



Complete College Georgia Campus Plan Status Report

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UPDATES, PROGRESS, AND FUTURE WORK

The *August 2012 UWG Complete College Georgia (CCG) Campus Plan* includes 18 strategies. Together, these address the four required CCG components: K-12 Partnerships, Access and Completion, Shorten Time to Degree, and Restructuring Instructional Delivery. We did not include Remediation in our original campus plan, as our institution does not engage in that work. The appendix provides student performance data in gateway courses (English and Mathematics), retention and graduation rates, existing campus-specific metrics related to the completion agenda, and academic standing trends for new freshmen. Progress to date for each UWG-CCG Campus Plan strategy follows:

Strategy 1 Promote dual enrollment with K-12 students through eCore® and face-to-face campus classes.

Baseline data for dually enrolled students (CCG Campus Plan) indicated that 30 students participated in dual enrollment in 2011-2012 (excluding the Advanced Academy that serves academically gifted, residential high-school juniors and seniors). As of August 14, 2013, dual enrollment figures increased to 68 students, with an average enrollment of 6.8 credit hours per student.

The significant growth is associated with our new admission standards for the dual enrollment program. The changes were the outcome of meetings with our PK-12 partners, who requested increased opportunities for their high school students to accelerate their college education. Superintendents specifically asked that we reconsider our dual enrollment admission standards, which were more stringent than BOR requirements or our peer institutions' requirements. We agreed to study their request. We then surveyed high school counselors in nine local school systems, requesting feedback about UWG's dual enrollment admission standards. The counselors' survey data and eCore® student success data for eCore® dual enrolled students (i.e., 91% success rate aggregated across all eCore® institutions) led to the decision to revise our standards. This is because eCore® students were admitted to affiliate institutions under policies that align with the USG policy¹, which supported the notion that future students admitted under the proposed revised standards for dual admission would do well. With data to support the rationale for the change, the UWG Faculty Senate approved the new Dual Enrollment Admission Standards in April, 2013.

Strategy 2 Develop a K-16 Curriculum Alignment Model to enhance college readiness. At a March 18, 2013, meeting with PK-12 superintendents, we discussed a PK-16 Curriculum Alignment Model. Superintendents, while supportive of the idea, were concerned about realistic expectations, considering the workload of PK-12 and university faculty. The meeting concluded with superintendents inviting UWG faculty and/or administrators to partner with existing curriculum committees in their systems, to provide – in their words – “welcome input from university faculty” regarding curriculum decisions for high school students.

Strategy 3 Develop a K-12 Career Exploration/Career Development Model to expand students' knowledge of potential careers. At the same March 18, 2013, meeting, superintendents asked that we not pursue Strategy 3 at this time, because additional budget cuts have forced them to lay off high school counselors and increase the workloads of remaining counselors. Thus, UWG changed this strategy, focusing on entering UWG freshmen and their career development needs. Indeed, we emphasized career development activities with incoming freshmen and their parents/guardians at each of the Freshman Orientations that concluded August 22, 2013.

Strategy 4 Recruit and serve veterans and their families with appropriate support services. Funding for our proposed Adult and Veterans Services Office came with the FY14 state appropriations from the University System of Georgia. We developed the functional area plan during Summer 2013 and will hire staff by early Fall 2013. Next year will be devoted to developing the functional area and assessment to benchmark FY15 metrics.

Strategy 5 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

¹ *USG Academic and Student Affairs Handbook, 3.2.6 Special Admissions, Opportunities for High School Students, General Admission Standards. Dual enrollment admission standards: Combined SAT of 970 (or ACT 20), SAT Critical Reading 430 (or ACT English 17), SAT Math 410 (or ACT Math 17), High School GPA of 3.0, principal or counselor's letter of recommendation (home schooled students are exempt from the letter of recommendation requirement).*

strengths. Annual enrollment numbers in our online B.S. in Criminology program grew by 61% from 993 students in FY12 to 1599 in FY13. FY14 enrollments look promising, with a 39% increase from 310 in Summer 2012 to 430 in Summer 2013. Across all undergraduate offerings, both the enrollment in fully online undergraduate courses and course sections grew by 5% from FY12 to FY13, while the variety of unique online courses grew by 15%. This growth supports the recommendation of our UWG Online Degrees Task Force that UWG develop additional 100% online degree programs at the undergraduate level in order to increase access and further the aim of Complete College Georgia. Though we have many undergraduate programs moving a wider array of upper-level courses online, the B.S. in Criminology remains our only “officially online” undergraduate program.

