



Complete College Georgia – UWG Campus Plan

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Introduction

Currently, UWG is undergoing major change. Not only is the physical landscape changing because of a multitude of capital and public/private projects, but we are also undergoing changes to achieve our goal to become a destination university—one that more students choose as their first choice. Although our mission remains the same, through ongoing strategic planning we drafted a revised vision statement that reflects our desire to more fully affect student success. The revised vision statement integrates the concept of a learning-centered institution dedicated to student success within the context of preparing students to be problem solvers.

Stakeholder Involvement in Development of the CCG-UWG Campus Plan

This Complete College Georgia UWG (CCG-UWG) plan closely supports both our institutional mission and revised vision. We formed the CCG-UWG Commission soon after the March 2012 Complete College Georgia Summit by bringing together 18 influential faculty members, professional staff, and administrators from across the institution. Our goal was to create a coherent, strategic campus plan to affect student success and completion in the new Complete College Georgia framework and expectations. We believe we achieved that goal.

Developed with wide stakeholder input beyond the 18-member Commission, the CC-UWG campus plan builds on the recommendations of the UWG President's Special Commission to Improve Graduation Rates and the UWG Online Degrees Task Force. The President's Special Commission, which evolved from the Board of Regents' Graduation Rate Initiative, involved more than 50 faculty, staff, administrators, and students who analyzed data and developed 60 recommendations to improve student success. These recommendations were vetted at all levels of the institution during 2011-2012, including open Town Hall meetings and input from the Faculty Senate. Although that Commission focused mainly on the first-time, full-time, degree seeking freshman student, many of the 60 recommendations for improvement are relevant for the Complete College Georgia initiative.

The UWG Online Degrees Task Force, formed in early 2011, involved 17 faculty and staff from across campus who developed a white paper that laid out reasons to support the strategic, targeted growth of online programming. The concepts and recommendations presented in the white paper, released for review in early Fall 2011, received a 100% unanimous vote of support by the Faculty Senate in December, 2011, and support by the members of the President's Advisory Council in February, 2012. Ideas and action items from the Online Degrees white paper's recommendations are included in this CCG-UWG campus plan.

It should be noted that UWG has been working on strategies to increase retention and graduation rates since receiving a \$350,000 grant from the Board of Regents in 2006. As the University System's initiatives have matured, so has the UWG response. The 2009-2010 Graduation Rate Task Force followed the work of the initial 2006 grant, which was subsequently followed by the formation of the UWG President's Special Commission to Improve Graduation Rates and its report with 60 recommendations to improve student success. The Online Degrees Task Force built on the outstanding work and reputation of the UWG Office of Distance Education and Extended Degree Programs to develop its seven recommendations, which align nicely with the goals of Complete College Georgia to reach underserved populations.

Lastly, we plan to interact with numerous external constituencies as early as October, 2012, regarding the CC-UWG agenda. Examples of these groups include employers who work with UWG Career Services and who have a track record of hiring our interns and graduates, the College of Arts and Humanities Development Council, the Richards College of Business Board of Visitors and Accounting Advisory Board, the Community Advisory Committee to the College of Social Sciences, the College of Science and Mathematics Advisory Board, the University Council for Educator Preparation, the Area School District Superintendent Council, and the UTeach Advisory Board.

Improvements with Current Students

The improvements generated by prior efforts are impressive, but we are not satisfied with them and strive to do better. Our 6-year graduation rate has improved more than 4 percentage points in just five years. Even more

impressive is the five percentage point increase in the 4-year graduation rate between the Fall 2004 cohort and the Fall 2007 cohort.

First time, full time four and six year graduation rates

		Entered Fall 2000	Entered Fall 2001	Entered Fall 2002	Entered Fall 2003	Entered Fall 2004	Entered Fall 2005		
Entering Freshmen	N=	1657	1557	1625	1728	1701	1653		
Sixth Year	N=	566	565	513	627	587	632		
	Grad Rate	34.16%	36.29%	31.57%	36.28%	34.51%	38.23%	Entered Fall 2006	Entered Fall 2007
Fourth Year	N=	183	184	177	208	198	207	248	298
	Grad Rate	11.04%	11.82%	10.89%	12.04%	11.64%	12.52%	14.59%	16.62%

This plan will not reiterate the strategies that have brought us this far; rather, it communicates the strategies and action steps for adding to previous successes by serving the populations identified in the Complete College Georgia initiative. Because the earlier initiatives support the goals of Complete College Georgia, the CCG-UWG Commission drew from and expanded upon their work to create this comprehensive blueprint to meet West Georgia's portion of the Complete College Georgia plan. (Please see the "Matrix" in the Appendix for additional strategies that are not described in the body of this document).

Part I: Goals and Data Analysis

UWG is a campus with a rather traditional population of students. More than 75.5% of our students are full-time and nearly 85% of our undergraduate students are of traditional age (17-24). Therefore, we used the President's Special Commission recommendations as the foundation for strategies to increase graduation with this traditional population. However, with a 15% non-traditional student base, and a CCG emphasis on this underserved population, we also developed strategies to increase access and the success of adult learners. The recommendations of the UWG Online Degrees Task Force guide our strategies for online opportunities, which in turn will serve non-traditional and underserved populations well.

The Complete College UWG goal setting process was rather straightforward. Building on the data analysis generated for the Graduation Rates initiative, we added metrics to reflect the CCG outcome metrics that were developed by the USG Metrics Working Group. These, then, informed our campus plan and guided us in the development of strategies, tactics, and action steps. In earlier efforts to improve RPG and graduation rates we developed a robust set of institutional key performance indicators (KPIs). These KPIs will be considered along with the CCG Metrics to provide information about our campus progress. The objectives, strategies, and implementation plans in the CCG-UWG plan build on and expand existing initiatives and are grounded in data-driven, research-based approaches as well as best practices shown to enhance student success and degree completion.

This campus plan was developed around the areas identified in both our initial data analysis and analysis of CCG metrics generated after the CCG Summit. Areas of concern were identified and specific strategies were defined to address those deficiencies. Additionally, we know that the success of some strategies will be dependent on deeper work in some areas. For instance, one of our strategies is to implement an Early Alert/Early Intervention system with new students. However, this strategy is dependent on a strong academic advising system. We recognize that our advising system, although excellent in many units, could be strengthened in various ways. Thus, you will read about a strategy to improve our advising system that is broader in scope than typical strategies presented in this plan.

Key Actionable Findings

Data, the hub around which all of our efforts revolved, informed each strategy and assumption in our plan. Below we highlight several of the key findings from our ongoing data analyses, although these are only a small portion of those we uncovered when working on earlier initiatives as well as the CCG-UWG plan.

- The attrition and academic failure of our students can be predicted from their levels of success in the first term and the first year. On average, more than 25% of first time students leave before the start of their second year, and an additional 15-20% leave prior to their third year. Because this attrition rate is unacceptable, we decided to focus most of our strategies on the first two years.
- We learned that entering students in the 20-24 age bracket have the lowest retention rates (45%). This will be a population for which we will develop specific strategies in the near future.
- UWG students earn higher DFW rates in core classes than those at our comparator institutions, which leads to lower GPAs in the freshman year. In fact, the first-term GPA of UWG freshmen in 2009 was 2.30 compared to 2.50 for Georgia Southern, 2.79 at Valdosta, and 2.81 at Kennesaw. Many of our strategies and actions are designed to address the high DFW rate.
- UWG policies and procedures, at times, create unnecessary barriers to success. For instance, we have very liberal withdraw and retake policies, such that students have unlimited withdraws. Our analysis and investigation of best practices suggest that limiting withdraws will help students make better decisions about when to withdraw and when to put in the effort to succeed in a course in which they are struggling. Changing this and other problematic policies will reduce barriers to student progression and lead to higher graduation rates.

The gaps in our knowledge and data revolve around the disaggregated populations that are represented in the CCG metrics. As a very traditional campus, we have until now focused on the first-time, full-time, degree seeking student. Many of the strategies that we will employ should help both the traditional freshman and the non-traditional populations of students. It is likely that we will need to adjust the delivery of these strategies based on the targeted population.

