

**Complete College Georgia Update
February 2014**

Goal	Strategies (Symbol indicates USG focus strategy)	Metrics																																						
1. Partnerships with P-12 to Improve College Readiness	Maintain strong dual enrollment partnership with Fayette, Henry, South Fulton, and Clayton Counties	<table border="1"> <thead> <tr> <th>County</th> <th>Fall 2012 Enr.</th> <th>Fall 2013 Enr.</th> </tr> </thead> <tbody> <tr> <td>Fayette/Coweta</td> <td>132</td> <td>225</td> </tr> <tr> <td>Henry</td> <td>68</td> <td>118</td> </tr> <tr> <td>Clayton</td> <td>51</td> <td>87</td> </tr> <tr> <td>Fulton</td> <td>13</td> <td>3</td> </tr> <tr> <td>Total</td> <td>264</td> <td>433</td> </tr> </tbody> </table>	County	Fall 2012 Enr.	Fall 2013 Enr.	Fayette/Coweta	132	225	Henry	68	118	Clayton	51	87	Fulton	13	3	Total	264	433																				
	County	Fall 2012 Enr.	Fall 2013 Enr.																																					
Fayette/Coweta	132	225																																						
Henry	68	118																																						
Clayton	51	87																																						
Fulton	13	3																																						
Total	264	433																																						
Provided pedagogical training to 36 middle school math and science teachers in Fall 2012 through the Math Science Partnership (MSP) grant with Clayton County Schools. <ul style="list-style-type: none"> ▪ Measured teacher improvement through interviews, focus groups, teacher knowledge assessments (LMT Probability and Statistics Test for Math and MOSART Life Science for Science), and student CRCT tests ▪ Year 2 in progress (Fall 2013-Spring 2014) 	Student proficiency results on CRCT show mixed results depending on grade. <table border="1"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="2">Math</th> <th colspan="2">Science</th> </tr> <tr> <th>MSP</th> <th>Control</th> <th>MSP</th> <th>Control</th> </tr> </thead> <tbody> <tr> <td>4</td> <td></td> <td></td> <td>87%</td> <td>75%</td> </tr> <tr> <td>5</td> <td>85%</td> <td>84%</td> <td>65%</td> <td>73%</td> </tr> <tr> <td>6</td> <td>64%</td> <td>72%</td> <td>60%</td> <td>65%</td> </tr> <tr> <td>7</td> <td>85%</td> <td>83%</td> <td>75%</td> <td>79%</td> </tr> <tr> <td>8</td> <td>76%</td> <td>74%</td> <td>73%</td> <td>67%</td> </tr> <tr> <td>Overall</td> <td>78%</td> <td>78%</td> <td>67%</td> <td>72%</td> </tr> </tbody> </table>	Grade	Math		Science		MSP	Control	MSP	Control	4			87%	75%	5	85%	84%	65%	73%	6	64%	72%	60%	65%	7	85%	83%	75%	79%	8	76%	74%	73%	67%	Overall	78%	78%	67%	72%
Grade	Math		Science																																					
	MSP	Control	MSP	Control																																				
4			87%	75%																																				
5	85%	84%	65%	73%																																				
6	64%	72%	60%	65%																																				
7	85%	83%	75%	79%																																				
8	76%	74%	73%	67%																																				
Overall	78%	78%	67%	72%																																				
2. Improving college access and completion for students traditionally underserved in postsecondary education	Provide students opportunities for competency based education such as CLEP and FLATS.	<table border="1"> <thead> <tr> <th>Test</th> <th>2011-12</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>CLEP Above 50</td> <td>59</td> <td>60</td> </tr> <tr> <td>FLATS</td> <td></td> <td>5 (45 credits)*</td> </tr> </tbody> </table> <p>*Since Feb. 2013 and all received maximum 9 hour credit for LANG 1001, 1002, and 2001. 1 Arabic, 1 Farsi-Persian, and 3 Vietnamese</p>	Test	2011-12	2012-13	CLEP Above 50	59	60	FLATS		5 (45 credits)*																													
	Test	2011-12	2012-13																																					
	CLEP Above 50	59	60																																					
FLATS		5 (45 credits)*																																						
Offer the flexible online BAS and BS in Integrative Studies.	Students who enrolled in 100% online courses <table border="1"> <thead> <tr> <th>Major</th> <th>Fall 2012</th> <th>Fall 2013</th> </tr> </thead> <tbody> <tr> <td>BAS</td> <td>63</td> <td>84</td> </tr> <tr> <td>BS Integrative Studies</td> <td>44</td> <td>32</td> </tr> </tbody> </table>	Major	Fall 2012	Fall 2013	BAS	63	84	BS Integrative Studies	44	32																														
Major	Fall 2012	Fall 2013																																						
BAS	63	84																																						
BS Integrative Studies	44	32																																						
Provide financial support for student completion by using the Academic Works program to match students with scholarships that will be awarded in Fall 2014.	<ul style="list-style-type: none"> ▪ 29% more for scholarships to date (\$105,810 in FY14 and \$136,421 to date for FY15). 																																							
3. Shorten Time to Degree	Provide students a clear view of credits required for graduation through Degree Works.	<ul style="list-style-type: none"> ▪ Degree Works has been fully implemented for current catalogue year and advisors are actively using it ▪ 60% of programs for past 5 catalogue years have been coded with goal of all coded by end of semester 																																						

