



East Georgia State College Complete College Georgia 2013 Status Report September 3, 2013

Introduction

As one of the newly designated state colleges in the USG, East Georgia State College is committed to offering an evolving set of targeted undergraduate credentials that best match the needs of a service area that was framed with distinct focus by the NCHEMS maps presented at the 2013 Complete College Georgia Summit. These maps illustrate "Highest Need" for the College's home county, Emanuel, and four counties contiguous to it on the *Overall Educational Needs Index – 2010* and the *Education Needs Index – Economic Factors – 2010*. To address the needs of the College's service area, several proposed academic programs are introduced in this update, along with the Fall Semester 2013 launchings of the College's new access initiative in Augusta and the College's new *African American Male Leadership Initiative*.

Updates, Progress, and Future Work

Progress toward goals

Establish a high school partnership program: In Spring 2013, the College implemented *COMPASS Test Week* on campus to provide a free COMPASS testing session to high school students. The conversion rate of early-testing applicants to registered students, along with ACCEL and Early and Dual enrollment, will be tracked to determine if early testing is affecting the rates of high school graduate college attendance. The goals are to increase the College's conversion rate from 53% to 60% by Fall Semester 2015 and the number of ACCEL and Dual Enrollment students by 50% by Fall Semester 2014. Workshops for high school counselors are planned during the fall and spring semesters. Funding will be designated to continue free COMPASS testing and expand the offering to include more schools in our service area.

Create new programs: East Georgia State College was granted a provisional exemption to the Learning Support limitations for admission purposes in order to admit students into a summer Jump Start Academy. The College accepted, on a provisional basis, students who either placed into all 3 areas of Learning Support or did not meet the minimum score for any area. These students are limited to Learning Support coursework and are provided intensive academic support through our Academic Center for Excellence, become part of English and mathematics learning communities, and become active participants in a mentoring program in an effort to assist them in rapidly raising their academic capability to the level necessary to complete college coursework. In Summer Semester 2013, 15 students were enrolled in Jump Start Academy with expectations of growth to 200 students by the Summer Semester 2017. Of this group, 8 would have been ineligible for admissions based on their COMPASS scores. After participating, only 2 remained ineligible. (See Appendix I below)

A cornerstone of the College's CCP is the Academic Centers for Excellence (ACE). These centers, first opened in Fall 2012, provide free tutoring, diagnostic testing, Intensive Academic Preparations (IAPs), and house our Academic Advisement Centers. A two level Intensive Academic Preparation (IAP) plan to address students needing COMPASS test assistance has been implemented. Level one is for students who have not been admitted into EGSC and want to review the material that they need to pass the COMPASS entrance exam. Level two is for students who are currently enrolled in a learning support course, and have not achieved the minimum score for exiting on their first attempt at the COMPASS. A third level is being developed for students on learning support dismissal who want to get back into school without serving the year-long suspension. For Fall 2012/Spring 2013, 81 of 86 students receiving IAP level-one remediation were able to meet the entrance requirements for a success rate of 94%. Eighty (80) of 123 students received IAP level-two remediation and were able to pass the COMPASS for a 65% success rate.

Restructure learning support delivery to facilitate early exit: In Fall Semester 2010, the College recognized that having two learning support (LS) courses for each area might substantially delay student academic progress. As a

result, the number of LS courses was reduced to one in each LS area. In Fall Semester 2011, the number of students exiting the LS Math successfully increased by 143%. EGSC is also participating in the Quantway Math Program, supported by a grant from the Carnegie Foundation, in which students take a non-traditional route through LS math. Math Literacy for College Students (MLCS 0099) replaces the traditional LS course (MATH 0099) and prepares students to first take Quantitative Skills –Reasoning (MATH 1001) and then statistics, which has greater value in certain disciplines. The success rate of students in the MLCS 0099 course was 74% this past year compared with 46% with the traditional Math 0099. Beginning Fall Semester 2013, students whose score was within 5 points of the passing on the COMPASS will be allowed to take sections of ENGL 1101 and MATH 1111 that include an extra component to support them.