Campus Strengths and Areas of Improvement

We identified three major strengths at UWG that will help us with our CCG-UWG goals:

1. *Strong working relationship between Academic Affairs and Student Affairs.* The two divisions have worked hand-in-hand to develop campus wide strategies to increase retention and graduation rates. Each division has taken responsibility for the strategies and tactics within their control and created opportunities for collaboration that have become embedded in the culture. All efforts have been co-chaired by the Associate VP for Academic Affairs and Associate VP for Student Affairs with institutional support from the President, Provost, and VP for Student Affairs and Enrollment Management.
2. *Online and distance education evidenced by the success of eCore, fully online degree programs, and online faculty development.* This plan relies on UWG's expertise in online learning to help engage and assist the non-traditional student populations that are the focus of Complete College Georgia.
3. *Focus on undergraduate student success in Student Affairs initiatives since 2005.* We have invested heavily in best practices that produce support services for students (e.g., First Year Experiences; see Appendix for retention data associated with First Year Programming).

Because UWG has focused primarily on the traditional undergraduate, we recognize that we need to develop and improve programs and services for non-traditional and underrepresented populations of students. Additionally, prior to working with this plan, we had not disaggregated data in ways that would allow us to develop specific strategies for these disaggregated populations (e.g., Pell eligible, part-time students, adult learners). However, the strategies included in this plan will help both traditional and non-traditional students in all populations.

Part II: Strategies and Objectives and Part III: Planning and Implementation

We took some liberties in developing a functional format for this report by combining Part II Strategies and Objectives with Part III Planning and Implementation, as this configuration seems most beneficial to readers. Eighteen strategies are presented with a brief description, relevant metrics, approximately two action steps (objectives) per strategy, and statement of efficacy/significance. The implementation date follows the first italicized line that names each strategy. Measurement dates in the charts indicate the date of the first round of data analysis performed to determine progress with a strategy. On a final note, please view the Matrix in the Appendix for an overview of all the strategies discussed and planned for our improvement efforts. Only those most directly linked to access and completion are discussed in Part II and Part III.

Partnerships with K-12

Strategy 1 – K-12: Promote dual enrollment with K-12 students through eCore and face-to-face campus classes (Fall 2012). UWG serves approximately 30 students from local high schools (mostly Carroll and Coweta Counties) through face-to-face dual enrollment programs. We expect this number to increase as Local Education Agencies (LEAs) are rewarded through FTE dollars that are associated with increased scores on their College Career Readiness Performance Index (CCRPI), the index that replaced Adequate Yearly Progress for determining K-12 system performance. An additional 80 high school juniors and seniors attend UWG through enrollment in our Advanced Academy. The Advanced Academy selectively recruits high ability high school juniors and seniors from across the nation as well as foreign countries.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Number of dual enrollment students	50% Increase	30 students (Fall 11)	Mike Hester Jason Huett	Fall 13
Number of dual enrolled students who matriculate to the UWG	25% Increase	13 students	Justin Barlow	Fall 13

Action Step 1: Develop an intentional recruitment initiative to increase the number of dual enrollment students.
Action Step 2: Create a services model that prioritizes dual enrollment students, matriculation at the University, and a focus on student success.

Efficacy/Significance: Purposeful recruitment and support of high school students for dual enrollment will increase the number of students and shorten the time to graduation.

Strategy 2 – K-12: Develop a K-16 Curriculum Alignment Model to enhance college readiness (Fall 2013). This initiative will be jointly led by the Provost and College of Education Dean, in collaboration with the other academic deans and the University Council on Educator Preparation (UCEP), the newly reconfigured advisory board that examines educational issues at the broad policy level and makes recommendations at the implementation level. Further, we will lean on our multiple UWG – K-12 partnerships established for the Educational Leadership Degree and Certification Program (Ed.S.), such as those with all school systems in the Northwest Georgia Regional Education Service Agency (RESA), West Georgia RESA, Northeast Georgia RESA, Griffin RESA; nine county systems (Gwinnett, Fulton, DeKalb, Clayton, Cobb, Rockdale, Union, Fannin, Douglas); and the Atlanta Public Schools.

Metric	Targets	Benchmark	Responsible Person	Measurement Date
Number of partnerships with K-12 schools and systems	Increase by 5 annually	48 systems (Educational Leadership Partnerships)	Michael Horvath Dianne Hoff	Fall 2014

Action Step 1: The Provost, Academic Deans, and UCEP meet with local and regional K-12 educators for discussions that will lead to a K-16 Curriculum Alignment Initiative.

Action Step 2: Build the number of partnerships with K-12 schools and systems that “buy in” to the K-16 Curriculum Model.

Efficacy/Significance: K-16 curriculum alignment will better prepare high school students for college; thus, enhancing the success rates and timely graduation. The Educational Leadership partnerships are exceptionally strong and have the working relationships on which to build the K-16 curriculum alignment.

Strategy 3 – K-12: Develop a K-16 Career Exploration/Career Development Model to expand students’ knowledge of potential careers (Fall 2013). This initiative will be jointly led by the UWG Director of Counseling and Career Development and College of Education Dean, in collaboration with UWG career development counselors and the University Council on Educator Preparation (UCEP).

Metric	Targets	Benchmark	Responsible Person	Measurement Date
Number of partnerships with K-12 schools and systems	Increase by 5 annually	48 systems (Educational Leadership partnerships)	Lisa Adams Dianne Hoff	Fall 2014

Action Step 1: UCEP meets with local and regional K-12 educators to develop a K-16 Career Exploration Initiative.

Action Step 2: Build the number of partnerships with K-12 schools and systems that “buy in” to the K-16 Curriculum Model.

Efficacy/Significance: Students who participate in integrated career development/exploration programs will identify majors earlier and select majors that align with their strengths. These students will change majors less frequently, which will shorten time to graduation.

Access and Completion for Underserved Students

Strategy 4 – Access/Completion: Recruit and serve veterans and their families with appropriate support services (Fall 2012). The number of veterans attending UWG has increased 42% in the last two years, with enrollments of veterans’ family members increasing 150% over the same time period. Support services will include, but not be limited to creating a new position in Student Affairs to serve the increasing number of veterans and family members on campus.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Number of veterans and family members enrolled	20% Increase	425 (250 veterans, 175 family) Spring 2012 data	Cheryl Rice, Michael Keim, Disability Services, Judith Horne, Shirley Lankford	Fall 2013
Success rates of veterans and family members (retention rate, course completion ratio, credits to degree, graduation rate)	Equal to regular population	Fall 2012 data	Institutional Research and Planning, Enrollment Management	Fall 2014

Action Step 1: Create targeted marketing through the Go West campaign to attract and recruit veterans and their family members.

Action 2: Form a Military Student Support Task Force, drawing members who have a special awareness of military personnel and veterans’ needs, to include faculty and staff veterans and student veterans. The task force will develop the necessary support services to serve veterans and their family members including proper staffing levels. (Excel Center, Counseling and Career Development, Enrollment Services).

Action Step 3: Develop a UWG-Veterans Administration Educational Partnership with the new VA treatment facility that will open soon in Carrollton, Georgia.

Efficacy/Significance: Provide enhanced access and support to veterans and their families, which will increase graduation rates for this subpopulation of underserved adult learners.

Strategy 5 – Access/Completion: Strategically increase the number and diversity of distinctive, high quality, online offerings, to include participation in eCore and possibly eMajor, to meet student demand and leverage institutional strengths (Fall 2012). As of July, 2010, the number of fully online programs, certificates, and endorsements stood at nine (graduate and undergraduate). In FY11, that number nearly doubled as a record eight new programs committed to going online, including our first fully online bachelor’s degree (B.S. in Criminology). Recognizing that adult populations are underserved, the UWG Online Degrees Task Force (recommendations released in February, 2012) recommended the development of additional 100% online degree programs at the undergraduate level.

This recommendation was made with the understanding that (1) the market clearly indicates demand from specific audiences, (2) programs can be delivered effectively through the online format, (3) programs will align with faculty expertise, and (4) resources will be allocated to meet the instructional demands and professional development of participating faculty. This strategy is not designed to compete with our high quality face-to-face programs; rather, the development of targeted, fully online programs will serve adult learners who require the flexibility afforded through asynchronous online instruction.

