



East Georgia State College

SECTION 1. INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

East Georgia State College (EGSC) is an associate degree granting, liberal arts institution providing access to academically transferable programs of study and targeted bachelor degrees at low cost to its students. The College extends its access mission from its home campus in Swainsboro to instructional sites in Statesboro and Augusta. EGSC has been included on both of the U.S. Department of Education's [College Affordability and Transparency Center](#) annually updated *Lowest Tuition* and *Lowest Net Price* national lists of four-year public colleges since July 2017.

EGSC began offering its initial baccalaureate degree, a Bachelor of Science Degree in Biology, in Fall Semester 2012 and has awarded the degree to 15 students. The College launched its second bachelor program in Spring Semester 2016, a Bachelor of Arts Degree in Fire and Emergency Services Administration (FESA) and added an Associate of Arts FESA degree option in Fall Semester 2017. FESA is offered online for the convenience of working fire and emergency service professionals. The FESA Program is based on the Fire and Emergency Services Higher Education (FESHE) curriculum created at the National Fire Academy. In Summer Semester 2017, EGSC awarded its first two FESA Bachelor of Arts Degrees.

In extending the College's core mission of providing access to higher education beyond its home campus in Swainsboro, the College has increased the number and types of collaborations with other public institutions both within the University System of Georgia (USG) and within the Technical College System of Georgia (TCSG) throughout the Complete College Georgia initiative. In addition to its instructional site in Statesboro, EGSC Statesboro students have access to services provided at Georgia Southern University and EGSC Augusta students have access to services provided by Augusta University, where EGSC courses are delivered on the Summerville Campus of Augusta University. Both universities are units of the USG.

EGSC is working collaboratively with Georgia Southern University in Statesboro and Augusta University to encourage its former students to make application for their EGSC associate degree through the A.D.D. (Associate Degree you Deserve) program, a reverse transfer process. Since Spring Semester 2016, EGSC has awarded associate degrees to 205 former EGSC students through the A.D.D. Program.

The College launched another targeted bachelor degree to be delivered online to working professionals in Fall Semester 2017, a Bachelor of Science in Nursing (BSN) Degree designed for registered nurses (RN). EGSC has signed a memorandum of understanding with Southeastern Technical College (STC), a unit of the TCSG, to use the Health Sciences Building located on STC's Swainsboro Campus for the new EGSC nursing program. EGSC has also signed a letter of intent with Oconee Fall Line Technical College and Southeastern Technical College "to combine their collective resources to create an educational pathway for nursing students from LPN to ADN, and ADN to BSN, to meet the need for associate level and baccalaureate level nurses" in the rural area served by these colleges.

Consistent with its access mission and its Carnegie Classification as a Baccalaureate/Associate's Dominant College, EGSC expanded the number of associate degrees it offers in Fall Semester 2017. Until that semester, the College offered an Associate of Degree, Core Curriculum (AACC). In addition to the AACC, EGSC now offers 10 associate of arts and 5 associate of science degrees with disciplinary distinctions. These degree options encourage EGSC students to focus early on specific programs of study that are aligned with baccalaureate degrees offered by EGSC and other USG colleges and universities. (A list of EGSC's degrees is presented in [Table A1](#) in the Appendix.)

After posting double-digit percentage enrollment growth in the 2010 and 2011 fall semesters, EGSC experienced declining enrollments in the 2012 and 2013 fall semesters before enrollment began to steadily increase, first by 1.9% in Fall Semester 2014, then by 3.1% in Fall Semester 2015 and 5.0% in Fall Semester 2016. In Fall Semester 2017, enrollment declined by 4.7%.

Throughout the Complete College Georgia initiative (2012 to 2018), EGSC's four largest demographic cohorts have been African-American Females; African-American Males; White (Non-Hispanic) Females; and White (Non-Hispanic) Males. A percentage breakdown by campus of these demographic cohorts for Fall Semester 2018 is presented below in Table 1.

