulative GPA for the academic year of 2.58 while students with alerts who used NO CAS services had a cumulative GPA for the academic year of 2.02.

While we continue to target courses for Supplemental Instruction (SI) using the criterion of DFW rate of 25% or higher as well as achieving the goal of 30% to 32% of students who have access to Supplemental Instruction would attend sessions. Fall 2018 and Spring 2019 attendance in SI sessions was up, however, we only had 28.7% of eligible students attend sessions. Our approach has been stronger collaboration with faculty to garner greater attendance. Recent data indicates students are attending more sessions, but fewer unique visits.

We continue to market our three hallmark services in an effort to get students engaged early and often with tutoring and coaching. Supplemental Instruction, while not available in all courses, continues to be the program that reflects the most successful “with a term GPA difference between SI participants and non-participants for the 2018-2019 academic year being 0.59” higher per class.

Number of students using our services increased in the 2018-2019 academic year and with that increase the percentage of students earning passing grades also increased in tutoring. Grade point averages for students attending coaching appointments also increased for this period. What we did find is that the students who attended six or more SI sessions had a decrease in the grade point difference from 2017-2018 to 2018-2019, but as we looked closer at our data, students who attended ten or more SI sessions showed the higher GPA difference. We will continue to follow this to see if it becomes a trend.

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

Ms. Carrie Ziglar, Director, Center for Academic Success
cziglar@westga.edu

Summary of Activities

We first implemented these activities in 2016-2017. We repeated the same activities with our 2017-2018 and 2018-2019 freshman cohorts.

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 2021 should reflect the effect of this initiative.

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 2016-2017 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. In Fall 2018, we focused massive effort on student academic support and identifying students at risk. We defined 517 students as being at risk through a regression and risk score development process. Among those students, 86% were retained into Spring vs. 81% in the previous Fall 2017.

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 L.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 L.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

Ms. Carrie Ziglar, Director, Center for Academic Success and Interim Director of the Advising Center, cziglar@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 (2016-2017) & (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):

- 70.2% of students were retained Fall 2017 to Fall 2018.
- 44% of students attempted 30+ hours in one year (Fall, Spring, Summer)
- 15.9% of students earned 30+ hours in one year (Fall, Spring Summer) This was an 8% increase over 2016-2017
- Students completed 90% of total attempted hours (i.e., earned passing grades).

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 for the Fall 2014 IPEDS cohort is 27.3% that is a 2.2% increase over the Fall 2013 IPEDS four-year graduation rate of 25.1%.

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

Following the initial Momentum Summit in February 2018, the University of West Georgia developed a strategic plan to align campus student success initiatives with the framework of the Momentum Year. In addition to improving advising processes to ensure first year students complete core English and Math and 30 hours in the first year, UWG implemented plans for corequisite learning support, academic focus areas, and academic mindset. Following the Momentum Summit in February 2019, UWG expanded these efforts beyond the first year to align with the USG Momentum Approach. Progress over the past year is described below.

Corequisite Learning Support in English and Math

In 2018, UWG initially developed corequisite labs (ENGL 1101L, MATH 1001L MATH 1111L). In 2019, UWG transitioned to the USG mandated corequisite learning support courses: ENGL 0999, MATH 0997, and O999. At UWG, all LS courses are 1 credit hour, 2 contact hours per week. English and Math faculty worked on the design of the learning support course, while professional staff in Admissions, Advising Center, Registrar, Center for Academic Success, and the Provost's Office developed processes for advisement and placement of students in learning support. The Provost's office provided professional development funding for faculty from English and Math to work on course design of the corequisite labs and alignment with ENGL 1101 and MATH 1111 respectively. Core sections and the corequisite learning support sections are taught by the same faculty member. ENGL 0999, MATH 0997, and MATH 0999 are being offered in fall 2019. UWG has appointed a Learning Support Coordinator and has sent implementation teams consisting of Math and English faculty and professional support staff to each of the USG Learning Support Academies. Since 2019-2020 is the first year of full implementation, we do not yet have data on how the LS corequisites are improving student success.

Math Statistics Pathway

UWG is one of the institutions involved in the Math Statistics Pathway Prototype. Math faculty and academic professional staff have participated in the system webinars and meetings to develop the prototype. Math faculty are working on course design for MATH 1401 and MATH 0096. The corequisite learning support course will be modeled on the other LS courses we currently offer (1 credit hour, 2 contact hours per week). The Math department is working with other academic departments to determine which major programs will utilize the new statistics course in Area A. Academic professional staff are working to develop advisement and placement processes for summer orientation. UWG will implement MATH 1401/0996 in fall 2020.

Academic Focus Areas

Collaboration between colleges and departments in Academic Affairs and student success units in Student Affairs & Enrollment Management led to creation of nine academic focus areas, which were approved by the faculty senate in 2018: Arts, Business, Education, Health Professions, Humanities, Social Sciences, STEM: Science Focus, STEM: Technology Focus, and Wellness and Sports. These focus areas have been used in the admissions, advising, and orientation process for the past two summers (2018 and 2019). All entering students who have not declared a major are advised and placed into a focus area. Every focus area includes three common courses that students complete in the first year and that count toward general education requirements. UWG is now able to track the progression of students in focus areas, including their progress in the required focus areas courses.

The initial implementation of focus areas has been successful, but UWG is working to improve focus areas in the following ways: 1) Many students, parents, faculty, and professional staff still are not clear about what focus areas are and their purpose/value in terms of helping students select a major and a purposeful pathway. Further work needs to be done in the admissions, orientation, and advising process to communicate what focus areas are, including information sessions and print/web resources; 2) Ongoing assessment of the three aligned focus area courses that students take in the first year to ensure that these courses are helping students make a purposeful choice.

Academic Mindset

First-Year Seminar: In fall 2017, UWG implemented a new First-Year Seminar to support student success and transition in the first year. In the first year, UWG piloted 28 sections. For fall 2019, there are 75 sections (approximately 1,300 or 75% first-year students enrolled). These seminars, each with a unique academic focus, are aligned to the USG Momentum Approach and are designed to help students develop the academic skills and growth mindset necessary for college success. The seminar incorporates academic success experiences that focus on career explorations, information literacy, writing, and peer mentoring/tutoring. UWG

utilizes its first-year seminar to encourage students to complete the USG academic mindset survey. Faculty and credential staff from across campus have been actively involved in the development and teaching of the new seminar, and they participate in a summer course design workshop on first-year experience that includes information on academic mindset. Students who take first-year seminar are retained at a higher percentage across most demographic categories, including first-generation and pell-eligible students.

Early Alert: Efforts to increase Early Alerts (especially in core courses) became an institutional priority last year and has resulted in a significant increase in the number of faculty submitting early alerts that are directed to different student support units on campus, depending on the nature of the alert (Center for Academic Success, Academic Advising Center, Counseling Center, etc.). In 2018-2019, UWG had a record number of early alerts submitted and the highest percentage of faculty submitting early alerts. Alerts are having a significant impact on helping at risk student get the help they need.

Academic Mindset Survey: UWG has worked to improve the communication process and student response rate to the USG Academic Mindset Survey. Communication to students took place during Pack Premiere, UWG's three day campus orientation prior to the start of fall classes and was reiterated via electronic communication in the first three weeks of classes. First-Year Seminars and Learning Communities were also used to coordinate and reinforce student access and response to the mindset survey.

Additional Mindset Initiatives: Work continued across campus this past year to bring more attention to the importance of academic mindset among faculty and staff. New Faculty Orientation included a unit on academic mindset that introduced the concept to new faculty and outlined faculty roles in creating a purposeful academic mindset for students. The Center for Teaching and Learning is also facilitating reading and discussion groups on academic mindset, including several that are part of the Chancellor's Learning Scholars. Last year, UWG had six Chancellor's Learning Scholars and over 50 faculty involved in FLCs associated with the Momentum Approach and growth mindset. Academic mindset also has been more purposefully integrated into the campus work on High Impact Practices (HIPs) and Guided Pathways.

Organizational Restructuring to Support Student Success

University College: Started in January 2019, this new college brings together a variety of student success units that were formerly in different divisions across campus, including First-Year Academic Programs, the Academic Advising Center, and the Center for Academic Success. These will be housed in a central location in the heart of campus to better coordinate work on student success and provide students with more convenient access to these services, especially in the first year. The goal is to strengthen the alignment and collaboration of our support units around student success.

Center for Teaching and Learning: In January 2018, the Center for Teaching and Learning was merged with UWG online, bringing together into one administrative unit the institutional work on course development and design in both face-to-face and online environments. This reorganization has increased the number of instructional designers who can assist faculty with course design and allowed better coordination and alignment of teaching in face-to-face, online, and hybrid settings. This reorganization is especially crucial given the work that the CTL is now doing around course redesign in core courses, with faculty development in first-year seminar, with New Faculty Orientation, and with FLCs that focus on academic mindset, diversity and inclusion in the classroom, and transparency in teaching and learning.

Other Initiatives Aligned with the Momentum Approach

Gateways to Completion (G2C): UWG has actively participated in G2C (Gateways to Completion) since 2016. Five gateway core courses have been involved in course redesign: ENGL 1101, HIST 2111, ACCT 2101, BIOL 1107, and MATH 1113. Student success rates have improved consistently in three of these courses, and there has been some (but not always consistent) improvement in the other two. Redesign enhancements have varied among these courses based on KPI analysis and have included such things as TILTed assignments, utilizing low- or no cost textbooks and free open educational resources (for example, all core math courses now use free OERs), developing common learning outcomes and assignments, early alert notifications, exam wrappers, and supplemental instruction.

TS3 (Taking Student Success to Scale): UWG has been involved in the NASH TS3 (Taking Student Success to Scale) Equity grant in partnership with the USG and five other institutions within the state of Georgia. Work on the grant has allowed the institution to learn more about the relationship between equity-minded practices and student success. While the initial focus of the grant was on UWG's new First-Year Seminar, work is now expanding to other High Impact Practices (HIPs), including capstone seminars and global learning.

LEAP West!: Since 2016, UWG's LEAP West! Initiative has focused on expanding opportunities for students to engage in high quality, high impact practices as part of their degree completion at UWG. Work on LEAP West! is modeled after the AAC&U's (American Association of Colleges and Universities) national LEAP project. UWG also partners with other institutions across the state

as part of the LEAP State Georgia consortium. Many of the initiatives described above were initially developed as part of UWG's LEAP West! campus plan, including first-year seminar. LEAP West! aligns with the USG Momentum Approach since it focuses on creating academic pathways linked to high impact practices—beginning in the first year and continuing through degree completion—that will deepen purposeful choice, cultivate a productive academic mindset, heighten academic engagement, and connect to the completion of critical milestones. Faculty and staff from across campus have been actively engaged in this collaborative work. Last year, UWG organized several campus-wide events to increase opportunities for learning about and developing HIPs in curricular and co-curricular settings. In addition to continuing work on first-year experience (first-year seminars and learning communities), collaborative efforts this year are focusing on culminating signature experiences (capstones and internships), service learning, and global learning. UWG is also actively involved in the USG's development of HIPs taxonomies and HIPs attributes in Banner. This work purposefully aligns with the broader educational vision and mission of the USG Momentum Approach.



VALDOSTA
STATE
UNIVERSITY

VALDOSTA STATE UNIVERSITY

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Mission:

As a comprehensive institution of the University System of Georgia, Valdosta State University is a welcoming, aware, and vibrant community founded on and dedicated to serving our 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. The VSU mission consists of three interrelated parts: Student Mission, University Mission, and Regional Mission. VSU awards associate, bachelor's, master's, educational specialist, and doctoral degrees. [See full [VSU Mission Statement](#).]

Geographic Service Area:

As a comprehensive university, VSU is charged with meeting the general and professional educational needs of its South Georgia service area, which stretches from the Atlantic Coast to Alabama, encompassing forty-one counties and 31 percent of the land area of the state.

Composition of the Student Population:

In Fall 2019, VSU is serving 11,270 students (headcount) with FTE of 9,739 of which:

- 77.8% are undergraduate students; 22.2% are graduate students
- 62.0% are female
- 71.4% enrolled full-time
- 27.1% of undergraduates lived on campus
- 55.0% are white, 33.1% are black, 2.6% are Asian
- 1,387 enrolled as beginning first-year students
- 18.0% attend fully-online programs

MOMENTUM YEAR UPDATE

Overall, the changes required on our campus to improve student success and specifically, to implement the Momentum Approach, are broad and deep, involving significant cultural changes, as well as structural and procedural changes. Our efforts began with creating a separate Division of Student Success in 2017, which included a new cadre of professional academic advisors. We hired a new Executive Director of Academic Advising in January 2018 and had a full team of professional advisors in place by July 2018, at which point, we began transitioning all undergraduate students to the professional advisors. Coincident with this work was a broad effort to change the conversation on campus to focus on student success. In the past two years, we have altered a whole host of practices, all focused on one goal: improving our retention and graduation rates. Completed efforts included such things as:

- Hiring permanent leadership in departments and colleges, replacing an unusually large number of interim department heads, directors and deans.
- Implementing Banner waitlists institution-wide and putting in place a process for managing the lists.
- Empowering deans and department heads to immediately open additional seats in courses when sections fill, making sure that we meet students' needs for courses in a timely fashion.
- Completely revamping VSU's summer model, allowing departments to offer as many classes as will fill and providing departments with incentives for offering those classes that will meet students' needs, instead of offering the same classes year after year.
- Moved summer registration five months earlier, so that students could register for Spring and Summer classes at the same time.
- Developed 4-year program maps for all majors and 2-year program maps for all Focus Areas and posted these to each department's website.
- Pressure-tested Fall 2019 schedules prior to registration, to ensure that students could build schedules that reflect the program maps, eliminating scheduling conflicts wherever possible.
- Streamlined and standardized the faculty search process, to improve the efficiency of the process and our effectiveness at recruiting diverse faculty and moving searches to conclusion more quickly.
- Revised VSU's GPA calculation/course repeat policy, bringing it in line with USG norms. The old calculations needlessly punished students for a poor performance in a course, particularly when a student repeated a course more than once.

Deepen Purposeful Choice

In Spring 2018, VSU developed a set of eight Focus Areas (see Appendix I) that are aligned with our undergraduate programs of study. During the summer of 2018, we developed coding within Banner for delineating a student's chosen Focus Area and we implemented these Focus Areas for all incoming new students who were exploratory (undecided) majors. This implementation, included helping these students to better understand the choice they were making, with the help of Career Services staff. The Director of Career Opportunities and the Executive Director of Academic Advising have coordinated the implementation of a newly developed Career Guidance Survey, to be used as part of advisement during Summer 2019 orientation sessions, for all students expressing an interest in any of the established Focus Areas.

Each College's Academic Advising Center is now actively monitoring students in all majors and all focus areas within that college. The advising center for Exploratory and Honors students is actively monitoring all exploratory students and helping students to select an appropriate focus area. Advisors are also working with Career Services to assist students in making an informed, intentional choice.

A first year career plan learning module is currently under development in partnership between Career Opportunities and Student Success, for implementation with the pilot first year experience course for students in established Focus Areas.

- A new Pre-Enrollment Survey asks for major AND future career interests. When advisors see incongruence between the two, we are calling the student prior to arrival at orientation to discuss, helping the student to make a more informed decision.
- Students meet with faculty and the academic deans during their orientation, to hear about their selected major. During convocation in the fall, students also spend time with the faculty, which allows for a more in-depth exploration of the major, along with ways to get involved on campus to help confirm the major decision.
- Advisor meetings, from the point of orientation until graduation include:
 - Guiding students in appropriate academic planning by providing 4-year maps.
 - Creating individualized plans in DegreeWorks.
 - Encouraging 9 credit hours of major/career choices within the first year.
 - Discussing pre-requisite courses and sequencing.
 - Covering program admission requirements for undergraduate programs with secondary admit and/or for graduate school.
 - Connecting students with clubs and organizations related to their major to help them engage with their campus community.
 - Ensuring that students who are considering schedule changes understand the impact those changes might have on their time to degree completion.
 - Referring students to campus partners such as Career Services and the Counseling Center.
- For our exploratory students:
 - An Academic Focus Area sheet (attached) is provided to all students at orientation and students have a one-on-one conversation about focus areas and course selection.
 - At Fall Convocation, exploratory students meet with the COHNEX Advising Team and Career Services. As part of this meet up, each student takes the Focus 2 Career assessment. As students move through the fall semester, they also often take the Jung Typology test and Meyer's Briggs to further understand themselves and discover possible majors.
 - Throughout the fall semester, Academic Focus Area students are highlighted on a weekly basis. For instance, if the focus of the week is Mass Media, a student will receive a major infographic (attached), a text invitation from a student or faculty member to attend a major-related event happening within the next two weeks, and an email from the major Advising Center with an invitation to come in to get more information.
- For students participating in the First Year Learning Communities in the fall, PERS 2160 – Perspectives on Leadership, provides students an opportunity to reflect on their major and career selection, after taking Focus 2, StrengthsQuest, or True Colors assessments. For students who do not perform well in the Fall semester, VSU 1101 is offered in the Spring and requires completion of Focus 2. Students entering over the summer term as part of Summer Ignite (summer admission program for special admit students) also take VSU 1101.
- As we move forward, we plan to continue to add enhancements to assist students with purposeful choice. A few examples include:
 - When a student signs up for first year orientation, he/she will be provided with information to take the Focus 2. This request will go out before we begin sending Pre-Enrollment Surveys. Advisors will then use the Focus 2, and Pre-Enrollment Surveys to build fall schedules prior to the student arriving at on campus for orientation. As of the writing of this plan, we have begun initial conversations with MyMajors, an online tool designed to improve student degree selection, advising, and completion. This tool has been adopted by a couple of USG institutions previously and has yielded positive results.
 - Currently, we are emailing the students their fall schedules prior to orientation. We hope to add the appropriate academic infographic to the email as well, so that the student can hear a bit more about the major prior to attending orientation.

The information above was pulled directly from the 2019 Momentum Approach Development Plan, submitted by VSU on June 17th, 2019. Please note, this entire plan may be reviewed in Appendix II.

OTHER INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES & OUTCOMES

Below is our list of Institutional High-Impact Strategies, Activities & Outcomes, including a brief overview of each strategy.

VSU Solution Center:

The Solutions Center employs VSU students with competitive pay, essential skills, and provides experiential learning opportunities to students in our majors. In addition, VSU I.T. utilizes artificial intelligence technology, in the form of a “chat-bot”, *to create a more effective, quick and accessible system for answering frequently asked questions by the VSU community* thus allowing our 16 members to focus on resolving more complex technical issues. The Center also provides experiential learning as Student Assistants are on the design team and help provide their insight into the A.I. “personality.”

Academic Dashboards:

In AY2018-2019, VSU Office of Institutional Research developed and implemented dashboards in which the goal was to turn Business Intelligence into Blazer Insights regarding enrollment and success for academic units. The purpose of the first phase of Blazer Insights was to provide critical information in regards to enrollment, course availability and success, and RPG efforts. Each Dean and Department Head has the ability to see information for his or her respective area. Additionally, Blazer Insights allow individuals to ask the data questions through filters to see improvements or areas in need of improvements. For the upcoming year, additional dashboards will be developed and incorporated into Blazer Insights pertaining to targeted enrollment—admissions and retention—and advising goals. These additional dashboards will provide key performance indicators to assist in moving the needle in student success. Appendix II provides an example screen shot of one of our academic dashboards.

Campus Wide Professional Advising:

As mentioned above in the Momentum Update section, VSU hired a new Executive Director of Academic Advising in January 2018 and had a full team of professional advisors in place by July 2018, at which point, we began transitioning all undergraduate students to the professional advisors.

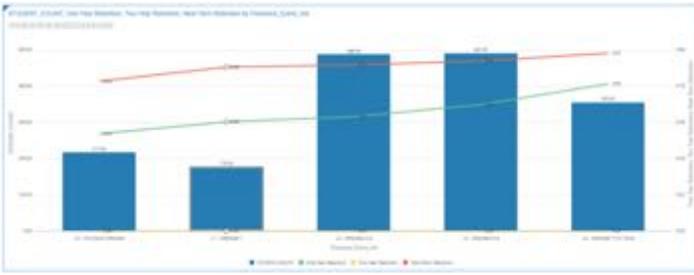
University Advising & Student Transitions provides academic advising and student transition support for all Valdosta State University undergraduate students. Through a collaborative partnership, advisors, faculty, and staff work proactively with students to develop academic, career, and life goals. Advisors and staff provide timely and accurate information to students as they establish and navigate a clear educational pathway, which complements their strengths, talents, and abilities.

The advising team is focused on implementing the momentum approach components with our students.

VSU Engagement Data:

In Fall 2017, Valdosta State began consistently collected student participation at events funded by student activity fees. This initiative was made possible through the purchase of a new software, Presence (branded as BlazerLink), that offered scanning student barcodes located on their ID using a smartphone camera and software app. The Vice President for Student Affairs also mandated that student participation data was going to be required as part of all future student activity fee allocation requests to further reinforce the importance of collecting the data. Student organizations and fee-funded department staff embraced the ease of promoting their events through the software and capturing student attendance.

After the first academic year of data collection Student Affairs and Information Technology partnered to build an enterprise dashboard to compare student participation in campus events with student persistence and retention. In analyzing the data there was a significant difference in the retention of students that attended 10 or more events in a semester versus those students that did not. The chart below shows the Fall to Spring retention of first-year students (indicated by the red line) and the first-year to second-year retention (indicated by the green line) as impacted by the number of events students attended (indicated by blue bars). We learned that students that attended no events had a fall to spring retention rate of 82% but a first to second year retention rate of 53%. Yet students that attended 10 or more events had a fall to spring retention rate of 97% and a first to second year retention rate of 80%!



With a goal of improving overall student retention we wanted to better understand if student participation in events had a direct causation to student retention as we believed to happen based on initial data. During the 2018-2019 academic year Dr. Jin Wang, professor of mathematics, was asked to establish a formula for important indicators that impacted student retention at Valdosta State. As part of his analysis he considered student event attendance as a factor. His research validated that students who attend 10 or more events in a semester has a positive impact to student retention and is the second most important factor behind student probation which had statistically negative impact on student success.

As a result, student event participation has been added as a University strategic plan outcome and efforts continue to expand the capture of student participation to athletics, arts, and academic out-of-class programming.

Undergraduate Retention Formula:

During the 2018-2019 academic year Dr. Jin Wang, professor of mathematics, was asked by the Division of Student Success to establish a formula for important indicators that impacted student retention at Valdosta State. The model was used to discover important predictors for retention on VSU's campus. The top five predictors include:

1. Probation standing
2. Event attendance
3. English (First English course with a passing score)
4. Which College the student is declared into
5. Math (First Math course with a passing score)

Considering the information above, here is a bit more about what we discovered:

- Students who attended 10 or more events are retained at a 15% higher rate than those who do not.
- Passing the first English course resulted in students being retained at a 17% higher rate.
- Pass the first math course resulted in students being retained at a 13% higher rate.

Dr. Rodney Carr, Dr. Vince Miller, Dr. Jin Wang, and Mr. Brian Haugabrook presented the undergraduate retention formula at the recent USG Advising Academy. Anyone interested in seeing the powerpoint, may email Dr. Carr at rodnycarr@valdosta.edu.

First-Year Seminar Task Force:

In Spring 2019, a group was assembled to develop a First-Year Seminar (FYS) for VSU. The group consisted of faculty members from the Departments of English, Biology, and Math as well as staff from the Division of Student Success. In May 2019, this group attended the USG FYS Workshop together and began developing course goals and learning outcomes.

The goal of the FYS is to provide a common intellectual experience for incoming VSU students that falls within Core Curriculum requirements. It was designed as a topical course with consistent learning outcomes. Faculty will choose topic of interest/passion on which to develop their course. The learning outcomes were designed to encourage metacognitive learning, connections across disciplines, and intellectual inquiry while embedding the necessary skills to be a successful student. They are intended to be broad enough to allow faculty across disciplines and within specific topics to reach them. The four common learning outcomes are:

1. Students will describe one or more contemporary and enduring questions about their lives and their relationships to human cultures or the physical and natural world.
2. Students will analyze and reflect on the intellectual and practical skills of the course's theme or topic.
3. Students will summarize the benefits and challenges of a diverse society.
4. Students will identify and evaluate linkages among academic disciplines.

The course has been approved as pilot for the Fall 2020 semester by Academic Affairs. The pilot project will consist of 10-12 sections, allowing for 1-2 sections in each college/focus area. Some sections may be embedded in First-Year Learning Communities (FLCs), allowing for integrated learning across the FLC courses. The remaining will be stand-alone sections.

Currently, the group is being expanded to include representatives from education, business, nursing and health sciences, and humanities and social sciences. The newly expanded group will finalize the application process, assessment plan, and training of faculty during the Fall 2019 semester.

OBSERVATIONS AND NEXT STEPS

While we are encouraged by all of the efforts we currently have going at VSU, we are most excited about the Undergraduate Retention Tool and our Academic Dashboards. Both of these resources leverage our institutional data and provide insights on how we can quickly, and efficiently, impact student success on our campus. Both of these tools are in their infancy and we are excited to continue see how we can evolve them to further assist our retention and graduation efforts.

Of the items discussed in this report, we have the most work left to do related to implementing our First Year Seminar (FYS). We understand the important role an FYS course plays in the success of first-year students. While we have numerous decisions still to make, a few of the more important aspects we must decide include: the overall structure of the course; determining who will be teaching the courses; the developing a robust assessment plan; and how we will fund FYS. Our team is diligently at work and we look forward to a successful pilot courses being offered in Spring and Fall 2020.

As an institution, we have continued to focus on communicating the good work we are doing with the greater campus community. In the past, we had solid work occurring, but it was not broadly shared. With the implementation of the Student Success Council a few years back, we have improved how we discuss our big initiatives and have been able to vet many of the ideas/concepts before proceeding forward.

Moving into the new year, we must stay focused on the many initiatives we already have in progress (those listed above in Section 3). We have seen a 5% increase in Fall-to-Fall retention this past fall, which indicates our efforts are fruitful. Now, we need to provide more time for these initiatives to mature and grow. While we will be tweaking as we move forward, piling on several new initiatives right now could pull our focus away from these efforts that have afforded us some solid momentum.

STUDENT SUCCESS AND COMPLETION TEAM

Below are the names and titles for the individuals on our campus responsible for implementing, monitoring, and evaluating our Student Success and Completion Strategies:

Brian A Haugabrook, Chief Information Officer
Chere L Peguesse, Associate Professor and Director of Academic Support Center
Douglas Ray Tanner, Director of Financial Aid
Jennifer Grubbs, Director of Student-Athlete Development
Keisha Roberts, Data Warehouse Information Analyst
Keith Warburg, Executive Director of Communications and Marketing
Lee E. Grimes, Associate Professor College of Education and Human Services
Michael Thomas Schmidt, Associate Dean College of the Arts & Professor of Arts | Ceramics
P. Nathan Metzner, Assistant Director of Adult and Military Programs
Robert C Freidhoff, Executive Director of Advising
Robert T Smith, Provost and Vice President for Academic Affairs
Amea J Thompson, Vice President Student Government Association
Shani Wilfred, Professor in Sociology, Anthropology, & Criminal Justice, G2C Liaison, and Gen Ed Coordinator
Sharon L Gravett, Associate Provost for Academic Programs and Services
Rodney B Carr, Vice President of Student Success
Stanley Jones, Registrar
Tee Mitchell, Associate Vice President of Enrollment Services
Vincent A Miller, Vice President of Student Affairs
Shauna Branch, Assistant to the Vice President for Student Success
Kathy L Warner, Interim Associate Dean College of Education and Human Services
Donna Newberry Sewell, Department Head and Professor of English
Keith A Walters, Associate Dean College of Science and Mathematics

APPENDICES

CLAYTON STATE UNIVERSITY

Appendix A: Sample Guided Pathway

CLAYTON STATE UNIVERSITY		COLLEGE OF HEALTH		CATALOG YEAR			
		BACHELOR OF SCIENCE (BS) IN NURSING		2019-2020			
YEAR 1 COURSEWORK							
SEMESTER 1			SEMESTER 3				
Area	Course ID*	Course Title	Credits	Area	Course ID*	Course Title	Credits
A1	ENGL 1101	English Composition I	3	C1	---	"Liberalism," Philosophy of Foreign Language	3
A2	MATH 1101	Introduction to Math Modeling	3	D2	MATH 1401	Elementary Statistics	3
B1	ORF 1101	Critical Thinking	3	E2	---	World History	3
D1	*CHEM 1101	Survey of Chemistry I	3	F4	PSYC 2103	Introduction to Human Development	3
D1 Lab	*CHEM 1105L	Survey of Chemistry I Lab	1	F2	*BIO 1152	Human Anatomy & Physiology I	3
F4	*NSO 2111	Introduction to Health Care Environment	3	F2 Lab	*BIO 1153L	Human Anatomy & Physiology I Lab	1
TOTAL CREDITS			16	TOTAL CREDITS			16
YEAR 2 COURSEWORK							
SEMESTER 2			SEMESTER 4				
Area	Course ID*	Course Title	Credits	Area	Course ID*	Course Title	Credits
A2	*ENGL 1102	English Composition II	3	D2	---	Fine Arts or Intermediate Foreign Language	3
B2	---	Communications or Foreign Language	2 OR 3	E3	---	American History	3
D1	*CHEM 1102	Survey of Chemistry II	3	F3	*BIO 2250	Microbiology	3
D1 Lab	*CHEM 1105L	Survey of Chemistry II Lab	1	F3 Lab	*BIO 2250L	Microbiology Lab	1
E4	---	Behavioral Sciences	3	F6	*NRS 3301	Pathophysiology	3
F1	*BIO 1101	Human Anatomy & Physiology I	3	TOTAL CREDITS			
F1 Lab	*BIO 1103L	Human Anatomy & Physiology I Lab	1	TOTAL CREDITS			13
TOTAL CREDITS			16-17	TOTAL CREDITS			13
CO-CURRICULAR ACTIVITIES				CO-CURRICULAR ACTIVITIES			
<ul style="list-style-type: none"> * Register with Career Services via Labor ConnectOne * Take advantage of academic resources in the Center for Academic Success and Writing Studio * Pursue volunteer opportunities * Join the Clayton State Honor Society 				<ul style="list-style-type: none"> * Pursue volunteer opportunities * Begin preparing for KAPLAN/KNSG entrance exam * Initiate conversations with your advisor to confirm application requirements and deadlines * Earn CPR certification 			
CO-CURRICULAR ACTIVITIES				CO-CURRICULAR ACTIVITIES			
<ul style="list-style-type: none"> * Identify & match competencies with your health career * Develop and attend study sessions with peers in your cohort * Gain knowledge and skills in clinical setting * Join organizations such as the Student Nursing Association (SNA) and work as either a healthcare worker 				<ul style="list-style-type: none"> * Attend health fairs * Gain volunteer credit participation in the summer Day Health Camp and/or learning opportunity * Explore multi-sensory experiences * Qualify for Letter Pass and other National Nursing Skills Competency * Obtain the Best Degree in Healthcare Management * Update your resume and LinkedIn profile 			
SPECIAL NOTES: This is a suggested course sequence. However, students should still consult with their academic advisor and reference Department's "See Academic Catalog for prerequisites and minimum grade requirements. * - Satisfies program application & competitive admissions criteria must be achieved in order to continue into Semesters 3 & 4. Please consult your advisor for more detailed information.							

YEAR 4 COURSEWORK

SEMESTER 7

Area	Course ID*	Course Title	Credits
Major Related	NURS 4100	Nursing Research	3
Major Related	NURS 4000	Developmental Transitions I	3
Major Related	NURS 4003	Developmental Transitions I Practicum	2
Major Related	NURS 4001	Developmental Transitions II	3
Major Related	NURS 4005L	Developmental Transitions II Practicum	2
Upper Division	—	Related Elective (2000-4000 Course)	3
TOTAL CREDITS			16

SEMESTER 8

Area	Course ID*	Course Title	Credits
Major Related	NURS 4000	Nurs Transitions	2
Major Related	NURS 4401	Health- illness Transitions II	3
Major Related	NURS 4405L	Health- illness Transitions II Practicum	3
Major Related	NURS 4001	Organizational Transitions	4
Major Related	NURS 4005L	Organizational Transitions Practicum	1
TOTAL CREDITS			13

CO-CURRICULAR ACTIVITIES

- * Gain knowledge and skills in clinical settings
- * Attend health fairs
- * Research and present on health-related topics at program events
- * Join Sigma Theta Tau (Nurse Society for Nursing)
- * Participate in related community activities
- * Attend conferences and seminars
- * Receive special recognition and awards (from Nursing Practice Ceremony)
- * Explore study abroad opportunities
- * Complete final graduation requirements for degree completion with your advisor
- * Begin preparing for NCLEX

GRADUATE IN 3 YEARS

SAVE \$45,700! **15** TAKE AND EARN 15 CREDITS IN THE FALL AND SPRING SEMESTER!