Provide supplemental instruction and support for key gateway courses: The College tracks student overall success rates and success rates for the key gateway courses (English Composition - ENGL 1101, College Algebra - Math 1111, and American History - HIST 2111/2112). For AY 2012-13, success rates increased for English 1101 and History 2111/2112, as the overall success rates increased.

Residence hall learning/living communities: EGSC opened Bobcat Villas, its first on-campus residential hall, in Swainsboro in Fall Semester 2011. During Fall Semester 2012, three faculty members began faculty-led study sessions for their students housed in the residence halls. Students who took advantage of these opportunities were more successful than those who did not. Starting in Fall Semester 2013, living/learning student communities will be organized with members taking a student success/public speaking course combination in Fall Semester 2013, followed by a critical thinking/American government combination in Spring Semester 2014. Each course combination will have a single instructor. Community learning experiences will be enriched through group projects and field trips. All participants will be required to sign a Behavior/Academic contract that reinforces the College's student code of conduct and commits the student to maintaining academic success with a full-time load.

Incorporate emerging technology to enhance delivery of face-to-face and online courses: The College is using emerging technology and other innovative techniques to improve online instruction. A new Director of Distance Education, a position created in 2013, will oversee online classes. The College also is making use of instructional material that is available anywhere, anytime, using tablet PCs and video productions, including a pilot “Flip the Classroom” program to provide students access to short video modules of lectures.

The Math/Science Division has produced over 700 short to medium instructional videos in Math, Biology, and Chemistry. The videos were well received by students. In Spring Semester 2013, testing of new technology was begun with compact and very powerful touch tablets having the capability of producing HD videos very quickly and efficiently.

Classroom clicker technology was introduced in Chemistry and Biology courses in Fall Semester 2012 and will be expanded into additional Fall Semester 2013 classes, including some social science classes. The College also plans to explore emerging communications technology that will enhance communication between online instructors and students who need live supplemental instruction, particularly in math.

Promote improved student decision making through critical thinking: CRIT 1101, Introduction to Critical Thinking, was introduced as a one credit hour core curriculum Area B course in Fall Semester 2012. In addition, critical thinking is the focus of the College's Quality Enhancement Plan (QEP). The College's QEP outlines how critical thinking will be integrated into selected core curriculum courses over five academic years. Critical thinking is also being promoted through conferences and a variety of student activities. The assessment of student critical thinking skills is being conducted by faculty and through Tennessee Tech University's Critical Thinking Assessment Test (CAT) throughout the QEP's implementation period.

Deepen student engagement through expanded service opportunities (service seal of distinction): Designated clubs will implement a formal, service project at the beginning of each fall and spring semester beginning Fall Semester 2013. Students successfully completing the goals and objectives of the service plan will be eligible for a Service Seal of Distinction.

Provide Associate of Arts degrees to Statesboro students: In August 2012, the USG approved the awarding of the associate of arts degree by EGSC to its Statesboro students. The Statesboro AA Degree Prospectus was approved by the SACSCOC Board of Trustees in August 2013. EGSC will offer AA degrees in the General Studies, Psychology, and Sociology.

Create new educational opportunities for military students: In Spring 2012, the EGSC Military Friendly Task Force was created and is charged with developing a strategic recruitment plan for military students. A new Military Resource Center has been located on our Swainsboro campus to provide military students a centralized location for advisement, information on VA benefits, and study space. A faculty member will be appointed to direct the center. This recruitment plan will target military personnel and retired military personnel in the Augusta area, consistent with the agreement reached with Georgia Regents University to extend EGSC's access mission to Augusta. The average number of VA students in the last 3 academic years has been 97. The goal for the 2013-14 academic year is 135-150 VA students.

Refine EGSC's early warning system and integrate that system into ACE: By Fall Semester 2013, the goal is for 100% of all learning support students to participate in the early warning grade system. In addition, the program will target students who are at risk of failing for the term or who are low-achievers. ACE advisors will work with learning-support faculty to have at-risk students complete the new Early Warning Grade Follow-Up Form to assure that students are aware of their academic performance and that they seek tutoring and diagnostic testing help from ACE.