Table 1: Fall 2018 Student Population by Demographic Cohort and Instructional Site/Online Only

Demographic Cohorts	Augusta	Statesboro	Swainsboro	Online Only	Overall
Female	62.6%	55.8%	60.1%	66.9%	60.4%
African-American	34.7%	23.4%	32.9%	27.5%	28.6%
White (Non-Hispanic)	19.8%	25.5%	21.7%	30.2%	24.6%
Other	8.1%	7.0%	5.6%	9.2%	7.2%
Male	37.4%	44.2%	39.9%	33.1%	39.6%
African-American	18.9%	18.0%	20.8%	13.4%	17.9%
White (Non-Hispanic)	11.6%	20.2%	15.2%	15.8%	16.6%
Other	6.9%	6.0%	3.9%	3.8%	5.0%

For Fall Semester 2018, excluding dual enrolled high school students, the average age of all students is 20.8 years and the average age of new freshmen is 18.7 years. Only 1.8% of these new freshmen are aged 25 or over. While over 75% of new freshmen enrolled full-time in Fall Semester 2018, greater percentages of the College's returning students tended to continue as part-time, as summarized in Table 2 below. Table 2 excludes new freshmen and dual enrollment high school students. A large majority of students who take classes at one of the College's three locations and may take some courses online are full-time students in similar proportions to new freshmen. However, 33.0% of all returning students in Fall 2018 take courses delivered completely online, with 82.5% of those students taking less than a full course load. The proportion of part-time students is greatest for the Senior Class. One contributing factor is the College's focus on offering targeted baccalaureate degrees exclusively online.

Table 2: Fall Semester 2018: Returning Students Course Load by Class

Course Load by Class	Augusta	Statesboro	Swainsboro	Online Only	Overall
Full-time Overall	66.5%	70.3%	77.4%	17.5%	54.2%
Freshman	64.0%	69.3%	75.9%	16.8%	54.9%
Sophomore	71.4%	72.6%	84.8%	19.8%	59.7%
Junior	N/A	N/A	51.2%	18.5%	30.5%
Senior	N/A	N/A	66.7%	3.3%	23.3%
Part-time Overall	33.5%	29.7%	22.6%	82.5%	45.8%
Freshman	36.0%	30.7%	24.1%	83.2%	45.1%
Sophomore	28.6%	27.4%	15.2%	80.2%	40.3%
Junior	N/A	N/A	48.8%	81.5%	69.5%
Senior	N/A	N/A	33.3%	96.7%	76.7%

An academic profile of Fall Semester 2018 new freshmen by location is presented in Table 3a and 3b below. The number of new freshmen presented in Table 3a is subject to change because this report is being released prior to the official enrollment date for Fall Semester 2018. Beginning with Fall Semester 2018, to increase the number of students who are able to gain access to post-secondary education, EGSC was granted permission by the USG to return to its open access mission. This change allowed the College to admit applicants without requiring them to take placement exams. This policy change resulted in a significant increase of new freshmen placing into learning support (LS) in Fall 2018 compared to Fall 2017. For example, in Fall 2017 the percentage of new freshmen requiring LS Math was over 50 percent for new freshmen at EGSC Augusta only. In addition, at all of the College's three locations the percentage of new freshmen requiring LS English was below 50 percent in Fall 2017. As presented in Table 3b below, large majorities of new freshmen in Fall 2018 placed in LS Math at all EGSC locations and placed in LS English at all but one location, EGSC Statesboro, which saw an increase in LS English placements of more than 5 percentage points over Fall 2017.

Table 3a: Fall Semester 2018: New Freshmen Number Profile

Fall 2018 New Freshmen	Augusta	Statesboro	Swainsboro	Online Only	Overall
Full-time	159	488	396	16	1,059
Part-time	35	78	33	162	308
Total New Freshmen	194	566	429	178	1,367
Require Math LS	142	374	308	148	972
Require English LS	97	255	243	109	704

Table 3b: Fall Semester 2018: New Freshmen Percentage Profile

Fall 2018 New Freshmen	Augusta	Statesboro	Swainsboro	Online Only	Overall
Full-time	82.0%	86.2%	92.3%	9.0%	77.5%
Part-time	18.0%	13.8%	7.7%	91.0%	22.5%
Require Math LS	73.2%	66.1%	71.8%	83.1%	71.1%
Require English LS	50.0%	45.1%	56.6%	61.2%	51.5%

SECTION 2. INSTITUTIONAL GOALS. HIGH-IMPACT STRATEGIES, ACTIVITIES AND OUTCOMES

During the 2017-18 academic year, EGSC focused on the following four strategies to promote college completion:

1. Increase Degree Awards to Most Challenged Students
2. On-time Degree Completion
3. Increase Dual Enrollment Opportunities
4. Enhance Co-requisite approaches

High-Impact Strategy 1: Increase Degree Awards to Most Challenged Students

- Increase in the number of undergraduate degrees awarded to low income students (Pell eligible students)
- Increase in the number of undergraduate degrees awarded to first generation college students

Related CCG Goal

Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.