TAKE COURSES IN THE SUMMER!

YEAR 1			YEAR 2			YEAR 3		
FALL	SPRING	SUMMER	FALL	SPRING	SUMMER	FALL	SPRING	SUMMER
COURSE 1								
COURSE 2								
COURSE 3								
COURSE 4	COURSE 4		COURSE 4	COURSE 4		COURSE 4	COURSE 4	COURSE 4
COURSE 5	COURSE 5		COURSE 5	COURSE 5		COURSE 5	COURSE 5	COURSE 5

* Based on tuition/mandatory fees, room/board, books/supplies, transportation, miscellaneous and loan fees for a 150-credit program.
 † Earn 3 to 15 credits with a flexible schedule that will allow you to enjoy the summer.
 ‡ Earn 15 credits each Fall and Spring semester towards your degree wherever that you travel or live.

Clayton State University is accredited by SACSCOC. Further information can be found at <http://www.nursing.edu/education>.

SPECIAL NOTES: This is a suggested course sequence however, students should still consult with their academic advisor and reference DegreeWorks. * See Academic Catalog for prerequisites and minimum grade requirements. ** Complete program application & competitive admissions criteria must be achieved in order to continue into Semesters 5-8. Please consult your advisor for more detailed information.

COLUMBUS STATE UNIVERSITY

APPENDIX I:

Eight Academic 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:	
<ul style="list-style-type: none"> • <i>Biology (BA, BA Secondary Education Track, BS)</i> • <i>Chemistry (BA Biochemistry Track, BA Secondary Education, BS, BS ACS Certified Track, BS Food Science Track, BS Forensics Track)</i> • <i>Computer Science (BS Applied Computing Track, BS Cybersecurity Track, BS Education Track, BS Games Programming Track, BS Software Systems Track)</i> • <i>Earth and Space Science (BS Astrophysics and Geology Track, BS Environmental Science Track, BS Geology Track, BS Secondary Education Track)</i> • <i>Information Technology (BS)</i> • <i>Mathematics (BA, BS, BS Applied Math Concentration, BS Secondary Education Concentration)</i> 	
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)
Select one Area A Math course*: <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>	Select one Area D Math course: <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)
<i>Students interested in Biology, Chemistry, or Earth and Space Science, take the following in Area D:</i> <ul style="list-style-type: none"> • CHEM 1211/1211L Principles of Chemistry plus Lab 	<i>Students interested in Biology, Chemistry, or Earth and Space Science, take the following in Area D:</i> <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 BIOL 1215K Principles of Biology.</i></p> <p><i>Students interested in other majors in this focus area may take a lab science listed in the catalog under the major in which they are interested.</i></p>	<p><i>Computer Science students in the Games Programming Track are advised to take PHYS 2211/2311 Principles of Physics 1 and Lab.</i></p> <p><i>Students interested in other majors in this focus area may continue the lab science they started in the first semester.</i></p>
<p><i>Students considering BS programs:</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 programs:</i></p> <ul style="list-style-type: none"> • Foreign Language 	<p><i>Students considering BS programs:</i></p> <p>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

Related majors:

- *Criminal Justice (BS)*
- *Political Science (BA)*
- *Psychology (BS)*
- *Sociology (BS), with tracks in*
 - *Applied Sociology Concentration*
 - *Crime, Deviance, & Society Concentration*
 - *General Concentration*

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"> • Exercise Science (BS) • Health Science (BS) • Nursing (BSN, RN-BSN) 	
<p>First Semester (15 to 16 hours)</p>	<p>Second Semester (17 hours)</p>
<p>ENGL 1101 English Composition 1 (with grade of C or better)</p>	<p>ENGL 1102 English Composition 2 (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><i>*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.</i></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><i>*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.</i></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 • 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><i>*Required course for Health Science; Elective course for Exercise Science</i></p>
<p align="center">Academic Focus Area: Education (excluding Secondary Education)</p> <p>Related majors:</p> <ul style="list-style-type: none"> • Early Childhood Education (BSEd) • Health and Physical Education (BSEd) • Health and Physical Education (BSEd) - Non-Certification Track • Middle Grades Education (BSEd) • Special Education (BSEd) 	
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>Students interested in Math or Science concentrations:</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

	<ul style="list-style-type: none"> 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
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Academic Focus Area: Business	
Related majors:	
<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
Select 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 Theater Appreciation 	COMM 1110 Public Speaking
BUSA 2115 Introduction to Business	ECON 2105 Principles of Macroeconomics
Select one Area E U.S. History: <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

<p align="center">Academic Focus Area: Fine and Performing Arts</p> <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 <p><i>Students considering BA Programs:</i></p> <ul style="list-style-type: none"> • Foreign Language <p><i>Students considering a vocal music major are encouraged to select German or French</i></p>	COMM 1110 Public Speaking <p><i>Students considering BA Programs:</i></p> <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 (for students interested in teaching) • *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.
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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> <ul style="list-style-type: none"> MATH 1001 Quantitative Skills and Reasoning 	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	POLS 1101 American Government

HIST 2112 US History since 1865	
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.

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**

Term	# of students referred	Total	% Change from Baseline
Spring 2019	129	295 for 2018-2019	514% increase
Fall 2018	166		
Spring 2018	196	279 for 2017-2018	481% increase
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 2019—see p. 7**

- **BOOST—number of students**

27 in Spring 2019

62 in Spring 2018

38 in Fall 2017

10 in Spring 2017

- **Embark—number of students**

7 in Fall 2018 and 7 in Spring 2019

7 in Fall 2017 and 7 in Spring 2018

8 in Fall 2016 and 12 in Spring 2017

5 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 2018: 85%	Fall 2013: 82%
Fall 2017: 83%	Fall 2012: 74%
Fall 2016: 87%	Fall 2011: 73%
Fall 2015: 83%	Fall 2010: 66%
Fall 2014: 83%	

• **Retention rate: all full-time, degree-seeking undergraduate students**

Fall 2018 -- Fall 2019: 81.2%
Fall 2017 -- Fall 2018: 80.9%
Fall 2016 – Fall 2017: 80.8%
Fall 2015 – Fall 2016: 80.3%
Fall 2014 – Fall 2015: 79.3%

• **Retention rate: FT/FT freshmen**

Fall 2018 -- Fall 2019: 71.5%
Fall 2017 -- Fall 2018: 72.9%
Fall 2016 – Fall 2017: 74.8%
Fall 2015 – Fall 2016: 73.1%
Fall 2014 – Fall 2015: 71.1%

APPENDIX III: FINDINGS OF G2C

ENGL 1101 and COMM 1110 Committees

→During the Fall 2018-Spring 2019 school year, the **ENGL 1101** course specific G2C committee collected information based on 6 KPIs. Findings consistently showed the need for additional full-time lines and ongoing professional development funds for part-time instructors. Based on these findings we made 8 recommendations, ordered from most to least important:

1. Invest in 3 to 4 additional full-time lecture lines for composition. This would radically transform our ability to offer classes taught by talented teachers familiar with and committed to CSU.
2. Create a dedicated FYC professional development budget of at least \$5000 an academic year to offer and incentivize professional development tailored to the needs of FYC teachers. The funds would be used to create mandated training for new FYC instructors, pay part-time FYC faculty who attend professional development activities (this service is not required in their contracts), and provide necessary materials like books or software. We also recommend creating course release opportunities for full-time FYC lecturers to offer workshops, mentor new FYC faculty, and participate in FYC program development and assessment. Lecturers teach the majority of our FYC classes and are truly our FYC experts, but because they have no service expectations or release opportunities we are unable to fully benefit from their expertise and experience.
3. Reduce the course caps in FYC courses to 18-20. This will allow for teaching more in line with established best practices and support FYC instructors' ability to aggressively participate in first year retention.
4. The FYC Director should meet with Advising staff to talk about placement procedures, the new course arc, and how we'd like for advisors to talk about FYC courses with future/current students.
5. The FYC Director should meet with institutional data and/or the faculty center to decide what kind of data would be useful to the FYC program and how to consistently obtain it. The FYC Director should then work with the FYC committee to begin using this data to influence FYC curriculum development, FYC professional development training, and strategic partnerships with student support services.
6. Increase the pay for part-time lecturers. This will attract more qualified applicants and, especially if paired with additional full-time lines, end the practice of hiring anyone marginally qualified to teach.
7. The FYC Director should look into the potential to implement Self-Directed Placement of FYC at CSU or the USG more generally.
8. As we move to implement the ENGL 1101 and ENGL 1102 curriculum revision supported by the Affordable Learning Georgia grant, which incorporates our move to Open Educational Resources in FYC, we need to continue the momentum of the initial training funded by the grant with FYC professional development that both supports teachers as they integrate OERs into their classes and emphasizes curricular cohesion between sections.

In addition to the 8 recommendations made by the committee, the following steps have already been taken to address the preliminary G2C findings for ENGL 1101:

- In anticipation of this project, the FYC program applied for an Affordable Learning Georgia Open Education Resource Grant last summer. We received \$29,750. In addition to transitioning to OERs in all FYC classes, we have also used the grant to fund curriculum redesign which has been guided by our G2C findings (particularly KPI 1). In the Fall 2019 semester we will debut our revised curriculum and move to OERs across all sections.
- Partnering with the Faculty Center, we were able to pilot two professional development programs. The first was a series of workshops offered by full-time FYC faculty in which part-time FYC faculty received a stipend for attending. The second was a mentorship program which paired a new part-time FYC faculty member with a full-time FYC faculty member. Mentors and mentees observed one another's classes and shared materials. This work was motivated by our findings primarily in KPIs 1 and 2, though the need for professional development appeared consistently in our findings. These programs have gone very well; however, we have no funding to continue them moving forward.
- The FYC Director has already reached out to advising, the faculty center, and institutional research to begin working toward the partnerships suggested by our findings in KPIs 8, 2, and 3 respectively.

→In 2018-2019, the **COMM 1110** committee agreed to improve the course by applying these activities:

- **Transparent Assignment Design:** according to recent studies, providing clear goals, expectations, relatedness and outcome for each assignment drastically improves retention rates. We will be discussing how to improve this component in the next state.

- PRCA 24: to better assess the course offering, and to better reflect metacognitive approach, we will conduct this survey in the beginning and the end of the term.
- Inclusive Syllabus: Susan Hrach (Director of the Teaching and Learning Center) offered a workshop regarding inclusive syllabus writing. We can adopt this approach to redesign course content and assignments to include diverse perspectives and sources.
- Proactive Communication: proactive communication is often found as a key component of students' success. There are a few ways we can exercise 'individualized communication' using Google Sheet (Mail Merge), D2C (Intelligent Agents, Course Announcement), and EAB.
- The G2C steering committee expect course committees to implement these improvements from Fall, 2019. Considering that many of us are not regularly available, we will recommend the steering committee to plan in the Fall, and implement from Spring 2020.

EAST GEORGIA STATE COLLEGE

APPENDIX

Table A1: EGSC Degrees Awarded by Academic Program FY 2017-18 and FY 2018-19

CIP Code and Degree	Academic Program	FY 2017-18	FY 2018-19	
24.0101. Associate of Arts	Core Curriculum	200	163	
42.0101. Associate of Arts	Psychology*	29	31	
52.0201. Associate of Science	Business Administration*	15	25	
51.3801. Bachelor of Science	Nursing, RN to BSN*	-	22	
13.1210. Associate of Arts	Early Childhood Education*	13	14	
45.1101. Associate of Arts	Sociology*	14	13	
43.0104. Associate of Arts	Criminal Justice*	10	11	
54.0101. Associate of Arts	History*	3	10	
40.0501. Associate of Science	Chemistry*	2	6	
45.1001. Associate of Arts	Political Science*	4	5	
50.0701. Associate of Arts	Art*	3	4	
26.0101. Associate of Science	Biology*	1	4	
26.0101. Bachelor of Science	Biology	3	2	
43.0202. Associate of Arts	Fire and Emergency Services Administration*	1	2	
43.0202. Bachelor of Arts	Fire and Emergency Services Administration	2	3	
23.0101. Associate of Arts	English*	-	3	
09.0100. Associate of Arts	Communication Arts*	2	2	
27.0101. Associate of Science	Mathematics*	-	2	
*Academic Programs begun Fall Semester 2017		Total	302	322
		Associate Degrees	297	295
		Bachelor Degrees	5	27

Table A2: EGSC Graduates AY 2012 through AY 2019 Based on Receipt of Pell Grants and First-Generation Status

Pell and First Generation	2012	2013	2014	2015	2016	2017	2018	2019	Overall
No Pell	101	103	109	123	207	190	155	185	1,173
First Generation	38	33	34	40	57	43	38	35	318
Not First Generation	63	70	75	83	150	147	117	150	855
Pell	67	73	104	121	152	156	147	137	957
First Generation	34	35	49	56	64	58	39	47	382
Not First Generation	33	38	55	65	88	98	108	90	575
No Pell	60.1%	58.5%	51.2%	50.4%	57.7%	54.9%	51.3%	57.5%	55.1%
First Generation	37.6%	32.0%	31.2%	32.5%	27.5%	22.6%	24.5%	18.9%	27.1%
Not First Generation	62.4%	68.0%	68.8%	67.5%	72.5%	77.4%	75.5%	81.1%	72.9%
Pell	39.9%	41.5%	48.8%	49.6%	42.3%	45.1%	48.7%	42.5%	44.9%
First Generation	50.7%	47.9%	47.1%	46.3%	42.1%	37.2%	26.5%	34.3%	39.9%
Not First Generation	49.3%	52.1%	52.9%	53.7%	57.9%	62.8%	73.5%	65.7%	60.1%

Table A3: Associate Degrees Awarded by Gender and Ethnicity

(Summer/Fall/Spring Semester Sequence)

Associate Degrees	AY 2012	AY 2013		AY 2014		AY 2015		AY 2016	
	Base Number	No.	% Change Base Year						
Female	112	106	-5.4%	145	29.5%	157	40.2%	221	97.3%
Black	28	39	39.3%	48	71.4%	65	132.1%	82	192.9%
White	75	60	-20.0%	88	17.3%	80	6.7%	126	68.0%
Other	9	7	-22.2%	9	0.0%	12	33.3%	13	44.4%
Male	56	70	25.0%	68	21.4%	84	50.0%	133	137.5%
Black	7	14	100.0%	23	228.6%	23	228.6%	43	514.3%
White	46	49	6.5%	38	-17.4%	55	19.6%	78	69.6%
Other	3	7	133.3%	7	133.3%	6	100.0%	12	300.0%
Total Awards	168	176	4.8%	213	26.8%	241	43.5%	354	110.7%

Associate Degrees	AY 2012	AY 2017		AY 2018		AY 2019	
	Base Number	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year
Female	112	216	92.9%	187	67.0%	191	70.5%
Black	28	93	232.1%	87	210.7%	81	189.3%
White	75	99	32.0%	80	6.7%	93	24.0%
Other	9	24	166.7%	20	122.2%	17	88.9%
Male	56	123	119.6%	110	96.4%	104	85.7%
Black	7	46	557.1%	38	442.9%	40	471.4%
White	46	70	52.2%	54	15.2%	54	17.4%
Other	3	7	133.3%	18	533.3%	10	233.3%
Total Awards	168	339	101.8%	297	76.8%	295	75.6%

Table A4: EGSC Student Success Rates in Gateway Courses, Learning Support, and Online

Fall 2011 through Spring 2019

Semester	Overall Success Rates	MATH 1111 Success Rates	MATH 1001 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%	69.2%	48.6%	52.2%	34.8%	59.5%
Fall 2012	63.7%	53.9%	73.3%	56.6%	58.5%	47.6%	58.6%
Spring 2013	62.9%	44.9%	25.0%	48.5%	53.4%	43.2%	57.3%
Fall 2013	68.3%	54.8%	54.3%	67.2%	53.2%	49.8%	60.0%
Spring 2014	65.4%	45.7%	37.8%	55.9%	58.5%	53.3%	56.1%
Fall 2014	67.0%	50.1%	51.4%	66.1%	63.9%	56.4%	64.6%
Spring 2015	66.2%	42.7%	56.5%	49.0%	63.4%	55.1%	62.9%
Fall 2015	67.3%	53.8%	69.0%	63.5%	56.0%	57.4%	64.0%
Spring 2016	67.7%	45.5%	73.7%	56.0%	54.1%	55.9%	68.1%
Fall 2016	69.6%	59.1%	56.0%	66.7%	53.6%	61.5%	67.2%
Spring 2017	67.2%	46.2%	63.0%	51.3%	56.3%	51.4%	66.8%
Fall 2017	67.1%	51.1%	59.4%	63.8%	56.4%	52.0%	67.3%
Spring 2018	65.5%	41.0%	41.3%	40.9%	55.0%	36.3%	66.9%
Fall 2018	64.4%	60.1%	57.0%	56.1%	63.7%	54.1%	63.4%
Spring 2019	64.8%	59.2%	47.3%	46.7%	55.9%	42.8%	63.9%

Table A5: ACE Use Rates for Fall 2015 through Spring 2019

	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%
	Fall 2018	1,053*	35,105	68.7%
	Spring 2019	1,545*	79,664*	69.0%
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%
	Fall 2018	2,789	119,843	70.7%
	Spring 2019	3,639	141,641	76.6%
Augusta:	Fall 2015	299	6,423	N/A
	Spring 2016	N/A	N/A	N/A
	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%
	Fall 2018	953	39,817	73.9%
	Spring 2019	2,133	90,309	67.0%
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%
	Fall 2018	4,795	194,762	71.1%
	Spring 2019	7,317	311,614	70.8%

Table A6: Numbers and Percentages of EGSC Students taking 12 or More Credit Hours

Term	Population	Full-time	Attempting 12-14 Hours	Attempting 15+ Hours	% of Population (15+ Hours)	% of Full Time (15+ Hours)
Fall 2011	3,435	2,742	2,456	286	8.3%	10.4%
Spring 2012	3,130	2,201	1,893	308	9.8%	14.0%
Fall 2012	2,944	2,274	2,015	259	8.8%	11.4%
Spring 2013	2,670	1,927	1,589	338	12.7%	17.5%
Fall 2013	2,857	2,194	1,906	288	10.1%	13.1%
Spring 2014	2,618	1,945	1,587	358	13.7%	18.4%
Fall 2014	2,910	2,259	1,861	398	13.7%	17.6%
Spring 2015	2,567	1,886	1,444	442	17.2%	23.4%
Fall 2015	3,001	2,305	1,810	495	16.5%	21.5%
Spring 2016	2,722	1,902	1,438	464	17.1%	24.4%
Fall 2016	3,151	2,260	1,806	454	14.4%	20.1%
Spring 2017	2,728	1,829	1,309	520	19.1%	28.4%
Fall 2017	3,003	2,130	1,674	456	15.2%	21.4%
Spring 2018	2,629	1,712	1,259	453	17.2%	26.5%
Fall 2018	2,942	1,992	1,442	550	18.7%	27.6%
Spring 2019	2,507	1,674	1,093	581	23.2%	34.7%

Table A7: Credits Hours Earned to Attempted by Semester and Course Delivery

Summer 2011 through Spring 2019

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%
Summer 2018	4,769	5,860	81.4%
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%
Fall 2018	23,802	33,698	70.6%
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%
Spring 2019	21,102	29,165	72.4%
Total Credit Hours	408,105	583,955	69.9%
Taking Face to Face Only Total	226,975	335,889	67.6%
Taking Online Only Total	33,158	47,534	69.8%
Taking Face to Face and Online Total	147,972	200,532	73.8%

GEORGIA GWINNETT COLLEGE

APPENDIX 1

Table 1: College-wide metrics for Georgia Gwinnett College

	2019 Actual	2020 Target	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target
First year retention at GGC: 3 year mean	67.33%	67.8%	68.2%	68.7%	69.1%	69.6%	70%
First year retention within USG: 3 year mean	71.4%	72.0%	72.6%	73.2%	73.8%	74.4%	75%
4 year graduation at GGC: most recent cohort (F13)	3.9%	4.2%	4.4%	4.6%	4.7%	4.9%	5%
4 year graduation in USG: most recent cohort (F13)	7.7%	7.8%	8.0%	8.4%	8.9%	9.5%	10%
6 year graduation rate at GGC: most recent cohort (F11)	14.9%	15.5%	16%	16.5%	17%	17.5%	18%
6 year graduation in USG: most recent cohort (F11)	26.2%	28.3%	29.6%	31.0%	32.3%	33.7%	35%
Pass both Math and English in first 12 months	44.24%	46.1%	47.9%	49.8%	51.6%	53.5%	55.3%

Table 2: Official graduation rates for GGC students (IPEDs FTFTF cohorts)

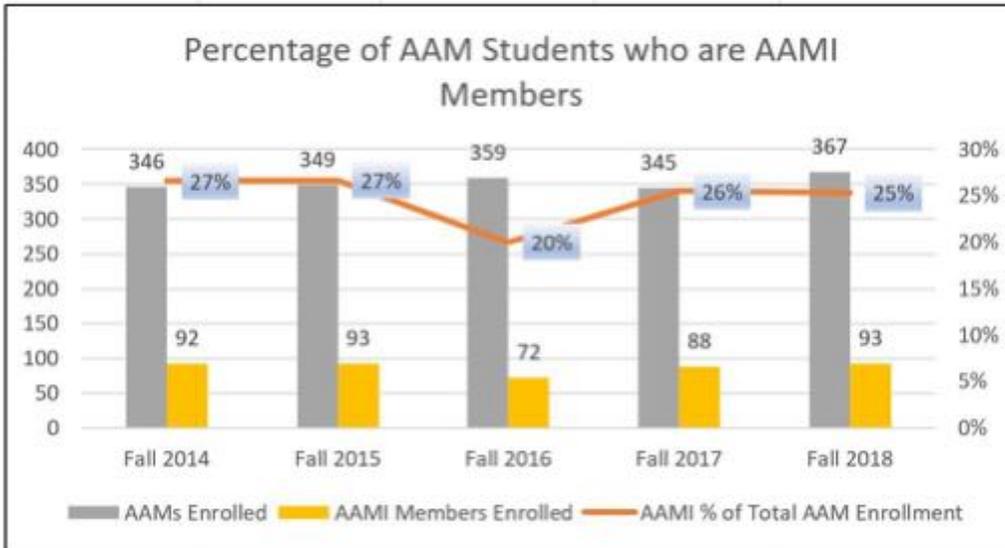
	4 Year						5 Year						6 Year						7 Year						8 Year						9 Year					
	Institution			System			Institution			System			Institution			System			Institution			System			Institution			System			Institution			System		
	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%	N	N	%
F07	295	16	5.4%	27	8.1%	54	18.3%	84	25.1%	80	27.1%	111	37.4%	93	31.1%	130	43.8%	99	33.3%	137	46.7%	102	34.6%	140	47.5%											
F08	361	21	5.8%	37	8.0%	65	18.0%	77	25.9%	96	26.6%	137	38.0%	110	30.5%	155	42.9%	115	31.9%	161	44.6%	121	33.5%	170	47.1%											
F09	708	28	4.0%	46	6.5%	92	13.0%	144	20.3%	148	20.9%	218	30.8%	175	24.7%	265	37.4%	190	26.8	287	40.5%															
F10	1615	57	3.5%	98	6.1%	184	11.4%	309	19.1%	281	17.4%	461	28.5%	333	20.6	538	33.3%																			
F11	1996	51	2.6%	95	4.8%	189	9.5%	95	16.8%	297	14.9%	523	26.2%																							
F12	1960	70	3.6%	131	6.7%	225	11.5	416	21.2%																											
F13	1752	68	3.9	135	7.7%																															

GEORGIA HIGHLANDS COLLEGE

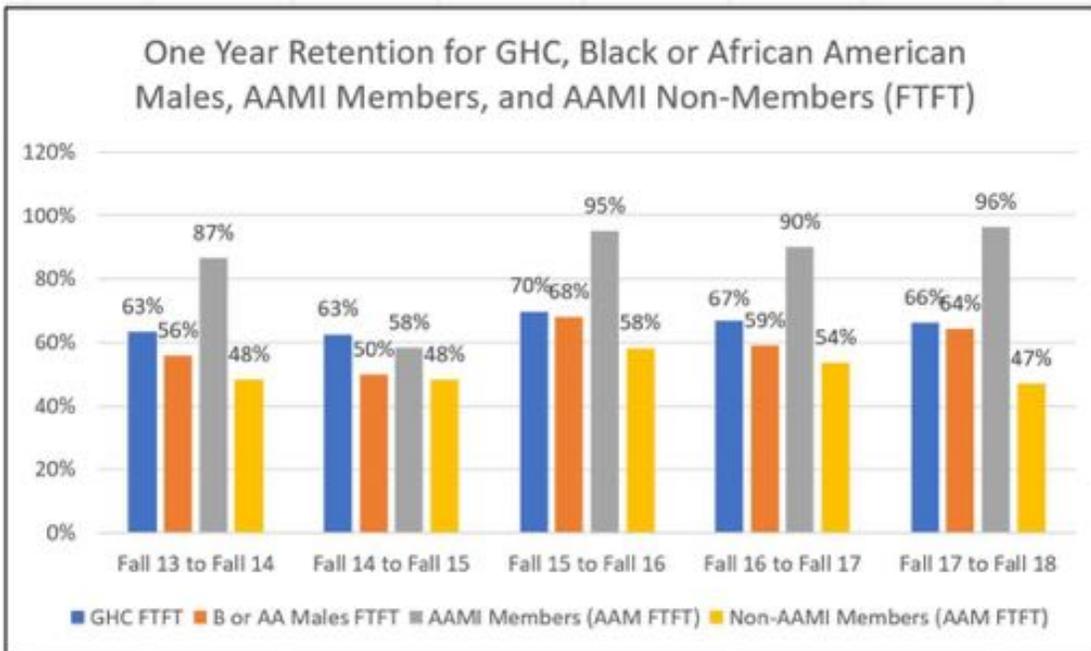
DATA APPENDIX

AFRICAN AMERICAN MALE INITIATIVE (AAMI)

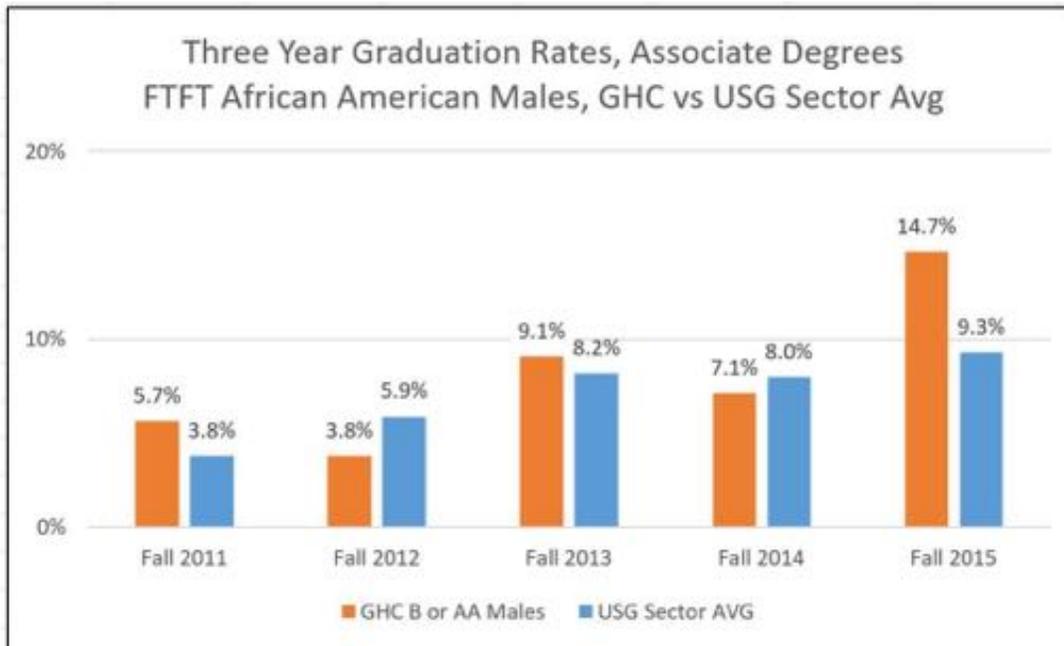
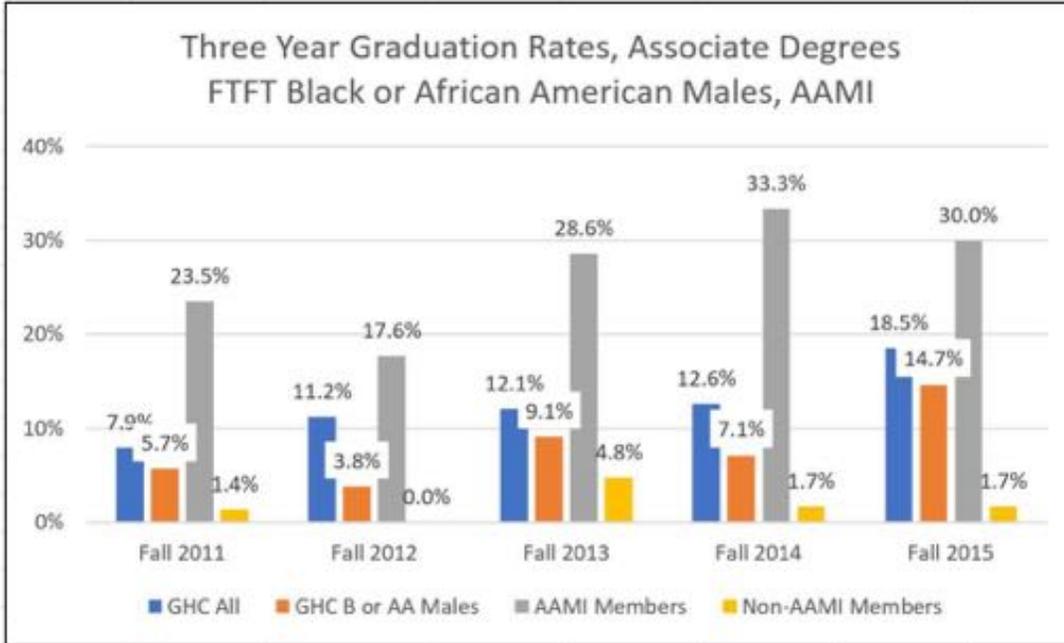
Participation in AAMI



AAMI Retention

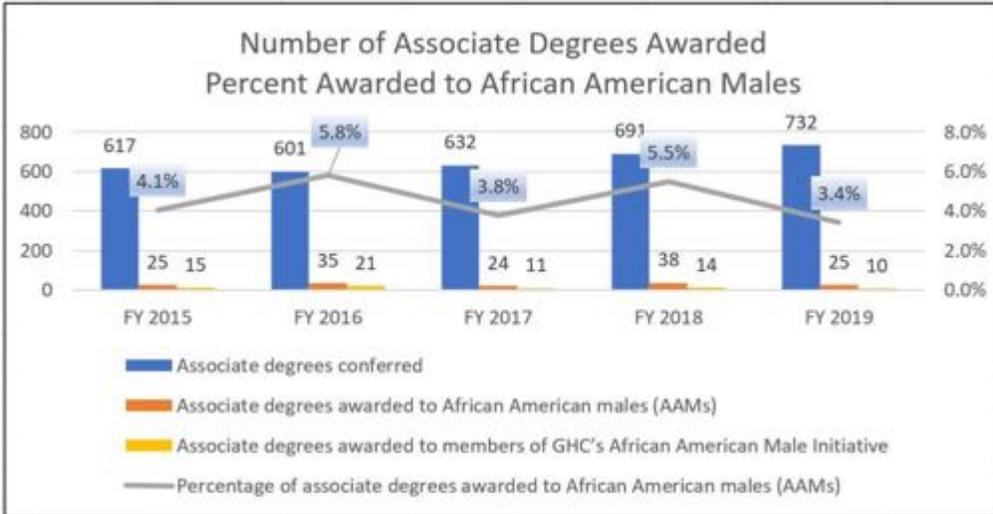


AAMI Three-Year Graduation Rate for Associate Degrees

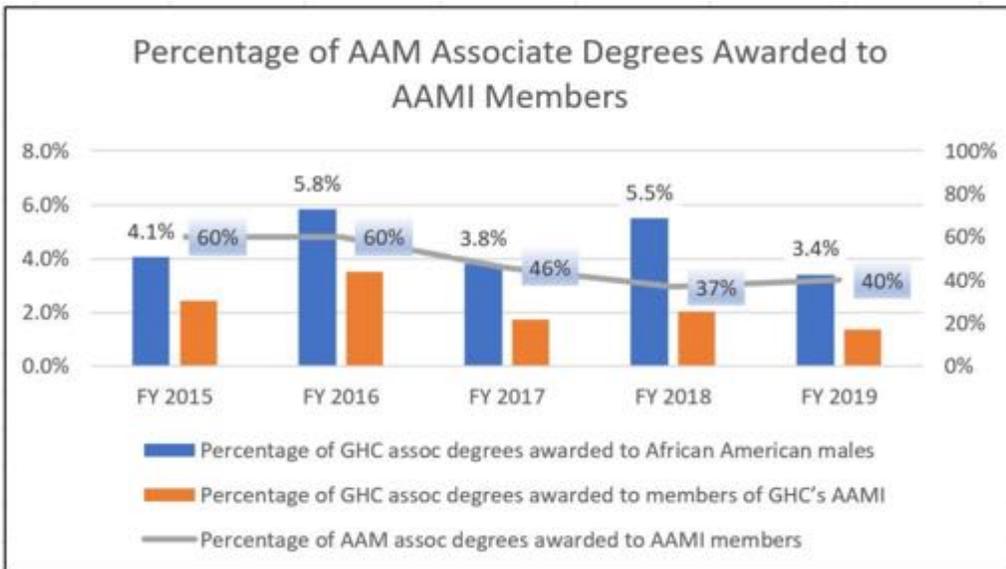


AAMI Associate Degrees Conferred in FY 2019

The following graph shows the number of degrees conferred 1) at GHC overall, 2) to Black or African American males, and 3) to members of GHC’s AAMI program. The goal of this graph is to highlight the changing percentage of associate degrees awarded to African American males over the past five fiscal years—neither upward nor downward trend for AAMs despite the upward trend for associate degrees overall, a possible opportunity for improvement.