Establish new programs of study to inspire student interest and meet workforce needs: Each academic division is investigating additional programs in fields that will be attractive to our students. The Math/Science Division inaugurated the BS in Biology in fall 2012. The USG has approved the College's preliminary prospectus for a BA in Fire and Emergency Services Management. A full prospectus will now be submitted for consideration. A proposal for a Middle Grades BSED in Math and Science has been locally approved and a preliminary prospectus will soon be submitted to the USG. In addition, the College is exploring the possibility of adding new certificate programs including Biotechnology, Information Technology, Digital Photography, Early Childhood/Elementary Education, and Sociology/Social Work.

Further enhance collaborative relationships with other higher education institutions, particularly sister institutions in the USG and TCSG: EGSC continues to have strong partnerships other USG units, including Darton State College, Georgia Southern University, and Georgia Southwestern State University and has recently formed a strong new collaborative relationship with Georgia Regents University as detailed in the Partnerships section below.

The College is building partnerships with TCSG units, also. EGSC and Southeastern Technical College (STC) have partnered in a program to expand the higher educational opportunities in this region. If an applicant cannot meet the minimum admission requirements of EGSC, the applicant is referred to STC. Upon meeting EGSC academic requirements, the student is encouraged to return to EGSC for admission and completion of the associate of art degree. In addition, as the Fire Science and Emergency Services Management program is developed, EGSC will seek to establish 2+2 relationships with TCSG units offering the associate degree in fire science.

Significant Changes

Soon after the plan's preparation, it became apparent that the College's Campus Completion Plan (CCP) was comprehensive and needed an implementation structure. A Project Management Plan (PMP) was developed as a means to divide assignments and responsibilities and to track and communicate our progress for the various CCP activities. The PMP promotes a sense of ownership for the activities and a framework for collecting assessment data and monitoring activity status. Divided into a number of Tactics within five Strategies, the PMP assigns ownership to each tactic within the broader strategy. In developing the PMP, it became apparent that the CCP needed to be fully integrated into the College's strategic planning process. The College's strategic plan has been updated to incorporate all of the goals and metrics of the CCP.

During AY 2012-13, tutoring activities have increased dramatically with the introduction of ACE. In previous semesters, 100-120 students used the tutoring center for 2,000 tutoring hours. In Fall Semester 2012, the new ACE generated approximately 7,900 hours of tutoring time. In Spring Semester 2013, over 6,900 hours of tutoring was recorded. For the 695 students who used ACE in Spring Semester 2013, 80% were successful in the courses they were tutored. About 20 faculty members devote a portion of their office hours in ACE to assist students in their courses and with academic advisement.

EGSC will initiate a USG approved *African-American Male Leadership Initiative* starting in Fall Semester 2013. This initiative will include activities that will motivate African American male (AAM) students to succeed and improve their academic skills. Participants also will receive guidance from peer and faculty mentors. CCP AAM retention and graduation rates will be the metrics used to gauge the success of the initiative. A staff member and a faculty member have been appointed as directors of the program.

East Georgia State College opened a Center for Teaching and Learning (CTL) on its home campus in Swainsboro in Fall Semester 2013 to assist faculty in their efforts to meet emerging student learning needs. The faculty member who received the 2005 Regents' Distinguished Faculty Award for Two-Year Colleges has been appointed director of the CTL. Also, the Director of Distance Education will assist faculty in online course design. (See Appendix II below)

Partnerships

East Georgia State College has entered into a collaborative agreement with Georgia Regents University (GRU) to extend the College's access mission to Augusta. In Fall Semester 2013, EGSC will offer courses on the Summerville Campus of GRU. Classes will be available in learning support English, reading, and mathematics; college level courses to remove any Regents High School Curriculum deficiencies; and up to 30 credit hours in Areas A, C, and E of the Core Curriculum to enable transfer to other USG institutions. A prospectus will be submitted in September 2013 to SACSCOC for an associate degree program to begin tentatively in Fall Semester 2015.