As an eCore® affiliate, UWG eCore® course offerings are included in those that are offered across the affiliate institutions as part of the system-wide collaborative program. To further the goals of CCG, UWG’s eCore® Administrative Services office began implementing short term courses in Summer 2012. What began as a gradual addition to the traditional full term course plan, with three courses offered in Summer 2012, has now evolved into 15 of the available 24 courses being offered in multiple 8-week sessions during Fall 2012 and Summer 2013. The 8-week courses and full term courses require identical course learning outcomes and rigor. Restructuring course delivery, thus shortening time to degree completion, is in direct response to the CCG plan. UWG’s eCore® Administrative Services office reports a 10% growth in enrollment from FY12 to FY13 (64% from FY11 to FY13), for offerings that UWG facilitates across the state. Though the number of unique courses remains 24, with 289 sections offered in FY13 (288 in FY12, 191 in FY11), the average class size grew from 26 in FY12 to 29 in FY13. Additionally, UWG's eMajor Administrative Services facilitated the offering of 22 additional undergraduate courses (24 sections) in Fall 2012; 25 courses and sections in Spring 2013; and 17 courses (18 sections) in Summer 2013.

Lastly, UWG’s FY14 state appropriation provided funding to expand our Online Faculty Development Center. A successful search was completed recently to hire an Online Learning Innovation Coordinator who can build capacity in faculty to strengthen their skills with online best practices with the goal of improving accessibility, scalability, and student success. The new hire will begin work in the Fall 2013 term.

Strategy 6 Develop a partnership with West Georgia Technical College. The A.S. in Criminology articulation agreement between UWG and West Georgia Technical College (WGTC) was approved at the August, 2013, BOR meeting. Because discussions involving both the WGTC and UWG teams during break-out sessions at the Summit 2013 were positive and enthusiastic with regard to strengthening collaborative activities, we anticipate that our relationship will continue to grow in ways that support the completion agenda.

Strategy 7 Expand the “Go West” marketing campaign to target the adult learner. University Communications and Marketing is actively and successfully looking for opportunities to incorporate adult learners and other CCG audiences into UWG’s core messaging as appropriate. Once UWG online offerings are built up a bit more, UCM will pursue more aggressive marketing efforts (see Strategy 5).

Strategy 8 Require enrollment in Summer Transition Program for students whose admission scores are in the tenth decile (Freshman Index below 2120). In September, 2012, the UWG Faculty Senate approved more rigorous admission standards that increased the minimum Freshman Index from 2050 to 2120, essentially creating a pool of conditionally admitted students who will be required to complete the summer transition program – IGNITE – to gain regular admission for the Fall term. A new position (Assistant Director for First Year Programs) was hired before the Summer 2013 term to administer the IGNITE program, in addition to other duties. IGNITE 2013 conditionally admitted 62 students for the mandatory program. Of those, 51 were successful, earning regular admission for Fall 2013. The positive results are significant, because these 51 students were “bubble students” who did not appear to be ready for college. The transition program activities – combined with students’ commitment to apply themselves in their IGNITE studies – produced positive outcomes for a subpopulation of students who might not otherwise have had attractive options.

Strategy 9 Implement an Early Alert/Early Intervention system. Fall 2012 baseline data indicated that faculty reported 1,247 students as “not engaged.” These students were referred to 19 campus units who could help with interventions. For Spring 2013, faculty reported 796 students as “not engaged,” who subsequently were referred to 20 campus units for interventions. To strengthen the effectiveness of these interventions, UWG

made the decision in late August, 2013, to divide the EXCEL Center into two units. One will become the Advising Center for undeclared students and will use a case management approach to advising. The second will keep the name EXCEL Center, but will incorporate a systematic approach to interventions with explicit goals for increased retention for first and second year students. These targeted interventions will begin in Fall 2013.