The following graph focuses on the percentage of the associate degrees awarded to Black or African American males that are awarded to members of GHC’s AAMI program.



STRATEGY 2: QUEST FOR SUCCESS

No additional data to share at this time. By Spring 2020, we will have enough data to begin to populate meaningful tables and charts.

STRATEGY 3: TRANSFORMING REMEDIATION

Corequisite Remediation and Math Pathways

Overall Placement into Remediation

For Fall 2018, 51% of students in the IPEDS cohort of first time, full time freshmen were placed into Learning Support, a big increase from prior fall terms since the effort to transform remediation in USG began. The rate for placement into English LS doubled over the prior year due to issues with the choice of WritePlacer scores for placement.

All placements in Fall 2018 were into corequisite courses.

Fall Term placements in Learning Support IPEDS First Time, Full Time Cohort (FTFT)			
Fall Term	All MATH LS (Found + Co-req, STEM plus non-STEM)	All ENGL LS (Found + Co-req)	All LS among IPEDS FTFT
Fall 2009	45.1%	28.5%	58%
Fall 2014	39.8%	12.7%	46%
Fall 2015	36.3%	14.5%	43%
Fall 2016	38.0%	13.1%	43%
Fall 2017	28.7%	10.6%	31%
Fall 2018	35.2%	25.5%	51%

Math Remediation

Details presented here support the narrative section on Corequisite Remediation and Math Pathways.

Corequisite Gateway Success

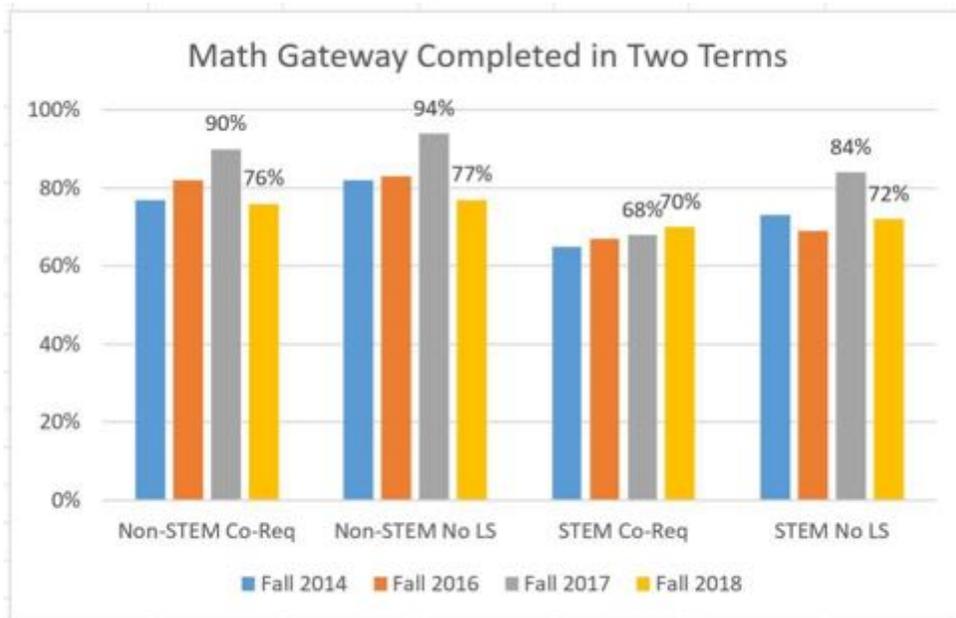
For Fall 2014-Fall 2018, the benchmark for historical comparison to the Fall 2009 cohort (before any LS Math transformations—no Math pathways or co-requisite remediation) is the “gateway in two terms” figure, which combines success in Learning Support with progression through the corresponding gateway class.

The goal is a completion rate in a gateway math class of 80% of IPEDS first time, full time students within the first two terms. The “gateway in one term” figure is also shown to track co-requisite pass rates for first-time takers.

For Math, the gateway classes are MATH 1001 (Quantitative Skills and Reasoning) and MATH 1111 (College Algebra). Success rates for non-LS students are also presented for comparison.

GATEWAY SUCCESS IN MATH for Co-Req and No LS							
IPEDS Cohort, Full Time							
	Non-STEM LS		STEM LS				
LS Co-Req	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	
Fall 2009						34%	Highest lvl LS
Fall 2014	77%	77%	60%	65%	67%	70%	
Fall 2016	82%	82%	62%	67%	70%	73%	
Fall 2017	90%	90%	60%	68%	67%	73%	
Fall 2018	73%	76%	61%	70%	69%	72%	
	Non-STEM no LS		STEM no LS		All Gateway Math no LS		Non-LS vs LS Gate in Two
No LS	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	
Fall 2009	81%	81%	64%	64%	66%	66%	32%
Fall 2014	79%	82%	70%	73%	72%	76%	6%
Fall 2016	82%	83%	63%	69%	67%	74%	1%
Fall 2017	80%	94%	73%	84%	75%	91%	18%
Fall 2018	76%	77%	69%	72%	71%	73%	1%

The overall history of students accomplishing the “gateway in two” target since LS transformations began is shown below.



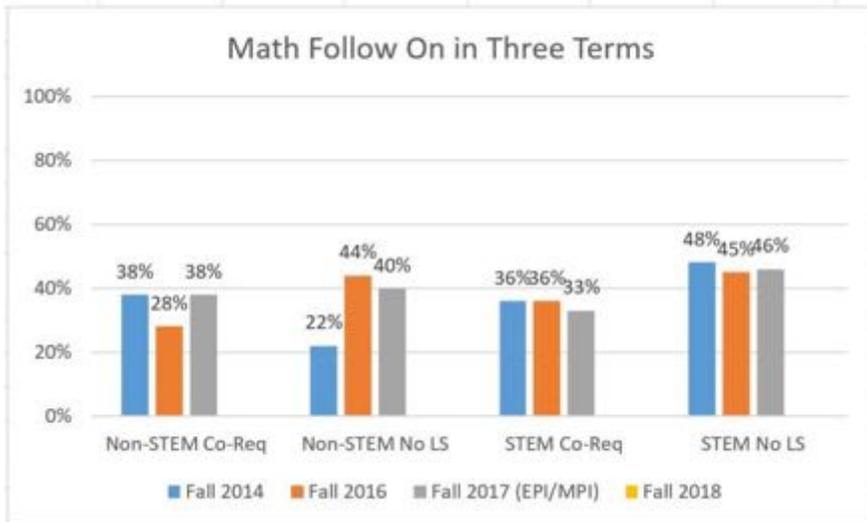
No group from Fall 2018 met the 80% target. The student numbers (rather than just the percentages) are shown in the section called “Focus on Fall 2018 Cohort of Math Corequisite Students.”

Corequisite Progression through Follow-On Class

The benchmark is the “follow-on in three terms” figure with a goal of 40%. Math follow-on classes are Pre-Calculus (MATH 1113), Applied Calculus (MATH 2040), or Statistics (MATH 2200). For fall cohorts the third term combines completers in the following summer and fall terms. Hence, for the Fall 2018 cohort, the number of Summer and Fall 2019 completers is not yet available.

FOLLOW ON Success (Pre-Calculus, Applied Calculus, or Statistics) for Co-Req and No LS							
LS Co-Req	Non-STEM LS		STEM LS		All		Highest lvl LS
	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three	
Fall 2009						13%	
Fall 2014	32%	38%	26%	36%	27%	37%	
Fall 2016	18%	28%	20%	36%	19%	33%	
Fall 2017	31%	38%	25%	33%	26%	34%	
Fall 2018	15%		27%		19%		
No LS	Non-STEM no LS		STEM no LS		All		Non-LS vs LS Follow in 3
	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three	
Fall 2009						34%	21%
Fall 2014	22%	28%	34%	48%	31%	42%	5%
Fall 2016	35%	44%	33%	45%	33%	45%	12%
Fall 2017	23%	40%	34%	46%	30%	44%	10%
Fall 2018	26%		34%		31%		

The overall history of students accomplishing the “follow-on in three” target since LS transformations began is shown below.



Focus on Fall 2018 Cohort of Math Corequisite Students

As explained in the narrative section, multiple changes occurred in Fall 2018 that particularly affected corequisite Non-STEM math students. The following chart shows a three-year lookback for these students.

Gateway + Corequisite Non-STEM Pass Rates									
Term	Fall Term Took MA 1001	ABC	Spring Term Took MA 2200	ABC	Follow On in Two	Summer or Fall Took MA 2200	ABC	Follow On in Three	
Fall 2016	39	32	9	7	18%	3	3	26%	
some Foundations placement		82%	28%	78%				100%	
took other gateway >>			Spring Term Took MA 1111	ABC					
			5	3					
			16%	60%					
			of eligible						
	Fall MA 1001		Spr MA 2200		Follow Two		ABC	Follow Three	
Fall 2017 (EPI/MPI)	29	26	10	9	31%	4	2	38%	
some Foundations placement		90%	38%	90%				50%	
took other gateway >>			MA 1111	ABC					
			2	1					
			8%	50%					
			of eligible						
	Fall MA 1001		Spr MA 2200		Follow Two		ABC	Follow Three	
Fall 2018	236	173	51	35	15%	unknown	unknown	unknown	
no Foundations placement		73%	29%	69%					
took other gateway >>			Spr MA 1111	ABC					
			32	17					
			18%	53%					
			of eligible						

Compared with the two prior years, pass rates in Non-STEM gateway and follow on classes were lower. Relatively few students who succeeded in MATH 1001 in Fall 2018 took the follow-on class in Spring 2019 (29%). Instead of moving ahead to Statistics, 18% of the corequisite Non-STEM math students took the STEM gateway class, MATH 1111 due to changes in Learning Support placement rules as discussed in the narrative section.

Students choosing to take the STEM gateway class in the second term from MATH 1001 were not uniformly in STEM pathways. Of the 32 students, 15 were in STEM pathways. For students starting in corequisite non-STEM math, the success rate in STEM gateway math was 53%.

The information for non-LS, Non-STEM gateway students is shown below.

Gateway No LS Non-STEM Pass Rates									
Term	Fall Term Took MA 1001	ABC	Spring Term Took MA 2200	ABC	Follow On in Two	Summer or Fall Took MA 2200	ABC	Follow On in Three	
Fall 2018	149	113	44	38	26%	unknown	unknown	unknown	
no Foundations placement		76%	39%	86%					
took other gateway >>			Spr MA 1111	ABC					
			10	7					
			9%	70%					
			of eligible						

The overall pass rate for both gateway and follow on was higher than for students starting in corequisite Non-STEM Math and 10% more students in the non-LS group took the follow-on class immediately.

The picture for corequisite STEM math is more complex since students completing College Algebra have more follow-on options. Co-requisite STEM math seemed less affected by the most recent Learning Support changes.

Gateway + Corequisite STEM Pass Rates								
Fall 2018	Took M 0999 + M 1111	Passed M 0999 + M 1111	Spring Took Stats	Took M 2200	Passed M 2200	Summer or Fall Took Any Follow On	Took M 2200	Passed M 2200
IPEDS FTFT 1002	118	72		14	13		unknown	
		61%		19%	93%			
% successful took follow on		63%		of eligible				
			Took Pre-Calc	Took M 1113	Passed M 1113			
				26	15			
				36%	58%			
				of eligible				
			Took Applied Calculus	Took M 2040	Passed M 2040			
				5	4			
				7%	80%			
				of eligible				
			Follow on in 2	27%		Follow on in 3		

Although the total number of corequisite STEM students increased in Fall 2018 (to 118), it was not a high magnitude of change over prior years (Fall 2017=97, Fall 2016=55). The year to year increase was more likely due to the removal of the STEM foundations class rather than an increase in overall first time, full time students (Fall 2018 IPEDS FTFT=1002, Fall 2017 IPEDS FTFT=1044).

Despite the removal of the STEM Foundations class, the pass rates for corequisite STEM students stayed almost the same in both gateway and follow on classes. Prior gateway pass rates were 60% in Fall 2017 and 63% in Fall 2016. Approximately the same percentage of successful students took a follow-on class (Fall 2017 follow on takers=64%) and the same percentage of students got through a follow-on class in spring (Fall 2017 follow on in two=25%).

The table below presents the details for students who did not place into Math Learning Support and took MATH 1111 in Fall 2018.

Gateway Non-LS STEM Pass Rates								
Fall 2018	Took M 0999 + M 1111	Passed M 0999 + M 1111	Spring Took Stats	Took M 2200	Passed M 2200	Summer or Fall Took Any Follow On	Took M 2200	Passed M 2200
IPEDS FTFT 1002	307	211		45	42		unknown	
		69%		21%	93%			
% successful took follow on		62%		of eligible				
			Took Pre-Calc	Took M 1113	Passed M 1113		Took M 1113	Passed M 1113
				75	53			
				36%	71%			
				of eligible				
			Took Applied Calculus	Took M 2040	Passed M 2040		Took M 2040	Passed M 2040
				11	8			
				5%	73%			
				of eligible				
			Follow on in 2	34%		Follow on in 3		

Pass rates are higher overall for non-LS students than for their LS-starting counterparts.

English Remediation

Figures in this section stand in place of a discussion in the narrative section.

Corequisite English Gateway Success

The goal is a completion rate in gateway English of 80% of IPEDS first time, full time students within the first two terms. The “gateway in one term” figure is also shown to delineate and track co-requisite success.

The figures shown are for IPEDS first time, full time students who took LS English or English 1101. For English analyses, students enrolled in Health Science Career programs are split out because they are not required to proceed into the follow-on course, English 1102. Success rates for non-LS students are included for comparison.

GATEWAY SUCCESS IN ENGLISH						
IPEDS cohort, Full Time						
LS	Health Sci Pathway		Non-Health Sci Pathway		All Highest Level or Coreq English	
	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two
Fall 2009		50%		50%		50%
Fall 2014	66%	67%	74%	79%	72%	77%
Fall 2016	100%	100%	78%	85%	81%	87%
Fall 2017	76%	76%	70%	73%	72%	74%
Fall 2018	83%	88%	75%	79%	77%	81%

No LS	Health Sci Pathway		Non-Health Sci Pathway		All Gateway English no LS		Non-LS vs LS Gate in Two
	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	
Fall 2009	82%	84%	76%	80%	77%	80%	30%
Fall 2014	78%	85%	80%	83%	80%	83%	6%
Fall 2016	89%	90%	79%	82%	81%	83%	-4%
Fall 2017	88%	90%	83%	87%	84%	87%	13%
Fall 2018	87%	87%	82%	85%	83%	85%	4%

Pass rates for new first-time full-time students taking co-requisite English for the first time were up (at 77%) in Fall 2018 from the prior year, but the reasons for that are muddled by the possible inclusion of students who did not need corequisite English. Even with those students included, corequisite students lagged non-LS students in success on the gateway (non-LS=83% for a pass rate gap of -6%). The student numbers (rather than just the percentages) are shown in the section called “Focus on Fall 2108 Cohort of English Corequisite Students.”

For Fall 2018, the goal of 80% students starting in corequisite English completing the gateway course in two terms was met.

Co-requisite Progression through Follow-On Class

The benchmark is the “follow-on in three terms” figure with a goal of 60%. For fall cohorts the third term combines students taking the follow-on class in the following summer and fall terms. Students in Health Science Associate pathways are removed for the follow-on analysis since they are not required to take ENGL 1102.

FOLLOW ON SUCCESS IN ENGLISH						
IPEDS cohort, Full Time						
LS	Health Sci Pathway		Non-Health Sci Pathway		All Highest Level or	
	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three
Fall 2009				35%		
Fall 2014			32%	44%		
Fall 2016			42%	42%		
Fall 2017			34%	45%		
Fall 2018			41%	not yet available		
No LS	Health Sci Pathway		Non-Health Sci Pathway		All Highest Level or	
	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three
Fall 2009			43%	52%		
Fall 2014			54%	58%		
Fall 2016			51%	62%		
Fall 2017			58%	66%		
Fall 2018			51%	not yet available		

The goal of 60% for English follow on completion has not yet been met for corequisite students, with the Fall 2018 cohort not yet complete since information from Summer and Fall 2019 progression is not yet available.

Focus on Fall 2018 Cohort of English Corequisite Students

No placement split appears for the Fall 2018 cohort because all placements were into corequisite courses.

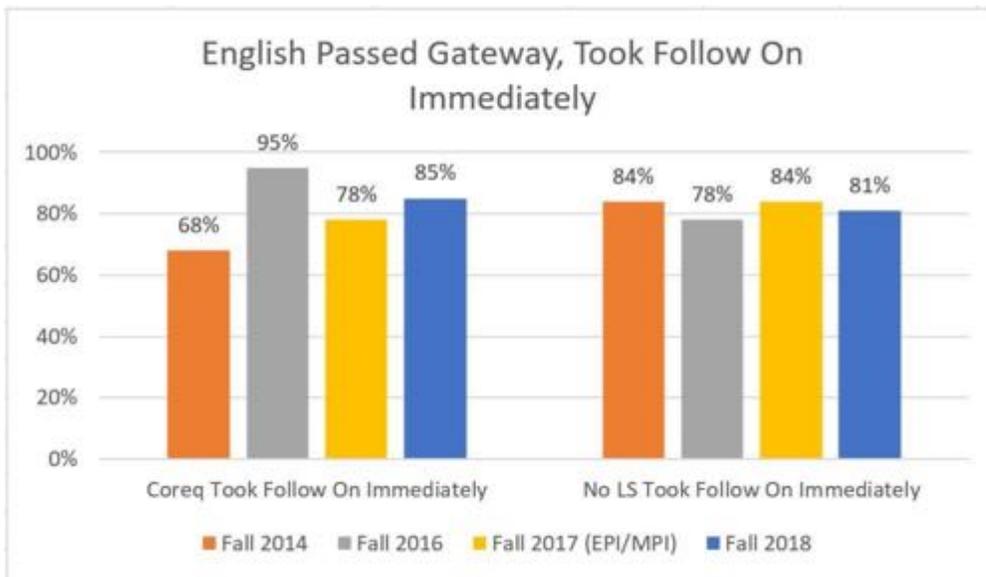
The percentage of new full-time students placed into English LS can be seen in the far right column in table below. The increase in overall placements in Fall 2018 seems to be an anomaly.

Historical English LS Placement Figures			
% of total IPEDS FTFT cohort	Co-req (or equiv)	Found (or equiv)	ENGL LS Combined % of FTFT
Fall 2009	4.1%	7.4%	11.5%
Fall 2014	4.0%	8.7%	12.7%
Fall 2015			
Fall 2016	3.2%	10.0%	13.1%
Fall 2017	8.2%	2.2%	10.6%
Fall 2018	25.5%		25.5%

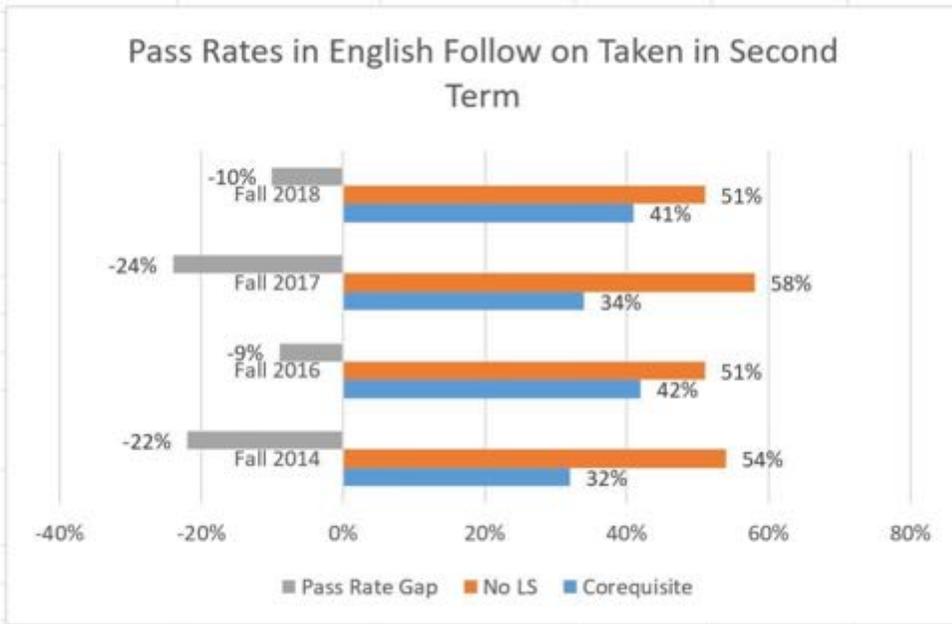
The table below presents the details for the Fall 2018 cohort of students who took gateway English with and without corequisite remediation, including a look at how the students who got through the gateway course in Fall 2018 took and performed in the follow-on course in Spring 2019.

		IPEDS FTFT				
FALL 2018	1,002			201902		
		Took E 1101 w co-req	ABC	Took E 1101	Passed E 1101	% of Takers
Fall 2018 H Sci Career		66	55	7	3	43%
Fall 2018 Non-H Sci		190	142	18	8	44%
Total Pass Percentage		256	77%			
Progression				Took E 1102	Passed E 1102	% of Takers
Fall 2018 Non-H Sci		190	142	121	78	64%
				85% of eligible		
No LS	All	Took E 1101	Passed E 1101	Took E 1101	Passed E 1101	% of Takers
Fall 2018 Gateway ENGL H Sci		78	68	2	0	0%
Fall 2018 Gateway ENGL Non-H Sci		429	352	24	12	50%
				201902		
Progression				Took E 1102	Passed E 1102	% of Takers
Fall 2018 Gateway ENGL Non-H Sci	0	429	352	286	217	76%
				81% of eligible		
				follow on pass rate gap: -11%		

Among students who were eligible to take a follow-on class in the spring, 85% did so, within a typical range for corequisite students and comparable to the rates for non-LS students.



Although corequisite and non-LS students take the follow-on course at similar rates, a persistent gap appears in pass rates in the follow on class for students starting in corequisite remediation. The relative narrowing of the gap for Fall 2018 students over the prior year may result at least in part from having students who possibly did not need remediation in corequisite classes.



Corequisite Retention

Retention Progress Metrics	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16	Fall 16 to 17	Fall 17 to 18
One-year retention for students who begin as full-time students (All FTFT) *	63%	63%	70%	67%	66%
One-year retention for students entering in Learning Support	58%	63%	67%	64%	63%
One-year retention for students NOT entering in Learning Support	67%	62%	72%	67%	68%
Retention rate gap	-9%	+1%	-5%	-3%	-5%

Corequisite Completions

IPEDS FTFT Math students starting in Fall 2009

FALL 2009						
Started In	IPEDS FTFT	Cert or Dipl by end of Sum 2012	Assoc by end of Sum 2012	Bacc by end of Sum 2012	Total 3 Yr Completions	% 3 Yr Completions
M 0097	264	1	20	0	21	8%
M 0099	84	4	11	0	15	18%
LS Total	348	5	31	0	36	10%
Gateway only	468	8	69		77	16%
Co-Req Equiv Assoc			13.1%			
Gateway only Assoc			14.7% Gap		1.6%	

IPEDS FTFT Math students starting in Fall 2014

FALL 2014								
Started In	IPEDS FTFT	Cert or Dipl by end of Sum 2017	Assoc by end of Sum 2017	Bacc by end of Sum 2017	Total 3 Yr Completions	% 3 Yr Completions		
M 0987	127		10	0	10	8%		
M 0989	115	3	7	0	10	9%		
Tot Foundations	242	3	17	0	20	8%		
M 0997	56	2	12	0	14	25%		
M 0999	72	0	8	0	8	11%		Gap cp. 2009
Tot Co-Req	128	2	20	0	22	17%	Fall 2014 Co-Req Level Completions	-0.7%
LS Total	370	5	37	0	42	11%		
Gateway only	560	10	82	1	93	17%	No-LS Completions	Gap cp. 2009 0.2%
Co-Req Assoc			15.6%	Gap cp. 2009	2.5%			
No-LS Assoc			14.6%		-0.1%			
No-LS Assoc gap			-1.0%					

IPEDS FTFT Math students starting Fall 2015

FALL 2015								
Started In	IPEDS FTFT	Cert or Dipl by end of Sum 2018	Assoc by end of Sum 2018	Bacc by end of Sum 201	Total 3 Yr Completions	% 3 Yr Completions		
M 0987	145	1	16		17	12%		
M 0989	122	3	6		9	7%		
Tot Foundations	267	4	22	0	26	10%		
M 0997	48	1	8		9	19%		
M 0999	55	0	6		6	11%		Gap cp. 2009
Tot Co-Req	103	1	14	0	15	15%	Fall 2015 Co-Req Level Completions	-3.3%
LS Total	370	5	36	0	41	11%		
STATS Gateway only	137	0	34		34	25%		
STEM Gateway only	378	6	88		94	25%		Gap cp. 2009
Tot No LS	515	6	122	0	128	25%	No-LS Completions	8%
Co-Req Assoc			13.6%	Gap cp. 2009	0.5%			
No-LS Assoc			23.7%		8.9%			
No-LS Assoc gap			10.1%					

IPEDS FTFT English students starting in Fall 2009

FALL 2009								
Started In	IPEDS FTFT	Cert or Dipl by end of Sum 2012	Assoc by end of Sum 2012	Bacc by end of Sum 2012	Total 3 Yr Completions	% 3 Yr Completions		
ENGL 0989	83	1	6		7	8%		
ENGL 0999	46		6		6	13%	Fall 2009 LS ENGL Co-req Compl	
LS Total	129	1	12	0	13	10%		
Gateway only	703	13	88	1	102	15%	No-LS ENGL Completions	
Co-Req Equiv Assoc			13.0%					
Gateway only Assoc			12.5%	Gap	-0.5%			

IPEDS FTFT English students starting in Fall 2014

FALL 2014								
Started In	IPEDS FTFT	Cert or Dipl by end of Sum 2017	Assoc by end of Sum 2017	Bacc by end of Sum 2017	Total 3 Yr Completions	% 3 Yr Completions		
E 0989	92	3	13		16	17%		Gap cp. 2009
E 0999	42	2	7		9	21%	Fall 2014 Co-Req Level Completions	8.4%
LS Total	134	5	20	0	25	19%		
Gateway only	506	8	60		68	13%	No-LS Completions	-1.1%
Co-Req Assoc			16.7%	Gap cp. 2009	3.6%			
Gateway only Assoc			11.9%		-0.7%			
No-LS Assoc gap			-4.8%					

IPEDS FTFT English students starting in Fall 2015

FALL 2015								
Started In	IPEDS FTFT	Cert or Dipl by end of Sum 2017	Assoc by end of Sum 2017	Bacc by end of Sum 2017	Total 3 Yr Completions	% 3 Yr Completions		
E 0989	108	3	12		15	14%		Gap cp. 2009
E 0999	40	3	7		10	25%	Fall 2015 Co-Req Level Completions	12.0%
LS Total	148	6	19	0	25	17%		
Gateway only	620	5	126		131	21%	No-LS Completions	6.6%
Co-Req Assoc			17.5%	Gap cp. 2009	4.5%			
Gateway only Assoc			20.3%		7.8%			
No-LS Assoc gap			2.8%					

STRATEGY 4: GATEWAYS TO COMPLETION

Two illustrative examples are presented in detail and summary data for other G2C courses during the pilot year (2017-18) are shown.

Example 1: Anatomy and Physiology (BIOL 2121K)

Work on reducing DFWI rate for BIOL 2121K began before the G2C analyses were complete. A four-year display of DFWI rates in the course shows a steady and desirable downward trend.



Some changes previously cited that contributed to the reductions in DFWI rates were changing the textbook to Open Educational Resources (thereby enabling more students to have access to textbook materials), implementing a prerequisite BIOL 1010K course, and increasing the number of lab practical exams from two to four.

However, the G2C sections of BIOL 2121K had higher DFWI rates than other sections in both AY 2017 and in AY 2018. The number of AY 2018 students in G2C and non-G2C sections is shown below.

Fall 2018	Enrl	ABC	Pass Rate	DFW Rate	Spring 2019	Enrl	ABC	Pass Rate	DFW Rate
G2C Sects	119	64	54%	46%	G2C Sects	105	50	48%	52%
Non G2C	146	91	62%	38%	Non G2C	161	98	61%	39%
All	265	155	58%	42%	All	266	148	56%	44%

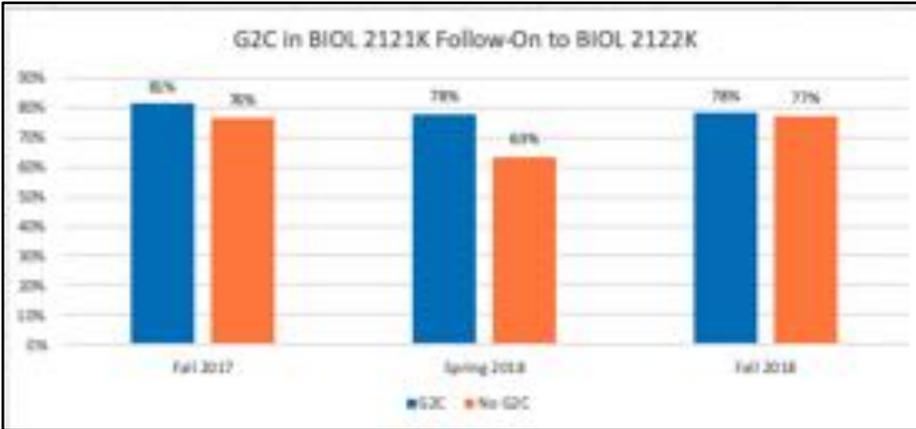
In AY 2017 course designers were actively moving G2C transformations to scale with the majority of BIOL 2121K students enrolled in G2C sections in Spring 2018. The transformations included the following.

- A “progressive average” implemented in the learning management system so that students can see their grades as the term goes on.
- Open “pre-quizzes” for each lecture. These were required for credit during Fall 2017 but available for practice in Spring 2018.
- Daily diagram labeling assignments for the lab component were added in Spring 2018. These were assessed by the lab coordinator before the end of each lab component.
- Increase in full time faculty teaching the gateway courses. All faculty who taught a G2C pilot course in Fall 2017 and Spring 2018 were tenure track employees.
- A requirement, enforced for the first time in spring 2018, for students to take a general education, laboratory-based science course before enrolling in BIOL 2121K.

In addition, a “lib guide” was created to accompany to the online textbook. During 2017-18, the lib guide materials were still in progress and not formally included in the syllabus or the G2C courses. They were formally part of the 2018-19 transformations, but did not seem to reduce the DFWI rates significantly.