The College continues to collaborate with several other USG institutions. EGSC is working with Georgia Southern University (GaSou) to identify former EGSC students who could complete an AA degree through reverse transfer of credits earned at GaSou. Started in fall 2012, the program includes a direct outreach to the students who earned between 30-60 hours prior to transferring and notification to those who can complete an AA degree immediately or with a few additional hours.

Darton State College delivers nursing classes on the EGSC Swainsboro campus, enabling EGSC students to fulfill general education and nursing pre-requisites and transfer seamlessly into the Darton Nursing Program.

EGSC and Georgia Southwestern University (GSW) collaborate on a 2+2 program in business through which students first complete an AA with EGSC and then complete an online Bachelor in Business Administration degree with GSW. Over the last year, GSW has added two options to its online BBA program, one in accounting and the other in human resources management. EGSC students also may be able to participate in GSW's online Information Technology Certificate Program in the future. In Fall Semester 2013, EGSC and GSW will co-host a two-day College Readiness Conference, on October 17-18, called "East Meets West."

EGSC continues to reach out to local schools systems to provide Compass testing prior to graduation as noted in a previous section. SAT tutoring, summer camps and other activities are also provided through the Fulford Community Learning Center on campus.

As part of its efforts to recruit military personnel, the College has partnered with the local American Legion Post to provide information sessions about educational benefits and opportunities available to local veterans.

The College is currently developing a partnership with the local chamber of commerce, development authority, government and non-profit agencies to determine the workforce needs within the next three years. EGSC is also developing partnerships with area business leaders to determine job specific needs that may be met through existing or new college programs and to identify internship opportunities with local employers.

Key Observations and Evidence

Campus-Specific Metrics

A set of eight target tables based on the Complete College Georgia metrics were included as an appendix to the EGSC 2012 Campus Completion Plan. The first seven tables focus on the progress of the College's four largest first-time, full-time demographic cohorts: black females, black males, white females, and white males; an eighth table lists numerical targets of graduates by student cohort. Comparisons of the AY 2012-13 results with the three-year rolling targets for FY 2010-11 through AY 2012-13 are discussed in the Data Analysis section below.

Data Analysis

The eight target tables appended to the College's 2012 campus completion plan include (1) Percent Completion of First Math/English Gateway Courses in One Academic Year, (2) Percent Reaching Course Completion 15 Hour Benchmark, (3) Percent Reaching Course Completion 30 Hour Benchmark, (4) One-Year Retention Rate, (5) Average Total Hours Earned upon Graduation, (6) Ratio of Hours Successfully Completed to Hours Attempted, (7) Three-Year Graduation Rate, and (8) Number of Associate of Arts Degrees Awarded.

The results for AY 2012-13 are mixed. The College's female cohorts are completing the ENGL 1101 and MATH 1111 gateway courses in one year at target rates. Likewise, these two cohorts are graduating without accumulating college credits in excess of degree requirements. However, some results point to issues that need to be addressed, such as the low percentages of students who complete 30 credit hours in their first year. A new student organization, "get to graduation in 2" (g2)², is being launched to encourage student graduate in two years. (See Appendix III below)

The three-year graduation rates by cohort remain low for the College's entire student population because a degree did not become an option for the College's Statesboro students until AY 2013-14, which has been a major determinant of EGSC's low graduation rates. However, if the College's Swainsboro student population became the focus of analysis, a different profile emerges. For example, the Fall Semester 2010 black female three-year graduation rate overall is 3.8 percent, while the graduation rate for black females attending the Swainsboro campus is 16.7 percent.

For the number of students who earned associate degrees during AY 2012-13, all student cohorts, except white females, either met or exceeded the three-year rolling average targets for the period ending in 2013. The target of 105 white female graduates was ambitious, since no more than 76 white females graduated during a single academic year within the last three years. (See Appendix IV below)

Data Strategies

First, all complete college metric target tables will be reviewed each semester to identify academic issues that need immediate attention. Second, emerging cohorts, such as Hispanic students, will be added to the metrics tables as they are more intensively recruited from area high schools and represent increasing proportions of the student population. Third, since college completion is the ultimate student outcome of EGSC's access mission, the College's campus completion plan will continue to be integrated into its institutional strategic plan. Fourth, the College will adopt Desire2Learn Analytics to drive continuous academic improvement.