Strategy 10 Maximize use of credit by exam. UWG is moving forward to develop a campus Testing Center in order to administer exams such as CLEP; DSST/DANTES; English, Math, and Foreign Language placement tests; SAT-Subject Tests; and others that would help maximize credit by exam. The Director of Learning Support and Testing is in the process of collecting information from the relevant testing agencies as a first step in this process. Additionally, with the FY14 state appropriation, we received funding for a Coordinator of Pre-College Programs. This person will encourage students to take CLEP tests and submit AP test scores to UWG to gain college credit. Lastly, we also received funding to provide a one-course reassignment to support a faculty member in mathematics who will research national placement tests or develop an internal placement test in an effort to help students move more efficiently through the math course sequences required for their degree programs. (See 2012-2013 baseline AP and CLEP data in the Appendix of this CCG Status Report).

Strategy 11 Develop a new Withdraw/Retake campus policy. The faculty/staff committee charged with developing this policy researched policies at multiple institutions within Georgia and from other states. We also consulted with Georgia Southern University's IT personnel regarding Banner programming, as they developed and implemented a limited course withdrawal policy approximately three years ago. Our committee drafted the UWG Limited Course Withdrawal policy, which the Faculty Senate approved in April, 2013. The new policy, which will be effective in Fall, 2013, limits the number of student-initiated course withdrawals to a maximum of six over their entire UWG undergraduate career. Limiting the number of times a student can repeat a course was deliberately NOT included in the new policy, as we learned that Banner is unable to accommodate that action. The decision to use six as the limiting factor was based on institutional data that showed that students who withdrew from more than six courses rarely graduated.

Strategy 12 Clear course backlogs and Strategy 13 Clear backlog in foreign language seats (combined strategies). The UWG Deputy Provost developed a model to better predict the number of seats needed in core courses, which is where specific backlogs occur. This information, as well as data from professional advisors about courses in which students have difficulty scheduling, resulted in the approval to search for nine faculty positions. These searches have been completed and faculty hired, with a Fall 2013 start date. Additionally, a number of areas including Anthropology, Chemistry, and Sociology are in the process or have moved away from offering B.A. degrees in favor of B.S. degrees that do not require the foreign language.

Strategy 14 Develop and implement consistent advising practices in all departments and units. A list of "Bold Ideas" included in our UWG-CCG Campus Plan were not written as strategies, because they had not been vetted by the faculty and professional staff. However, we continue to have internal conversations about them, most particularly about "Bold Idea #6 – Create a University College." Because a University College and academic advising are linked conceptually and logistically, and because the University College idea is in a "pre-incubator" stage at this time, Strategy 14 is "on hold." Further, our FY14 state appropriation funded four additional Academic Advisors, allowing us to adequately staff our Excel Center (general and undecided professional advising) and provide a "case management" approach to first and second year advising. Thus, the first two years of professional advising will emphasize major selection and career development, creating a more comprehensive approach to career decision making (see Strategies 3 and 9).

Strategy 15 Develop a Center for Teaching and Learning. The Center for Teaching and Learning was funded in the FY14 state appropriation and the successful search for a director was just completed; the new director will start November 1, 2013. This new center is expected to significantly influence our ability to improve the quality of teaching and learning at UWG.

Strategy 16 Reward excellent teaching through new promotion and tenure guidelines. The 2012-2013 P&T dossiers reflected the guidelines in place prior to the Fall 2012 General Faculty Meeting when the new guidelines were approved. Progress with Strategy 16 is expected with new faculty who will earn tenure under the newly implemented P&T guidelines.

Strategy 17 Develop strategies to intervene with struggling students in Gateway courses. (MATH 1001, 1111, 1113, 1634 and ENGL 1101, 1102).

MATH: Mathematics faculty recently began conversations about student performance in the introductory math courses. At that time, the dean of the College of Science and Mathematics charged the faculty with piloting new instructional approaches (new for the faculty) for three sections of MATH 1001 Quantitative Reasoning (math for non-majors) in Spring 2013. The Spring 2013 DFW rate for these three pilot sections combined was 10.1%, far better than the 27.9% rate for the non-pilot sections. Although these rates are encouraging, the design of the pilot project did not permit comparisons of student achievement based on common assessments; therefore, revisions will be made in the Fall 2013 sections to provide this information. This “lesson learned” underscores one reason why we enthusiastically anticipate the opening of our new Center for Teaching and Learning, funded through the FY14 budget allocation. To further support the completion agenda, seven sections of MATH 1111 and two sections of MATH 1113 being taught in Fall 2013 will have three hours of supplemental instruction for students. (See the Appendix for Gateway MATH student performance data).