Metrics	Targets	Benchmark Spring 2012 Data	Responsible Person	Measurement Date
Number of partially online courses (undergraduate only)	Increase by 20% annually	35 UWG Courses 63 UWG Sections	Melanie Clay Jason Huett	Fall 2013
Number of fully online courses (undergraduate only)	Increase by 20% annually	68 UWG Courses 106 UWG Sections	Melanie Clay Jason Huett	Fall 2013
UWG and eCore		24 eCore Courses 111 eCore Sections		
Number of 100% online undergraduate degrees	Increase by 1 annually as appropriate	1	Melanie Clay Jason Huett	Fall 2013

Action Step 1: Strategically increase the number of distinctive, high quality programs focused on adult learners.

Action Step 2: Expand the work of the Online Faculty Development Center to build faculty capacity to teach in technology-enhanced learning environments. Include training in pedagogies and tools that serve students with disabilities well.

Action Step 4: Develop an incentive system for faculty to encourage participation in the development of online courses and degrees and teaching in those programs.

Action Step 5: Address policies, procedures, and services to be more supportive of the fully online population.

Action Step 6: Explore the possibility of offering one or more eMajor programs through the Adult Learning Consortium.

Efficacy/Significance: High quality online programming, particularly 100% online degrees, will greatly facilitate the completion rates of adult learners. Hybrid online programming (part face-to-face and part online) can shorten time to degree for all students, as asynchronous programming ameliorates course scheduling conflicts and time demands of working adults. This strategy will also affect the “Shorten Time to Degree” and “Restructuring Instructional Delivery” categories, but is not included in those sections for the sake of brevity.

Strategy 6 – Access/Completion: Develop a partnership with West Georgia Technical College (2012-2013). This agreement will facilitate the transfer of students to UWG from the technical college. The agreement will give students who are not prepared to enter UWG as a first time freshman an opportunity to build knowledge and skills needed for successful degree completion at UWG. Further, the agreement will allow UWG students suspended for academic nonperformance to transfer to WGTC, regain good standing while completing an established course of study, and then transfer back to UWG to earn a Bachelor’s degree. The articulation agreement will be particularly useful to adult students who have been away from school for a number of years and could benefit from the smaller, supportive environment of the technical college.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Number of transfer students from WGTC;	10% increase each year	117 students	Jon Anderson	Fall 2013
Success Rates of transfer students from WGTC (retention rate, course completion ratio, credits to degree, graduation rate)	Equal to the regular population	Fall 2012 data	Cheryl Rice Excel Center	Fall 2014

Action Step 1: Create an articulation agreement to facilitate the transfer of credits.

Action Step 2: Implement a directed admission program related to the articulation agreement.

Efficacy/Significance: This strategy will enhance access and shorten time to degree by ensuring transfer credit.

Strategy 7 – Access/Completion: Expand the “Go West” marketing campaign to target the adult learner. The Go West campaign, which won national awards for branded television commercials and the coveted 2010 Educational Advertising Awards national competition (sponsored by the Higher Education Marketing Report), has been extremely successful in raising public awareness of programming at UWG and subsequent enrollments. One year after the campaign began in Fall 2010, Preview Day attendance was up 24%, freshman applications and acceptances were up 5.6%, transfers increased by 8%, and financial aid applications rose by 21%. Digital communications data indicate a 35% increase in visits to the institution’s website and an increase of 40% “likes” on the UWG Facebook page. These data demonstrate the power of the Go West campaign to raise awareness in the public’s eye of educational opportunities at UWG, with subsequent enrollments.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Number of inquiries, applications, and enrollments from adult population	Double the number of inquiries, applications and enrollments	Inquiries equal 501; applications 430; enrollments 231 students	Jami Bower Justin Barlow	Spring 2013
Success rates of adult learners (retention rate, course completion ratio, credits to degree, graduation rate)	Statistically significant improvements over current success rates	Current success rates	Academic Affairs Student Affairs	Spring 2014
Number of readmits from the “stop out” population	10% increase in readmits	320 students	Justin Barlow Sherry Robinson	Spring 2013

Action Step 1: Conduct a market study to identify specific strategies to attract adult students.

Action Step 2: Secure the resources to produce appropriate publications and advertisement.

Action Step 3: Develop and implement the adult learner campaign.

Efficacy/Significance: This strategy will enhance access and completion by getting the message out to adult learners that UWG has outstanding programming and support services to help them complete their degrees.

Strategy 8 – Access/Completion: Require enrollment in Summer Transition Program for students whose admissions scores are in the tenth decile (Freshman Index below 2150) (Summer 2012). The Summer Transition Program is a four-week session for at-risk students to attend courses in a highly structured, highly supportive environment that is designed to increase their success rates. Although the program is voluntary this year, it will be required in the future for students with a low freshman index (high school GPA and test scores), as they will be admitted provisionally and must successfully complete the Summer Transition Program to move from provisional to regular admission status.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Percentage of Summer Transition Program students gaining regular admission status	95%	Data available August 2012	Scot Lingrell	Summer 2012
Percentage of Summer Transition Program retained	Equal to regular population	Data available August 2013	Scot Lingrell	Summer 2013

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Success Rates of Summer Transition Program students (course completion ratio, credits to degree, graduation rate)	Equal to regular population	Will vary by metric	Academic Affairs Student Affairs	Summer 2013

Action Step 1: Take necessary steps to create and implement the Summer Transition Program.

Efficacy/Significance: This strategy will improve access and retention rates for students who may not otherwise have the opportunity to attend UWG. Because test scores and socio-economic status are correlated, this program should benefit low-income and first generation students in higher proportions than others. Further, it will help students with learning disabilities.

Shorten time to degree (or credits to degree)

Strategy 9 – Shorten Time to Degree: Implement an Early Alert/Early Intervention system (Fall 2012). Our first year retention data indicate that approximately 27% of FT/FT freshmen do not continue to their sophomore year. This loss is likely attributed to the fact that 30% of UWG freshman have first term GPAs of less than 2.00, although our freshman median SAT scores are higher than many of our comparator institutions. Further, our freshman first term GPA for the Fall 2011 cohort was 2.41.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Percent of First Term Students with GPA < 2.0	Reduce to 15% of students	30.26%	Academic Affairs Student Affairs	Spring 2013
Course withdraw rate	Reduce by 5% per year	2,960 W's (Fall 2011)	Academic Affairs Student Affairs	Spring 2013
First year retention rate	Increase 1.25% per year	73%	Academic Affairs Student Affairs	Fall 2013

Action Step 1: Identify strategies to identify students at risk of failing or dropping out early in their freshman year.

Action Step 2: Develop intervention strategies to support the retention of identified students.

Efficacy/Significance: This strategy will enhance student success, increasing retention toward graduation.

Strategy 10 – Shorten Time to Degree: Maximize use of Credit by Exam (Fall 2012). Our FT/FT students average 131 credit hours completed when their degree is earned; FT/PT students average 130 hours, and Transfer students 136 hours. Data from the past four years indicate that on average, only 23 students “CLEPPED” a course each year; 250 students earned credit through Advanced Placement exams each year, and 240 students earned credit through placement exams each year.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Number of students receiving CLEP credit	25% increase	23	Admissions Academic Advising	Fall 2013
Number of students receiving AP/IB credit	10% increase	250	Admissions Academic Advising	Fall 2013
Number of students receiving credit through Placement Testing	10% increase	240	Admissions Academic Advising	Fall 2013
Credit hours at time of completion	Reduce to 126	131	Institutional Research and Planning	Fall 2014

Action Step 1: Communicate opportunities for earning credit by exam to all incoming students.

Action Step 2: Provide placement testing prior to enrollment.

Efficacy/Significance: The efficient and prudent use of exams for credit will decrease the number of credit hours at the time of completion.

Strategy 11 – Shorten Time to Degree: Develop new Withdraw/Retake Campus Policy (Fall 2012). Fall 2005 cohort data show significant trends in four and six year graduation rates related to the number of course withdrawals, such that students with fewer withdrawals are more likely to graduate on time than those with larger numbers of withdrawals. Indeed, almost no students with more than 5-7 course withdrawals graduate in four or six years. Our current policy permits unlimited opportunities to withdraw from a course and retake a course with grade replacement. This produces unintended, negative consequences. Rather than encouraging students to perform better, the policy actually incentivizes students to “give up,” rather than put forth the effort to succeed. Anecdotal data indicate that students who seek admission to highly competitive programs (e.g., nursing), withdraw from a course if they are making a B, because they need the A for the competitive advantage for program admission. Further, students who withdraw from courses have taken seats that could have been used by others, delaying progress toward graduation for themselves and those who did not have the opportunity to gain the seats.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Course withdraw rate	Reduce by 5%	2,960 W's (Fall 2011)	Academic Affairs Excel Center	Spring 2013
Course Completion Ratio	85%	78.3% (Fall 2011)	Academic Affairs Excel Center	Spring 2013

Action Step 1: Work with Academic Policies (Faculty Senate Standing Committee) and the President's Special Commission Withdraw/Retake Committee to develop a new policy.