Goal	Strategies (Symbol indicates USG focus strategy)	Metrics						
	<p>Ensure programs are highly structured without extraneous degree program requirements.</p> <p>Continue intrusive, holistic advising for freshmen and expand a “dual core” advising model to all undergraduates that includes use of the new advising software platform the Student Success Collaborative.</p>	<p>▪ Nursing requirements decreased from 126 to 120</p> <table border="1" data-bbox="1289 313 1858 415"> <thead> <tr> <th data-bbox="1289 313 1566 345">Freshmen Cohort</th> <th data-bbox="1566 313 1858 345">Retention Rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="1289 345 1566 378">Fall 2011</td> <td data-bbox="1566 345 1858 378">67.84%</td> </tr> <tr> <td data-bbox="1289 378 1566 410">Fall 2012</td> <td data-bbox="1566 378 1858 410">72.15%</td> </tr> </tbody> </table>	Freshmen Cohort	Retention Rate	Fall 2011	67.84%	Fall 2012	72.15%
Freshmen Cohort	Retention Rate							
Fall 2011	67.84%							
Fall 2012	72.15%							
4. Restructure Instructional Delivery	<p>Added faculty-led mandatory recitation sections:</p> <p>Fall 2013: Math 1111, CHEM 1151, and BIO 1107</p> <p>Spring 2014: Math 1101, 1111, 1112, CHEM 1211, BIOL 1108, and PHYS 1111</p>	<p>Mixed results and hard to discern improvement because sections were taught by different instructors with exception of CHEM 1151 Learning Community sections taught by Jonathan Lyon</p> <table border="1" data-bbox="1310 610 1684 683"> <thead> <tr> <th data-bbox="1310 610 1497 643">2012 DFW</th> <th data-bbox="1497 610 1684 643">2013 DFW</th> </tr> </thead> <tbody> <tr> <td data-bbox="1310 643 1497 683">26%</td> <td data-bbox="1497 643 1684 683">32%</td> </tr> </tbody> </table>	2012 DFW	2013 DFW	26%	32%		
2012 DFW	2013 DFW							
26%	32%							
5. Transform Remediation	Offer co-requisite math remediation.	<p>▪ Math department will pilot two sections each of Math 1101 and 1111 with co-requisite remediation in fall 2014.</p>						

University System of Georgia Focus Strategies

The USG has provided focused strategies for achieving the five original goals highlighted above.

New Models	Game Changing Strategies	Data-Driven Decision-Making
<ul style="list-style-type: none">▪ Open Educational Resources (OERS) to reduce the costs of course materials for students▪ Competency-Based Education (including Prior Learning Assessment), the ability to award credit for demonstrated mastery of a topic▪ Flipped classrooms, blended learning or other innovative delivery models▪ Flexible pathways towards college completion that include online and in-person experiences▪ New Models as a means of providing high-quality educational pathways to students while containing costs	<ul style="list-style-type: none">▪ Guided Pathways and highly structured degree programs▪ Structured scheduling for students▪ 15-to-Finish and incentivizing students to take 15 credit hours per semester▪ Transforming remediation▪ Reverse transfer	<ul style="list-style-type: none">▪ Data mining to track value data points▪ The use of data to tailor student interventions▪ Data-driven advising models