ENGLISH: The English faculty spent one year redesigning the first semester course ENGL 1101 English Composition I, after reviewing student performance data in introductory English courses (First Year Writing Program). Their recommendations for the repurposed ENGL 1101 course align with UWG’s SACSCOC Quality Education Plan (QEP), which focuses on improving student writing. Recommended pedagogies include text-based analysis, argumentative and thesis-driven writing, teaching and practicing rhetorical strategies, and the sequential scaffolding of skills. Faculty developed a common writing handbook for students and will use a collaboratively-developed, common rubric to assess student writing and provide feedback. The repurposed ENGL 1101 course will be introduced in Fall 2013. (See the appendix for student performance data in these Gateway English courses).

Strategy 18 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 UWG Institutional STEM Excellence (UWise) program, part of the USG’s STEM Consortium project, funded faculty mini-grants to improve the quality of teaching and student learning in the introductory science and mathematics courses. Eleven projects that involved 12 faculty members were supported with mini-grants. Four were in math, two were in physics, and two were in biology. One project was supported in each of the following areas: chemistry, computer science, and science education. With this year’s awards, a total of 27 science and mathematics faculty have participated in the mini-grant program.

The physics mini-grant (Principles of Physics I and II Workshops, designed to support students’ problem-solving capacity), has been so successful that the department will institutionalize the strategy in Spring 2014, making attendance in the workshop mandatory for students enrolled in PHYS 2211 and PHYS 2212. Three semesters of PHYS 2211 data (through Fall 2012) produced consistent results from term to term. Students who attended at least two-thirds of the workshop sessions outperformed those who did not participate: 25% DFW rates (N=69) for participants vs. 75% DFW rates (N=53) for non-participants.

Additionally, faculty who were awarded FY13 UWise mini-grants were required to participate in a Faculty Learning Community led by an outside consultant with expertise in educational research and program evaluation. The consultant worked with faculty to design research studies to answer questions about the effectiveness of their mini-grant strategies in improving student learning. Examples of significant findings include (1) student performance in PHYS 1112 (problem solving workshop attendance), where the percentage of students earning a grade of D or F or withdrawing from the class was 4.26% for workshop attendees, while it is 46.15% without workshop participation; (2) online tutoring for freshman sequence math courses; findings indicated that the DFW rate for online tutoring users was 13% in core math courses, which is significantly lower than last year’s Spring 2012 DFW rate (46%). A project on the effects of supplemental instruction (SI) on students’ achievement in 1000-level math courses showed positive effects. The course average for students who attended 15 or more sessions was 84%, compared to 67% for students who attended between 1 and 14 sessions. For MATH 1111, the average final course grade for high risk students who attended 15 or more SI sessions was 79.5. For MATH 1113 it was 79.1.

SIGNIFICANT CHANGES/DIFFERENCES IN THE GOALS AND STRATEGIES, PER ORIGINAL CAMPUS PLAN

We have combined several of our CCG strategies, based on feedback from PK-12 partners, recent program changes, and the FY14 state appropriation that will facilitate our work with adult learners.

- Combine Strategy 3 (high school partnership with career exploration) with Strategy 14 (academic advising), because local PK-12 superintendents asked that we not do Strategy 3, due to continued PK-12 budget cuts. Career exploration, designed to aid major selection, will now become a deliberate component of academic advising with professional advisors.
- Combine Strategy 4 (veteran support services) with Strategy 7 (“Go West” marketing to target adult learners), because (1) our FY14 state appropriations will fund a new Veterans office and (2) the marketing campaign for adult learners is expected to attract a significant number of veterans.
- Combine Strategy 12 (clear course backlogs) and Strategy 13 (clear course backlogs in foreign languages), because both address the same general topic.

PARTNERSHIPS

Approximately one month after Summit 2013, we met with four local PK-12 superintendents and some of their senior staff to discuss university/PK-12 collaborative activities that could help us achieve our CCG goals. Although we discussed Strategies 1-3, most attention was devoted to discussing ways to strengthen participation in dual enrollment. In April, 2013, this conversation culminated in the Faculty Senate’s approval of revised dual admission standards for our institution.

At Summit 2013, our UWG participants met with WGTC team members formally during the regional meeting and informally at other times. Our discussions about course offerings, to include the articulation agreement for the A.S. in Criminal Justice program, were fruitful. This agreement, which was approved by the BOR at its August, 2013, meeting, serves as a model for future agreements. Indeed, our Deputy Provost has initiated conversations with the WGTC VPAA and VP for Institutional Effectiveness regarding the development of additional agreements.