Action Step 2: Create a Banner report to identify students withdrawing from a course.

Action Step 3: Intervene with the student prior to the withdrawal.

Efficacy/Significance: This strategy will shorten time to degree, as students will complete more hours each semester. This strategy will also protect student's financial aid eligibility, which will also shorten time to degree, as students will not have to take breaks from enrollment to earn money for tuition when they lose financial aid due to withdrawing from too many classes.

Strategy 12 – Shorten Time to Degree: Clear course backlogs. Data from professional advisors, Associate Deans, and the Registrar's Office confirm that particular courses are consistently difficult for students to schedule, due to a limited number of seats. The problem with backlogs is exacerbated by difficulties in hiring faculty, usually at the limited term Instructor level, to teach core courses in particular subjects. This is most noticeable in our English Department, which is searching for eight new full time instructors. Many candidates have turned down offers because of low salaries and heavy workloads in ENGL 1101 and 1102. See the Appendix for the list of identified backlog courses, their associated areas of need, and those for which transient status permission is frequently requested.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Number of seats in select courses	Increase by course	Current number of seats by course	Michael Horvath	Fall 2012
Number of Transient Permission Requests	Decrease by 25%	300 per year (2011-2012)	Registrar	Fall 2013

Action Step 1: Fund faculty positions (limited term instructors) to clear backlogs.

Action Step 2: Improve course scheduling by departments with enhanced software tools that can communicate with DegreeWorks.

Efficacy/Significance: This strategy will shorten time to degree as students have access to courses in the correct sequence when needed.

Strategy 13 – Shorten Time to Degree: Clear backlog in foreign language seats (Fall 2012). Initial analyses indicate that 125 foreign language seats will be needed per semester (375 per year) until the backlog is cleared. Currently, juniors and seniors fill the available seats, preventing freshmen from starting required coursework in their first term. Our intent is to clear the backlog and then require incoming freshmen to begin their foreign language sequence immediately, when their high school foreign language experiences are fresh in their minds.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Number of foreign language seats per year	2615 seats per year	2240 seats per year	Felix Tweraser Academic Affairs	Fall 2013

Action Step 1: Increase number of foreign language seats by 375 per year until the backlog is cleared.

Action Step 2: Use the foreign language exam to accurately place students in proper course, which also allows credit by exam.

Action Step 3: Develop a policy that requires students to start their foreign language sequence in their first year.

Efficacy/Significance: This strategy will shorten time to degree by ensuring that students have access to their foreign language courses in a timely manner.

Strategy 14 - Shorten Time to Degree: Develop and implement consistent academic advising practices in all departments and units (Fall 2012). Academic advising is addressed through a variety of models on our campus, with professional advisors serving a segment of the student population, faculty advisors another segment, and both professional advisors and faculty advisors working with still another group. Fall 2007 – Spring 2012 data from 3,782 student evaluations indicate high satisfaction (96 - 99% Strongly Agree) related to their advising experiences with professional advisors in the EXCEL Center. Similar data confirm high satisfaction with professional advising received through the College of Education, Richards College of Business, and School of Nursing and faculty advisors in select departments. However, not all students receive the benefits of the best advising arrangements. Five-year data from the National Survey of Student Engagement (NSSE) indicate that only two-thirds of UWG students report satisfaction with the overall quality of academic advising (64% - 67%, depending on year, with 64% for the Spring 2011 survey administration). These figures are significantly lower than other NSSE items for our campus, such as “satisfaction with the entire educational experience at UWG” (85% - 91%, depending on year, with 90% for the Spring 2011 administration).

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Student Satisfaction with Advising	68% (NSSE Comparator Institution Mean)	NSSE Advising Metric (64% report satisfaction)	Myrna Gantner	Fall 2013
Number of “off-track” students	TBD	Data available Fall 13	John Head	Fall 2014
Major selection by 60 credit hours	TBD	Fall 2012 data	John Head	Fall 2012

Action Step 1: Develop consistent advising information on departmental web sites.

Action Step 2: Form an Advising Task Force to explore implementation steps for an advising model integrating professional advisors and faculty advisors/mentors, which also provides sufficient flexibility to meet the needs of programs.

Action Step 3: Purchase and implement Argos analytics tool to report from DegreeWorks to determine “off-track” students.

Action Step 4: Develop more opportunities for the Counseling and Career Development Center to engage with first and second year students to help with major selection.

Efficacy/Significance: This strategy will shorten time to degree through ensuring that students take courses in the correct sequence and take only those courses that apply to the degree.

Restructuring Instructional Delivery

Most of our strategies to restructure instructional delivery focus on building faculty capacity to skillfully deliver instruction. In the university, discipline expertise is a necessary but insufficient condition for effective teaching. In a sense, faculty must become “doubly expert” in their academic fields and at engaging students in the classroom. To be positioned to meet Complete College Georgia goals, faculty need to understand how students learn and become skilled with interactive pedagogies in order to develop students’ cognitive capabilities. Thus, “restructuring instructional delivery” strategies in the CC-UWG Campus Plan target ongoing, embedded support for our faculty to achieve increasing levels of teaching success. In turn, large-scale effective teaching will translate into higher numbers of students who persevere – and achieve their goal to graduate.

Strategy 15 – Restructuring Instructional Delivery: Develop a Center for Teaching and Learning (Fall 2013). UWG has a strong and effective online faculty development program, as evidenced by our Online Faculty Development Center’s increasing requests for faculty development. However, a permanent Center for Teaching and Learning with a funded director to support development for all faculty does not yet exist. Anecdotal data indicate that faculty would value and support such a program and it would contribute to student success, particularly with the new Promotion and Tenure guidelines recently approved by the Faculty Senate and General Faculty that reward efforts toward improving teaching and student learning.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Number of faculty participating in CTL programs	Increase by 5% annually	Fall 2013 data	CTL Director	Spring 2014
Number of faculty who include new teaching and learning evidentiary sources in their Promotion & Tenure dossiers and succeed with P&T	Increase by 5% annually (of faculty who succeed with P&T)	Spring 2012 data	College/School Deans and Department Chairs	Spring 2014

Action Step 1: Identify funding to hire a full-time director and support program startup expenses.

Action Step 2: Link the Center for Teaching and Learning with the Online Faculty Development Center to leverage their success.

Action Step 3: Develop a sequence of programming for new faculty and existing faculty interested in enhancing their knowledge of teaching and learning, to include advancing their pedagogical skills.

Efficacy/Significance: This strategy will enhance retention and completion as students engage with more effective teaching pedagogies.

Strategy 16 – Restructuring Instructional Delivery: Reward excellent teaching through new promotion and tenure guidelines (Fall 2012). The Faculty Senate approved new university Promotion and Tenure Guidelines in Spring 2012 that expand the evidentiary sources that can be used to document improvement in teaching and student learning. These new guidelines were approved by the General Faculty on August 15, 2012. The new evidentiary source, which is championed by our Provost, states that faculty can choose to submit “evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence” to demonstrate ongoing efforts by the faculty member to improve student learning outcomes.

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Number of faculty who successfully complete P & T and included new teaching and learning evidentiary sources in their dossiers	Increase by 5% annually (of faculty who succeed with P&T)	Spring 2013 data	College/School Deans and Department Chairs	Spring 2014

Action Step 1: The Colleges and School of Nursing approve college/school Promotion and Tenure Guidelines that align with the new university guidelines approved by the Faculty Senate and General Faculty.

Action Step 2: The Provost, Academic Deans, and Department Chairs convey consistent messages to Departmental and College Promotion and Tenure Committees to appropriately emphasize the new guidelines related to teaching and student success in promotion and tenure decisions.

Efficacy/Significance: This strategy will improve retention and graduation rates because increased numbers of faculty will apply themselves to outstanding teaching and associated student success.