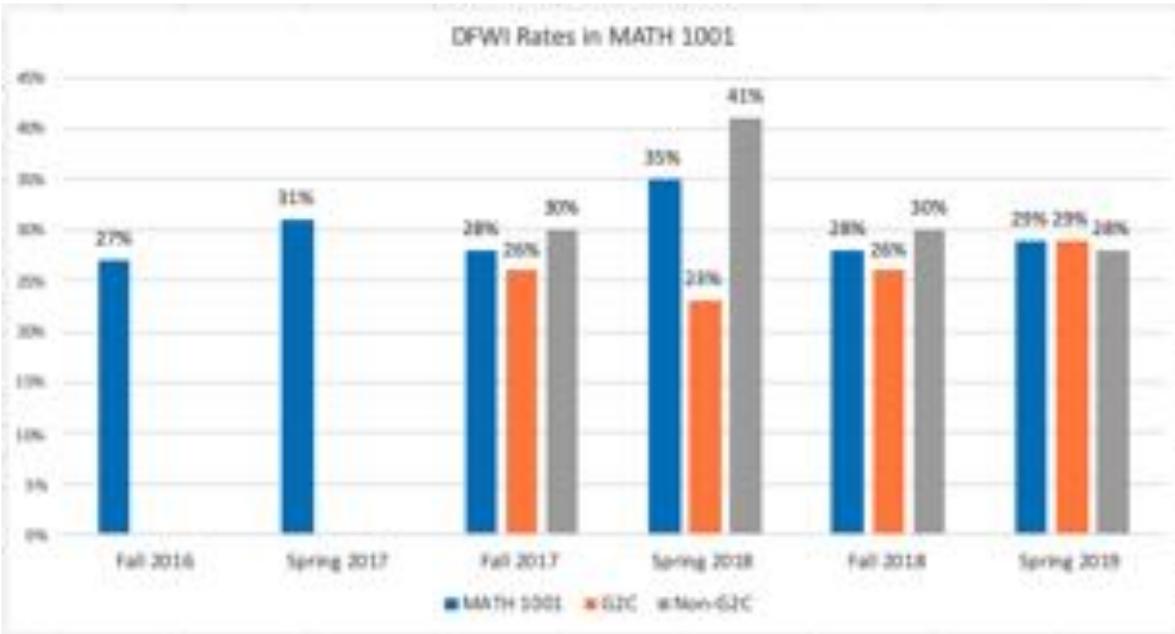
The number and percentage of students taught in the G2C sections in spring 2018 was considerably higher than in Fall 2017, but the DFWI rate did not deteriorate between the terms. At this time, it appears that G2C course transformations in BIOL 2121K have no sustained effect, though one explanation is that instructors are consistently innovating in those courses, which can sometimes lead to a small drop in success rates.

One positive trend here is that students who take and pass a G2C section of BIOL 2121K perform at a slightly higher level in BIOL 2122K. We must continue to monitor these courses to see what trends might emerge over time.



Example 2: Quantitative Skills and Reasoning (MATH 1001)

A multi-year view of DFWI rates for MATH 1001 shows a somewhat different pattern than the one for BIOL 2121K.



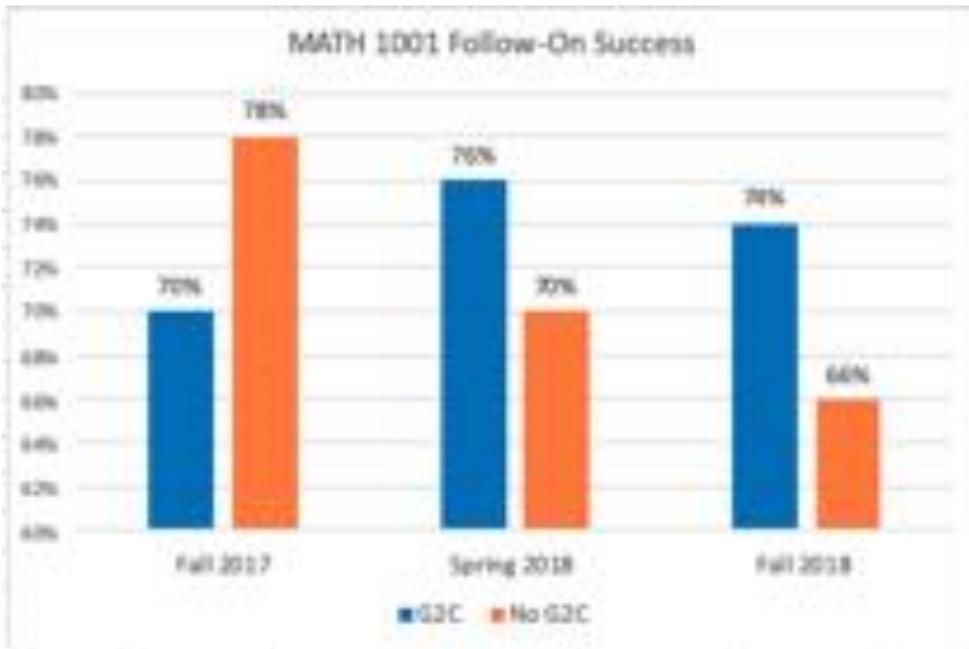
Historically, DFWI rates have varied along a small range across terms for MATH 1001. For fall terms, the range was from 26% DFWI in Fall 2014 to 31% in Spring 2017. However, the sections piloting the G2C transformations initially had considerably lower DFWI rates. The number of students in G2C and non-G2C sections is shown below.

Fall 2018	Enrl	ABC	Pass Rate	DFW Rate		Spring 2019	Enrl	ABC	ABC Rate	DFWI Rate
G2C Sects	424	315	74%	26%		G2C Sects	200	142	71%	29%
Non G2C	521	363	70%	30%		Non G2C	229	164	72%	28%
All	945	678	72%	28%		All	429	306	71%	29%

The expansion of G2C techniques to scale has been slower with MATH 1001 than with BIOL 2121K. Some 26% of MATH 1001 students were in G2C sections in Fall 2017, compared to 44% in Fall 2018. Likewise, 32% of students were in G2C sections in Spring 2018, compared to 47% in Spring 2019.

While initially there seemed to be some additional positive impact for female and part-time students, those differences diminished over AY 2018-19, leaving only small differences or none at all based on those characteristics.

DFWI rates in Statistics (MATH 2200) in Spring 2018 were higher for students in the G2C sections than for non-G2C sections. Around a third of Fall 2017 MATH 1001 students who were eligible to take MATH 2200 in the spring did so (34% in G2C sections, 36% in other sections), leaving small student numbers to consider from this initial pilot. However, from Spring 2018 through Spring 2019, students who took and passed a G2C section of MATH 1001 were performed slightly better than did those students in non-G2C courses. Much like the BIOL 2121K courses, this worth continuing to track and explore.



A small number of successful MATH 1001 students in fall 2017 took MATH 1111 (College Algebra) in spring 2018.

Course transformations in the G2C sections of MATH 1001 include the use of course “wrappers” involving the following elements.

- Three to five wrap-up problems are shared at the end of each class to assess understanding and apply new knowledge.
- ClassWrappers are provided in D2L by the math department for ease of printing.
- Students can keep a notebook of all ClassWrappers.
- Students that do not/cannot finish the ClassWrappers, receive referral for out-of-class assistance with their instructor or for help from the tutorial center.
- ClassWrappers can be used by the classroom teacher for review for tests, as well as for bonus points on upcoming tests and/or classroom participation grades.
- Answer keys are provided to make available for students as instructors choose.

Institutional Participation

One goal of the Gateways to Completion project is widespread participation among faculty and staff at the college. The following departments have participated in the first three years:

- Academic Deans from all six academic divisions
- Academic Success (Advising, Tutoring, Early Warning)
- Admissions
- Adult Learning
- Center for Excellence in Teaching and Learning
- eLearning Support Services
- Faculty members from all five academic divisions
- Library
- New Student and Retention (Orientations, Success and Retention Programs)
- Planning, Assessment, Accreditation, and Research
- Student Support Services (Counseling and Disability)
- Vice President for Academic Affairs

These 15 units comprise 60% of the 25 or so divisions and departments of the college.

The course design teams for the selected courses are composed of faculty leaders and participants.

STRATEGY 5: GHXX 2901: SPECIAL TOPICS IN ...

No additional data to share at this time.

GEORGIA INSTITUTE OF TECHNOLOGY

APPENDICES – GEORGIA TECH STATUS REPORT 2018-2019

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%
Fall 2018	97%*

*Based on Fall 2019 enrollment as of September 5, 2019

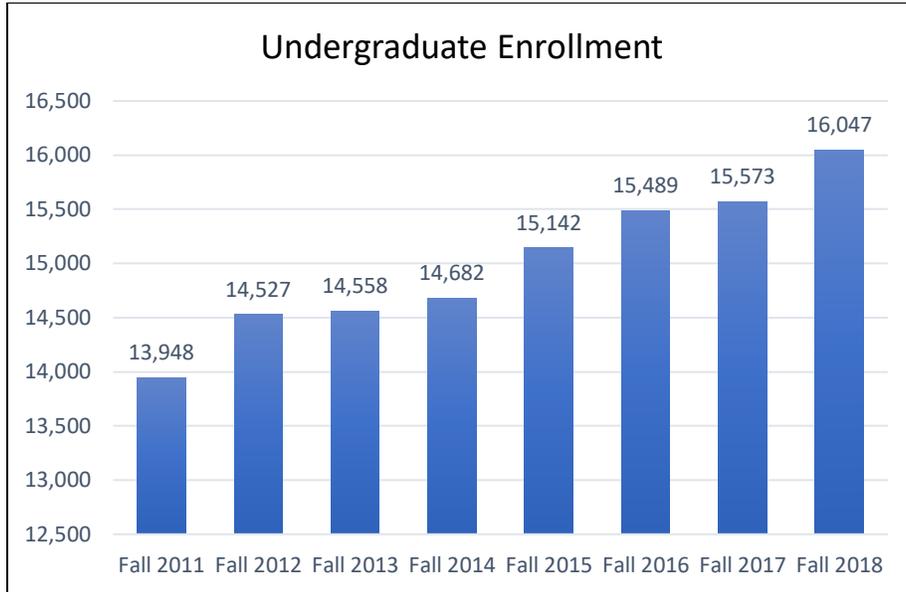
First-Time, Full-Time Freshman Graduation Rates

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%	88%
Fall 2012	40%	82%	87%	
Fall 2013	45%	85%	90%	
Fall 2014	46%	86%		
Fall 2015	51%			

APPENDIX B – UNDERGRADUATE ENROLLMENT AND DEGREES CONFERRED

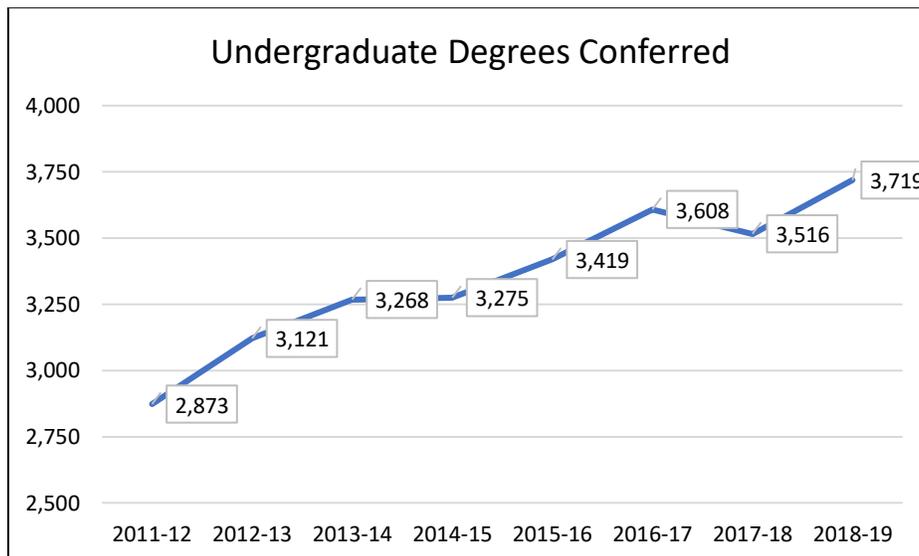
Undergraduate Enrollment

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
13,948	14,527	14,558	14,682	15,142	15,489	15,573	16,047



Degrees Conferred

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
2,873	3,121	3,268	3,275	3,419	3,608	3,516	3,719



Appendix C – Graduation Rates for Students in High-Impact Curricular and Co-Curricular Programs

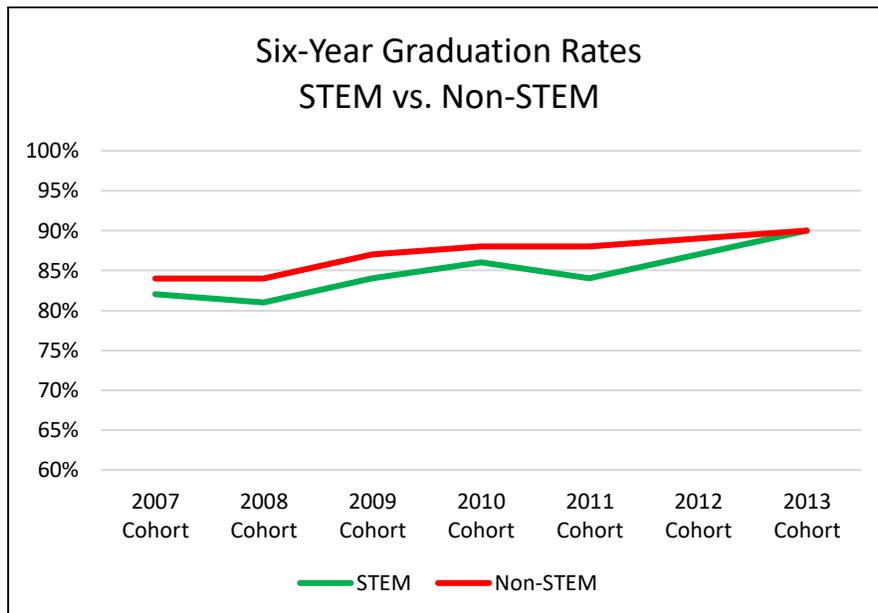
High-Impact Practices

Academic Enrichment Program	Six-Year Graduation Rate (based on Fall 2012 cohort)
CO-OP	96%
GT 1000	88%
Grand Challenges, Living Learning Community	90%
Honors Program, Living Learning Community	92%
Internship	97%
Study Abroad	97%
Undergraduate Research Opportunities Program (UROP)	95%
Vertically Integrated Projects (VIP) Program	93%

APPENDIX D – STEM GRADUATION RATES

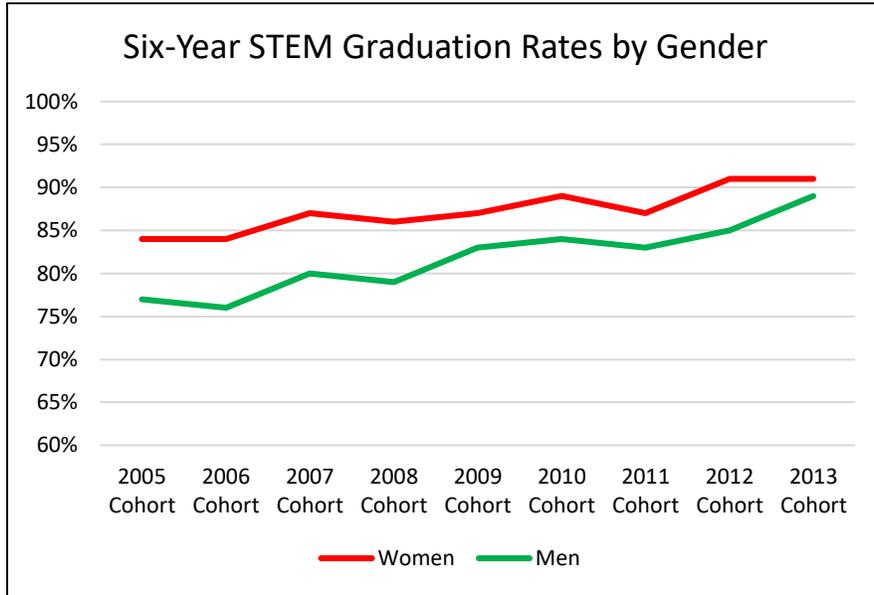
Six-Year Graduation Rates STEM vs. Non-STEM

Cohort	STEM	Non-STEM
2007	82%	84%
2008	81%	84%
2009	84%	87%
2010	86%	88%
2011	84%	88%
2012	87%	89%
2013	90%	90%



Six-Year Graduation Rates for STEM Majors by Gender

COHORT	2005	2006	2007	2008	2009	2010	2011	2012	2013
Women	84%	84%	87%	86%	87%	89%	87%	91%	91%
Men	77%	76%	80%	79%	83%	84%	83%	85%	89%



APPENDIX E – CHALLENGE AND AAMI OUTCOMES

Fall 2018 GPA Outcomes for Summer 2018 URM Challenge Participants

Challenge First-Year Black (73)	3.02	Non-Challenge First-Year Black (152)	2.91
Challenge First-Year Hispanic (32)	3.35	Non-Challenge First-Year Hispanic (193)	3.21
Challenge First-Year Multi (2)	3.42	Non-Challenge First-Year Multi (16)	3.30
Challenge Fall GPA Average (76*)	3.35	Non-Challenge Fall GPA Average (363)	3.08
% Challenge students with GPA = 4.0 (14)	14%		
% Challenge students with GPA ≥ 3.0 (47)	48%		

*Summer 2018 Challenge included 81 participants with 76 enrolled during Fall 2018

Average Cumulative GPA for First-Year Students at the End of Fall Term

Cohort	AAMI Participants	Non-AAMI Matched Peers	Non-Black Males
2018	3.10	2.78	3.34
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

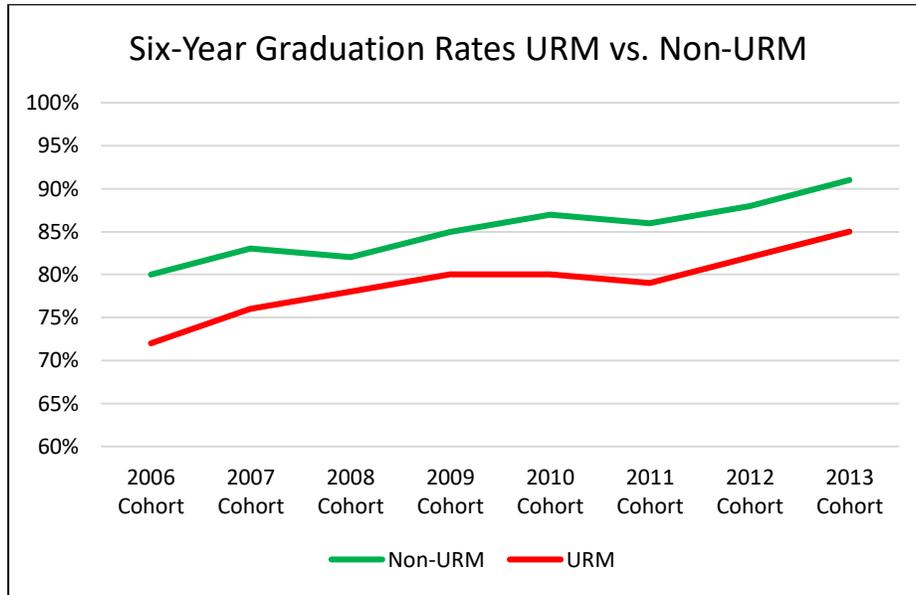
Cohort	Institutional	AAMI Participants	Non-AAMI Matched Peers
2017	97%	95%	90%
2016	97%	96%	93%
2015	97%	100%	95%
2014	97%	94%	97%
2013	96%	97%	91%

APPENDIX F – URM GRADUATION RATES

Six-Year Graduation Rates

COHORT	2006	2007	2008	2009	2010	2011	2012	2013
Non-URM	80%	83%	82%	85%	87%	86%	88%	91%
URM	72%	76%	78%	80%	80%	79%	82%	85%

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 only U.S. Citizens and permanent residents

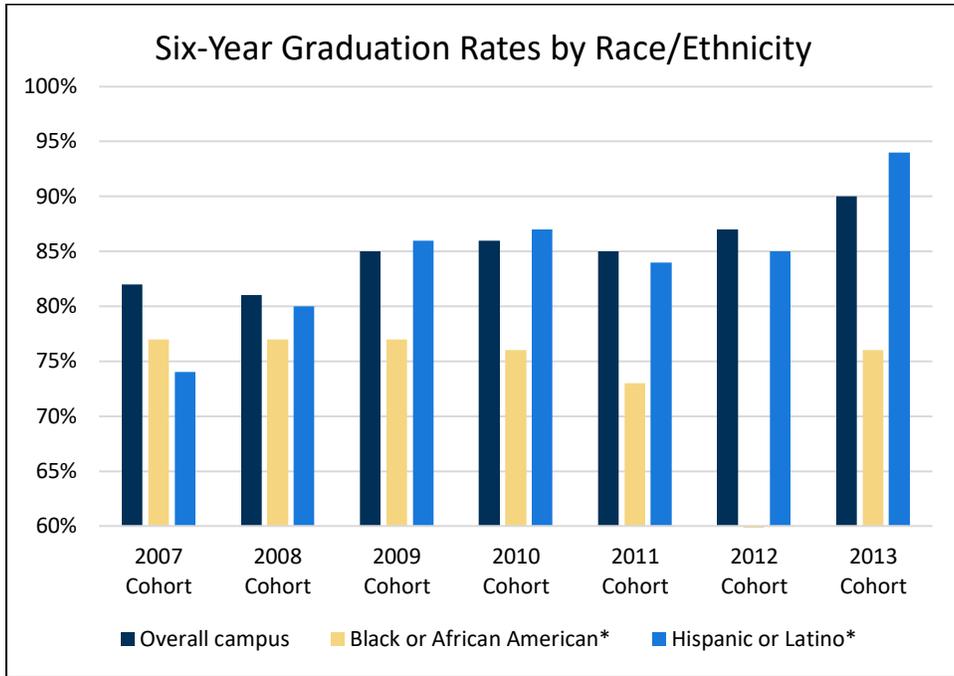


Graduation Rates for Black or African American and Hispanic or Latino Students

Six-Year Graduation Rates

COHORT	2007	2008	2009	2010	2011	2012	2013
Overall campus	82%	81%	85%	86%	85%	87%	90%
Black or African American*	77%	77%	77%	76%	73%	77%	76%
Hispanic or Latino*	74%	80%	86%	87%	84%	85%	94%

**Includes only U.S. Citizens and permanent residents*



APPENDIX G – NOT-REGISTERED SURVEY POPULATION SIZES AND SURVEY RESPONSE RATES

Survey Administration Date	July 2019	July 2018	August 2017	July 2016	June 2015	June 2014
Survey Population Size*	866	579	642	643	538	632
Number of Respondents	393	317	316	308	268	268
Response Rate	45% (393/866)	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 RESPONSE RATES

Survey Administration Date	October 2018	November 2017	November 2016	October 2015	October 2014
Overall Non-Continuing Population*	68**	117	110	117	145
Additional Exclusion Criteria for Survey	Transcript indicated poor academic progress; advisor notes indicated reason for non-enrollment; already readmitted for spring 2019	Not in good academic standing			
Survey Population Size	42	67	67	60	78
Number of Respondents	16	34	11	19	30
Response Rate	38% (16/42)	51% (34/67)	16% (11/67)	32% (19/60)	39% (30/78)

*"Non-continuing" is defined by three consecutive semesters of non-enrollment for 2014-2017

**Three-to-five semesters of non-enrollment; less than good academic standing

APPENDIX I- PLUS OUTCOMES BY COURSE

Fall 2018				
Subject	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	34	87.2%	25	78.1%
BMED 3400	23	100.0%	47	94.0%
CHEM 1211K	76	96.2%	80	77.7%
CHEM 1212K	41	100.0%	63	91.3%
CHEM 1310	88	88.9%	198	89.6%
CHEM 1315	21	100.0%	91	82.7%
CHEM 2311	59	96.7%	119	88.1%
CHEM 2312	43	87.8%	42	80.8%
CHEM 2313	5	62.5%	37	92.5%
CHEM 3511	8	100.0%	121	96.8%
MATH 1113	13	92.9%	22	95.7%
MATH 1551	80	90.9%	182	79.8%
MATH 1552	97	88.2%	125	66.1%
MATH 1553	204	98.6%	437	87.4%
MATH 1554	95	93.1%	638	90.0%
MATH 2550	6	66.7%	108	78.3%
MATH 2551	78	98.7%	276	88.5%
MATH 2552	73	94.8%	396	89.6%
PHYS 2211	100	94.3%	279	87.5%
PHYS 2212	120	96.8%	306	79.7%
"Regulars = 5 or more visits Non-PLUS = 0 Visits"				

Spring 2019				
Subject	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	13	86.7%	48	92.3%
BMED 3400	22	100.0%	37	92.5%
CHEM 1211K	10	90.9%	16	66.7%
CHEM 1212K	70	95.9%	107	89.2%
CHEM 1310	23	95.8%	45	78.9%
CHEM 1315	19	82.6%	35	67.3%
CHEM 2311	37	92.5%	52	71.2%
CHEM 2312	18	94.7%	70	90.9%
CHEM 2313	32	88.9%	26	76.5%
CHEM 3511	23	100.0%	93	98.9%
MATH 1113	3	25.0%	12	57.1%
MATH 1551	10	76.9%	26	60.5%
MATH 1552	89	96.7%	176	75.9%
MATH 1553	93	93.0%	159	77.2%
MATH 1554	29	93.5%	80	70.2%
MATH 2550	53	91.4%	80	75.5%
MATH 2551	114	88.4%	613	87.1%
MATH 2552	108	97.3%	260	84.4%
PHYS 2211	146	94.2%	236	80.0%
PHYS 2212	84	92.3%	365	87.1%
"Regulars = 5 or more visits Non-PLUS = 0 Visits"				

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, Director, 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 (B) 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 SOUTHERN UNIVERSITY

APPENDIX I: MOMENTUM YEAR PLAN STATUS UPDATE (AUGUST 1, 2019)

GOAL	STATUS	UPDATES	NEXT STEPS
Advise students into an academic focus area. Remove the undeclared designation and introduce an exploratory designation with an academic focus area.	Completed May 2019.	Completed May 2019. Pre-Orientation modules were developed around the academic focus areas. Students can choose a major or choose to be exploratory in an academic focus area. All orientation language focuses on academic focus area, rather than college.	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.
GOAL	STATUS	UPDATES	NEXT STEPS
Identify academic focus areas and the programs with which they are aligned.	Completed March 2019.		
GOAL	STATUS	UPDATES	NEXT STEPS
Create program maps for each program of study and each focus area.	Completed March 2019. All programs of study in the new institution have an established default program map.	Focus area maps (exploratory in a focus area) completed May 2019.	Develop program maps for the approved academic focus areas in preparation for Orientation 2019.
GOAL	STATUS	UPDATES	NEXT STEPS
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].	Completed December 2018. 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.

GOAL	STATUS	UPDATES	NEXT STEPS
Students have ongoing advisement, with a professional academic advisor, in their academic program.	Completed August 2018. Students are required to meet with their academic advisor at least once per semester.	All campuses have a fully professional advising model. The 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.
GOAL	STATUS	UPDATES	NEXT STEPS
Students are directed to co-curricular activities and practices that are supportive of their major and overall integration into the college environment.	Completed May 2019. 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.	Developing better and more complete partnerships between Academic Affairs and Students Affairs, particularly in the area of programming and student resources, is an element of the GS Momentum Approach.	Work with faculty to identify opportunities to integrate co-curricular activities with academic coursework in each discipline/major.
GOAL	STATUS	UPDATES	NEXT STEPS
All incoming freshmen participate in the University System of Georgia Getting to Know Our Students Mindset Survey.	Provided to students in fall 2017, fall 2018, and fall 2019.	Distribution of University System of Georgia Getting to Know Our Students Mindset Survey in August 2019 in all First-Year Seminar sections, as an assignment, rather than as an opt-in message from the Provost.	Ongoing on an annual basis.
GOAL	STATUS	UPDATES	NEXT STEPS
Create an inventory of high-impact practices that are already in place at one or more of our campuses.	Formal inventory process begun in April 2019. Work is on-going.		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.
GOAL	STATUS	UPDATES	NEXT STEPS
Create a Major and Career Exploration (MACE) space on the Armstrong campus.	Completed August 2018.	MACE on both Statesboro and Armstrong Campuses highly engaged with both orientation and First-Year seminar courses. Student utilization is high.	Establish some type of Major and Career Exploration space on the Liberty Campus. Space is an issue so explore alternative methods for student engagement.

GOAL	STATUS	UPDATES	NEXT STEPS
All faculty and staff engage in lifelong learning and share those tools and strategies with each other and with their students, focusing on supporting	Faculty who teach the first-year experience course integrate student engagement, academic readiness, and perseverance, and co-	Redesign of Center for Teaching and Learning to a Faculty Center underway in Fall 2019.	Integrate student engagement and co-curricular learning experiences into discipline-specific and major courses. Engage with faculty and staff about professional

student engagement and success.	curricular learning experiences into the course.		development needs and student support needs.
GOAL	STATUS	UPDATES	NEXT STEPS
Remove roadblocks/barriers to student completion within degree programs.	In progress as part of the GS Momentum Approach. The Office of the Provost has developed a Comprehensive Curricular Review and Resign (CCRR) process that each academic degree program will engage with.	Thirty programs are in the initial group engaged in the CCRR process. All programs will complete the review and design within three years.	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.
GOAL	STATUS	UPDATES	NEXT STEPS
Create a faculty/staff mentoring program.	Mentoring occurs, both formally and informally, on all campuses.	The Office of the Provost has tasked faculty fellows with a redesign of faculty and staff support services and mentoring programs. The President has established leadership programs for faculty, staff, and administrators.	Create on-going and strategic faculty and staff engagement and professional development opportunities.
GOAL	STATUS	UPDATES	NEXT STEPS
Continue course redesign of high-impact courses with G2C (Gateways to Completion).	We are in the fourth year of the cohort for redesigning MATH 1441 Calculus. We are undertaking redesign of three additional courses: 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	UPDATES	NEXT STEPS
Implement our new Student Advisement and Success plan across all three campuses.	Completed Fall 2018.	Provide support for departments and programs to hire the undergraduate student peer leaders, tutors, supplemental instructors, course assistants, etc.	Create a faculty committee to support Undergraduate Research initiatives. Continue work with the Student Success Committee of the Faculty Senate.
GOAL	STATUS	UPDATES	NEXT STEPS
Implement EAB SSC and Guide for the Statesboro campus.	Completed August 2018.		Continue to integrate additional institutional units into the CARE UNIT framework for students.