UWG hired a new Director of Career Services (start date July 5, 2013) who will work with local businesses to increase students’ opportunities for internships and experiential learning.

KEY OBSERVATIONS AND EVIDENCE

We have incorporated the following strategies to help sustain CCG-related data collection, analysis, and data-driven decision making:

- We incorporated CCG program reporting into the Annual Report process (due each August) administered by our Office of Institutional Research and Planning (IRP), with the August, 2013, cycle serving as a pilot. Responders answer questions within the annual report about their units’ work that contributes to the completion agenda. Lessons learned from the pilot will inform improvements to the electronic data collection system for full scale production for FY14.
- Our IRP office is undergoing transition, moving to an institutional effectiveness model. An interim director assumed leadership of the office on July 1, 2013.
- UWG’s FY14 state appropriation funded a new Enrollment Analyst position. This person will help provide more consistent and thorough analyses of data related to the completion agenda.
- Argos Analytics, a new reporting tool, was implemented in May, 2013, and staff have begun using it to guide decision-making.
- UWG Key Performance Indicators, in place since 2009, are used consistently to guide decision-making related to RPG and graduation (see appendix).

SHARING LESSONS LEARNED

We have been very intentional about aligning our internal budget process with the BOR’s priorities and CCG requirements. This alignment was instrumental in helping the campus take notice of the importance of the completion agenda and how it fits into strategic plans at the level of the governor’s office, system office,

and our own institution. Our entire FY14 state appropriation reflects the completion agenda. *Implications for other institutions:* The tight alignment of planning (mindful of BOR priorities), assessment, and the budget helps institutions achieve their goals.

We have learned that building capacity in faculty to engage meaningfully in work that contributes to the completion agenda must be intentional, purposeful, on-going, embedded in their daily work, and rewarded. *Implications for other institutions:* Recognize that strengthening faculty capacity to positively influence CCG outcomes will take commitment on the part of the institution’s leadership to provide resources as needed and stay the course. What gets measured consistently gets done. That which is rewarded systematically will be achieved.

We recognize that CCG is about underrepresented populations (i.e., adult learners) and undergraduates. To fully influence institutional retention and graduation rates, we will continue to include the traditional first-time full-time freshman student, which we have done by combining RPG and CCG initiatives. Additionally, as a comprehensive institution, our institutional mission includes graduate professional preparation most particularly at the master’s level in business, education, and healthcare; all are critical for economic workforce development in the western part of Georgia. *Implications for institutions:* Integrate CCG initiatives into an institution’s strategic plan in ways that make sense for its mission and efficiently leverage ongoing, as well as redirected work.

APPENDIX

ENGLISH GATEWAY COURSES – PERFORMANCE BY STUDENT TYPE. Both ENGL 1001 and 1002 are required courses in the Core, Area A1. A grade of C in ENGL 1001 is a prerequisite for enrollment in ENGL 1002.

ENGL 1101 English Composition I. Three year rolling averages indicate that performance is improving steadily for full-time, younger (age 24 and under) students. Of concern is the decreasing performance of part-time students and uneven performance of adult learners. Adult students (age 25 and older) had difficulty in Fall 2011, but recovered in Fall 2012. Part-time students dropped significantly from 76% pass rates in Fall 2010 to 58% in both Fall 2011 and 2012.

COURSE		Fall 2010		Fall 2011		Fall 2012	
		PASS	DFW	PASS	DFW	PASS	DFW
ENGL 1101	24 & UNDER	67.91%	32.09%	68.80%	31.20%	71.11%	28.89%
	25 & OLDER	67.95%	32.05%	64.18%	35.82%	72.50%	27.50%
	Full Time	67.51%	32.49%	69.32%	30.68%	71.92%	28.08%
	Part Time	76.71%	23.29%	58.04%	41.96%	58.10%	41.90%
	All	67.91%	32.09%	68.63%	31.37%	71.14%	28.86%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

ENGL 1102 English Composition II. Three year rolling averages reveal that performance for all groups can be improved. Significant drops in pass rates in Fall 2011 for younger and full-time students recovered somewhat by Fall 2012. Adult students performed significantly better in Fall 2011 than in Fall 2010; however, they dropped again Fall 2012.