Strategy 17 – Restructuring Instructional Delivery Strategy: Develop strategies to intervene with struggling students in Gateway courses (Fall 2012). Freshmen may start in MATH 1001, 1111, 1113, or 1634, depending on their background, majors, and SAT scores. All freshmen are required to complete ENGL 1101 and 1102 or test out of it. Three year rolling averages (2009-2011) indicate that DFW rates vary from 29% - 46% in the MATH Gateway courses: MATH 1001 – 29%, MATH 1111 – 38%, MATH 1113 – 34%, and MATH 1634 – 46%. Three year rolling averages (2009-2011) indicate the following DFW rates for the Gateway English courses: ENGL 1101 – 32% and ENGL 1102 – 31%.

Metrics	Targets	Benchmark (3 year, 2009-2011 average)	Responsible Person	Measurement Date
DFW rates in English 1101	Reduce by 2% annually	32% DFW rates	COAH Dean/ENGL Department Chair	Spring 2013
DFW rates in English 1102	Reduce by 2% annually	31% DFW rates	COAH Dean/ENGL Department Chair	Spring 2013
DFW rates in MATH 1001	Reduce by 2% annually	29% DFW rates	COSM Dean/MATH Department Chair	Spring 2013
DFW rates in MATH 1111	Reduce by 2% annually	38% DFW rates	COSM Dean/MATH Department Chair	Spring 2013
DFW rates in MATH 1113	Reduce by 2% annually	34% DFW rates	COSM Dean/MATH Department Chair	Spring 2013
DFW rates in MATH 1634	Reduce by 2% annually	46% DFW rates	COSM Dean/MATH Department Chair	Spring 2013

Action Step 1: The Math faculty will identify and implement strategies to improve student success.

Action Step 2: The English faculty will continue with its recent planning to make significant changes in the ENGL 1101 curriculum and will implement those changes in Spring 2013.

Efficacy/Significance: This strategy will improve retention rates and shorten time to degree as students succeed without withdrawing from courses and retaking them. This strategy will also improve chances of student persistence in STEM majors, to include STEM K-12 teaching.

Strategy 18 – Restructuring Instructional Delivery: Expand the use of faculty mini-grants to encourage experimentation with pedagogies new to the faculty member that hold promise for increasing student success. The University of West Georgia Institutional STEM Excellence (UWise) program, funded as a BOR STEM Consortium project, produced promising first year results in computer science and physics classrooms. Preliminary analyses from the first round of UWise faculty mini-grants indicate these early successes:

- Using programmable robots in CS 1300 Introduction to Computer Science was particularly beneficial for female students, as they outperformed their male counterparts on final course grades. (Fall 2011, N=124; and Spring 2012, N=113).
- Students who participated in the optional physics workshops (supplementary instruction for PHYS 2211 Principles of Physics I, enrollment N=44) in Fall 2011 dramatically outperformed those who did not (17% DFW rate for participants, n = 12; 81% DFW rate for non-participants, n = 32).

Metrics	Targets	Benchmark	Responsible Person	Measurement Date
Number of faculty who actively use new pedagogies	Increase by 5% annually	Start tracking in Fall 2012 (aggregated at institutional level)	College/School Deans, Department Chairs	Fall 2013
DFW rates, course completion ratio, retention rates	Improve 1% per year	Institutional DFW rates 19.8%; Institutional Courses completion rates 78.3%; Retention 73%	College/School Deans, Department Chairs	Fall 2013

Action Step 1: Incentivize faculty to develop skills with the pedagogies associated with improved student learning outcomes .

Action Step 2: Encourage STEM faculty to experiment with different approaches to enhance STEM teaching and learning, using support and guidance provided through our BOR STEM Consortium initiative, UWise.

Action Step 3: Departmental review each semester of grade distributions disaggregated by faculty member to identify beneficial professional learning options.

Efficacy/Significance: This strategy will improve retention and graduation rates as students experience more success in classes.

BOLD IDEAS

As we developed our campus plan, a number of strategies emerged that hold promise. We have included a list of those strategies here, because they have yet to be vetted by the relevant stakeholders. The vetting process will include examining the ideas within the context of our institutional mission, best practices, and alignment with our campus data. Strategies 1 and 4 will necessitate work on the part of the Board of Regents. Strategy 9 will require intervention at the state and national level.

1. Consider implementing a trimester system (three 15 week sessions) that can shorten the time to degree. This would also eliminate challenges associated with the multiple, short summer sessions (e.g., courses that cannot be delivered well in abbreviated formats, tight windows for Drop/Add, fee payment deadlines).
2. Consider creating a BS or BA degree in General Studies. This will help the adult learner who returns to school with a mix of coursework that does not fit well into an established major. It will also help the student who is not admitted to his/her program of choice.
3. Consider promoting UWG as the USG institution of choice that welcomes students from diverse backgrounds (e.g., gender, age, race, language, disabilities, LGBT).
4. Consider awarding an Associate's Degree when students complete 60 hours, to include Areas A-E and an appropriate combination of courses for Area F. This would be considered after conversation and guidance from the Board of Regents and UWG faculty.
5. Explore the UWG fee structure and its impact on enrollment. As it currently exists, the fee structure makes it prohibitive for a student to enroll in one class (e.g., approximately \$1,000 for one 3-hour course). Consider a sliding scale aligned to the number of credit hours of enrollment.
6. Explore implementing a University College to oversee the core curriculum, including assessment, scheduling, and all aspects of the academic student experience.
7. Consider creating an Office of Service Learning. This office will be responsible to coordinate with faculty to facilitate the integration of service learning projects within academic courses.
8. Consider replacing many of the casual labor positions used on campus with student workers. This action will save the institution money and will give students opportunities for work experience on campus.

9. Explore revised federal financial aid policies that will allow part-time enrollment for undergraduates. This will help with the completion agenda that targets the adult learner. (Will require negotiations among the Georgia Board of Regents, Complete College America, and the USDOE).
10. Explore the development of “themed years” (freshman, sophomore, junior, senior years) to heighten student engagement.
11. Build capacity in faculty to use pedagogies associated with improving students’ problem-solving abilities.
12. Fund one position for a UWG Ingram Library librarian, in partnership with local school systems, whose primary responsibility would be to support the development of information literacy skills for high school students and their teachers through purposeful visits to the Ingram Library.

Part 4 – Ongoing Feedback and Evaluation

Most importantly, this CCG-UWG Campus Plan will be embedded in our institutional culture such that it becomes a natural part of everyone’s work and the new way of doing business. To accomplish this, we need to institutionalize the strategies and define a comprehensive assessment and evaluation process to measure effectiveness.

Assessment will rely on a three-step process.

1. First, we will add a section to our Annual Report template so that all department chairs and unit heads will define how the efforts of their individual departments contribute to CCG and result in student success. The section will include a few key questions that will require evidence to support statements about how the department contributes to CCG goals and objectives in some active way. Because departmental and unit annual reports are collected through a large electronic database, this will facilitate easy compilation of assessment data by the CCG-UWG Commission for useful reporting. The Commission will then review the information, assess how well the campus is meeting its CCG-UWG goals, and adjust and refine the strategies where necessary. Additionally, the Commission will provide feedback to department heads to close the loop.
2. Second, we will require a brief annual report from each individual responsible for a specific strategy in the CCG-UWG plan. We will create a web-based feedback tool with several questions related to assessing their particular strategy. The Commission will then review those assessment reports to determine progress on specific strategies and, if necessary, adjust and refine the strategies in collaboration with the SPAs.
3. Finally, after gathering the assessments from the department heads and specific SPAs, the Commission will produce an annual report for the President that can be used to update our CCG-UWG plan to the System Office.

Communicating Progress

Communicating results and lessons learned to the entire campus is a critical component of embedding the philosophy and goals of Complete College Georgia in our institutional culture. The CCG-UWG plan and progress will be a standing item on the Fall General Faculty Meeting agenda. The plan and annual updates will be placed on the President’s, Provost’s, and Institutional Research and Planning’s web sites with links from all division web sites (and others as appropriate).

Additionally, the metrics and key performance indicators will be communicated across campus via various campus-wide electronic discussion lists, open meetings, and invited presentations. Upon the implementation of analytics software, we will develop a web-based dashboard for the CCG metrics so that anyone can quickly and clearly see progress on key metrics.