Demonstration of Priority and/or Impact

Briefly describe how this strategy or activity addresses a priority for your institution and/or has the potential to be high impact on your campus. How does meeting these goals increase student completion?

As an access institution, EGSC serves students who depend on financial aid and are often among the first of their families to attend college. During AY 2017-18 more than three in four students received some form of financial aid and nearly one quarter were first generation students.

During FY 2017-18, 30 former EGSC students were awarded an associate degree through reverse transfer from other USG institutions. The number of reverse transfer degrees awarded in AY 2016-17 was 114. In contrast, 268 enrolled EGSC students were awarded an associate degree EGSC in FY 2017-18, up from 225 enrolled students receiving the degree in FY 2016-17. Seventy-four percent of the AY 2017-18 graduates had received financial aid. Four of the five students who completed their Bachelor’s degree in EGSC in FY 2017-18 also received financial aid. Sixty-two of the enrolled graduates, or 23 percent, were first generation students. In addition, 38 percent of the College’s FY 2017-18 graduates entered with learning support requirements, including 27 percent who overcame learning support requirements in mathematics. Twenty percent of graduates satisfied learning support requirements in English and 5 percent satisfied learning support reading requirements

Primary Point of Contact

Name: Dr. Deborah Vess Title: Vice President for Academic and Student Affairs Email: dvess@ega.edu

Summary of Resources Used and Activities Conducted

What activities were underway prior to the 2017-2018 academic year? What progress have you made towards implementing this strategy in the 2017-2018 academic year? What specific activities did you engage in this year in regards to this strategy?

During AY 2017-18, faculty and advising staff used GradesFirst to reach students on a more timely basis. DegreeWorks scribing was brought up to date with the current catalog and became a key resource in the advisement process.

Measures of Progress

Baseline Status of Metrics: The academic year 2011-2012, including Fall Semester 2011, served as our baseline year for Complete College Georgia (CCG). The College set 2020 goals based on a specific CCG measures. Presented in Table 4 below are baseline CCG metrics compared with the most recent results for the College.

Table 4: EGSC CCG Baseline Metrics Compared to Most Recent Results

CCG Measurement	Fall 2011 Base	EGSC Goal	Results	Source
3-Yr FTFT Graduation Rate	6.0%	20.0%	13.7%	Fall 2014 Cohort
1-Year FT Retention Rate	42.9%	65.0%	49.0%	Fall 2016 Cohort
1-year FT Retention + Transfer Rate	53.3%	75.0%	61.0%	Fall 2016 Cohort
Overall Success Rate	57.1%	70.0%	67.1%	Fall 2017 EGSC Students
Annual Number of Graduates	168	207 Ave	303	FY 2017-18

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

[Table A2](#) in the Appendix lists EGSC associate degrees earned from the 2012 through 2018 academic years. For the academic years 2013 through 2016, [Table A3](#) lists the number of bachelor degrees awarded by Georgia Southern University and [Table A4](#) lists the number of bachelor degrees awarded by other USG institutions to former EGSC students. As presented in these tables, former EGSC students complete between 300 and 400 bachelor degrees each year at other USG institutions. All three tables breakdown the degrees awarded by gender and ethnicity.

Interim Metrics: As noted above, the success rates of students will be our measure of progress toward goals. Table 5 below lists the overall success rates and those for selected gateway courses, learning support courses and courses delivered online are given for the base Fall 2011 and for Fall 2017. [Table A5](#) in the Appendix includes the intervening fall and spring semesters through Spring Semester 2018.