Sharing Lessons Learned

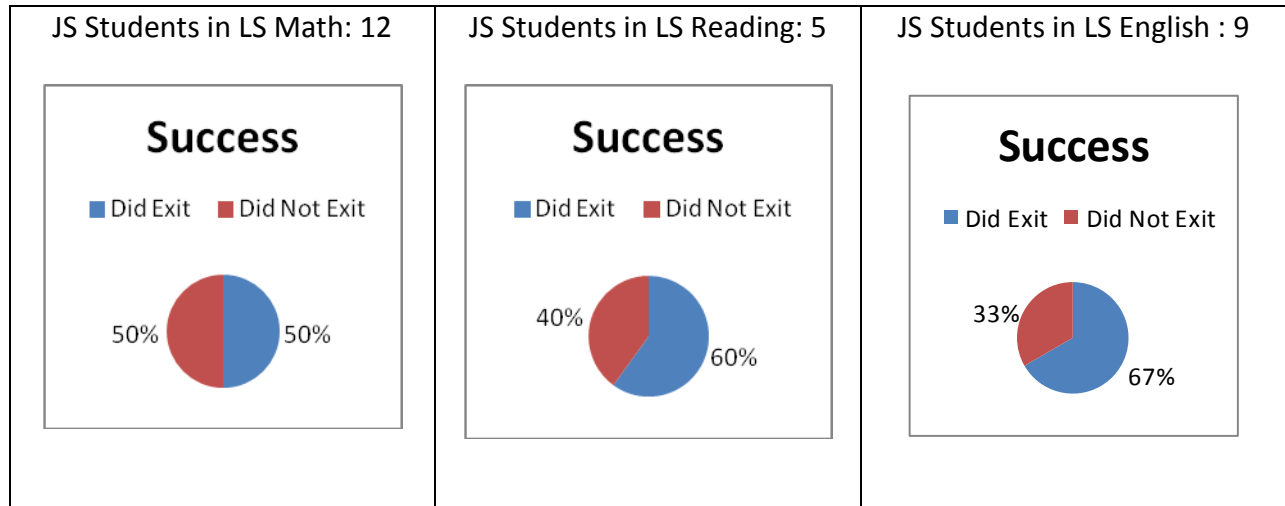
The primary lesson learned internally is the importance of realigning the College's limited resources to optimize student success. The integration of the College's CCP with its strategic plan will assure a continuous focus on achieving its CCG goals and metrics. The initiatives outlined in this report, along with the adoption of DegreeWorks and Desire2Learn Analytics, will transform the teaching and learning environment at EGSC. In addition, the College recognizes that it is just one piece in the student success puzzle and that to meaningfully contribute to the success of Complete College Georgia, it must seek even more program collaborations and streamlining initiatives with its sister institutions in the USG and TCSG, such as the annual College Readiness Conference being launched in October 2013 with co-sponsor Georgia Southwestern State University.