APPENDIX II

GEORGIA SOUTHERN ACADEMIC FOCUS AREAS

Art	Behavioral & Social Sciences	Business	Computing	Education
Art	Anthropology	Accounting	Computer Science	Elementary Education
Art Education	Child & Family Development	Economics	Information Technology	Health & Physical Education
Art History	Criminal Justice & Criminology	Finance		Middle Grades Education
Graphic Design	Fashion Merchandise & Apparel Design	Information Systems		Secondary Education
Music	Interior Design	Logistics		Special Education
Music Education	International Studies	Management		
Theatre	International Trade	Marketing		
Visual Arts	Law & Society			
	Political Science			
	Psychology			
	Recreation			
	Sociology			
	Sport Management			

Engineering	Health Professions	Humanities	Science & Mathematics
Construction Management	Athletic Training	Communication Studies	Biochemistry
Civil Engineering	Comm. Sciences & Disorders	English	Biology
Electrical Engineering	Exercise Science	History	Chemistry
Manufacturing Engineering	Health Sciences	Interdisciplinary Studies	Geography
Mechanical Engineering	Medical Laboratory Sciences	Modern Languages	Geology
	Nursing	Multimedia Film & Production	Mathematics
	Nutrition and Food Science	Multimedia Journalism	Physics
	Public Health	Philosophy	Physics & Astronomy
		Religious Studies	

	Radiologic Sciences Rehabilitation Sciences Respiratory Therapy	Women's, Gender, Sexuality Studies Writing	
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GEORGIA STATE UNIVERSITY

APPENDIX

Chart 1

Graduation Rates by Year and Programs Launched: Bachelor's Degrees

2003 to Present

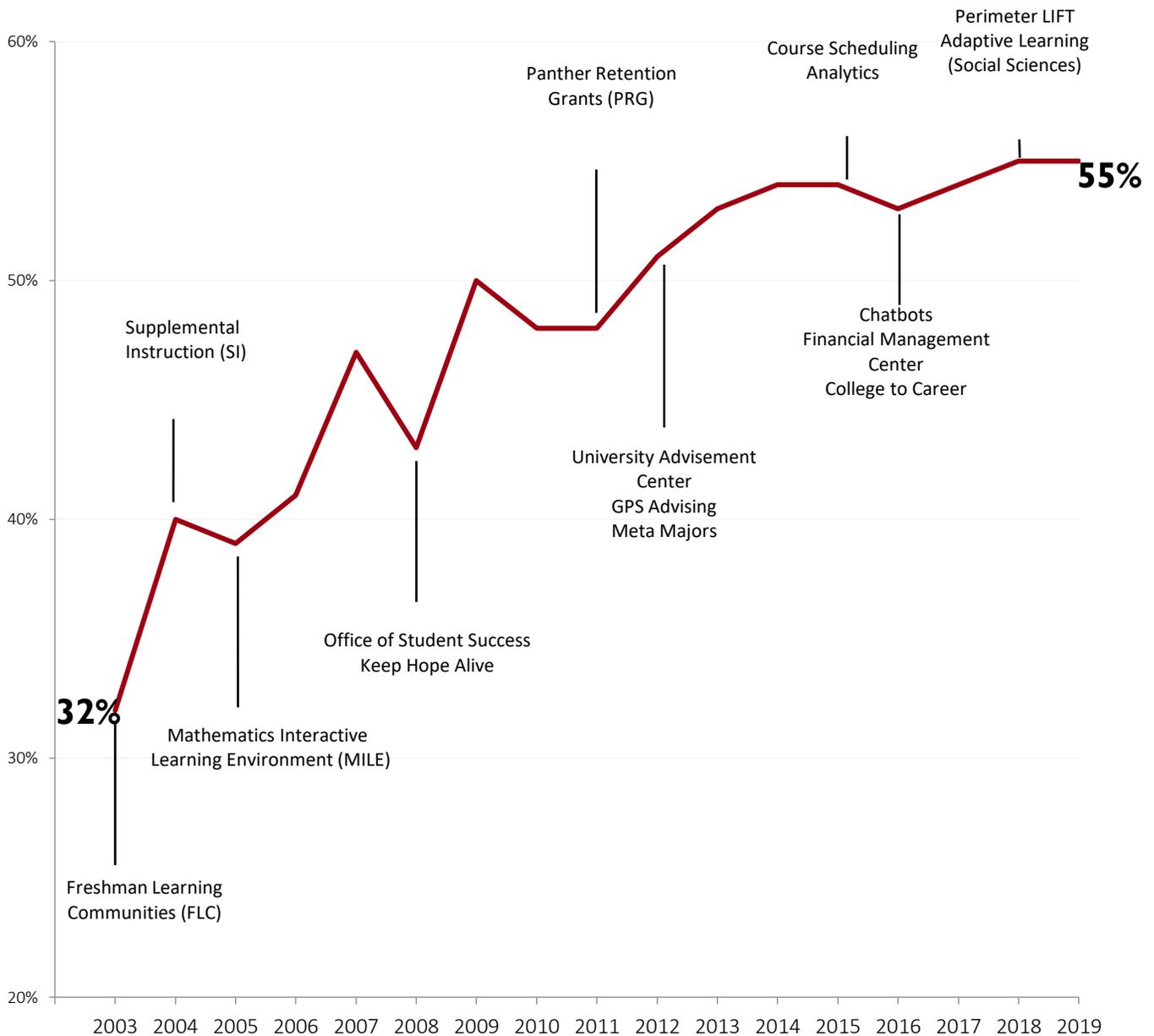


Chart 2

Bachelors-Seeking Graduation Rates by Population

2010 to Present

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
6-Year Graduation Rate	48%	48%	51%	53%	54%	54%	53%	54%	55%	55%
6-Year: African American	51%	52%	54%	57%	55%	58%	56%	58%	58%	59%
6-Year: Hispanic	58%	48%	53%	54%	56%	58%	52%	55%	57%	59%
6-Year: Pell	51%	49%	51%	53%	51%	55%	52%	54%	55%	55%
5-Year Graduation Rate	40%	43%	44%	46%	46%	46%	47%	47%	48%	47%
4-Year Graduation Rate	21%	22%	22%	24%	23%	23%	27%	23%	29%	34%

Chart 3

Georgia State University All Undergraduate Degrees Awarded

2010 – Present

Chart 4

Chart 4

Degrees Conferred by Student Demographic Group: Bachelor’s Degrees

2010 to Present

All Undergraduate Degrees



Bachelors



2010 to Present

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Status	Adult Learners	1,566	1,627	1,810	1,769	1,700	1,699	1,543	1,568	1,589
	Pell-eligible Students	2,403	2,765	3,140	3,132	3,280	3,379	3,428	3,510	3,711
	First Generation Students	1,117	1,280	1,328	1,364	1,360	1,398	1,390	1,375	1,444
Race	White	1,890	2,007	2,013	1,924	1,856	1,779	1,662	1,587	1,645
	Black or African American	1,388	1,552	1,666	1,727	1,829	1,977	2,017	2,035	2,241
	Asian	548	507	633	541	536	568	699	735	813
	More Than One Race	170	153	167	176	184	276	320	355	358
	American Indian or Alaska Native	13	9	18	12	19	11	13	17	11
	Native Hawaiian or Pacific Islander	19	14	9	10	8	-	2	5	1
	Not Reported	194	226	278	278	356	258	246	256	191
Ethnicity	Non-Hispanic	3,690	3,926	4,132	4,017	4,107	4,235	4,263	4,244	4,538
	Hispanic	294	339	394	409	435	443	501	557	567

Not Reported	238	203	258	242	246	191	195	189	155
Total Bachelors Degrees Conferred	4,222	4,468	4,784	4,668	4,788	4,869	4,959	4,990	5,260

Chart 5

STEM Degrees Awarded: Bachelor’s Level

STEM DEGREES CONFERRED	2010-11	2019-19	Increase Of
All Students	345	751	117%
African American Students	112	299	167%
African American Male Students	38	122	221%
Hispanic Students	17	83	388%

Chart 6

Perimeter College Retention Rates: Associate Students

Year	2014	2015	2016	2017	2018	2019
Retention Rate	58%	61%	64%	68%	70%	70%

Charts 7

Perimeter: Associate Degree Grad Rates by Population

	2014	2015	2016	2017	2018	2019	Change
3-Year Graduation Rate	7%	9%	12%	13%	14%	19%	+12
3-Year: African American	4%	7%	10%	10%	12%	17%	+13
3-Year: White	10%	11%	13%	16%	15%	21%	+11
3-Year: Hispanic	6%	11%	13%	13%	15%	23%	+17
3-Year: Pell	5%	8%	10%	11%	14%	19%	+14

Perimeter College 3-Year Graduation Rates

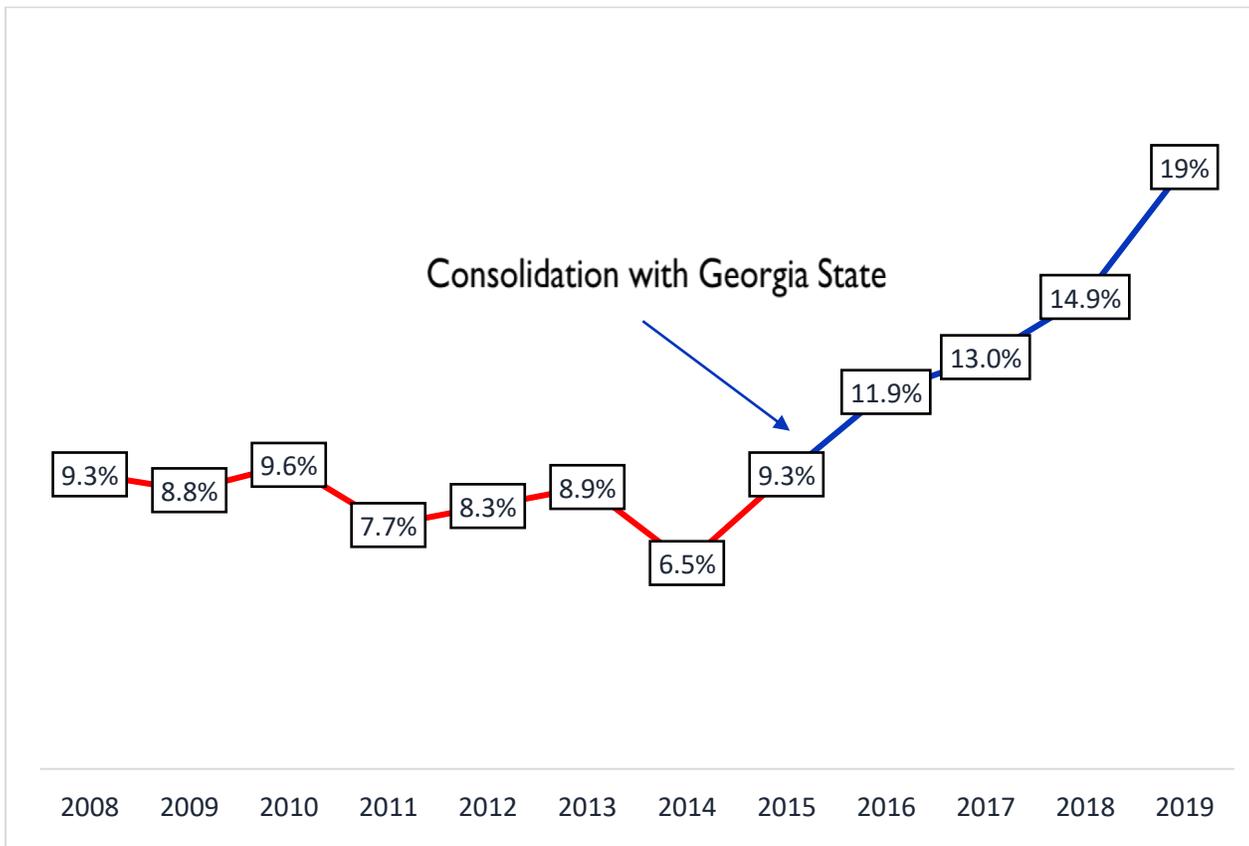


Chart 8

Perimeter College Degrees conferred by Academic Year: Associate Degrees

Pre- and Post-Consolidation

	2014	2015	2016	2017	2018	2019
Associate Degree Conferrals Overall	1,882	1,895	2,081	1,978	2,014	2,043

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	2018-19	
Status	Adult Learners*	1,058	1,169	1,069	1,023	1,076
	Pell-eligible Students	1,314	1,477	1,397	1,422	1,438
	First Generation Students	681	729	699	663	689
Race	White	659	706	677	607	547
	Black or African American	825	935	895	970	999
	Asian	173	220	224	239	252
	More Than One Race	77	90	106	111	181
	American Indian or Alaska Native	9	9	4	6	8
	Native Hawaiian or Other Pacific Islander	5	1	3	3	3
	Not Reported	147	120	69	78	53
Ethnicity	Non-Hispanic	1,606	1,776	1,693	1,726	1,716
	Hispanic	156	187	218	256	268
	Not Reported	133	118	67	32	59
Total Associates Degrees Conferred	1,895	2,081	1,978	2,014	2,043	

* Age at Graduation is used to calculate Adult Learner status

* AY calculated as Fall-Spring-Summer

Chart 10

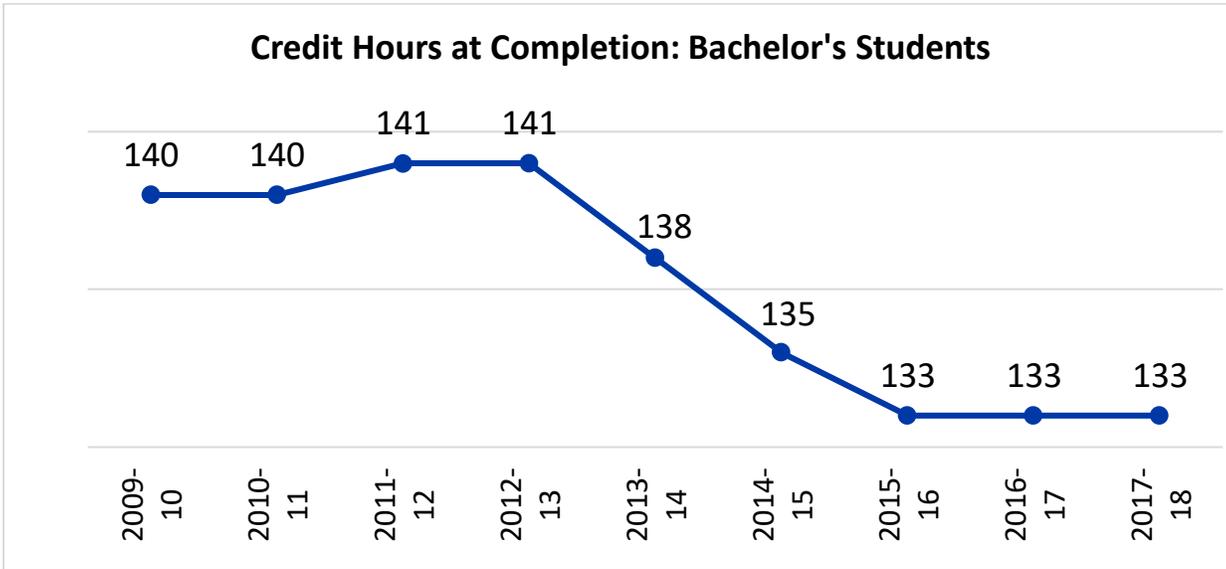
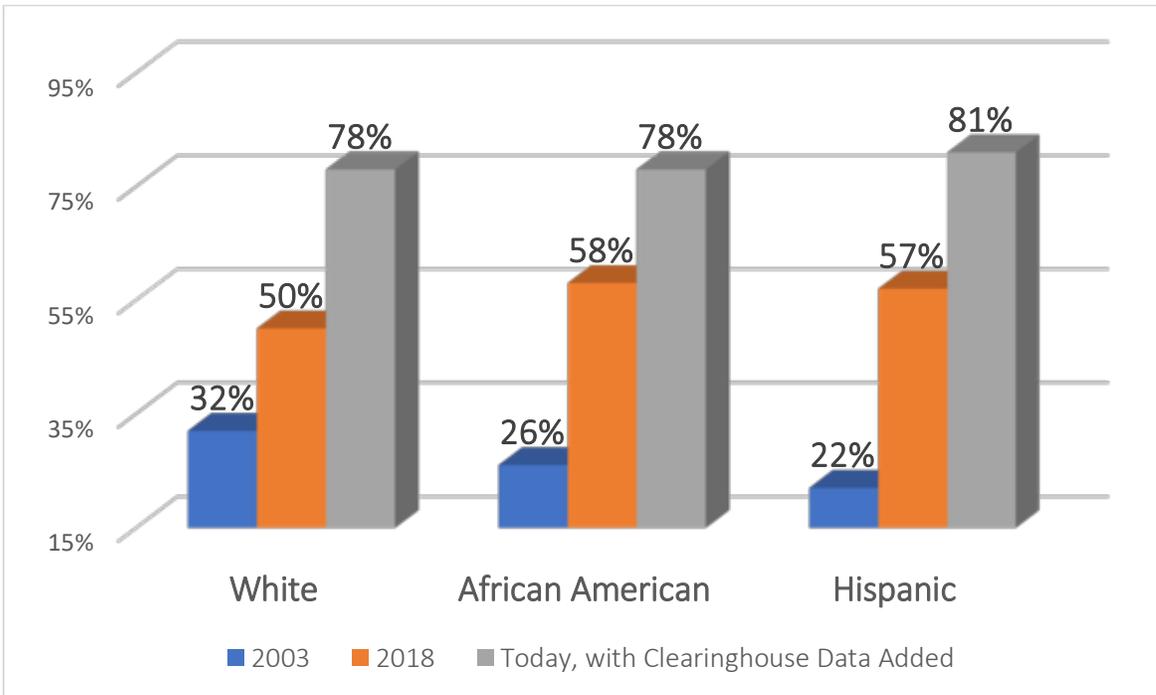


Chart 11

6-Year Graduation Rates: 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 2019 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 (by AY)

	2015	2016	2017	2018	2019
Student Visits	3,000*	36,131	40,548	50,373	53,379

* Pre consolidation (estimated)

Chart 14

Success Academy Student Outcomes: Bachelor’s Students by Year of Entry

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

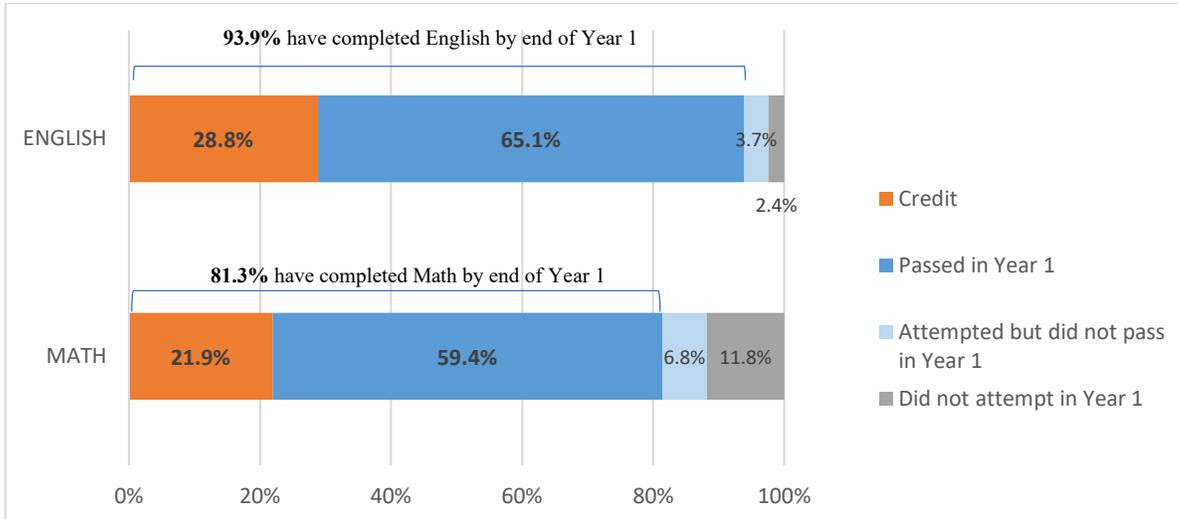
Impact of Supplemental Instruction on Student Outcomes: Bachelor's Students

	<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.

Charts 17

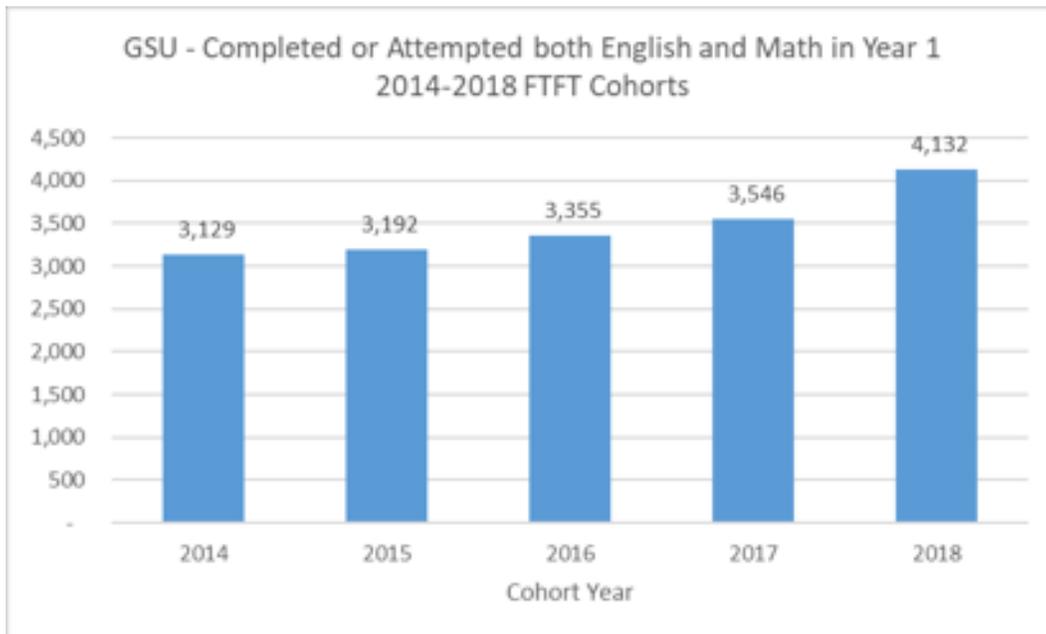
Full-Time Freshmen from Cohorts 2014 Through 2018 Completing English or Math in Year 1, Atlanta Campus Bachelor’s Students



Note 1: For English, a student is counted as passed if he/she passed either ENGL 1101, 1102, or 1103 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.

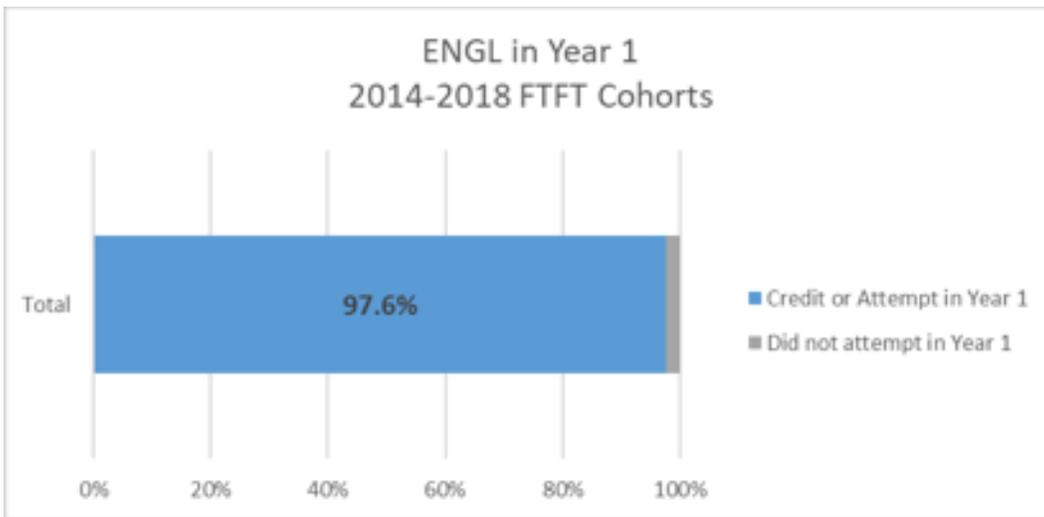
Note 2: The Credit category identifies students who completed the course with external credit, such as AP

Number of Full-Time Freshmen Attempting Both English and Math in Year One, 2018-2019: Bachelor’s Students



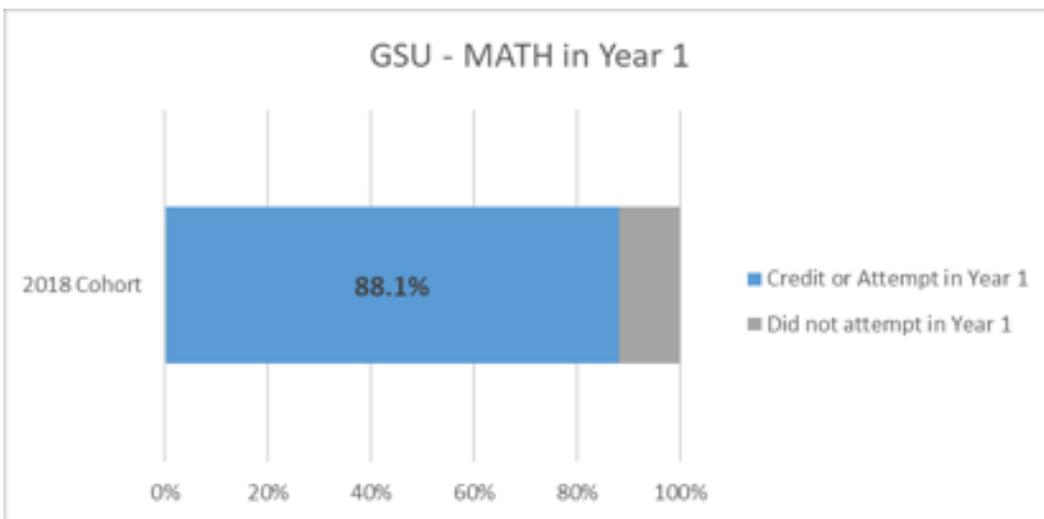
Full-Time Freshmen Attempting English in Year One, 2018-2019:

Bachelor's Students



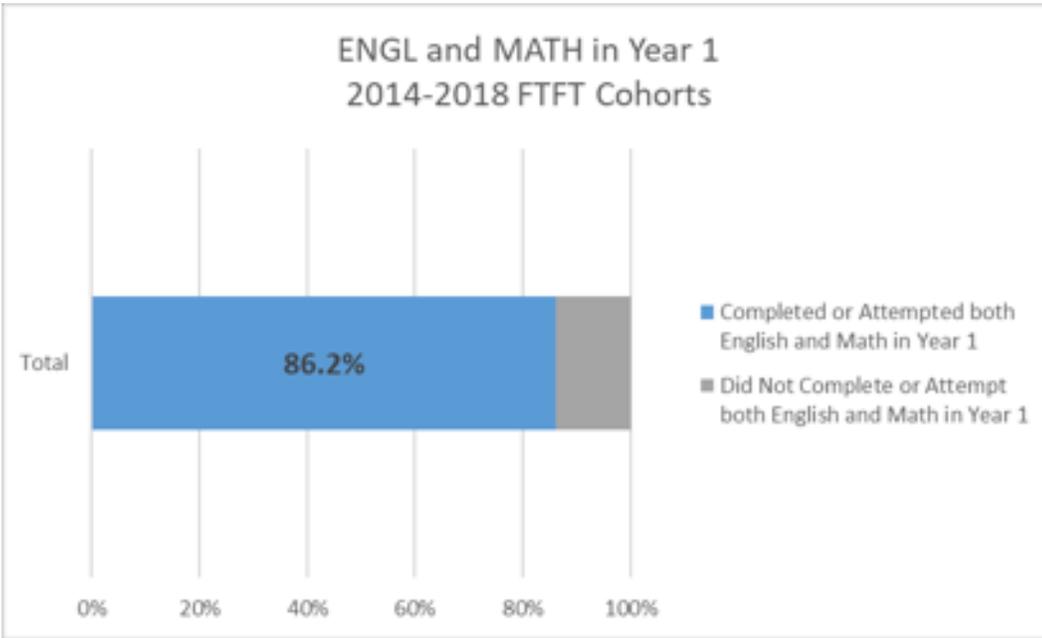
Full-Time Freshmen Attempting Math in Year One, 2018-2019:

Bachelor's Students



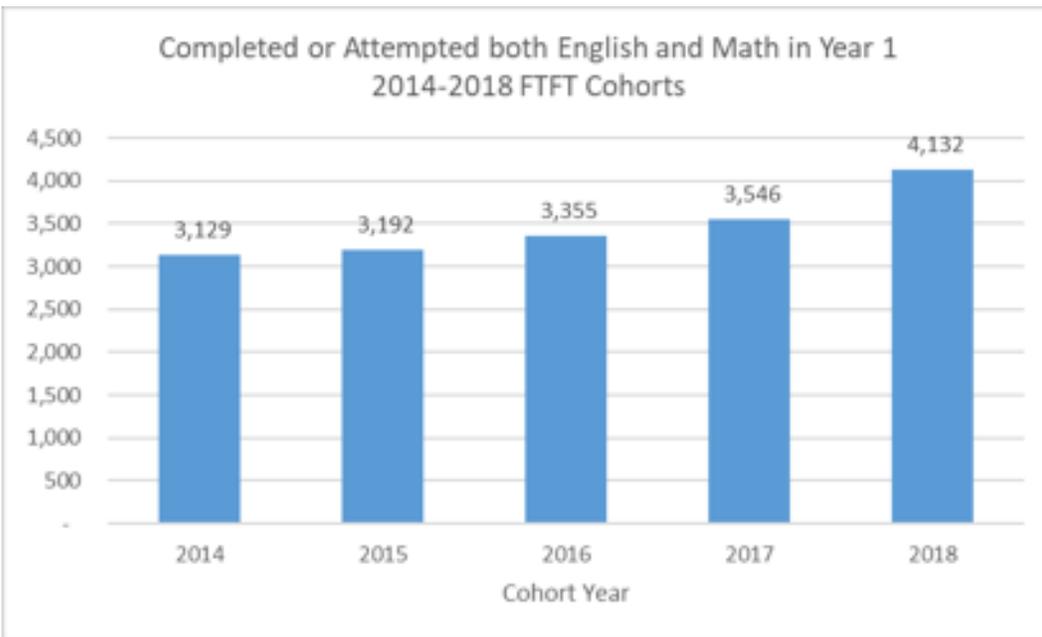
Full-Time Freshmen Attempting Both English and Math in Year One, 2018-2019:

Bachelor's Students



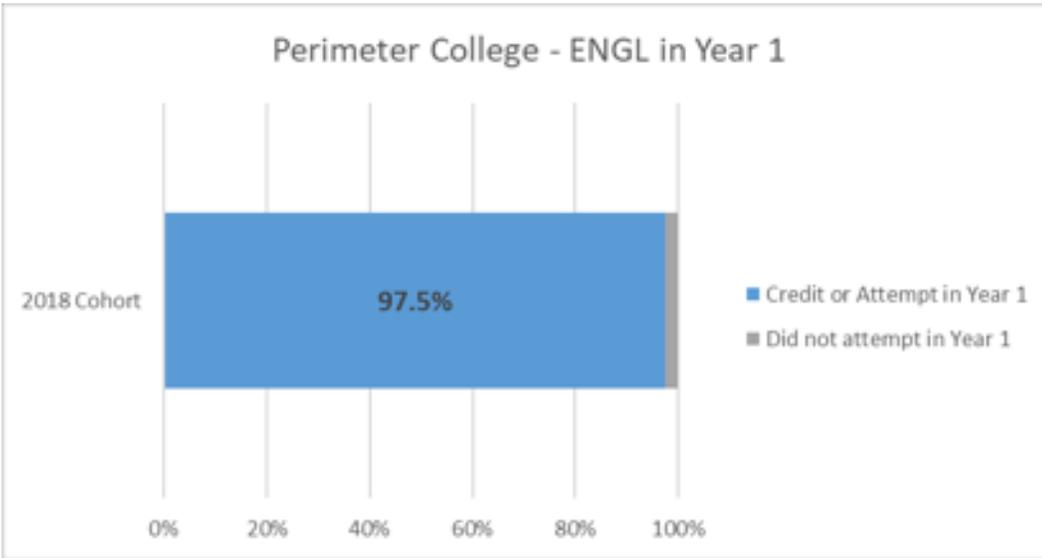
Charts 18

Number of Full Time Freshmen Attempting Both English and Math, 2018-2019: Associate Degree Students



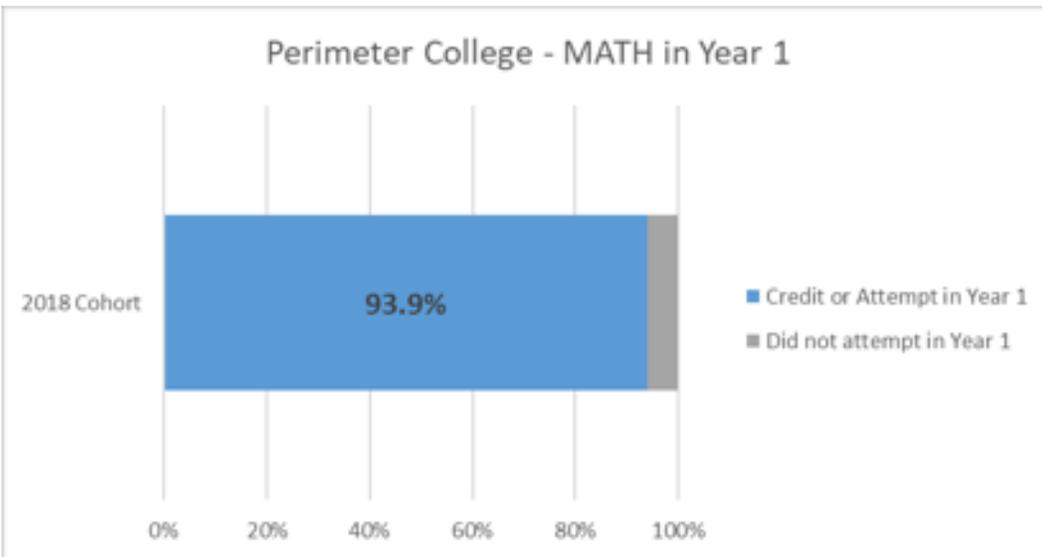
Full-Time Freshmen Attempting English in Year One, 2018-2019:

Associate Degree Students



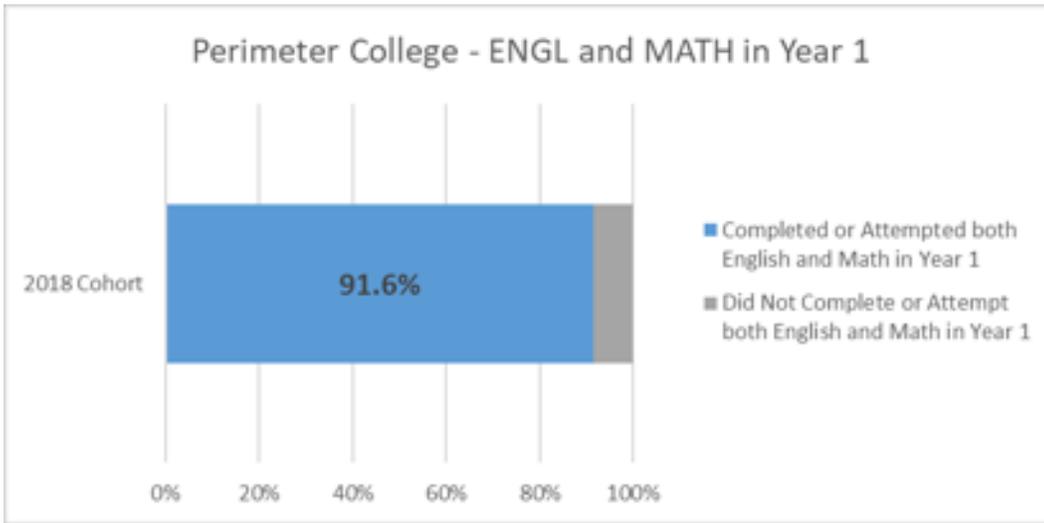
Full-Time Freshmen Attempting Math in Year One, 2018-2019:

Associate Degree Students



Full-Time Freshmen Attempting Both English and Math in Year One, 2018-2019:

Associate Degree 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 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, empiricism 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

GEORGIA SOUTHWESTERN STATE UNIVERSITY

APPENDIX

Table 1: Fall Undergraduate Special Populations Enrollment

	Fall Term									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Undergraduate Enrollment	2659	2847	2811	2749	2667	2527	2435	2558	2606	2467
Number of Undergraduates with Record of Parents' College Level	2250	2492	2469	2413	2376	2350	2208	2453	2469	2289
Number of First Generation Undergraduates (no parent/guardian with a bachelor degree or higher)	1439	1521	1439	1379	1345	1346	1243	1331	1285	1237
% of All Undergraduates who are First Generation	54.1	53.4	51.2	50.2	50.4	53.3	51.0	52.0	49.3	50.1
Received Pell Grant Fall term	1134	1335	1377	1292	1254	1152	1072	1072	1037	968
Percent Undergraduates with Pell	42.6	46.9	49.0	47.0	47.0	45.6	44.0	41.9	39.8	39.2
Number of Non-traditional Undergraduates (25 or older at first matriculation)	612	650	643	620	633	556	524	504	469	413
Percent Non-traditional Undergraduates	23.0	22.8	22.9	22.6	23.7	22.0	21.5	19.7	18.0	16.7
Number of Non-traditional Undergraduates (age 25 or older)	808	848	855	837	837	749	666	665	631	542
Percent of Undergraduates Age 25 or Older	30.4	29.8	30.4	30.4	31.4	29.6	27.4	26.0	24.2	22.0

Table 2: Fall First-time Full-time Freshmen Cohort Special Populations Enrollment

	Fall Term									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total First-time Full-time (FTFT) Cohort	435	474	404	374	351	386	374	475	445	406
Number of FTFT Cohort with Record of Parents' College Level	409	445	364	338	328	381	372	471	416	371
Number of First Generation FTFT Cohort (no parent/guardian with a bachelor degree or higher)	222	217	181	172	176	194	198	242	218	211
% of All FTFT Cohort who are First Generation	51.0	45.8	44.8	46.0	50.1	50.3	52.9	50.9	49.0	52.0
Received Pell Grant Fall Term	204	230	195	186	160	183	173	241	214	213
Percent FTFT Cohort with Pell	46.9	48.5	48.3	49.7	45.6	47.4	46.3	50.7	48.1	52.5
Number of Non-traditional FTFT Cohort	22	20	18	2	4	4	2	6	1	2
Percent of Non-traditional FTFT Cohort	5.1	4.2	4.5	0.5	1.1	1.0	0.5	1.3	0.2	0.5

Table 3: Demographic Information for Bachelor's Degrees Awarded in an Academic Year

		FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	1 Year Change	10 Year Change
Females	Asian	3	2	6	4	4	4	5	3	4	6	3	-50.00	50.00
	Black or African American	80	68	93	92	88	99	100	82	75	64	79	23.44	16.18
	Hispanic/Latino	0	3	6	5	4	6	17	8	7	13	12	-7.69	300.00
	American Indian or Alaska Native	2	3	2	0	0	0	0	1	0	0	1		-66.67
	White	160	195	255	229	243	258	211	192	192	225	186	-17.33	-4.62
	Native Hawaiian or Other Pacific Islander	0	0	0	1	0	0	0	0	0	2	1	-50.00	
	Multiracial	2	2	6	4	6	4	7	3	4	4	6	50.00	200.00
	Non-resident Alien	2	2	5	10	9	2	5	2	3	4	4	0.00	100.00
	Race/Ethnicity Unknown	0	0	1	0	0	1	0	1	0	0	2		
	subtotal	249	275	374	345	354	374	345	292	285	318	294	-7.55	6.91
Males	Asian	2	3	3	2	1	5	2	1	1	6	0	-100.00	-100.00
	Black or African American	32	29	25	24	33	26	32	26	31	32	29	-9.38	0.00
	Hispanic/Latino	0	3	3	4	4	1	8	9	4	9	3	-66.67	0.00
	American Indian or Alaska Native	0	1	0	1	0	1	0	0	1	0	0		-100.00
	White	101	91	111	137	102	123	122	98	93	103	93	-9.71	2.20
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0		
	Multiracial	0	2	2	4	0	4	1	3	0	1	3	200.00	50.00
	Non-resident Alien	1	2	5	8	17	6	7	1	5	4	4	0.00	100.00
	Race/Ethnicity Unknown	0	0	0	1	0	1	0	2	0	0	0		
	subtotal	136	131	149	181	157	167	172	140	135	155	132	-14.84	0.76
Total		385	406	523	526	511	541	517	432	420	473	426	-9.94	4.93
Number Received Pell Grant (at any time at GSW)		199	199	284	295	301	311	324	260	241	256	221	-13.67	11.06
%		51.69	49.0	54.3	56.08	58.9	57.49	62.67	60.19	57.38	54.12	51.88		
Number of First Generation		138	213	280	297	253	256	268	246	227	248	221	-10.89	
%		35.84	52.46	53.54	56.46	49.51	47.32	51.84	56.94	54.05	52.43	51.88		
# Graduates with First Generation Data		226	310	436	443	423	475	465	399	394	452	414		

Table 3: Demographic Information for Bachelor's Degrees Awarded in an Academic Year (continued)

	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	1 Year Change	10 Year Change
Age 17-19 at graduation	0	0	0	1	0	0	0	0	0	0	1		
Age 20-22	103	98	155	114	124	132	118	94	115	139	130	-6.47	32.65
Age 23-24	105	109	133	160	142	162	149	136	125	112	117	4.46	7.34
Age 25-26	44	49	46	55	61	59	61	38	42	46	45	-2.17	-8.16
Age 27-28	26	28	38	38	33	32	34	33	28	39	22	-43.59	-21.43
Age 29-30	18	15	26	38	22	22	38	20	16	23	22	-4.35	46.67
Age 31-34	23	33	45	39	42	48	29	26	30	48	28	-41.67	-15.15
Age 35-39	28	30	32	29	40	35	43	30	25	20	23	15.00	-23.33
Age 40 +	38	44	48	52	47	51	45	55	39	46	38	-17.39	-13.64
Average	27.9	28.6	27.9	28.1	27.7	27.3	27.7	28.8	27.8	28.0	27.0		

Table 4: Number of Bachelor’s Degrees Awarded in an Academic Year

School or Department	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	1 Year Change	10 Year Change
Biology	9	6	9	5	11	13	14	9	7	9	4	5	8	2	-75.0	-81.8
Chemistry	7	3	6	2	6	8	2	0	3	0	2	1	3	1	-66.7	-83.3
English and Foreign Languages	5	4	4	9	6	16	5	7	7	12	9	8	8	8	0.0	33.3
Art	5	6	3	8	5	7	9	6	4	3	4	6	4	3	-25.0	-40.0
Dramatic Arts	2	2	4	3	2	2	7	3	4	8	9	6	3	9	200.0	350.0
Music	1	2	2	1	5	1	2	0	3	3	2	2	2	4	100.0	-20.0
Geology	3	0	1	2	2	3	2	1	4	3	1	2	3	2	-33.3	0.0
History	11	19	18	13	15	12	10	13	15	13	7	8	10	8	-20.0	-46.7
Political Science	6	4	7	2	2	7	9	4	6	6	3	3	4	6	50.0	200.0
Mathematics	7	3	2	9	8	7	9	8	4	4	2	2	2	5	150.0	-37.5
Psychology	34	41	33	39	32	33	34	41	49	32	43	42	32	42	31.3	31.3
Sociology	15	18	19	10	15	8	10	11	15	16	6	13	19	13	-31.6	-13.3
General Studies													2	3	50.0	
Business	109	107	125	148	141	197	208	201	208	197	171	167	176	171	-2.8	21.3
Computer and Information Science	16	17	8	10	9	13	10	11	20	22	13	15	19	20	5.3	122.2
Education	51	76	76	66	72	108	96	72	76	80	57	57	59	47	-20.3	-34.7
Health and Human Performance	23	31	15	28	22	29	34	36	30	39	26	33	34	9		
Health Sciences														25		
Nursing	24	31	30	30	53	59	67	90	91	80	73	52	87	53	-39.1	0.0
Total	328	370	362	385	406	523	528	513	546	527	432	422	475	431	-9.3	6.2

Note: Exercise Science moved from Health and Human Performance to Health Sciences in FY19.

Table 5: One Term and One Year Retention Rates of First-time Full-time Freshmen Cohort

Fall Cohort	First-time Full-time Freshmen	Institution-specific Retention Rates	
		1-Term	1-Year
		(1st Fall to 1st Spring)	(1st Fall to 2nd Fall)
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	61.57
2018	406	91.63	68.5 (preliminary as of 9/24/19)

Table 6: Freshmen Cohort* Term Grade Point Average (GPA) at end of First Fall Term

Fall Term GPA	Cohort Year																	
	2010		2011		2012		2013		2014		2015		2016		2017		2018	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	91	18.1	59	14.3	77	19.3	74	19.7	77	19.6	78	20.5	91	18.8	77	17.1	79	19.0
3.00 to 3.49	97	19.3	63	15.3	74	18.5	78	20.7	86	21.9	95	24.9	121	25.0	92	20.4	106	25.5
2.50 to 2.99	93	18.5	70	16.9	81	20.3	70	18.6	68	17.3	81	21.3	104	21.4	81	18.0	86	20.7
2.00 to 2.49	63	12.5	70	16.9	65	16.3	62	16.5	65	16.5	48	12.6	68	14.0	79	17.5	53	12.8
1.50 to 1.99	42	8.4	59	14.3	38	9.5	33	8.8	36	9.2	30	7.9	41	8.5	53	11.8	40	9.6
0.00 to 1.49	102	20.3	87	21.1	60	15.0	56	14.9	56	14.2	41	10.8	54	11.1	58	12.9	46	11.1
No GPA**	14	2.8	5	1.2	5	1.3	3	0.8	5	1.3	8	2.1	6	1.2	11	2.4	5	1.2

*Includes both full-time and part-time students. **Didn't Complete Term or was Enrolled only in Learning Support Courses

Table 7: First-time Freshmen Cohort First Fall Term Grades (% of As, Bs, Cs)

Course	Percent of As, Bs, Cs																	
	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Principles of Biology I	46.1	39	30.8	25	43.3	30	50.0	20	37.9	29	42.9	21	62.5	16	33.3	15	39.1	23
Essentials of Biology I	70.2	67	56.7	67	74.4	90	60.2	88	56.3	80	33.8	80	61.7	128	42.0	138	42.3	123
Principles of Chemistry I	71.4	14	83.3	6	70.6	17	50.0	4	91.7	12	88.9	9	92.9	14	77.8	18	66.7	12
Earth, Mat., Processes, & Env.	81.0	21	65.5	29	38.9	18	53.8	26	--	--	55.6	18	67.5	40	43.2	44	53.8	13
College Algebra	63.8	102	59.5	121	75.0	160	52.6	114	67.8	146	71.8	181	62.3	215	67.3	101	78.2	119
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	73.3	75
American Government	53.1	111	48.0	73	44.8	58	58.1	43	50.0	64	52.1	71	57.6	106	53.4	131	56.9	65
World Civilization I	38.8	67	66.7	84	76.5	17	44.4	9	80.8	78	91.6	71	58.6	29	75.4	65	83.3	24
World Civilization II	50.5	93	45.6	57	60.3	78	73.5	79	70.0	10	63.1	65	68.7	83	70.0	50	61.8	34
US History I	72.8	11	-	-	--	--	--	--	--	--	65.8	38	69.6	23	91.9	37	75.6	45
US History II	75.4	77	75.8	66	56.4	39	73.3	45	77.6	49	--	--	68.1	91	62.7	51	77.4	53
Introduction to Psychology	72.8	191	68.7	185	72.5	193	72.7	161	80.8	177	85.5	166	87.1	171	79.1	220	81.5	130
Human Growth & Development	77.1	48	69.6	46	91.8	49	78.5	51	85.9	61	93.8	32	97.3	37	84.6	26	89.0	82
Introduction to Sociology	57.2	103	64.0	75	46.3	54	78.0	86	61.4	88	78.4	139	81.8	154	86.6	119	82.5	103
English Composition I	81.2	181	62.2	164	73.3	202	72.6	226	80.2	243	70.7	225	77.0	239	69.8	162	80.9	230

Table 8: Credit Hours Attempted and Earned by the First-time Full-time Freshmen Cohort								
	Cohort Year							
	2011	2012	2013	2014	2015	2016	2017	2018
Number First-time Full-time Freshmen Cohort	404	374	351	386	374	475	445	406
Number Attempted 15 or more Hours in Fall Term	81	62	174	238	279	309	249	260
Percent Attempted 15 or more Hours in Fall Term	20.0	16.6	49.6	61.7	74.6	65.1	56.0	64.0
Number Earned 15 or more Hours at end of Fall term	29	31	80	140	154	183	118	163
Percent Earned 15 or more Hours at end of Fall Term	7.2	8.3	22.8	36.3	41.2	38.5	26.5	40.1
Number Earned 30 or more Hours in Fall/Spring Terms	23	39	49	98	105	126	83	116
Percent Earned 30 or more Hours in Fall/ Spring Term	5.7	10.4	14.0	25.4	28.1	26.5	18.7	28.6

Note: Hours = institutional hours only. Hours earned for Fall 2011-2012 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.

Table 9: Retention Rates for GSW First-time Full-time Freshmen Cohort								
Rate	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

Institution-Specific	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)	61.6 (n=445)
Disaggregated Institution-Specific								
Traditional-aged	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)	61.5 (n=444)
White, Non-Hispanic	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)	62.8 (n=277)
African American or Black, Non-	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)	57.8 (n=109)
Hispanic								
Other	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)	62.1 (n=58)
Male	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)	56.7 (n=180)
Female	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)	64.8 (n=264)
White, Female	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)	68.1 (n=160)
Black, Female	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)	58.8 (n=68)
White, Male	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)	55.6 (n=117)
Black, Male	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)	56.1 (n=41)
Initially enrolled as Commuting	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)	69.9 (n=136)
Students								
Initially enrolled as On-campus	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)	57.8 (n=308)
Residents								
Initially enrolled in Learning-support	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)	34.8 (n=23)
classes ₁								
Non-traditional ₂	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)	100.0 (n=1)
Pell Recipients	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)	58.4 (n=214)

Rate	2006	2007	2008	2009	2010	2011	2012
Institution-Specific	29.3 (n=399)	35.8 (n=388)	32.1 (n=418)	33.3 (n=435)	32.1 (n=473)	25.1 (n=387)	28.9 (n=374)
Disaggregated Institution-Specific							
Traditional-aged	31.0 (n=377)	37.6 (n=370)	32.8 (n=408)	35.1 (n=413)	33.3 (n=453)	26.2 (n=370)	28.8 (n=372)
White, Non-Hispanic	34.5 (n=220)	37.5 (n=240)	34.0 (n=241)	37.0 (n=254)	35.7 (n=297)	29.4 (n=221)	33.9 (n=230)
African American or Black, Non-Hispanic	28.6 (n=126)	37.1 (n=105)	32.9 (n=140)	31.5 (n=130)	28.6 (n=126)	22.3 (n=112)	21.0 (n=124)
Hispanic							
Other	16.1 (n=31)	40.0 (n=25)	22.2 (n=27)	34.5 (n=29)	30.0 (n=30)	18.9 (n=37)	16.7 (n=18)
Male	22.4 (n=156)	34.3 (n=134)	26.9 (n=175)	28.9 (n=173)	22.6 (n=177)	21.2 (n=151)	28.4 (n=155)
Female	37.1 (n=221)	39.4 (n=236)	37.3 (n=233)	39.6 (n=240)	40.2 (n=276)	29.7 (n=219)	29.0 (n=217)
White, Female	41.0 (n=122)	40.4 (n=141)	43.0 (n=128)	46.2 (n=130)	42.4 (n=184)	33.3 (n=123)	36.9 (n=130)
Black, Female	35.4 (n=82)	38.5 (n=78)	32.6 (n=89)	31.6 (n=95)	33.3 (n=78)	26.0 (n=73)	18.4 (n=76)
White, Male	26.5 (n=98)	33.3 (n=99)	23.9 (n=113)	27.4 (n=124)	24.8 (n=113)	24.5 (n=98)	30.0 (n=100)
Black, Male	15.9 (n=44)	33.3 (n=27)	33.3 (n=51)	31.4 (n=35)	20.8 (n=48)	15.4 (n=39)	25.0 (n=48)
Initially enrolled as Commuting	31.3 (n=115)	30.9 (n=97)	28.6 (n=112)	42.3 (n=123)	35.3 (n=133)	28.8 (n=118)	31.0 (n=100)
Students							
Initially enrolled as On-Campus	30.9 (n=262)	39.9 (n=273)	34.5 (n=296)	32.1 (n=290)	32.5 (n=320)	25.0 (n=252)	27.9 (n=272)
Residents							
Initially enrolled in Learning-support classes ¹	18.5 (n=54)	27.3 (n=55)	20.8 (n=48)	23.9 (n=46)	21.1 (n=38)	25.5 (n=47)	9.1 (n=22)
Non-traditional ²	0.0 (n=22)	0.0 (n=18)	0.0 (n=10)	0.0 (n=22)	5.0 (n=20)	0.0 (n=17)	50.0 (n=2)
Pell Recipients	26.4 (n=159)	28.8 (n=160)	24.1 (n=162)	30.5 (n=203)	31.7 (n=230)	21.0 (n=195)	23.7 (n=186)

MIDDLE GEORGIA STATE UNIVERSITY

APPENDIX

High Priority Goals and Associated Strategies

High Priority Goals	Strategies Aligning with Goals
High Priority CCG Goal 1: Expand Access and Promote Student Success	High Impact Strategy 1: Restructuring of the academic units to align with focus areas
	High Impact Strategy 2: Revision of the curriculum to introduce flexibility
	High Impact Strategy 3: Strengthen the delivery and support of online instruction
	High Impact Strategy 4: Changing the advising model to provide an intrusive, decentralized process
	High Impact Strategy 5: 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

Table 1. Middle Georgia State University Student Enrollment Summary - Fall 2018

Student Demographics		
Headcount	7,802	
FTE	6,551	
Characteristic	Number	% of Total Enrollment
Full-Time	4,893	62.7%
Part-Time	2,909	37.3%
Student Level	#	%
Freshman	2,396	30.7%
Sophomore	1,480	19.0%
Junior	1,401	18.0%
Senior	1,662	21.3%
Graduate	218	2.8%
Dual Enrollment	550	7.0%
Other*	95	1.2%
Gender	#	%
Female	4,481	57.4%
Male	3,321	42.6%
Age	#	%
Under 25	5,663	72.6%
25 and Older	2,139	27.4%

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Ethnicity/Race	#	%
Hispanic	430	5.5%
American Indian/Alaskan Native	12	0.2%
Asian	261	3.4%
Black Non-Hispanic	2,714	34.8%
Native Hawaiian/Other Pacific Islander	9	0.1%
White Non-Hispanic	4,058	52.0%
2 or More Races	283	3.6%
Unknown	35	0.4%
Residency	#	%
Georgia	7,372	94.5%
Out of State	296	3.8%
Out of Country	134	1.7%
New Student Enrollment	#	%
First-Time Freshmen	1,410	18.1%
Transfers	647	8.3%
Dual Enrollment	367	4.7%
New Other*	123	1.6%
Other Demographics	#	%
Pell Recipients	3439	45.4%
Learning Support	406	5.2%

*Other includes, transient and other special student populations.

Source: USG Semester Enrollment Report & MGSU SER

Table. 2 Student Body Characteristics Fall 2013-Fall 2018

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
Full-Time	4810	60.68%	4867	63.41%	4804	62.28%	4561	62.13%	4893	62.71%
Part-Time	3117	39.32%	2809	36.59%	2910	37.72%	2780	37.87%	2909	37.29%
Enrollment by Student Level										
Freshmen	2727	34.40%	2785	36.28%	2636	34.17%	2270	30.92%	2396	30.71%
Sophomore	1702	21.47%	1474	19.20%	1437	18.63%	1447	19.71%	1480	18.97%
Junior	1298	16.37%	1390	18.11%	1326	17.19%	1223	16.66%	1401	17.96%
Senior	1764	22.25%	1578	20.56%	1681	21.79%	1676	22.83%	1662	21.30%
Graduate	0	0.00%	0	0.00%	72	0.93%	120	1.63%	218	2.79%
Dual Enrollment	335	4.23%	383	4.99%	500	6.48%	526	7.17%	550	7.05%
Other*	101	1.27%	66	0.86%	62	0.80%	79	1.08%	95	1.22%
Enrollment by Gender										
Female	4616	58.23%	4447	57.93%	4480	58.08%	4248	57.87%	4481	57.43%
Male	3311	41.77%	3229	42.07%	3234	41.92%	3093	42.13%	3321	42.57%
Enrollment by Age										
Under 25	5445	68.69%	5452	71.03%	5553	71.99%	5320	72.47%	5663	72.58%
25 or older	2482	31.31%	2224	28.97%	2161	28.01%	2021	27.53%	2139	27.42%
Average Age (US)	25.2		24.2		24		23.8		23.6	
Average Age (GS)	-		-		34.9		34.1		34.3	
Average Age (Both)	25.2		24.2		29.45		28.95		28.95	
Enrollment by Ethnicity/Race										
Hispanic	276	3.48%	297	3.87%	330	4.28%	361	4.92%	430	5.51%
American Indian/Alaskan Native	20	0.25%	11	0.14%	13	0.17%	9	0.12%	12	0.15%
Asian	204	2.57%	184	2.40%	184	2.39%	214	2.92%	261	3.35%
Black Non-Hispanic	2625	33.11%	2653	34.56%	2631	34.11%	2414	32.88%	2714	34.79%
Native Hawaiian / Pacific Islander	11	0.14%	14	0.18%	13	0.17%	10	0.14%	9	0.12%
White Non-Hispanic	4535	57.21%	4255	55.43%	4253	55.13%	4049	55.16%	4058	52.01%
2 or more races	220	2.78%	230	3.00%	254	3.29%	255	3.47%	283	3.63%
Unknown	36	0.45%	32	0.42%	36	0.47%	29	0.40%	32	0.41%

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	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	#	%	#	%	#	%	#	%	#	%
Residency										
Georgia	7662	96.66%	7381	96.16%	7396	95.88%	7000	95.35%	7372	94.49%
Out of State	208	2.62%	221	2.88%	237	3.07%	244	3.32%	296	3.79%
International	57	0.72%	74	0.96%	81	1.05%	97	1.32%	134	1.72%
New Student Enrollment										
First Time Freshmen	1257	15.86%	1469	19.14%	1268	16.44%	1126	15.34%	1410	18.07%
Transfer	650	8.20%	554	7.22%	536	6.95%	551	7.51%	647	8.29%
Dual Enrollment	269	3.39%	298	3.88%	364	4.72%	362	4.93%	367	4.70%
New Other	35	0.44%	23	0.30%	61	0.79%	99	1.35%	123	1.58%
Other Demographics										
Pell Recipients	3903	49.24%	3692	48.10%	3529	46.18%	3272	45.31%	3439	45.35%
Learning Support	718	9.06%	470	6.12%	396	5.13%	300	4.09%	406	5.20%
Total Enrollment	7927		7676		7714		7341		7802	

Source: Middle Georgia State University Office of Institutional Research

Table 3. 5-Year history of one-year retention rates for First Time Freshman

	Fall 2013 - Fall 2014	Fall 2014- Fall 2015	Fall 2015- Fall 2016	Fall 2016- Fall 2017	Fall 2017- Fall 2018
One-year retention (First Time Freshman via USG*)	62.3%	61.6%	60.3%	59.8%	60.0%
One-year retention students who began FT*	64.4%	63.6%	62.0%	61.2%	61.2%
One-year retention students who began PT*	47.0%	40.5%	35.0%	41.2%	41.1%
One-year retention student who began w/ LS requirements*	54.2%	51.8%	46.6%	45.6%	55.1%

Source: MGA Office of Institutional Research /BANNER

Retention rates from USG by the Numbers for all except Learning Support requirements.

Table 4. Associate Degree-Seeking FTFTF One-Year Retention Rates

Cohort	% Retained at MGA	% Retained at Other USG Institutions	Total % Retained
Fall 2013 Cohort	62.4%	6.9%	69.3%
Fall 2014 Cohort	60.7%	4.8%	65.5%
Fall 2015 Cohort	56.3%	5.1%	61.4%
Fall 2016 Cohort	56.2%	6.2%	62.3%
Fall 2017 Cohort	54.8%	10.7%	65.5%

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
Fall 2013 Cohort	66.9%	9.2%	76.0%
Fall 2014 Cohort	68.5%	7.2%	75.6%
Fall 2015 Cohort	68.5%	6.3%	74.8%
Fall 2016 Cohort	65.0%	9.7%	74.8%
Fall 2017 Cohort	63.9%	6.1%	70.0%

Source: USG by the Numbers Retention Reports

Table 6. 5-year history credit hour enrollment

Academic Year	Students enrolled in 15 or more credit hours		Students enrolled in 12-14 credit hours		Students enrolled in less than 12 credit hours	
	Fall	Spring	Fall	Spring	Fall	Spring
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	19.5%	19.7%	42.7%	39.7%	37.9%	40.6%
2017-2018	20.6%	22.8%	41.0%	36.5%	38.4%	40.7%
2018-2019	23.7%	24.0%	38.2%	36.4%	38.1%	39.6%

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. Undergraduate Credit Hours Completed Versus Attempted

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Completed	69,218	68,387	67,354	66,322	68,663
Attempted	86,149	84,191	83,520	79,575	84,276
Percent	80.3%	81.2%	80.6%	83.3%	81.4%

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 4.3%
Improve retention rates among First Time Freshmen by 3%	Retention rates for all students had been declining slowly, but this year showed a small .2% increase
Increase the number of students taking 15+ credit hours by 1%	Increased by 3.6%
Increase need-based aid by 3%	The number of students receiving Pell grants had been declining, but has improved slightly in the most recent year

Minority=all non-white categories

Data source: MGA Office of Institutional Research /BANNER

Retention rates from USG by the Numbers

SOUTH GEORGIA STATE COLLEGE

APPENDIX: DATA TABLES AND GRAPHS

SGSC Enrollment Demographics

Table A South Georgia State College Enrollment and Demographic Trends										
	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%	N	%	N	%
Total Enrollment	2,611	100.00	2,648	100.00	2,542	100.00	2,540	100.00	2,482	100.00
Enrollment Status										
	N	%	N	%	N	%	N	%	N	%
Full-Time	1,778	68.10%	1,828	69.03%	1,638	64.44%	1,651	65.00%	1,580	63.66%
Part-Time	833	31.90%	820	30.97%	904	35.56%	889	35.00%	902	36.34%
Gender										
	N	%	N	%	N	%	N	%	N	%
Female	1,686	64.57%	1,678	63.37%	1,616	63.57%	1,636	64.41%	1,612	64.95%
Male	925	35.43%	970	36.63%	926	36.43%	904	35.59%	870	35.05%
Race/Ethnicity										
	N	%	N	%	N	%	N	%	N	%
Hispanic	123	4.71%	170	6.42%	161	6.33%	162	6.38%	171	6.89%
American Indian, Alaskan Native, Pacific Islander, or Asian	40	1.53%	36	1.36%	42	1.65%	37	1.46%	30	1.21%
Black or African American	834	31.94%	832	31.42%	769	30.25%	772	30.39%	747	30.10%
White	1,581	60.55%	1,556	58.76%	1,514	59.56%	1,523	59.96%	1,478	59.55%
Two or More Races	26	1.00%	31	1.17%	36	1.42%	34	1.34%	40	1.61%
Race Unknown	7	0.27%	23	0.87%	20	0.79%	12	0.47%	16	0.64%

Source: USG Semester Enrollment Reports/USG ADM Census; SGSC Banner

Table B
South Georgia State College
Underserved Enrollment Trends

	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	N	% of total body	% excluding DE	N	% of total body	% excluding DE	N	% of total body	% excluding DE	N	% of total body	% excluding DE	N	% of total body	% excluding DE
% Pell Recipient	1,547	59.25%	65.08%	1,457	55.02%	61.53%	1,365	53.74%	62.27%	1,353	53.27%	62.78%	1,292	52.05%	61.15%
% First Generation	778	29.80%	32.73%	706	26.66%	29.81%	589	23.19%	26.87%	601	23.66%	27.89%	583	23.49%	27.59%
% Adult Learner	449	17.20%	18.89%	394	14.88%	16.64%	365	14.37%	16.65%	333	13.11%	15.45%	381	15.35%	18.03%

Source: USG ADM Census; SGSC Banner

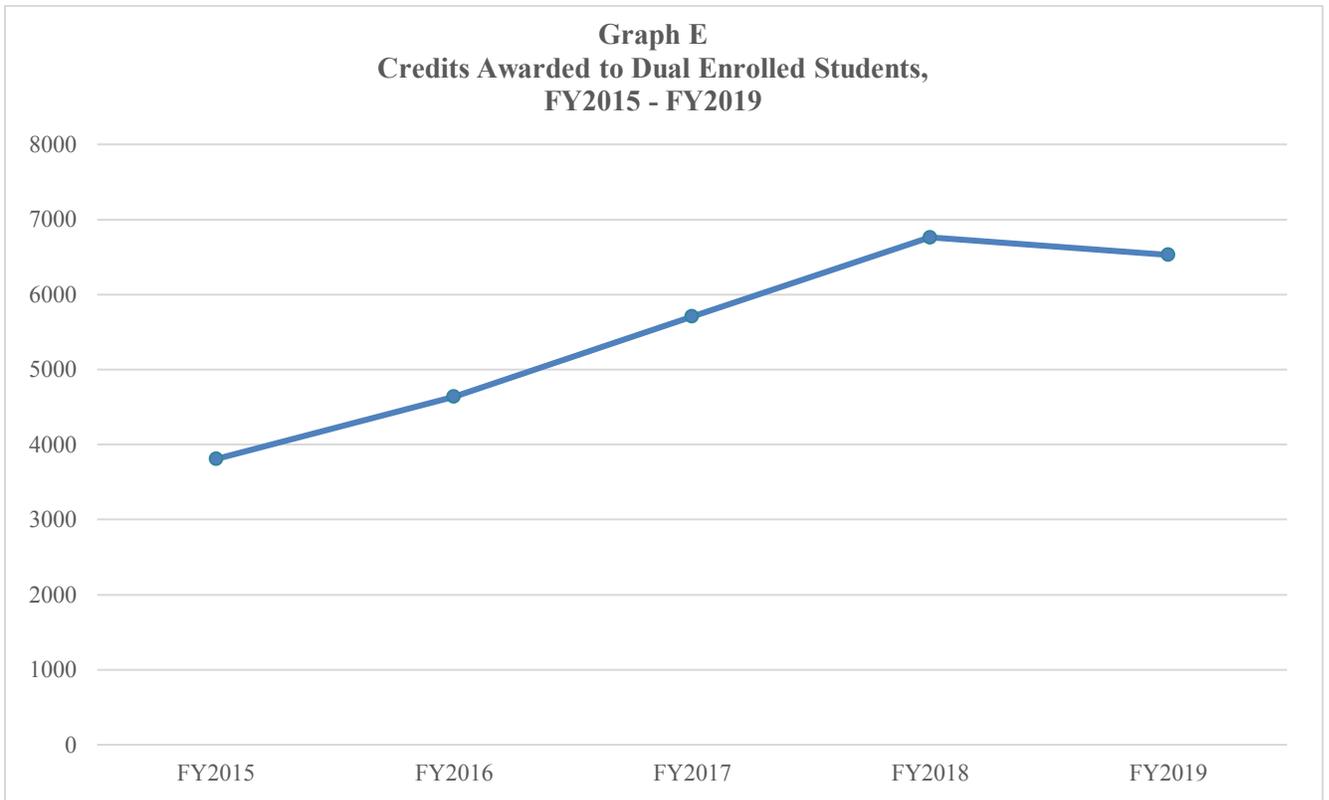
Strategy 1: Dual Enrollment (formerly Move on When Ready)