**Complete College Georgia – UWG Campus Plan
APPENDIX**

RPG Data Trends

	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort
1 st Year Retention (1 st – 2 nd year)	73.3%	73.5%	72.8%	NA
2 nd Year Retention (2 nd – 3 rd year)	56.1%	57.6%	NA	NA
Average SCH Load (Fall and Spring)	13.0	12.8	12.7	12.7
Course Completion Ratio	77.7%	77.1%	77.5%	78.3%

	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort
4-Year Graduation Rate	11.6%	12.3%	14.6%	16.6%
6-Year Graduation Rate	34.5%	38.2%		

	AY 07-08 Graduates	AY 08-09 Graduates	AY 09-10 Graduates	AY 10-11 Graduates
Average Time to Degree (# of semesters)	12.2	12.3	12.2	12.3

First Year Programming – Data Trends

Almost without exception, retention rates for students who participate in a First Year Program (FYP) are higher than for those students who chose not to participate. UWG implemented First Year Programming as part of its RPG initiatives in 2005 and hired a full-time director in July, 2010.

First Year Program	Fall 2009 Retention				Fall 2010 Retention			
	Total Students	Retained Students	Retention Rate (%)	Compared to No FYP (63%)	Total Students	Retained Students	Retention Rate (%)	Compared to No FYP (70%)
No FYP	106	67	63%	Benchmark	160	113	70%	Benchmark
Emerging Leaders	21	17	81%	+18%	30	23	77%	+7%
Honors College	76	62	82%	+19%	80	74	86%	+16%
iServe Mentoring	121	84	69%	+6%	63	46	73%	+3%
Learning Communities	130	104	80%	+17%	163	130	80%	+10%
MAP Mentoring	112	84	75%	+12%	108	81	75%	+5%
RPM	369	268	73%	+10%	241	181	75%	+5%
The 1 st year Commuter	288	193	67%	+4%	275	185	67%	-3%
UWG 1101	682	514	75%	+12%	699	522	75%	+5%
TOTAL	1905	1393	73%	+10%	1819	1355	74%	+4%

Retention data for First Year Programming was first tracked in 2009. Although it appears FYPs (to include Learning Communities) contribute significantly to first year retention, the rates have decreased from 2009 to 2010. Data from 2011 will help determine if this is a downward trend or a glitch. If it continues downward, we need to determine why the trend is downward. Anecdotal data may provide a clue to downward trends, if they hold: Faculty have indicated that working with First Year Programming, although rewarding, is time-consuming and frequently added on top of their full workloads. If the accuracy of the anecdotal data is confirmed through additional data collection and analysis, we may need to explore ways to place First Year Programming into regular faculty workloads.

Learning Community	Fall 2009 Retention				Fall 2010 Retention			
	Total Students	Retained Students	Retention Rate (%)	Compared to No FYP (63%)	Total Students	Retained Students	Retention Rate (%)	Compared to No FYP (70%)
AAMI	NA	NA	NA	NA	24	21	87%	+17%
Art	NA	NA	NA	NA	19	14	68%	-2%
Creative Writing	20	14	70%	+7%	18	13	72%	+2%
Environment and World	22	19	86%	+23%	NA	NA	NA	NA
Film	24	17	71%	+8%	22	15	68%	-2%
Food Politics	NA	NA	NA	NA	14	12	71%	+1%
Global Citizens	NA	NA	NA	NA	16	14	87%	+17%
Making Decisions	22	17	77%	+14%	21	17	81%	+11%
Pre-Engineering	21	19	90%	+27%	21	17	81%	+11%
Pre-Health	21	18	86%	+23%	8	7	87%	+17%
TOTAL	103	104	80%	+17%	163	130	80%	+10%

Shorten Time to Degree Strategy 12 (Clear Course Backlogs)

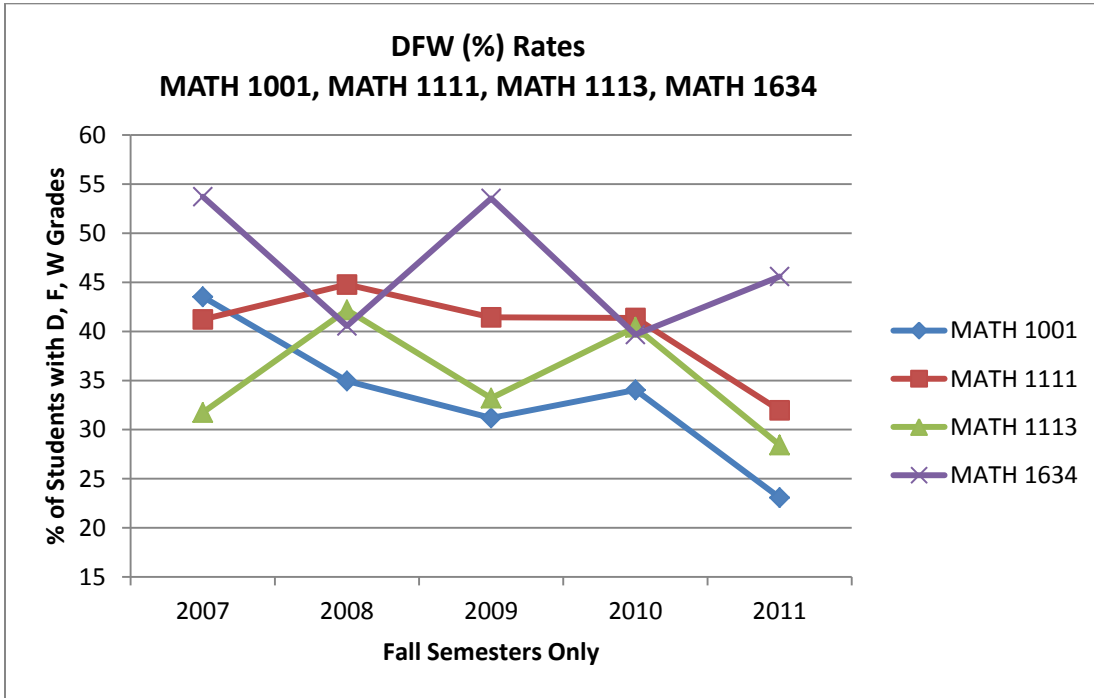
Course backlog data which were compared with allotted core seats data confirmed the need for additional seats. Transient Permission Requests (requests to take courses at another school and transfer them back to UWG) were filtered to include only those courses where requests were made due to an insufficient number of seats at UWG. Foreign language course backlogs were identified across all BA programs; thus, a separate work group formed to address the foreign language backlog. An "x" in the Transient column indicates a higher number of Transient Permission Requests.

Course	Area of Need	Transient
Biological Diversity (BIOL 1110)	Biology majors Area F	
Anatomy and Physiology I and II (lecture/lab)	Pre-Nursing majors	x
Medical Microbiology (lecture and lab)	Pre-Nursing major	X
Public Speaking	Pre-Teacher Education majors	
Introduction to Mass Communications	Area C	
Media Ethics	Pre-Mass Communications majors	x
English Composition I	Area A	x
English Composition II	Area A	x
Life/Earth Integrated Science (ISCI 2001)	Pre-Early Childhood majors	
Life/Earth Integrated Science (ISCI 2002)	Pre-Early Childhood majors	

Mathematics Gateway Courses – 2007 to 2011 DFW Data – ALL STUDENTS x COURSE

DFW rates are defined as the percentage of students in a course that receive a D, F, or W (withdraw).