Appendix I

JUMP Start - Summer Semester 2013 Results

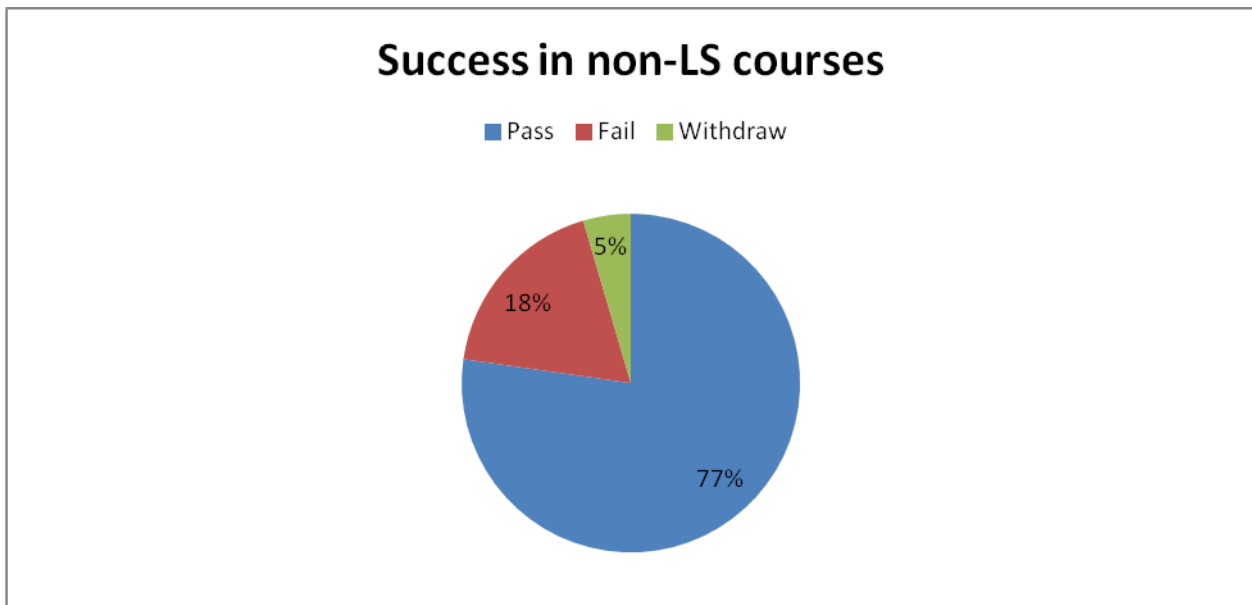
Cohort: 15 students

Learning Support



Other Course Work

JS students were able to take classes other than learning support that included: Student Success, College Algebra, Introduction to Art, Composition I, P.E., and Psychology. This totaled 22 sections taken by Jump Start students.