COURSE		Fall 2010		Fall 2011		Fall 2012	
		PASS	DFW	PASS	DFW	PASS	DFW
ENGL 1102	24 & UNDER	72.25%	27.75%	62.16%	37.84%	67.82%	32.18%
	25 & OLDER	64.29%	35.71%	75.93%	24.07%	70.00%	30.00%
	Full Time	72.16%	27.84%	63.07%	36.93%	67.80%	32.20%
	Part Time	65.33%	34.67%	66.20%	33.80%	69.35%	30.65%
	All	71.22%	28.78%	63.46%	36.54%	68.03%	31.97%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

MATHEMATICS GATEWAY COURSES – PERFORMANCE BY STUDENT TYPE

MATH 1001 Quantitative Skills and Reasoning, MATH 1111 College Algebra, MATH 1113 Precalculus, and MATH 1634 Calculus I are the required Quantitative Skills courses for Core Area A2. Students choose one of the four based on their major. Science, computer science, math, math education, and science education students must take MATH 1113 or higher. Nursing majors take either MATH 1001 or MATH 1111. Engineering majors must take MATH 1634. Business majors are urged to take either MATH 1111 or 1113.

MATH 1001 Quantitative Skills and Reasoning. The mathematics department piloted three sections of MATH 1001 in Spring 2013, using pedagogies that were new for the math faculty. Improvements in student grades appear impressive, although the research design did not permit comparisons of student achievement based on common assessments. Younger, full-time students outperformed adult learners and those who were part-time (it is likely that adult and part time students overlap). In Fall 2013 the department will use several common assessments to better understand the effectiveness of the pedagogies for improved student learning.

COURSE		Fall 2010		Fall 2011		Fall 2012	
		PASS	DFW	PASS	DFW	PASS	DFW
MATH 1001	24 & UNDER	64.94%	35.06%	75.12%	24.88%	87.12%	12.88%
	25 & OLDER	70.59%	29.41%	84.00%	16.00%	75.00%	25.00%
	Full Time	69.41%	30.59%	75.86%	24.14%	87.50%	12.50%
	Part Time	33.33%	66.67%	78.26%	21.74%	73.33%	26.67%
	All	65.96%	34.04%	76.11%	23.89%	86.29%	13.71%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

MATH 1111 College Algebra. Performance in MATH 1111 is weak, particularly for adult learners and part-time students. (Again, there may be some overlap in these two categories). There is room for improvement in all groups. Younger, full-time students are improving, although only two-thirds were successful in Fall 2011 and 2012. Although most efforts to improve performance are focused on MATH 1001 at this time, the math department has added 3 hours of supplemental instruction for students enrolled in seven sections of MATH 1111 in Fall 2013.

COURSE		Fall 2010		Fall 2011		Fall 2012	
		PASS	DFW	PASS	DFW	PASS	DFW
MATH 1111	24 & UNDER	58.19%	41.81%	68.21%	31.79%	67.99%	32.01%
	25 & OLDER	64.29%	35.71%	62.50%	37.50%	55.56%	44.44%
	Full Time	58.77%	41.23%	68.87%	31.13%	67.95%	32.05%
	Part Time	56.18%	43.82%	58.40%	41.60%	57.94%	42.06%
	All	58.59%	41.41%	67.86%	32.14%	67.18%	32.82%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

MATH 1113 Precalculus. Performance in MATH 1113 is also weak. Like MATH 1111, the adult learners and part-time students struggle more than do the younger, full-time students. Only 47-64% of the students have passed the course over the past three years, except for younger, full-time students in Fall 2011 (72% passed).

COURSE		Fall 2010		Fall 2011		Fall 2012	
		PASS	DFW	PASS	DFW	PASS	DFW
MATH 1113	24 & UNDER	60.37%	39.63%	72.24%	27.76%	62.75%	37.25%
	25 & OLDER	47.06%	52.94%	56.25%	43.75%	64.29%	35.71%
	Full Time	59.50%	40.50%	72.46%	27.54%	63.68%	36.32%
	Part Time	59.38%	40.63%	61.40%	38.60%	56.90%	43.10%
	All	59.50%	40.50%	71.30%	28.70%	62.85%	37.15%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

MATH 1634 Calculus I. For the most part, only half to two-thirds of Calculus I students in all groups have been successful over the three year period.