- MATH 1001 Quantitative Skills & Reasoning
- MATH 1111 College Algebra
- MATH 1113 Pre-calculus
- MATH 1634 Calculus I



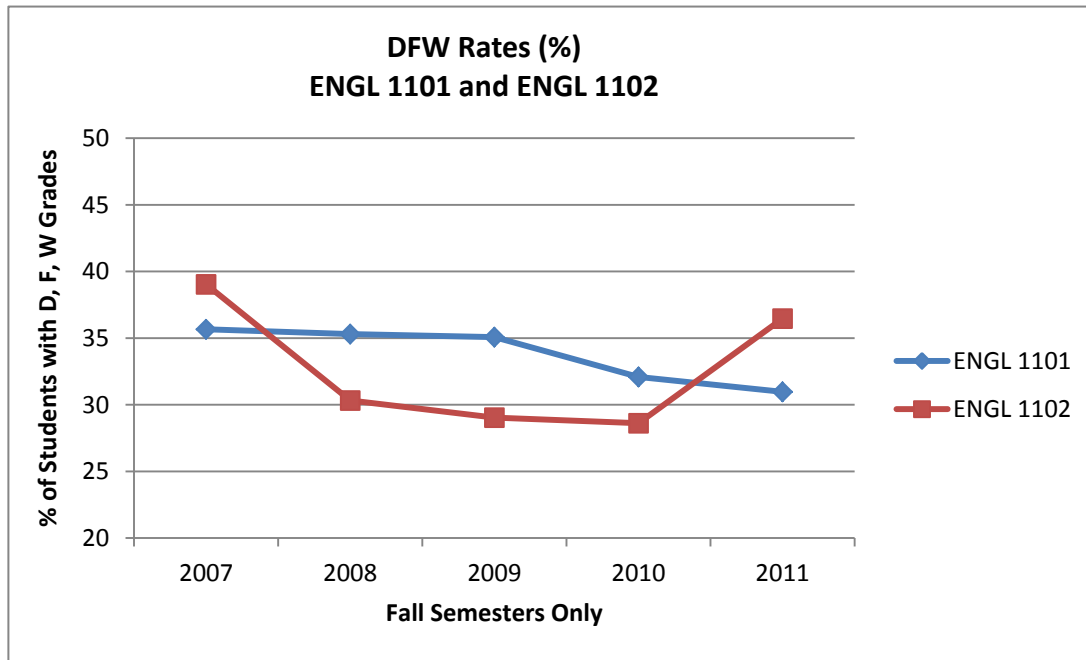
Percentage of Students with Grades of DFW					
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
MATH 1001	43.52	34.95	31.18	34.04	23.08
MATH 1111	41.22	44.78	41.43	41.37	31.97
MATH 1113	31.74	42.19	33.21	40.43	28.44
MATH 1634	53.72	40.56	53.55	39.68	45.59

English Gateway Courses – 2007 to 2011 DFW Data – ALL STUDENTS x COURSE

DFW rates are defined as the percentage of students in a course that receive a D, F, or W (withdraw).

ENGL 1101 – English Composition I

ENGL 1102 – English Composition II



Percentage of Students with Grades of DFW					
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
ENGL 1101	35.66	35.31	35.08	32.09	30.97
ENGL 1102	39.04	30.32	29.04	28.62	36.47

Matrix of Strategies and Action Items for the UWG Complete College Campus Plan						
This Matrix is a combination of all Complete College Georgia Strategies and the Recommendations from the President's Special Commission to Improve Graduation Rates which came out of the previous RPG/Graduation Rates initiative. CCG Strategies are numbered in the Origin column, Special Commission Recommendations are designated by a code that corresponds to the area of impact from the Special Commission recommendations.						
CCG Components						
K-12 Partnerships						
<i>Origin</i>	<i>Description</i>	<i>Metrics</i>	<i>Goals/Targets</i>	<i>Benchmark</i>	<i>Responsible Person</i>	<i>Measurement Date</i>
CCG Strategy 1	<i>Promote Dual Enrollment with K-12 students</i>	Number of dual enrollment students	50% Increase	30 students (Fall 12)	Mike Hester/Jason Huett	Fall 14
CCG Strategy 1	<i>Promote Dual Enrollment with K-12 students</i>	Number of dual enrolled students who matriculate to the UWG	50% Increase	Get data	Mike Hester	Fall 14
CCG Strategy 2	<i>Develop K-16 Curriculum Alignment to enhance college readiness</i>	Number of partnerships with K-12 schools and systems	Increase by 5 annually	48 systems	Michael Horvath/Dianne Hoff	Fall 14
CCG Strategy 3	<i>Develop a K-16 Career Exploration/Career Development Model</i>	Number of partnerships with K-12 schools and systems	Increase by 5 annually	48 systems	Lisa Adams/Dianne Hoff	Fall 14
DFW-12	Analyze Combination of Courses at Scheduling for barriers	Results of Study		Helen Diamond Steele/John Head		Study Fall 2012 for implementation Fall 2013
Access and Completion for Underserved Students						
<i>Origin</i>	<i>Description</i>	<i>Metrics</i>	<i>Goals/Targets</i>	<i>Benchmark</i>	<i>Responsible Person</i>	<i>Measurement Date</i>
CCG Strategy 4	<i>Recruit and serve veterans and their family members with appropriate support services</i>	Number of veterans and family members enrolled	20% Increase	Get Fall 2012 data	Michael Keim/Disability Services/Judith Horne/Shirley Langford	Fall 13

CCG Strategy 4	<i>Recruit and serve veterans and their family members with appropriate support services</i>	Success Rates of veterans and family members (retention rate, course completion ratio, credits to degree, graduation rate)	Equal to general population	Get Fall 2012 data	Institutional Research and Planning/ Enrollment Management	Fall 13
CCG Strategy 5	<i>Increase the number and diversity of online offerings</i>	Number of partially online courses	Increase by 20% annually	86	Melanie Clay, Jason Huett	Fall 12
CCG Strategy 5	<i>Increase the number and diversity of online offerings</i>	Number of fully online courses	Increase by 20% annually	172 (excludes eCore)	Melanie Clay, Jason Huett	Fall 13
CCG Strategy 5	<i>Increase the number and diversity of online offerings</i>	Number of 100% online degrees (undergraduate)	Increase by 1 annually	1	Melanie Clay, Jason Huett	Fall 13
CCG Strategy 6	<i>Develop Articulation level partnership with West Georgia Technical College</i>	Number of transfer students from WGTC;	10% increase each year	117 students	Jon Anderson	Fall 13
CCG Strategy 6	<i>Develop Articulation level partnership with West Georgia Technical College</i>	Success Rates of transfer students from WGTC (retention rate, course completion ratio, credits to degree, graduation rate)	Equal to general population	Fall 2012 Data	Cheryl Rice/Excel Center	Fall 14
CCG Strategy 7	<i>Expand "Go West" marketing to target Adult Learners</i>	Number of inquiries, applications, and enrollments from adult population	Double the number of inquiries, applications and enrollments	Inquiries = 501; applications =430; enrollments=231	Jami Bower/Justin Barlow	Spring 13
CCG Strategy 7	<i>Expand "Go West" marketing to target Adult Learners</i>	Success Rates of adult learners (retention rate, course completion ratio, credits to degree, graduation rate)	Statistically significant improvements over current success rates	Current success rates	Academic Affairs/Student Affairs	Spring 14

CCG Strategy 7	<i>Expand "Go West" marketing to target Adult Learners</i>	Number of readmits from the "stop out" population	10% increase in readmits	320	Justin Barlow/Sherry Robinson	Spring 13
CCG Strategy 8	<i>Require enrollment in the Summer Transition Program for students with lowest entrance scores</i>	Percentage of Summer Transition Program students gaining regular admission status	95%	Data available August 2012	Scot Lingrell	Summer 12
CCG Strategy 8	<i>Require enrollment in the Summer Transition Program for students with lowest entrance scores</i>	Percentage of Summer Transition Program retained	Same as general population	Data available August 2013	Scot Lingrell	Summer 13
CCG Strategy 8	<i>Require enrollment in the Summer Transition Program for students with lowest entrance scores</i>	Success Rates of Summer Transition Program students (course completion ratio, credits to degree, graduation rate)	Same as general population	Will vary by metric	Academic Affairs/Student Affairs	Summer 13
A-6	Maximize the power of WolfWatch (DegreeWorks) for Academic Advising	Number of Students Off-Track	Reduction from current levels	Data available August 2012	Jennifer Jordan	Fall 12
E-60	Study outside barriers to engagement (e.g., day care, work responsibilities, other distractions)	Number of students employed and the number of hours; number of students who have responsibilities for dependents (number, age)	Reduction from current levels	Varies by Metric	Chris Geiger	Spring 13
Shorten Time to Degree						
<i>Origin</i>	<i>Description</i>	<i>Metrics</i>	<i>Goals/Targets</i>	<i>Benchmark</i>	<i>Responsible Person</i>	<i>Measurement Date</i>
CCG Strategy 9	<i>Early Alert/Early Intervention</i>	Percent of First Term Students with GPA < 2.0	15%	30.26%	Academic Affairs/Student Affairs	Spring 13