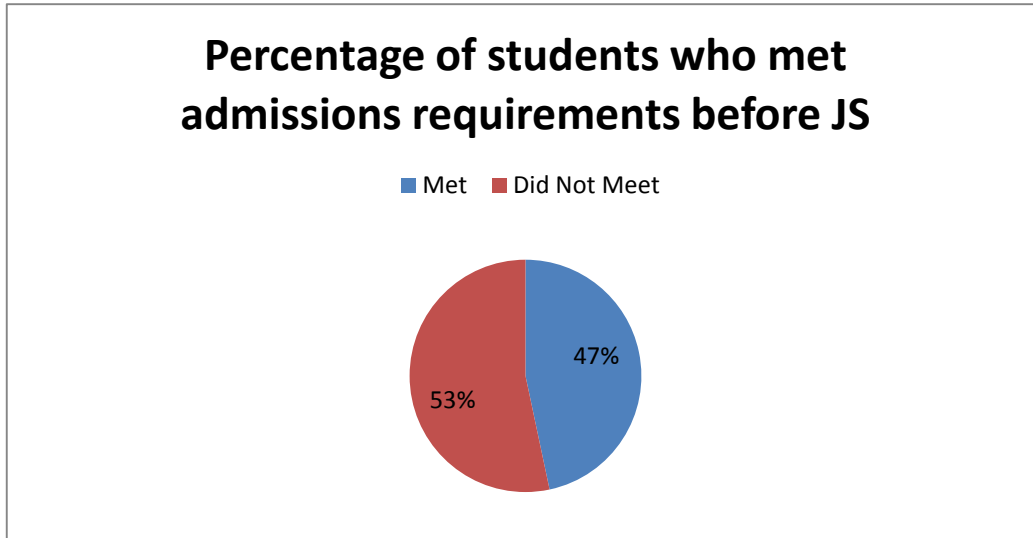


Appendix I

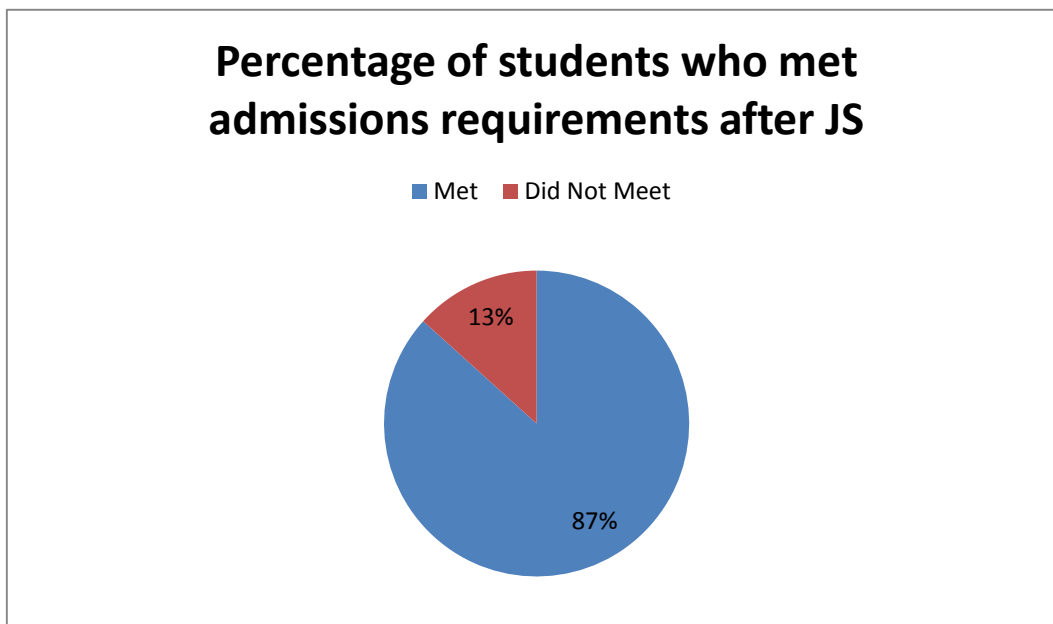
JUMP Start - Summer Semester 2013 Results (concluded)

Admission Requirements

8 of the 15 students in the Jump Start Academy did not meet entrance requirements, but were provisionally accepted.



After participating in the Jump Start Academy, only 2 of the 15 students who participated in the Jump Start Academy did not meet entrance requirements.



Appendix II**EGSC Center for Teaching and Learning*****Mission***

The Center for Teaching and Learning is a college-wide resource to promote innovative teaching, faculty development, and exemplary scholarship.

Goals

The Center for Teaching and Learning strives to promote programs, services, and resources that will facilitate the following:

- Develop and sustain a Faculty Mentoring program
- Coordinate with the Vice President for Academic Affairs to sponsor the annual Fall Faculty Workshop
- Support the academic mission of the college by leading, enhancing, and supporting best practices in pedagogy.
- Deepen the pedagogical knowledge and teaching effectiveness of the college teaching community.
- Support the college faculty by sponsoring informative presentations.
- Initiate and sustain partnerships between academic divisions and disciplines.
- Collect resources to facilitate the matriculation of new faculty members and the promotion and tenure of current faculty members.
- Support faculty efforts to promote diversity.
- Help faculty members to become aware of and use technology appropriate for their teaching style and goals.
- Act as a clearinghouse for practical materials relevant to effective teaching at EGSC.
- Encourage peer-based formation, application and dissemination, among faculty, of research and teaching practices and outcomes.
- Provide a forum for an interdisciplinary exchange of ideas and innovations.
- Support best practices in classroom management.
- Encourage, support, and collect resources relevant to the scholarship of teaching and learning.
- Adapt its goals to accommodate the demands of the ever changing field of college teaching.