Table C					
Number of Dual Enrolled Students					
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Dual Enrolled/Joint Enrolled	234	280	350	385	369

Source: USG Academic Data Collection

Table D					
Credits Awarded to Dual Enrolled Students					
	FY2015	FY2016	FY2017	FY2018	FY2019
Number of Credits Awarded	3808	4642	5710	6762	6529

Source: SGSC Banner

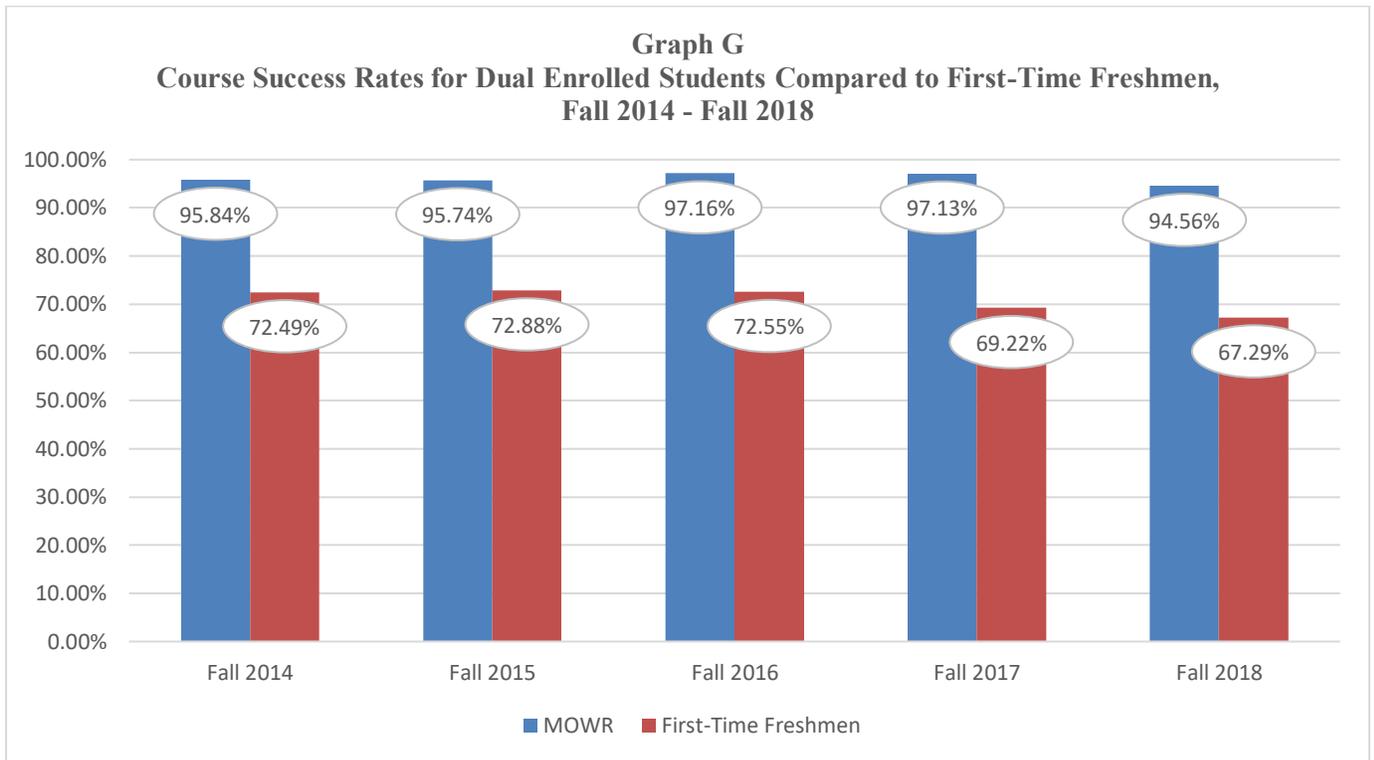


Source: SGSC Banner

Table F						
Grade Distribution for Dual Enrolled Students Compared to First-Time Freshmen, AY 2014-2015 to AY 2018-2019						
	Dual Enrolled			First-Time Freshmen		
Term	N ABC	N DFW	% Successful	N ABC	N DFW	% Successful
Fall 2014	530	23	95.84%	2459	933	72.49%
Fall 2015	630	28	95.74%	2857	1063	72.88%
Fall 2016	754	22	97.16%	2413	913	72.55%
Fall 2017	914	27	97.13%	2377	1057	69.22%
Fall 2018	869	50	94.56%	2662	1294	67.29%

Source: SGSC Banner

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.



Source: SGSC Banner

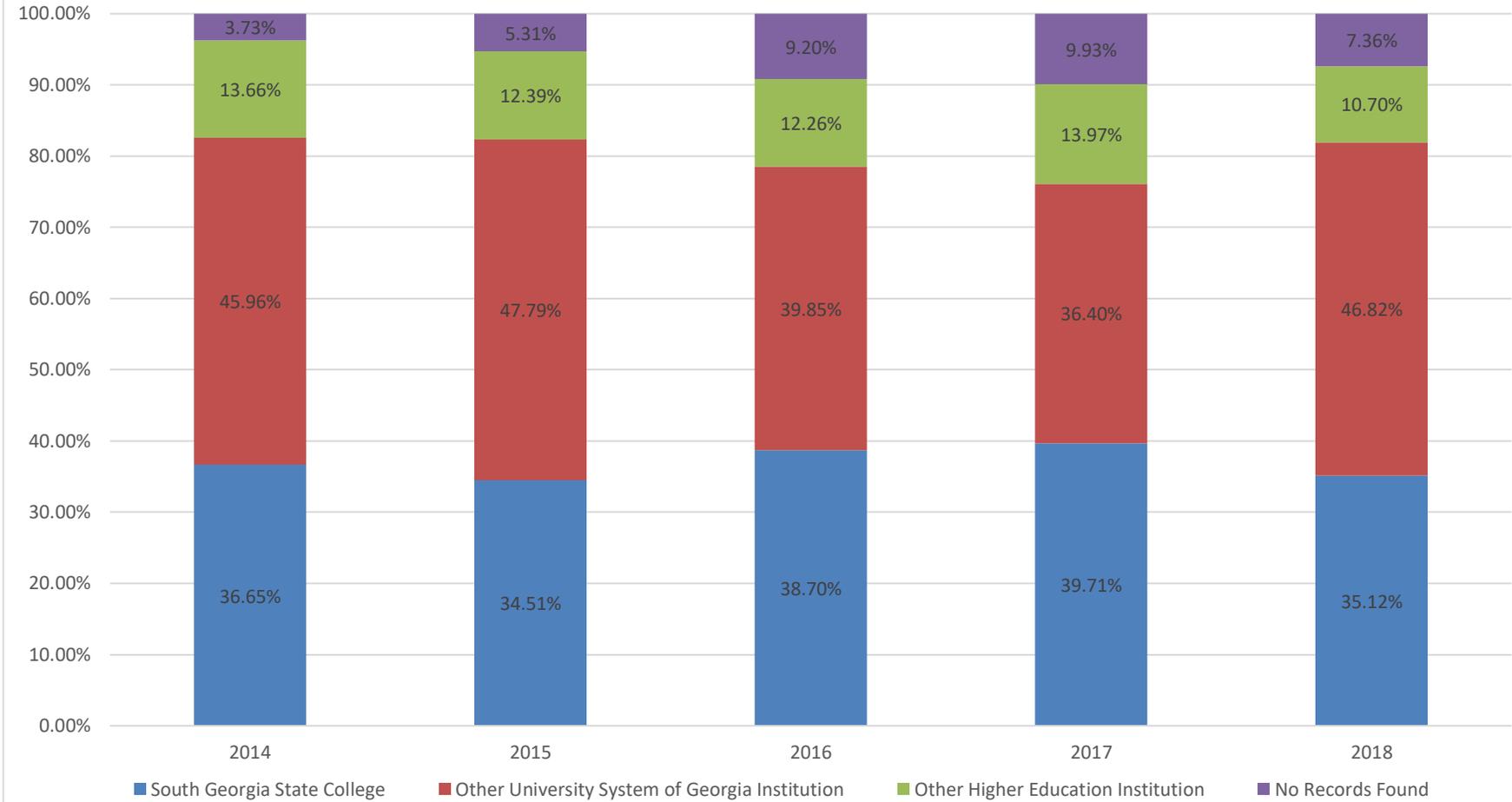
Note: (1) Course success rates is defined as the sum of A, B, C divided by the total sum of A, B, C, D, F, W, and WF. (2) Courses used for comparison of dual enrolled students and first-time freshmen were pulled using the dual enrolled approved high school courses and college equivalents specific to South Georgia State College.

Table H South Georgia State College Dual Enrollment Students' Location of Enrollment After High School Graduation										
	Class of 2014		Class of 2015		Class of 2016		Class of 2017		Class of 2018	
Location of Enrollment	N	%	N	%	N	%	N	%	N	%
South Georgia State College	59	36.65%	78	34.51%	101	38.70%	108	39.71%	105	35.12%
Other University System of Georgia Institution	74	45.96%	108	47.79%	104	39.85%	99	36.40%	140	46.82%
Other Higher Education Institution	22	13.66%	28	12.39%	32	12.26%	38	13.97%	32	10.70%
No Records Found	6	3.73%	12	5.31%	24	9.20%	27	9.93%	22	7.36%
Total	161	100.00%	226	100.00%	261	100.00%	272	100.00%	299	100.00%

Source: SGSC Banner; 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.

Graph I
South Georgia State College
Dual Enrollment Students' Location of Enrollment After High School Graduation



Source: SGSC Banner; 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 2018 STEPS Cohort (n = 94)
Fall to Spring Persistence Rate (Institutional)	87.50%	88.89%	87.50%	92.72%	89.47%	84.04%
Fall to Fall Retention Rate (Institutional)	48.96%	63.04%	43.75%	60.00%	34.21%	38.30%
Three-Year Graduation Rate (Institutional)	7.29%	11.11%	12.50%	7.27%	n/a	n/a
Transfer Rate	19.79%	11.11%	21.88%	7.89%	28.95%	n/a
First Term Academic Comparison						
Average Fall Term GPA	1.85	2.12	1.99	1.96	1.64	1.49
Percent of Residential Students in Good Standing at End of Fall Term	78.13%	73.33%	71.88%	63.64%	65.79%	38.30%
Course Success Rate for Fall Term	67.00%	67.74%	68.42%	68.20%	55.93%	52.66%
Second Term Academic Comparison						
Average Spring Term GPA	1.51	2.30	1.89	1.89	1.83	1.41
Percent of Residential Students in Good Standing at End of Spring Term	46.43%	75.00%	60.71%	62.75%	55.88%	32.98%
Course Success Rate for Spring Term	50.13%	72.14%	60.93%	64.68%	62.37%	47.60%
Demographics						
<i>Gender</i>						
<i>Female</i>	56.25%	62.22%	56.25%	34.55%	31.58%	50.00%
<i>Male</i>	43.75%	37.78%	43.75%	65.45%	68.42%	50.00%
<i>Race/Ethnicity</i>						
<i>White</i>	21.88%	20.00%	37.50%	27.27%	34.21%	27.66%
<i>Black or African American</i>	75.00%	77.78%	50.00%	70.91%	60.53%	60.64%
<i>Other</i>	3.13%	2.22%	12.50%	1.82%	5.26%	11.70%
<i>State of Residence</i>						

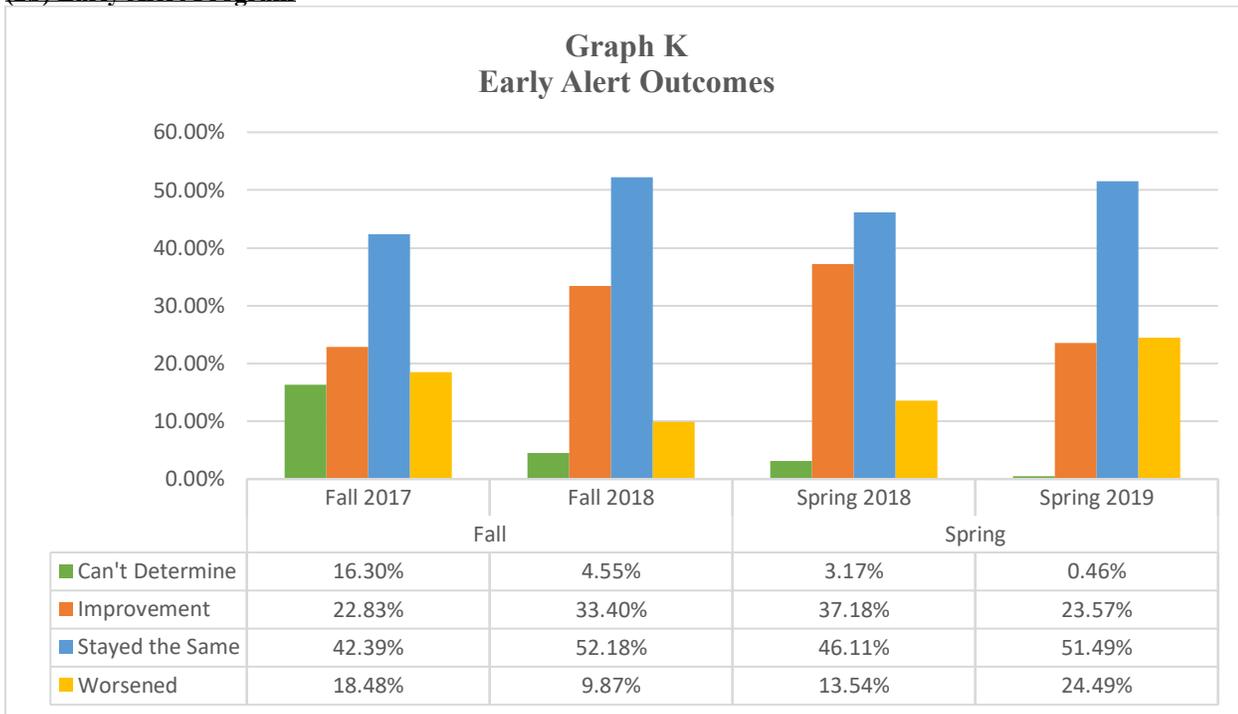
Table J
First Academic Year Metrics for the Comparative Group in Comparison to STEPS Cohorts

	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 2018 STEPS Cohort (n = 94)
<i>GA Resident</i>	91.67%	77.78%	71.88%	83.64%	65.79%	80.85%
<i>Non-GA Resident</i>	8.33%	22.22%	28.13%	16.36%	34.21%	19.15%
Percentage Receiving PELL in fall	86.46%	71.77%	68.75%	69.09%	63.16%	74.47%
Avg High School GPA	2.39	2.38	2.22	2.39	2.33	2.53
Avg Age for Fall	19	19	19	18	19	19

Source: SGSC Banner

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.

(2b) Early Alert Program



Source: SGSC Banner

Note: The above categories can be defined as the following: (a) “Can’t Determine” represents students alerted and neither an estimated grade or mid-term grade. Only a final grade was reported for the student and a conclusion about improvement could not be determined, (b) “Improvement” represents students alerted and the final grade was an increase of at least one letter grade compared to the estimated grade or mid-term grade, (c) “Stayed the Same” represents students alerted in the program and the final grade was unchanged compared to the estimated grade or mid-term grade, and (d) “Worsened” represents students alerted in the program and the final grade was a decrease of at least one letter grade compared to the estimated grade or mid-term grade.

Table L Early Alert Reporting by Term					
Term	Total Flags	Number of Flagged Courses Per Student	Number of Students	Number of Sections	Number of Faculty
Fall 2017	266	184	177	36	12
Spring 2018	534	347	282	63	24
Fall 2018	705	527	431	87	31
Spring 2019	643	437	343	80	25
Fall 2019	1754	1092	757	177	58
Grand Total	4121	2719	1829	371	80

Source: SGSC Banner

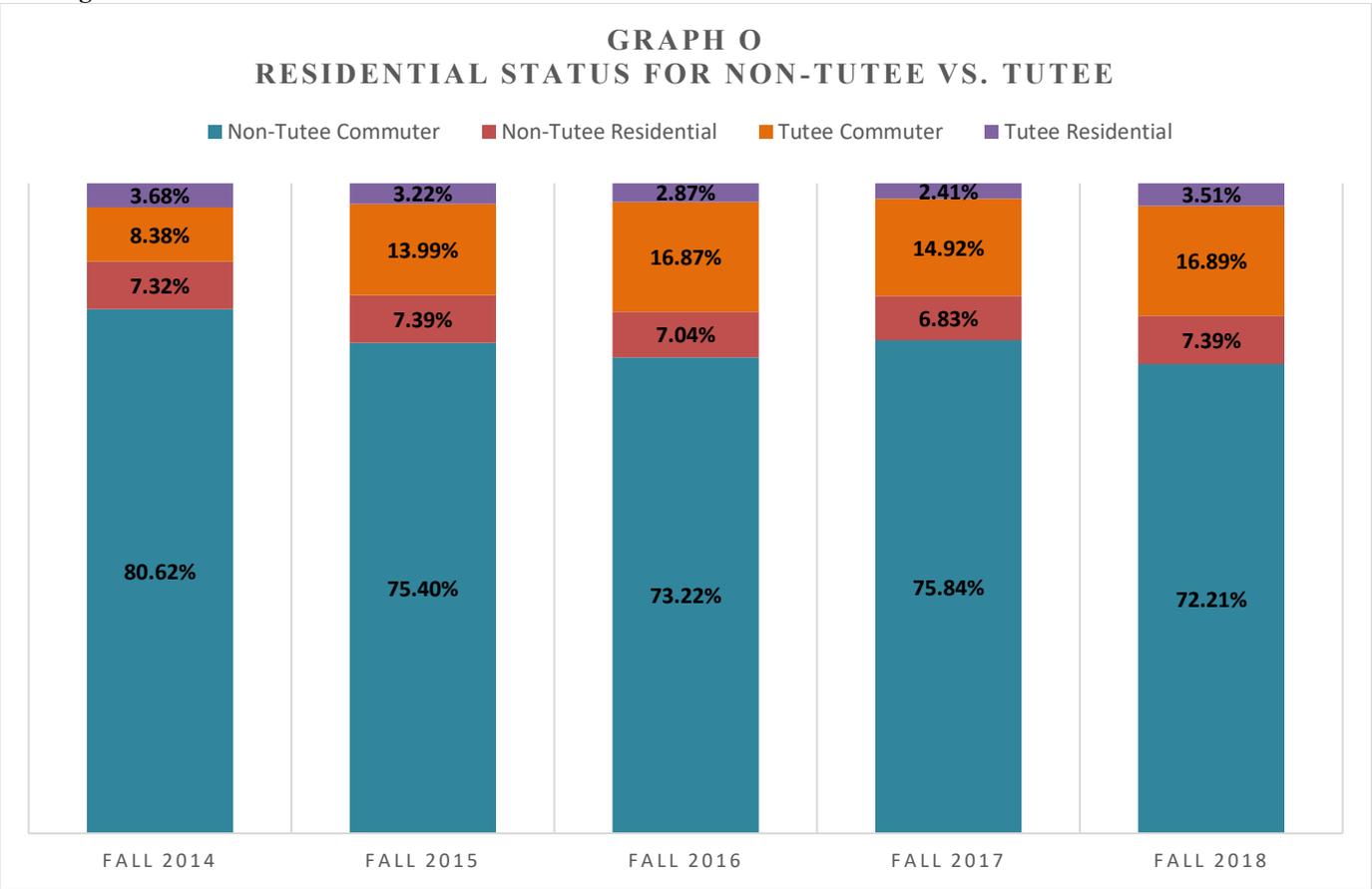
Table M Course Success Rates for Courses Alerted for the Student						
	Alerted Courses			Non-Alerted Courses		
	# A, B, C, or S	# D, F, U, W	% Success	# A, B, C, or S	# D, F, U, W	% Success
Fall 2017	57	127	30.98	350	227	60.66
Spring 2018	212	135	61.10	501	295	62.94
Fall 2018	281	246	53.32	872	553	61.19
Spring 2019	248	189	56.75	724	412	63.73

Source: SGSC Banner

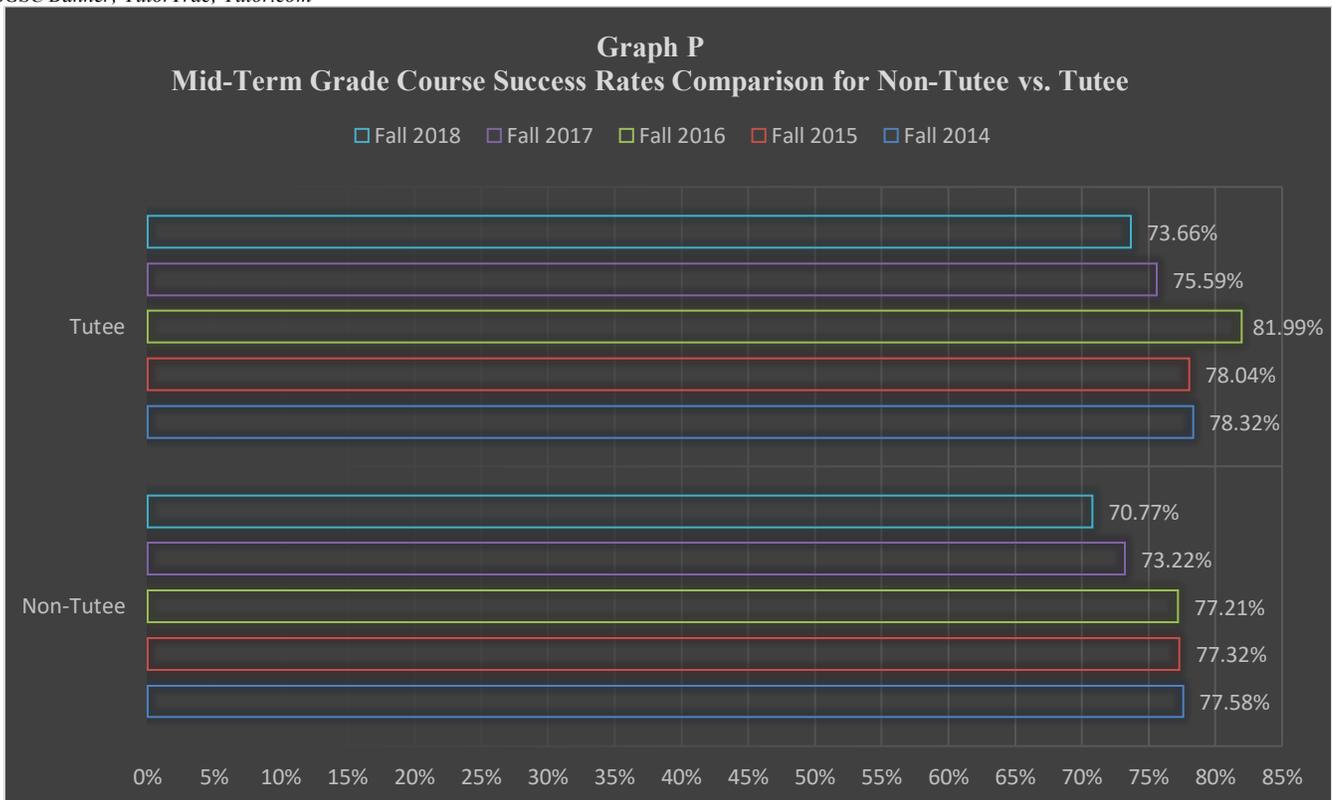
Table N Students Passing or Failing at Mid-Term and Final Outcome								
	N Passing at MT	N Passing at Final	% Passing at Final	N Failing at MT	N Failing at Final	% Passing at Final	N Can't Determine	Total Alerts
Fall 2017	42	27	64.29%	84	18	21.43%	58	184
Spring 2018	142	128	90.14%	176	65	36.93%	29	347
Fall 2018	191	174	91.10%	271	66	24.35%	65	527
Spring 2019	230	198	86.09%	199	46	23.12%	6	435

Source: SGSC Banner

(2c) Tutoring

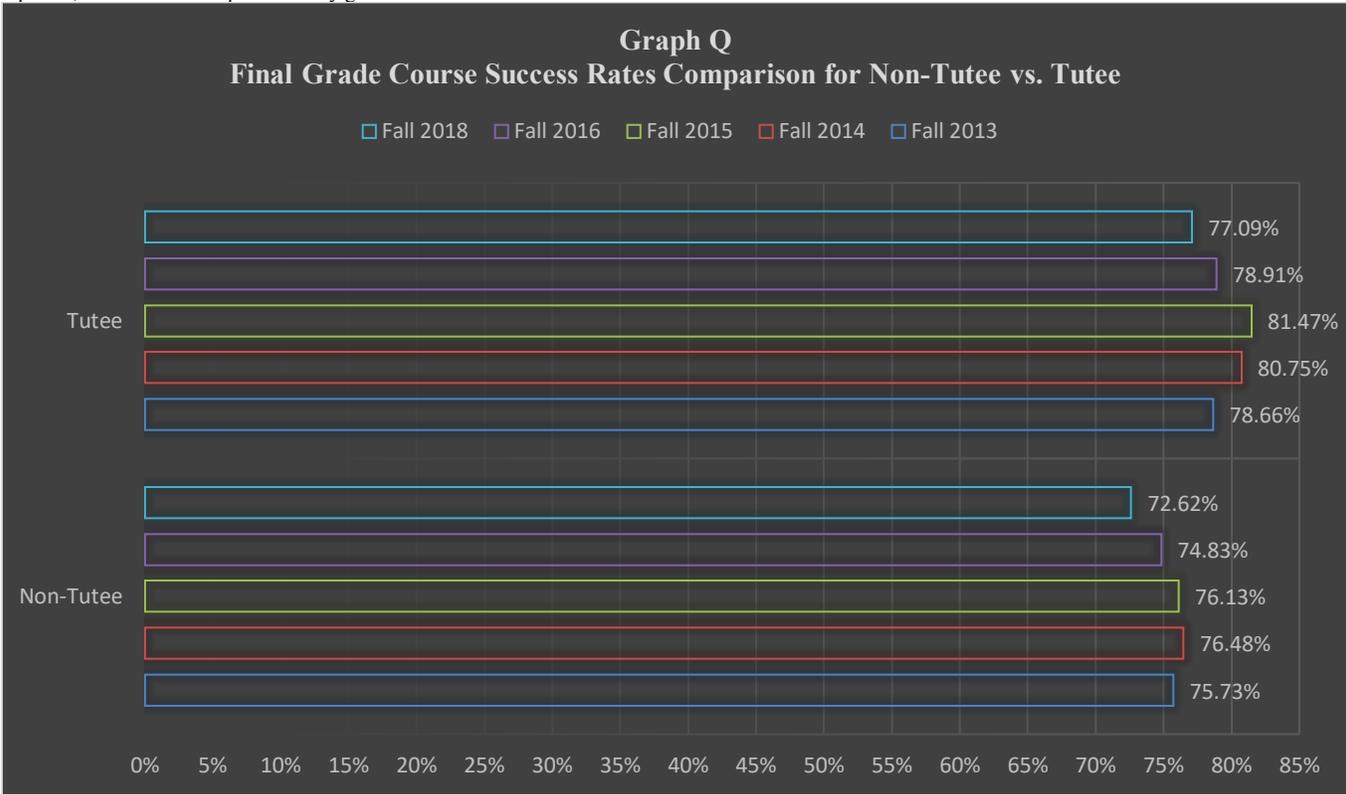


Source: SGSC Banner; TutorTrac; Tutor.com



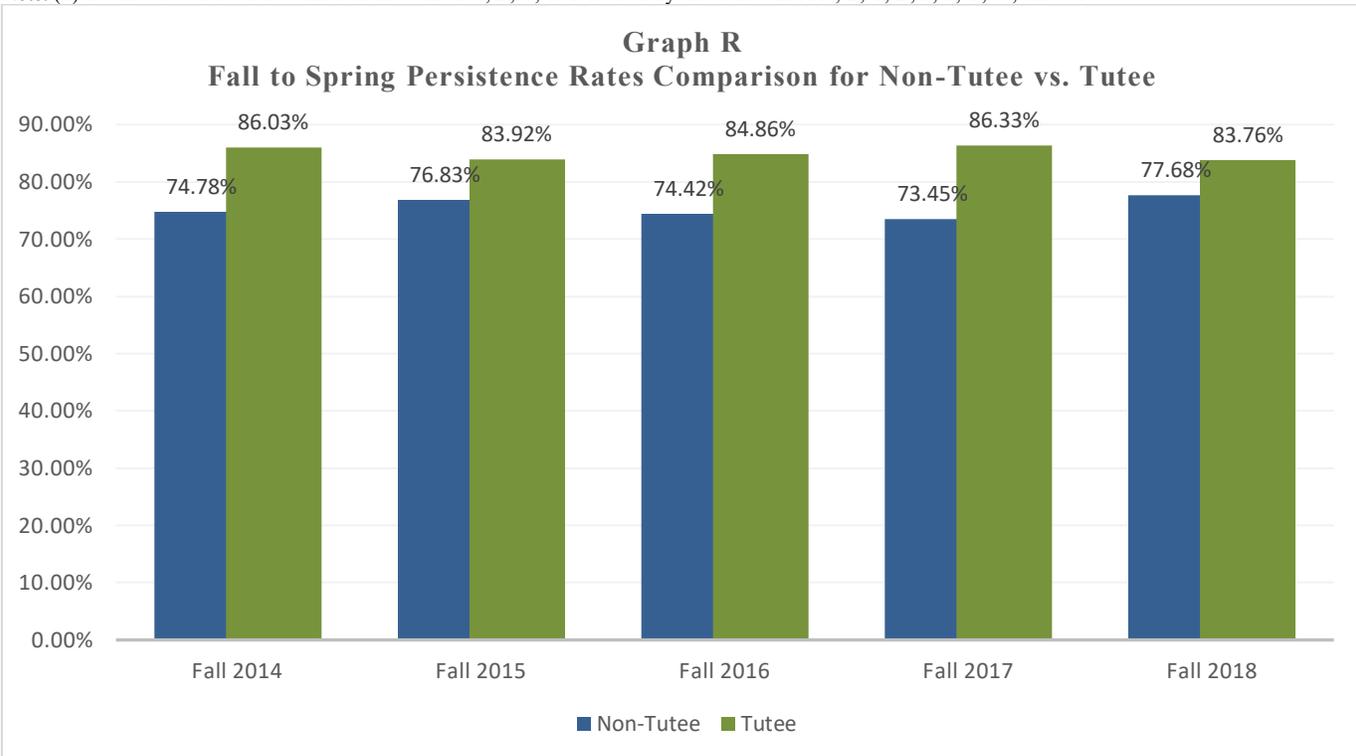
Source: SGSC Banner; TutorTrac; Tutor.com

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. (2) Mid-term grades are not required to be reported; the data above represents only grades submitted at mid-term.