COURSE		Fall 2010		Fall 2011		Fall 2012	
		PASS	DFW	PASS	DFW	PASS	DFW
MATH 1634	24 & UNDER	60.34%	39.66%	54.45%	45.55%	66.01%	33.99%
	25 & OLDER	60.00%	40.00%	53.85%	46.15%	57.14%	42.86%
	Full Time	58.76%	41.24%	54.89%	45.11%	67.88%	32.12%
	Part Time	83.33%	16.67%	50.00%	50.00%	52.17%	47.83%
	All	60.32%	39.68%	54.41%	45.59%	65.63%	34.38%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

RETENTION AND GRADUATION RATES – FALL FIRST-TIME FULL-TIME FRESHMAN STUDENTS

		Entered Fall 2002	Entered Fall 2003	Entered Fall 2004	Entered Fall 2005	Entered Fall 2006	Entered Fall 2007	Entered Fall 2008	Entered Fall 2009	Entered Fall 2010	Entered Fall 2011	Entered Fall 2012
MEAN	SATV	506	508	508	515	507	508	510	503	494	499	486
	SATM	502	500	498	506	501	502	502	496	488	492	477
	HSGPA	2.98	2.96	2.97	3.01	3.00	3.09	3.04	3.04	3.06	3.06	3.08
First Year	N=	1625	1728	1701	1653	1700	1793	2007	1909	1848	1931	2021
Second Year	Fall	1127 69.35%	1240 71.76%	1203 70.72%	1163 70.36%	1238 72.82%	1345 75.01%	1471 73.29%	1397 73.18%	1346 72.84%	1355 70.17%	
Third Year	Fall	813 50.03%	920 53.24%	879 51.68%	921 55.72%	917 53.94%	1022 57.00%	1126 56.10%	1100 57.62%	1053 56.98%		
Fourth Year	Fall	691 42.52%	811 46.93%	751 44.15%	809 48.94%	808 47.53%	932 51.98%	1014 50.52%	924 48.40%			
Fifth Year	Fall	471 28.98%	544 31.48%	524 30.81%	563 34.06%	489 28.76%	587 32.74%	651 32.44%				
Sixth Year	Fall	192 11.82%	225 13.02%	228 13.40%	235 14.22%	201 11.82%	209 11.66%					
Graduation Rate	N=	177	208	198	207	248	298	303				
	4 yr	10.89%	12.04%	11.64%	12.52%	14.59%	16.62%	15.10%				
	5 yr	25.66%	29.34%	27.87%	29.76%	31.35%	35.75%					
	6 yr	31.57%	36.28%	34.51%	38.23%	36.35%						

Note the following:

- Each entering class includes all entering freshmen enrolled full time whose first term is the fall indicated or the previous summer.
- Entering cohorts (beginning Fall 1996) have been revised to eliminate all pre-freshmen students. These revisions were made in Fall 2006.
- Graduation rates were updated as of the end of Summer 2012. Summer 2013 data are not yet available.

Although our most recent Graduation and Retention data indicates impressive improvements for Fall 2013, these data will not be official until the census date later in the term. First year retention for students who entered in Fall 2011 is 70%, which is less than the group the previous year. Four year graduation rates hover around 15%. Six year rates have gone from 34% to 38% and, most recently, 36%. The latest 5 year rate for students who entered in Fall 2007 is 35.75%, which indicates that our next data point for 6 year rates should show improvement, since the five year rate for those who entered in Fall 2006 was 31.35%.

Campus-Specific Key Performance Indicators (KPI)

QUALITY AND EFFECTIVENESS: Retention and Graduation			
	AY 2010-2011	AY 2011-2012	AY 2012-2013
Avg. SCH Load (UG) for Fall & Spring	12.7	12.7	12.7
	Fall 2010	Fall 2011	Fall 2012
Undergraduate Credit Hours Successfully Completed as % Credit Hours Attempted (Grades A, B, C)	77.5%	78.3%	79.8%
Undergraduate Credit Hours Successfully Completed as % Credit Hours Attempted (Grades A, B, C, D, S, K)	84.8%	85.7%	86.7%
	AY 2010-2011	AY 2011-2012	AY 2012-2013
Freshmen Success Rate	50.7%	53.3%	63%
	Fall 2010	Fall 2011	Fall 2012
E-Core Completion Rate (did not withdraw)	83.7%	87.4%	87.9%
E-Core Successful Completion Rate (A, B, C, S, K)	58.1%	63.9%	62.9%
	AY 2010-2011	AY 2011-2012	AY 2012-2013
Licensure Examination Pass Rates: NCLEX- RN Pass Rates (1st attempt)	90.5%	88.7%	Not available
	AY 2010-2011 Graduates	AY 2011-2012 Graduates	AY 2012-2013 Graduates
Average Time to Degree (in number of semesters) for Non-transfer UG Students	12.3	12.2	12.5