CCG Strategy 9	<i>Early Alert/Early Intervention</i>	Course withdraw rate	Reduce by 5%	2960 (Fall 11)	Academic Affairs/Student Affairs	Spring 13
CCG Strategy 9	<i>Early Alert/Early Intervention</i>	First year retention rate	Increase by 1.25 % per year	73%	Academic Affairs/Student Affairs	Fall 13
CCG Strategy 10	<i>Maximize use of Credit by Exam/CLEP</i>	Number of students receiving CLEP credit	25% increase	23	Admissions/Academic Advising	Fall 13
CCG Strategy 10	<i>Maximize use of Credit by Exam/CLEP</i>	Number of students receiving AP/IB credit	10% increase	250	Admissions/Academic Advising	Fall 13
CCG Strategy 10	<i>Maximize use of Credit by Exam/CLEP</i>	Number of students receiving credit through Placement Testing	10% increase	240	Admissions/Academic Advising	Fall 13
CCG Strategy 10	<i>Maximize use of Credit by Exam/CLEP</i>	Credit hours at time of completion	Reduce to 126	131	Institutional Research and Planning	Fall 2014
CCG Strategy 11	<i>Withdraw/Retake Campus Policy</i>	Course withdraw rate	Reduce by 5%	2960 W's (Fall 11)	Academic Affairs/Excel Center	Spring 13
CCG Strategy 11	<i>Withdraw/Retake Campus Policy</i>	Course Completion Ratio	85%	78.30%	Academic Affairs/Excel Center	Spring 13
CCG Strategy 12	<i>Reduce Course Backlogs in Select Courses increasing time to degree</i>	Number of seats in select courses	Increase by course	Current # seats	Michael Horvath	Fall 12
CCG Strategy 12	<i>Reduce Backlogs in Select Courses increasing time to degree</i>	Number of Transient Permission Requests for select courses	Decrease by 25%	300 per year (2011-2012)	Registrar	Fall 13
CCG Strategy 13	<i>Reduce backlogs in foreign language courses</i>	Number of foreign language seats per/yr	2615 per year	2240 (year)	Felix Tweraser/Academic Affairs	Fall 13
CCG Strategy 14	<i>Consistent Advising Practices/Advising System Enhancement</i>	Student Satisfaction with Advising	68% (NSSE Comparator Mean)	NSSE Advising Metric (64% report satisfaction)	Myrna Gantner	Fall 13
CCG Strategy 14	<i>Consistent Advising Practices/Advising System Enhancement</i>	Number of "off-track" students	TBD	Data available Fall 13	John Head	Fall 13

CCG Strategy 14	<i>Consistent Advising Practices/Advising System Enhancement</i>	Major selection by 60 credit hours	TBD	Data available Fall 12	John Head	Fall 12
A-6	Maximize the power of WolfWatch for Academic Advising	Number of Students Off-Track			Jennifer Jordan	Fall 12
A-7	Increase student self-reliance in academic advising	Usage reports for WolfWatch; Number of students on-track; decrease in in-person advising appointments			Cheryl Rice/Jennifer Jordan	Spring 14
	Intervene with students who have not met Area A requirements by the end of year one				Cheryl Rice	
DFW-12	Analyze Combination of Courses at Scheduling for barriers	Results of Study			Helen Diamond Steele/John Head	Study Fall 2012 for implementation Fall 2013
DFW-14	Coordination of Academic Support Services	student satisfaction with support services; evidence of coordinating meetings; number of referrals			Cheryl Rice	Fall 14
DFW-20	Collaborative Direction to Academic Support (marketing, referrals)	Number of referrals; number/percent of referred students contacted			Cheryl Rice?	Fall 14
B-25c	Study student demand for particular languages	Numbers/Percentages of students seeking each language			Helen Diamond Steele; Felix Tweraser	Fall 12

E-51	Intentionally connect organizations serving diverse memberships	number of programs and activities co-sponsored and coordinated by diverse groups; NSSE Scores on this item			Dierdra Haywood Rouse; Chris Geiger	Fall 12
E-52	Campus-wide Community Service Program	NSSE Scores on this Item			Chris Geiger	Fall 12
E-53	Career Development Program as a content section of UWG 1101	Inclusion on Syllabus for UWG 1101; earlier major selection; fewer major changes			Lisa Adams/Helen Steele	Fall 12
E-61	Purposefully imbed student life co-curricular activities in overall programming model	increased retention for students engaging in co-curricular activities			Chris Geiger/Scot Lingrell	Fall 13
Restructure Delivery						
<i>Origin</i>	<i>Description</i>	<i>Metrics</i>	<i>Goals/Targets</i>	<i>Benchmark</i>	<i>Responsible Person</i>	<i>Measurement Date</i>
CCG Strategy 15	<i>Develop a Center for Teaching and Learning</i>	Number of faculty participating in CTL programs	Increase by 5% annually	Fall 2013 Data	CTL Director	Spring 2014
CCG Strategy 15	<i>Develop a Center for Teaching and Learning</i>	Number of faculty who use new teaching and learning evidentiary sources in their dossiers for P&T	Increase by 5% annually	Spring 2012 Data	College/School Deans and Department Chairs	Spring 2014
CCG Strategy 16	<i>Reward excellent teaching through new promotion and tenure guidelines</i>	Number of faculty who successfully complete P & T and included new teaching and learning evidentiary sources in their dossiers	Increase by 5% annually	Spring 2013 Data	College/School Deans and Department Chairs	Spring 14

CCG Strategy 17	<i>Develop Strategies to intervene with student struggling in Gateway Courses</i>	DFW rates in English 1101, English 1102, Math 1001, Math 1111, Math 1113, and Math 1634	Reduce by 2% annually	ENGL 1101=32% ENGL 1102=31% MATH 1001=29% MATH 1111=38% MATH 1113=34% MATH 1634=46%	COAH/COSM Deans; English and Math Department Chairs	Spring 13
CCG Strategy 18	<i>Implement alternative delivery models and improved pedagogical models</i>	Number of faculty who actively use new pedagogies	Increase by 5% annually aggregated at Institution	Start tracking in Fall 2012	College/School Deans, Department Chairs	Fall 2013
CCG Strategy 18	<i>Implement alternative delivery models and improved pedagogical models</i>	DFW rates, course completion ratio, retention rates	Improve 1% per year	DFW=19.8% Course Completion=78.3% Retention=73%	College/School Deans, Department Chairs	Fall 2013
DFW-16	Periodic reporting of departmental actions to reduce DFW rates in high DFW courses	Completed Reports submitted to Provost (Annual Reports); lower DFW rates in high DFW courses			All Academic Deans	Summer 13
DFW-17	Departmental review of grade distributions across multiple sections of high DFW courses	Reporting of annual action plan to Dean for faculty with abnormally high DFW rates; Lower DFW rates			Department Chairs through Deans	Summer 13
DFW-18	Implement common course frameworks for high DFW courses	Lower DFW rates in high DFW courses			Relevant Academic Deans	Summer 14
DFW-19	Assess how course specific policies affect DFW rates (e.g, attendance requirements, prerequisites, C grade policy)	fewer course specific policies as barriers to success			Department Chairs through Deans	Fall 12

DFW-21	Early assessment as a means to help students understand the rigors of the course and effort required	Lower DFW rates in high DFW courses			individual faculty members and department chairs	Spring 13
E-47	Expand faculty development for collaborative learning	NSSE Score on this Item (1G)			individual faculty members and department chairs	Fall 14
E-48	Expand course offerings with Service Learning components	NSSE Score on this Item (1K)			Faculty Members, Department Chairs and associated Student Affairs Directors	Fall 13
wiki	Create an office of Service Learning				Myrna Gantner	Fall 14
E-49	Expand faculty development for online learning	NSSE Score on this item (1L)			Jason Huett	Fall 12
E-54	Enhance Undergraduate Research Opportunities	NSSE Score on this Item (1S); number/percentage of students involved in undergraduate research			Melanie Hildebrant	Fall 12
E-56	Communicate high expectations in course syllabi, clearly stating the number of hours required and effort necessary	The number of syllabi with high expectations clearly communicated			Jon Anderson	Fall 13
AR-41	Redevelop UWG 1101 as a 3-hour class (2 hr lecture /1 hr lab)				Helen Steele/Undergraduate Program Committee	Fall 14

AR-43	Increase compensation for part-time faculty teaching UWG 1101.				Jon Anderson	Fall 13
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