Table 5: Fall Semesters 2011/2017 Success Rate Comparisons

Semester	Overall Success Rates	MATH 1111 Success Rates	ENGL 1101 Success Rates	HIST 2111/2112 Success Rates	Learning Support Success Rates	Online Success Rates
Fall 2011	57.1%	48.5%	56.0%	53.4%	34.6%	49.4%
Fall 2017	67.1%	51.1%	63.8%	56.4%	52.0%	67.3%

Table 6 below shows the usage of the Academic Centers for Excellence (ACE) for AY 2015-16 through AY 2017-18. In Swainsboro, student course success rates remained flat until Spring Semester 2017, but improved in Fall Semester 2017. In Statesboro, student success rates have generally been higher in the spring semesters compared to the fall semesters. The Statesboro success rate dipped in Fall Semester 2017, but recovered in Spring Semester 2018. The ACE data for Augusta is incomplete up to Spring Semester 2017, but that semester's success rate is encouraging. The usage and student success rate of the Augusta ACE declined in Fall Semester 2017, but both metrics improved markedly in Spring Semester 2018. To increase student success, faculty have been leading learning communities in the Swainsboro ACE and the Statesboro ACE.

Table 6: ACE Use Rates for Fall 2015 through Spring 2018

	Term	Student Visits	ACE Usage (Minutes)	Student Success Rates
Swainsboro:	Fall 2015	6,514	392,894	60.0%
	Spring 2016	4606	307,556	61.5%
	Fall 2016	7,000	399,830	60.3%
	Spring 2017	5,299	323,213	68.8%
	Fall 2017	3,295	223,366	77.0%
	Spring 2018	1,166	31,031	72.0%
Statesboro:	Fall 2015	3,006	116,962	65.6%
	Spring 2016	2,694	98,527	73.1%
	Fall 2016	4,404	279,145	74.6%
	Spring 2017	2,369	95,266	75.3%
	Fall 2017	666	36,000	64.4%
	Spring 2018	1,982	54,888	74.0%
Augusta:	Fall 2015	299	6,423	NA
	Spring 2016	NA	NA	NA
	Fall 2016	1,134	26,001	N/A
	Spring 2017	634	11,013	74.1%
	Fall 2017	125	2,110	65.3%
	Spring 2018	321	6,541	83.8%
Overall:	Fall 2015	9,819	516,279	62.8%
	Spring 2016	7,300	406,083	67.3%
	Fall 2016	12,538	704,976	67.5%
	Spring 2017	8,302	429,492	72.7%
	Fall 2017	4,086	261,476	68.8%
	Spring 2018	3,469	92,460	76.6%

Final Success Measure or Goal: In Fall Semester 2017, EGSC introduced fifteen associate degrees with majors. Prior to Fall Semester 2017, EGSC offered the Associate of Arts Degree, Core Curriculum (AACC). For Spring Semester 2018, the AACC was the major selected by 47 percent of students, ranging from 33 percent of Swainsboro students to 67 percent of Augusta students. The other 53 percent of students had selected other majors or transfer pathways.

Lessons Learned

The College is encouraging its students to consider their program options early and focus on majors that interest them. Choosing a program of study early will serve to guide and motivate students toward completing both associate and bachelor degrees.

High-Impact Strategy 2: On-time Degree Completion

- Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees “on time.”
- Materials or information on taking 15 credits or more included in orientation for new students
- Advisors trained to encourage students taking 15 or more credits a semester

Related CCG Goal

Goal 2: Increase the number of degrees that are earned "on-time" (associate degrees in 2 years, bachelors degrees in 4 years).

Demonstration of Priority and/or Impact

Briefly describe how this strategy or activity addresses a priority for your institution and/or has the potential to be high impact on your campus. How does meeting these goals increase student completion?

During Spring Semester 2018, two-year academic plans were prepared for each associate of arts and associate of science program of study. These two-year plans were distributed to all new students during the Fall Orientations conducted during summer of 2018. These plans are also being utilized by our returning students. Students were introduced to the Focus2 Career Assessment during Fall Orientations to aid them in choosing the appropriate program of study/transfer pathway for their work interests. A new math pathway was developed for students who are not STEM majors. Math pathways for each program of study were incorporated in the academic plans to ensure that all incoming new and transfer students were placed in the appropriate math course for their program of study/transfer pathway based on admissions, criteria including high school GPA and test scores. DegreeWorks was reintroduced to all academic advising staff and faculty to promote consistent advisement. Four-year plans were developed for baccalaureate programs, and these plans also incorporated the appropriate math pathway for the major.