Source: SGSC Banner; TutorTrac; Tutor.com

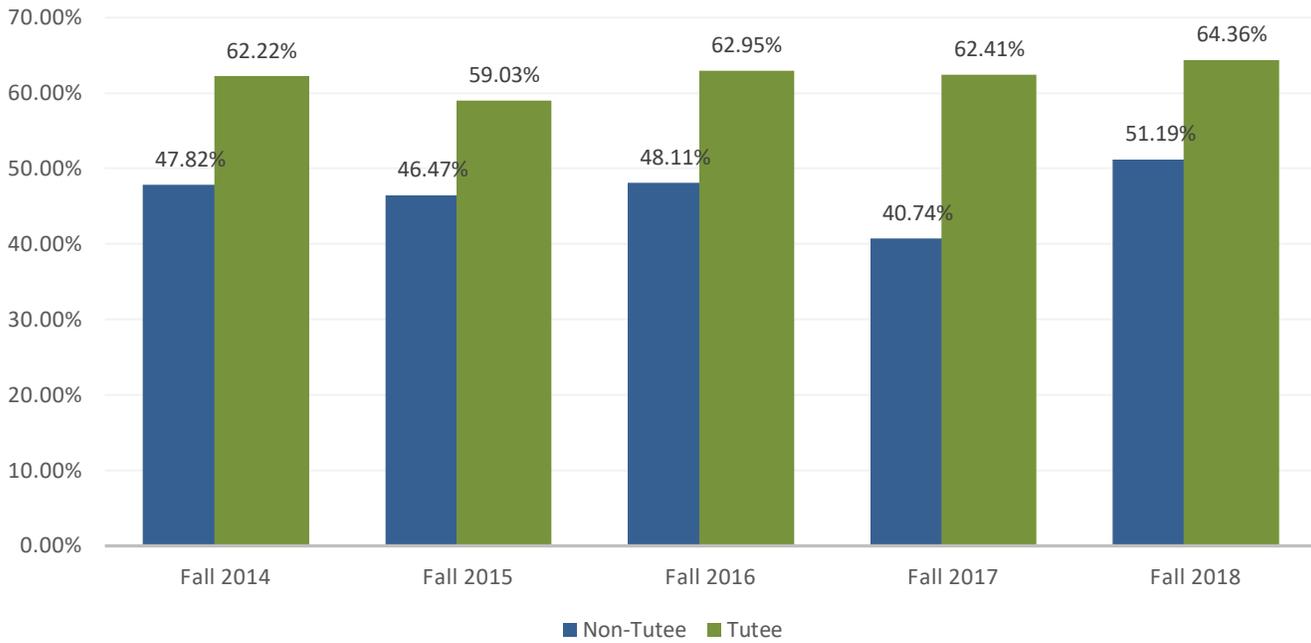
Note: (1) Course success rates is defined as the sum of A, B, C, or S divided by the total sum of A, B, C, D, F, S, U, W, and WF.



Source: SGSC Banner; 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.

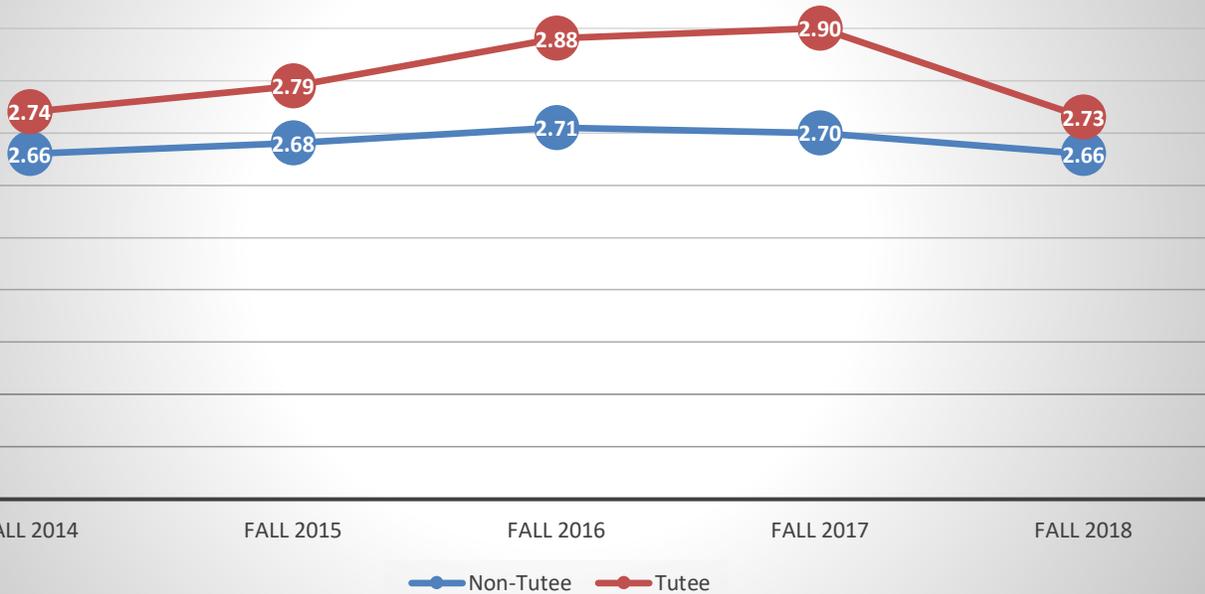
Graph S
Fall to Fall Retention Rate Comparison for Non-Tutee vs. Tutee



Source: SGSC Banner; TutorTrac; Tutor.com

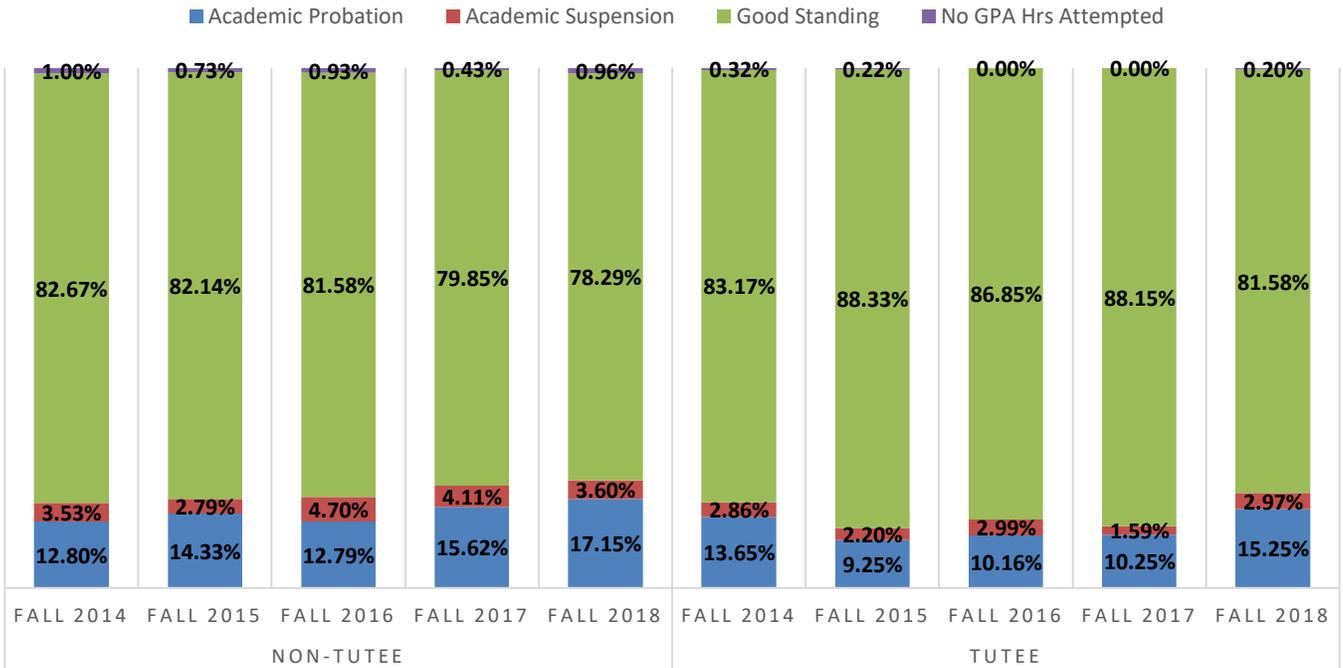
Note: Retention rates can be defined as students enrolled in the fall term and enrolled in the subsequent fall term or graduated in the summer prior to the subsequent fall term.

Graph T
Average Institutional Cum GPA Comparison for Non-Tutee vs. Tutee



Source: SGSC Banner; TutorTrac; Tutor.com

**GRAPH U
ACADEMIC STANDING COMPARISON FOR NON-TUTEE VS. TUTEE**



Source: SGSC Banner; TutorTrac; Tutor.com

Strategy 3: Academic Advising

Term	Institutional Rate for SGSC			System-Wide Rate for SGSC	
	N Cohort	N Retained	% Retained	N Retained	% Retained
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%
Fall 2017	768	315	41.02%	482	62.76%

Source: USG ADC Census; USG Retention Rate Reports

Term	N Enrolled	% of Enrollment
Fall 2014	671	25.70%
Fall 2015	737	27.83%
Fall 2016	613	24.11%
Fall 2017	666	26.22%
Fall 2018	610	24.58%

Source: USG ADC Census

Table X					
Number and Percentage of Students Successfully Earning or Passing or More Credit Hours					15
Term	N Enrolled in 15 or More CH	N Successfully Earning 15 or More CH	% Successfully Earning 15 or More CH	N Successfully Passing 15 or More CH	% Successfully Passing 15 or More CH
Fall 2014	665	326	49.02%	326	49.02%
Fall 2015	734	369	50.27%	366	49.86%
Fall 2016	614	288	46.91%	285	46.42%
Fall 2017	662	337	50.91%	333	50.30%
Fall 2018	613	217	35.40%	308	50.24%

Source: SGSC Banner

Note: (1) "Earning 15 or More CH" represents students who were enrolled in 15 or more credit hours that successfully completed 15 or more hours which includes CLEP credit; however, this does not include learning support credits. (2) "Passing 15 or More CH" represents students who were enrolled in 15 or more credit hours that successfully passed 15 or more hours which includes learning support credits; however, this does not include CLEP credit.

Table Y					
First-Time Full-Time Associates Degree-Seeking Freshmen Three Year Graduation Rates					
Term	Institution-Specific Rate for SGSC			System-Wide Rate for SGSC	
	N Cohort	N Graduated	% Graduated	N Graduated	% Graduated
Fall 2011	1131	113	9.99%	114	10.08%
Fall 2012	965	113	11.71%	117	12.12%
Fall 2013	878	105	11.96%	108	12.30%
Fall 2014	818	118	14.43%	123	15.04%
Fall 2015	910	120	13.19%	125	13.74%

Source: USG Graduation Rate Reports

Table Z					
Degrees Conferred by Degree Offered					
	FY2015	FY2016	FY2017	FY2018	FY2019
Associate Degree	239	237	236	265	261
Career Associate	70	65	60	41	48
Bachelors	33	25	33	58	65
Total	342	327	329	364	374

Source: USG ADC Census; USG Degrees Conferred Reports

Table AA					
Average Credit Hours Earned at Graduation by Degree Conferred					
	FY2015	FY2016	FY2017	FY2018	FY2019
AACC (Associate of Arts Core Curriculum)					
Overall Credit Hours Earned	71.87	71.52	70.72	70.69	74.11

Table AA					
Average Credit Hours Earned at Graduation by Degree Conferred					
	FY2015	FY2016	FY2017	FY2018	FY2019
Institutional Hours Earned	66.65	65.25	64.39	63.78	67.84
Transfer Hours Earned	13.47	13.91	17.93	19.68	14.29
ASCC (Associate of Science Core Curriculum)					
Overall Credit Hours Earned	75.29	73.13	72.73	72.64	73.65
Institutional Hours Earned	69.18	67.05	66.99	67.10	66.74
Transfer Hours Earned	20.08	13.74	12.97	13.28	14.05
AS Nursing					
Overall Credit Hours Earned	97.98	100.33	95.25	94.40	97.16
Institutional Hours Earned	83.73	85.08	85.18	85.28	86.79
Transfer Hours Earned	32.19	26.8	23.23	18.25	17.41
BS Nursing					
Overall Credit Hours Earned	145.30	143.01	137.60	140.67	141.13
Institutional Hours Earned	131.83	124.40	113.49	132.08	123.69
Transfer Hours Earned	20.20	28.64	34.83	18.25	30.04
BS Biological Sciences					
Overall Credit Hours Earned	-	135.00	143.67	136.40	135.10
Institutional Hours Earned	-	134.20	129.00	124.00	121.80
Transfer Hours Earned	-	2.00	14.67	31.00	16.63
BS Management					
Overall Credit Hours Earned	-	-	-	136.17	131.83
Institutional Hours Earned	-	-	-	121.37	125.07
Transfer Hours Earned	-	-	-	24.67	11.28

Source: SGSC Banner

Strategy 5: Gateways to Completion

Table BB				
Gateways to Completion Disaggregated DFWI Rates for BIOL 2107K				
	FY15*	FY16	FY17	FY18
Overall DFWI Rate	44.2%	49.8%	34.7%	36.2%
DFWI Rate by Cohort				
<i>Development Ed.</i>	54.8%	59.2%	31.4%	32.9%
<i>First Year</i>	51.3%	54.1%	41.3%	45.5%
<i>Second Year</i>	33.8%	40.0%	25.0%	21.6%
<i>Other Undergrad</i>	29.4%	50.0%	21.1%	30.8%
DFWI Rates by Method of Instruction Delivery				
<i>Face-to-Face</i>	44.2%	49.8%	34.7%	36.2%
<i>Blended</i>	0.0%	0.0%	0.0%	0.0%
<i>Online</i>	0.0%	0.0%	0.0%	0.0%
DFWI Rates by Gender				
<i>Male</i>	54.3%	58.4%	44.4%	44.8%
<i>Female</i>	38.2%	42.9%	28.1%	30.1%
DFWI Rates by Full-time or Part-Time Status				
<i>Full-Time</i>	46.8%	50.5%	36.3%	37.9%
<i>Part-Time</i>	36.1%	47.7%	28.3%	29.3%
DFWI Rates by Age				
<i>Age 22 and under</i>	44.4%	51.0%	36.3%	33.7%
<i>Age 23-30</i>	48.0%	33.3%	30.4%	50.0%
<i>Age 31-40</i>	35.7%	56.3%	12.5%	50.0%
<i>Age 41 and older</i>	40.0%	75.0%	0.0%	66.7%
DFWI Rates by Race/Ethnicity				
<i>Nonresident alien</i>	0.0%	0.0%	50.0%	100.0%
<i>Hispanic or Latino</i>	50.0%	56.3%	35.3%	46.7%
<i>American Indian or Alaska Native</i>	0.0%	0.0%	0.0%	0.0%
<i>Asian</i>	33.3%	0.0%	0.0%	0.0%
<i>Black or African American</i>	64.4%	63.8%	36.7%	47.1%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%	0.0%
<i>White</i>	35.6%	48.0%	33.8%	31.6%
<i>Two or More Races</i>	0.0%	40.0%	0.0%	33.3%

Table BB				
Gateways to Completion Disaggregated DFWI Rates for BIOL 2107K				
	FY15*	FY16	FY17	FY18
<i>Race/ethnicity Unknown</i>	0.0%	0.0%	66.7%	0.0%
DFWI Rates by Pell Eligibility and First-Generation Status				
<i>Pell Eligible Students</i>	49.4%	50.6%	34.6%	41.6%
<i>Not Pell Eligible Students</i>	36.1%	45.6%	34.8%	29.9%
<i>First Generation College Students</i>	41.7%	45.2%	27.3%	46.2%
<i>Not First Generation College Students</i>	44.8%	54.3%	35.9%	34.8%

Source: USG ADC Census; SGSC Banner

Table CC		
Gateways to Completion Disaggregated DFWI Rates for ENGL 1101		
	FY17*	FY18
Overall DFWI Rate	25.2%	30.4%
DFWI Rate by Cohort		
<i>Development Ed.</i>	33.1%	25.0%
<i>First Year</i>	25.3%	30.3%
<i>Second Year</i>	25.0%	36.4%
<i>Other Undergrad</i>	0.0%	0.0%
DFWI Rates by Method of Instruction Delivery		
<i>Face-to-Face</i>	23.8%	28.1%
<i>Blended</i>	30.0%	50.0%
<i>Online</i>	43.1%	44.4%
DFWI Rates by Gender		
<i>Male</i>	27.4%	33.2%
<i>Female</i>	23.7%	28.3%
DFWI Rates by Full-time or Part-Time Status		
<i>Full-Time</i>	23.1%	30.3%
<i>Part-Time</i>	39.3%	31.1%
DFWI Rates by Age		
<i>Age 22 and under</i>	25.1%	30.6%
<i>Age 23-30</i>	30.6%	27.6%
<i>Age 31-40</i>	17.2%	28.6%
<i>Age 41 and older</i>	16.7%	33.3%

Table CC		
Gateways to Completion Disaggregated DFWI Rates for ENGL 1101		
	FY17*	FY18
DFWI Rates by Race/Ethnicity		
<i>Nonresident alien</i>	12.5%	0.0%
<i>Hispanic or Latino</i>	19.3%	28.6%
<i>American Indian or Alaska Native</i>	33.3%	33.3%
<i>Asian</i>	33.3%	28.6%
<i>Black or African American</i>	23.7%	31.3%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%
<i>White</i>	27.8%	28.9%
<i>Two or More Races</i>	30.0%	46.7%
<i>Race/ethnicity Unknown</i>	25.0%	33.3%
DFWI Rates by Pell Eligibility and First-Generation Status		
<i>Pell Eligible Students</i>	26.5%	32.1%
<i>Not Pell Eligible Students</i>	22.2%	25.8%
<i>First Generation College Students</i>	26.8%	43.2%
<i>Not First Generation College Students</i>	24.9%	28.3%

Source: USG ADC Census; SGSC Banner

Table DD		
Gateways to Completion Disaggregated DFWI Rates for MATH 1111		
	FY17*	FY18
Overall DFWI Rate	33.7%	38.8%
DFWI Rate by Cohort		
<i>Development Ed.</i>	41.4%	35.3%
<i>First Year</i>	34.5%	40.5%
<i>Second Year</i>	23.9%	24.6%
<i>Other Undergrad</i>	40.0%	21.1%
DFWI Rates by Method of Instruction Delivery		
<i>Face-to-Face</i>	32.6%	38.7%
<i>Blended</i>	0.0%	0.0%
<i>Online</i>	46.0%	37.5%
DFWI Rates by Gender		
<i>Male</i>	36.7%	41.8%
<i>Female</i>	31.3%	36.5%

Table DD		
Gateways to Completion Disaggregated DFWI Rates for MATH 1111		
	FY17*	FY18
DFWI Rates by Full-time or Part-Time Status		
<i>Full-Time</i>	33.4%	36.8%
<i>Part-Time</i>	35.4%	50.0%
DFWI Rates by Age		
<i>Age 22 and under</i>	33.5%	39.1%
<i>Age 23-30</i>	32.8%	35.5%
<i>Age 31-40</i>	45.0%	34.6%
<i>Age 41 and older</i>	33.3%	50.0%
DFWI Rates by Race/Ethnicity		
<i>Nonresident alien</i>	0.0%	25.0%
<i>Hispanic or Latino</i>	28.3%	27.3%
<i>American Indian or Alaska Native</i>	33.3%	0.0%
<i>Asian</i>	0.0%	100.0%
<i>Black or African American</i>	34.8%	47.9%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%
<i>White</i>	33.1%	26.9%
<i>Two or More Races</i>	42.1%	62.5%
<i>Race/ethnicity Unknown</i>	60.0%	20.0%
DFWI Rates by Pell Eligibility and First-Generation Status		
<i>Pell Eligible Students</i>	35.5%	42.3%
<i>Not Pell Eligible Students</i>	29.7%	30.5%
<i>First Generation College Students</i>	33.3%	46.4%
<i>Not First Generation College Students</i>	33.8%	37.7%

Source: USG ADC Census; SGSC Banner

Table EE		
Gateways to Completion Disaggregated DFWI Rates for HIST 2112		
	FY17*	FY18
Overall DFWI Rate	36.3%	41.9%
DFWI Rate by Cohort		
<i>Development Ed.</i>	35.9%	42.0%
<i>First Year</i>	39.4%	44.6%
<i>Second Year</i>	18.8%	29.7%
<i>Other Undergrad</i>	25.0%	0.0%

Table EE		
Gateways to Completion Disaggregated DFWI Rates for HIST 2112		
	FY17*	FY18
DFWI Rates by Method of Instruction Delivery		
<i>Face-to-Face</i>	36.6%	40.9%
<i>Blended</i>	24.3%	0.0%
<i>Online</i>	43.8%	70.0%
DFWI Rates by Gender		
<i>Male</i>	39.0%	49.8%
<i>Female</i>	34.4%	35.5%
DFWI Rates by Full-time or Part-Time Status		
<i>Full-Time</i>	36.8%	43.3%
<i>Part-Time</i>	33.0%	33.7%
DFWI Rates by Age		
<i>Age 22 and under</i>	37.9%	43.3%
<i>Age 23-30</i>	31.4%	41.7%
<i>Age 31-40</i>	19.4%	26.1%
<i>Age 41 and older</i>	20.0%	0.0%
DFWI Rates by Race/Ethnicity		
<i>Nonresident alien</i>	20.0%	50.0%
<i>Hispanic or Latino</i>	28.9%	41.5%
<i>American Indian or Alaska Native</i>	0.0%	0.0%
<i>Asian</i>	25.0%	0.0%
<i>Black or African American</i>	51.1%	53.8%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%
<i>White</i>	25.8%	30.4%
<i>Two or More Races</i>	33.3%	33.3%
<i>Race/ethnicity Unknown</i>	20.0%	50.0%
DFWI Rates by Pell Eligibility and First-Generation Status		
<i>Pell Eligible Students</i>	38.8%	45.0%
<i>Not Pell Eligible Students</i>	30.6%	35.9%
<i>First Generation College Students</i>	34.8%	49.4%
<i>Not First Generation College Students</i>	36.6%	40.8%

Source: USG ADC Census; SGSC Banner

Table FF		
Gateways to Completion Disaggregated DFWI Rates for POLS 1101		
	FY17*	FY18
Overall DFWI Rate	24.5%	27.8%
DFWI Rate by Cohort		
<i>Development Ed.</i>	28.8%	31.3%
<i>First Year</i>	25.3%	29.8%
<i>Second Year</i>	18.6%	14.3%
<i>Other Undergrad</i>	20.0%	14.3%
DFWI Rates by Method of Instruction Delivery		
<i>Face-to-Face</i>	21.9%	26.3%
<i>Blended</i>	0.0%	0.0%
<i>Online</i>	45.5%	34.6%
DFWI Rates by Gender		
<i>Male</i>	24.8%	30.4%
<i>Female</i>	24.3%	26.3%
DFWI Rates by Full-time or Part-Time Status		
<i>Full-Time</i>	22.7%	26.3%
<i>Part-Time</i>	34.1%	34.8%
DFWI Rates by Age		
<i>Age 22 and under</i>	24.8%	28.1%
<i>Age 23-30</i>	21.1%	28.8%
<i>Age 31-40</i>	29.4%	23.3%
<i>Age 41 and older</i>	16.7%	14.3%
DFWI Rates by Race/Ethnicity		
<i>Nonresident alien</i>	14.3%	25.0%
<i>Hispanic or Latino</i>	24.5%	11.6%
<i>American Indian or Alaska Native</i>	50.0%	0.0%
<i>Asian</i>	0.0%	14.3%
<i>Black or African American</i>	27.6%	38.9%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%
<i>White</i>	21.3%	21.0%
<i>Two or More Races</i>	50.0%	38.9%

Table FF		
Gateways to Completion Disaggregated DFWI Rates for POLS 1101		
	FY17*	FY18
<i>Race/ethnicity Unknown</i>	37.5%	50.0%
DFWI Rates by Pell Eligibility and First-Generation Status		
<i>Pell Eligible Students</i>	28.1%	31.0%
<i>Not Pell Eligible Students</i>	18.5%	2130.0%
<i>First Generation College Students</i>	31.3%	34.0%
<i>Not First Generation College Students</i>	23.0%	26.9%

Source: USG ADC Census; SGSC Banner

UNIVERSITY OF GEORGIA

APPENDICES

Appendix A

Table 1: UGA Freshmen Retention and Completion Rates (2008-2018)

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
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	87.0
2013	5,218	94.2	91.3	89.3	87.7	87.9	88.1
2014	5,240	95.2	92.0	89.8	88.6	87.9	
2015	5,248	95.2	91.6	90.3	88.2		
2016	5,401	95.5	91.9	90.4			
2017	5,809	95.3	92.2				
2018	5,703	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
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	85.7
2013	5,218		0.2	3.8	66.2	84.8	87.1
2014	5,240		0.3	4.0	68.0	84.4	
2015	5,248		0.2	3.2	68.7		
2016	5,401		0.3	3.7			
2017	5,809		0.3				
2018	5,703						

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 (2007-2017) 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
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	82.9
2013	381	95.0	92.4	90.8	87.4	87.4	
2014	385	95.1	92.5	89.9	87.3		
2015	395	95.9	92.9	91.4			
2016	440	95.5	91.4				
2017	469	96.2					

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
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	80.9
2013	381		0.3	3.7	55.1	82.2	
2014	385		0.5	3.1	58.2		
2015	395			3.8			
2016	440						
2017	469						

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
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	83.4
2013	288	93.1	91.0	88.5	87.2	86.5	
2014	247	94.3	89.1	89.2	87.4		
2015	298	93.3	91.9	89.9			
2016	318	96.9	91.8				
2017	392	94.4					

Table 2: Continued

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
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	80.2
2013	288			2.8	62.5	83.3	
2014	269		0.4	2.6	62.8		
2015	298			2.0			
2016	318						
2017	392						

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
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	83.9
2013	1,490	93.8	90.3	88.1	86.0	86.4	
2014	1,535	95.1	91.1	88.8	86.9		
2015	1,624	94.3	90.1	88.5			
2016	1,722	94.7	89.3				
2017	1,859	94.1					

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
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	82.2
2013	1,490		0.4	4.0	60.1	82.3	
2014	1,535		0.3	3.7	60.9		
2015	1,624		0.2	3.1			
2016	1,722		0.2				
2017	1,859						

Source: UGA OIR/FACTS

Table 3: Undergraduate Time-to-Degree by Application Type, 2009-2018

Application Type	Graduating Cohort	Number of First Degrees Awarded*	Average Time-to-Degree in Years	
Freshman	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	
	2018	4815	3.99	
Transfer	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	
	2018	2049	2.64	

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, 9/23/2019

APPENDIX B**Courses that have been redesigned to use active learning strategies**

ACCT 5200	Audit Risk and Control	FINA 4/6810	International Finance
ADPR 3515	Foundations of Graphic Communication	FREN 2001	Intermediate French I
AGCM 1200	Communicating in Agricultural and Environmental Sciences	GENE 3200	Genetics
ALDR 3900S	Leadership and Service	GEOG 1125	Resources, Society, and the Environment
ANTH 2120H	Introduction to Anthropology - Honors	HDFS 2200	Introduction to Life Span Development
ARST 2210	Introduction to Photographic Culture	HIST 2112	U.S. History since 1865
BCHE 3520	Mass Transport and Rate Phenomena	INTL 1100	Introduction to Global Issues
CBIO 2200	Anatomy & Physiology I	KINS 4200	Biomechanics
CBIO2210L	Human Anatomy and Physiology II Lab	MARK 4000	Marketing Research for Business Decisions
CHEM 1211	General Chemistry I	MARK 4900	Marketing Strategy and Decision Making
CHEM 1212	General Chemistry II	MATH 1101	Mathematical Modeling
CMSD 3120	Language Development	MATH 1113	Precalculus
CSCI 4800	Human Computer Interactions	MATH 1113	Precalculus
ECOL 3500	Ecology	MATH 2250	Calculus I for Science and Engineering
ENGL 4890	Criticism and Culture	MATH 2250	Calculus I for Scientists and Engineers
ENGR 1120	Engineering Graphics and Design	MATH 2260	Calculus II for Science and Engineering
ENGR 1140	Engineering Computational Methods	MGMT 3000	Principles of Management
ENGR 2170	Electric Circuits	MIST 2090	Introduction to Information Systems in Business
ENGR 2170	Electric Circuits		
ENGR 3150	Heat Transfer	MSIT 3000	Statistical Analysis for Business I
ENGR 3160	Fluid Mechanics	NMIX 2020	Introduction to New Media
ENGR2120	Engineering Statics	PADP 6930	Public Financial Administration
ENTR 5500	Introduction to Entrepreneurship	PBHL 3100	Introduction to Public Health
ENVE 3510	Modeling, Statistical Analysis, and Uncertainty	POLS 1101	American Government
FHCE 2100	Family Economic Issues Through The Life Course	POUL 2020	Introduction to Poultry Science
FHCE 3200	Intro to Personal Finance	SPAN 3030	Introduction to Literature in Spanish
FHCE 4210	Retirement Planning & Employee Benefits	TXMI 4/6290	History of Fashion 18th Century to Present
FHCE 4/6230	Family Tax Planning	VBDI 5240	Veterinary Animal Behavior

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	Fall 2018
All Entering Freshmen**	2,237	2,205	2,410	2,375	2,240	2,289
Between 15 and 29 credit hours	1,233	1,412	1,406	1,412	1,328	1,296
successfully completed***	55.9%	58.6%	59.2%	58.6%	59.29%	56.18%
30 or more credit hours	430	439	437	439	329	364
successfully completed***	19.5%	18.2%	18.4%	18.2%	14.69%	15.90%

*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	Fall 2017
First Year	2198	2167	2343	2167	2375	2176
Second Year	1629	1572	1695	1572	1719	1498
Retention Rate	74.11%	72.54%	72.34%	72.54%	72.38	68.84%

Table 3. Progression (Sophomore to Junior)

ENTERING COHORT							
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
First Year	2198	2167	2198	2343	2375	2176	2182
Second Year	1629	1572	1629	1695	1719	1498	XXXX
Third Year	1300	1255	1300	1268	1359	XXXX	
Progression Rate	59.14%	57.91%	59.14%	54.12%	57.22%		

Table 4. Retention, Progression, and Graduation Rates (with Mean SAT Scores and HSGPA)

Retention & Graduation Rates of Fall First-Time Full-Time Entering IPEDS Cohort												
<i>Entering cohorts prior to Fall 2007 are available in hidden columns.</i>												
		Entered Fall 2007	Entered Fall 2008	Entered Fall 2009	Entered Fall 2010	Entered Fall 2011	Entered Fall 2012	Entered Fall 2013	Entered Fall 2014	Entered Fall 2015	Entered Fall 2016	Entered Fall 2017
<i>MEAN</i>	<i>SATCR</i>	508	510	503	496	500	487	486	485	486	482	498
	<i>SATM</i>	502	502	496	490	494	479	477	473	470	472	476
	<i>SATW</i>	484	485	482	479	476	469	471	464	467	459	464
	<i>HSGPA</i>	3.09	3.04	3.04	3.07	3.07	3.09	3.12	3.14	3.16	3.15	3.18
First Year	N=	1793	2007	1909	1844	1924	2012	2198	2167	2343	2375	2176
Second Year	Fall	1345	1471	1397	1359	1367	1444	1629	1572	1695	1719	1498
		75.01%	73.29%	73.18%	73.70%	71.05%	71.77%	74.11%	72.54%	72.34%	72.38%	68.84%
Third Year	Fall	1022	1126	1100	1062	1078	1147	1300	1255	1268	1359	
		57.00%	56.10%	57.62%	57.59%	56.03%	57.01%	59.14%	57.91%	54.12%	57.22%	
Fourth Year	Fall	932	1014	924	893	955	1004	1138	1089	1162		
		51.98%	50.52%	48.40%	48.43%	49.64%	49.90%	51.77%	50.25%	49.59%		
Fifth Year	Fall	587	651	572	560	599	570	627	600			
		32.74%	32.44%	29.96%	30.37%	31.13%	28.33%	28.53%	27.69%			
Sixth Year	Fall	209	240	219	227	222	192	198				
		11.66%	11.96%	11.47%	12.31%	11.54%	9.54%	9.01%				
Graduation	N=	298	316	298	309	293	392	470	479			
Rate	4 yr	16.62%	15.74%	15.61%	16.76%	15.23%	19.48%	21.38%	22.10%			
	N=	641	687	628	624	649	749	880				
	5 yr	35.75%	34.23%	32.90%	33.84%	33.73%	37.08%	40.04%				
	N=	761	814	744	760	779	850					
	6 yr	42.44%	40.56%	38.97%	41.21%	40.49%	42.25%					

**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.*

***GRADUATION RATES ARE THROUGH SUMMER 2018 END OF TERM ADC DATE. RETENTION RATES ARE AS OF 10/8/18 - FALL 18 ADC CENSUS DATE.**