The Average Semester Credit Hour load for undergraduates has remained consistent at 12.7 hours per term over the past three years. The Freshman Success Rate, defined as the “percentage of freshmen earning at least 24 credit hours with no lower than a 2.0 GPA in their first year,” has improved steadily, moving from 50.7% in AY 2010-2011 to 63% in AY 2012-2013. This improvement is also reflected in the ratio of undergraduate (UG) credit hours successfully completed to credit hours attempted; that figure for AY 2012-2013 is 86.7%, having risen from 84.8% in AY 2010-2011.

The e-Core Successful Completion Rate (defined as “did not withdraw”) is also improving, with 87.9% of students completing their eCore classes in Fall 2012. The e-Core success rate (grades of A, B, C, S, K) is also improving, with 63% of students passing their eCore classes in Fall 2011 and 2012.

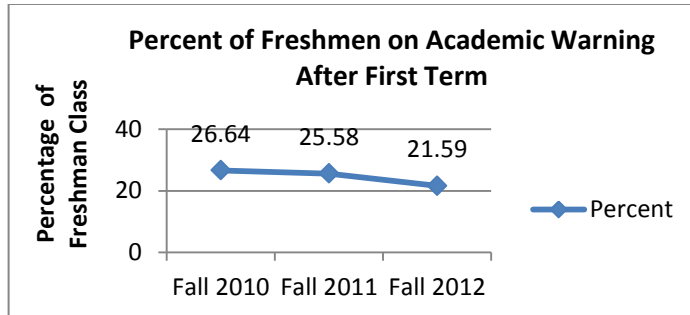
The Average Time to Degree (number of terms to graduate) was slightly higher in AY 2012-2013 (12.5 terms) than it was in either AY 2010-2011 (12.3 terms) or AY 2011-2012 (12.2 terms).

CREDIT HOUR LOADS – Disaggregated by Full-time and Part-time Students

Credit Hour Loads	FY 2010-2011	FY 2011-2012	FY 2012-2013
Full-time Students (% = Percentage of undergraduate students who are full-time)	13.9 (82%)	13.8 (81%)	13.9 (81%)
Part-time Students (% = Percentage of undergraduate students who are part-time)	7.3 (18%)	7.6 (19%)	7.7 (19%)
All Combined	12.7	12.7	12.7

Whereas the “All Combined” Credit Hour Loads are holding steady at 12.7 semester credit hours per term, the figures reveal interesting trends when disaggregated by full-time and part-time students. These trends are significant, because the state’s Completion Agenda calls for a concerted effort to recruit more adult learners who have some college credit, but dropped out for various reasons. Returning adult students are likely to enroll part-time, diluting our six-year graduation rates, although increased numbers of adult learners should be an indicator of success for Complete College Georgia. It would make sense, then, for the new USG metrics to consider graduation rates for both full-time and part-time students.

PERCENT OF FRESHMEN STUDENTS ON ACADEMIC WARNING AFTER THE FIRST TERM



The Freshman Success Rate continues to improve, as noted in the graph above. Whereas more than one quarter of the freshman class went on Academic Warning after their first term in Fall 2010, that figure has dropped to slightly more than one fifth of the class in Fall 2012.

SHORTENING TIME TO DEGREE (baseline data disaggregated by term for the CCG Initiative)

AP CREDIT	Number of Students	Number of Semester Hours Earned through AP Credit	Average Credit Hours Earned Per Student
Fall 2012	309	983	3.18
Spring 2013	29	89	3.07
Summer 2013	2	6	3.00
CLEP CREDIT	Number of Students	Number of Semester Hours Earned through CLEP Credit	Average Credit Hours Earned Per Student
Fall 2012	51	194	3.80
Spring 2013	64	253	3.95
Summer 2013	28	105	3.75