Appendix III

(g2)²

“get to graduation in 2”

Criteria for organization membership:

1. Complete an Associate degree in 2 years.
 - a. Must be completed in a maximum of 6 successive terms (includes summer school).
 - b. A student can reverse transfer up to 9 credit hours if they transfer to a four-year school before finishing an associate degree at East Georgia State College as long as they have taken at least 25 hours at EGSC.
 - c. A student who has previous college credits must take at least 25 additional hours at East Georgia State College and follow a plan to complete an associate degree according to the following schedule:

<u>Transfer Hours</u>	<u>Consecutive Terms to Completion</u>
25-30	2 terms
19-24	3 terms
13-18	4 terms
7-12	5 terms

2. Commit to not withdraw from more than 2 courses (up to 7 hours).
3. Commit to complete all learning support requirements in one attempt.
4. Commit to utilize all academic services of the college.
5. Meet with mentor during all terms of enrollment.
6. Develop an academic plan to finish an associate degree in 2 years as outlined in part 1.
7. Complete a graduation application and be approved to graduate from East Georgia State College.
8. Meet periodically with the (g2)² cohort in the focused community.
9. Earn the service seal of distinction.

As a member of (g2)² organization I understand and agree to satisfy the criteria listed above.

Name Date

Appendix IV

Metric Targets Update

Presented in this appendix are updates of the eight target tables that were included in the College's 2012 campus completion plan. Table A1 through Table A4 and Table A6 show targets and results for Fall Semester 2012 first-time, full-time (FTFT) freshmen. Table A5 and Table A7 show number of hours earned at graduation and three-year graduation rate targets and results for Fall Semester 2010 FTFT freshmen. Table A8 shows targets and results for the number of students graduating from Summer Semester 2012 through Spring Semester 2013 irrespective of the semester they began.

2012 Target Table A1 ENGL 1101 & MATH 1111 Gateway 1 Year Completion Rates by Student Cohort	Three Year Rolling Targets Ending 2013	Fall 2012 to Fall 2013
Black Female	28.0%	29.9%
Black Male	20.5%	16.5%
White Female	55.0%	56.7%
White Male	41.5%	35.6%

2012 Target Tables A2 & A3 Percent Credit Hour Completion Benchmarks by Student Cohort	A2: 15 Credit Hours		A3: 30 Credit Hours	
	Three Year Rolling Targets Ending 2013	Fall 2012 through Summer 2013	Three Year Rolling Targets Ending 2013	Fall 2012 through Summer 2013
Black Female	64.0%	55.2%	44.0%	3.6%
Black Male	56.0%	40.7%	37.0%	4.4%
White Female	79.0%	75.0%	64.0%	10.6%
White Male	70.0%	61.2%	52.0%	8.2%

2012 Target Table A4 Percent Retention Rates by Student Cohort	Three Year Rolling Targets Ending 2013	Fall 2012 to Fall 2013
Black Female	55.0%	62.2%
Black Male	50.0%	59.1%
White Female	56.0%	60.1%
White Male	52.0%	56.9%

2012 Target Table A5 Hours Earned at Graduation by Student Cohort	Three Year Rolling Targets Ending 2013	Fall 2010 First-Time Full-Time
Black Female	71.0	68.7
Black Male	65.5	76.5
White Female	67.5	67.1
White Male	65.0	69.0

Appendix IV

Metric Targets Update (concluded)

2012 Target Table A6 Hours Completed/Attempted Ratio by Student Cohorts	Three Year Rolling Targets Ending 2013	Fall 2012 to Fall 2013
Black Female	.56	.58
Black Male	.50	.57
White Female	.78	.74
White Male	.65	.74

2012 Target Table A7 Three-Year Graduation Rate by Student Cohorts	Three Year Rolling Targets Ending 2013	Fall 2010 FTFT	Fall 2010 FTFT (Swainsboro Only)
Black Female	4.5%	3.8%	16.7%
Black Male	4.5%	1.7%	-
White Female	14.0%	9.0%	18.5%
White Male	10.0%	8.8%	18.3%

2012 Target Table A8 Student Graduate Cohorts	Three Year Rolling Targets Ending 2013	Summer 2012 through Spring 2013
Black Female	33	41
Black Male	11	14
White Female	105	62
White Male	52	52