Students were pre-registered for all Area A basic skills courses and for the courses listed in their degree plans for the fall term.

Primary Point of Contact

Name: Karen Murphree Title: Director of Learning Commons Email: kmurphree@ega.edu

Summary of Resources Used and Activities Conducted

What activities were underway prior to the 2017-2018 academic year? What progress have you made towards implementing this strategy in the 2017-2018 academic year? What specific activities did you engage in this year in regards to this strategy?

Measures of Progress

Baseline Status of Metrics: The Fall 2011 cohort provided our baseline data for CCG when the three-year graduation rate was 5.8%. During the first year of CCG, we evaluated the Fall 2012-Summer 2012 graduates. We had a total of 173 graduates with 8.1% finishing their degree in two years and 24.9% completing their degree in three years. The average time to completion was 73.0 hours.

Interim Metrics Presented below in Table 7 are the two and three-year associate degree graduation rates for beginning fall semester freshmen at EGSC compared to the USG State College Sector. EGSC's graduation rates recently fallen in line with the sector rates. One contributing factor was the approvals EGSC received from the USG and the Southern Association of Colleges and Schools (SACSCOC) to begin offering associate degrees to its EGSC Statesboro students in AY 2013-14. Prior to these approvals, the 60 percent of EGSC's student body located in Statesboro had only one option, to transfer to another USG institution.

Table 7: EGSC to USG State College Sector Comparison of 2-Year and 3-Year Graduation Rates

Entering Fall Freshmen Cohort	EGSC Total Beginning Cohort	EGSC 2-year Graduation Rate (%)	USG State College 2-year Graduation Rate (%)	EGSC 3-year Graduation Rate (%)	USG State College 3-year Graduation Rate (%)
2008	1,063	2.5	3.5	5.3	9.5
2009	1,081	2.4	3.0	5.3	9.1
2010	1,162	2.3	2.5	6.2	8.3
2011	1,699	1.7	2.5	5.8	8.6
2012	1,319	3.0	3.0	9.8	10.3
2013	1,040	3.5	4.1	11.2	12.4
2014	1,059	5.1	4.5	12.6	12.8
2015	1,148	4.5	5.0	N/A	N/A

As indicated in Table 8 below, the average hours that associate degree graduates complete has gradually declined since Fall Semester 2012.

Table 8: Average Number of Hours Taken to Graduate with an Associate Degree

Graduates/ Semester	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Total Graduates	58	94	77	110	92	117	98	209	107	172	94	146
Average Hours to Graduate	73.8	72.2	73.4	73.9	70.5	70.7	71.2	70.4	70.5	72.1	69.9	69.2

Our CCG graduation goal was to produce an average of 207 graduates a year between 2012 and 2020. As can be seen by the Table 9 below, the number of graduates has surpassed that number for five consecutive years. In addition, the percentage of graduates who completed their degrees in two years increased from 37 percent in AY 2016-17 to 51 percent in AY 2017-18 and those graduating in three years increased from 62 percent in AY 2016-17 to 77 percent in AY 2017-18.

Table 9: 2-Year and 3-Year Graduates by Semester – AY 2013 – AY 2018

Semester	Semester Graduates	Total AY Grads	2-Yr Grads	AY 2-Yr Grads	3-Yr Grads	AY 3-Yr Grads
Summer 2012	28	176	11	24	2	40
Fall 2012	58		3		18	
Spring 2013	90		10		20	
Summer 2013	21	213	4	20	5	81
Fall 2013	80		2		33	
Spring 2014	112		14		43	
Summer 2014	25	244	9	70	9	143
Fall 2014	94		30		57	
Spring 2015	125		31		77	
Summer 2015	44	359	12	84	23	176
Fall 2015	106		29		63	
Spring 2016	209		43		90	
Summer 2016	64	343	20	126	32	213
Fall 2016	107		54		76	
Spring 2017	172		52		105	
Summer 2017	58	298	27	152	41	229
Fall 2017	94		56		70	
Spring 2018	146		69		118	

Final Success Measure or Goal: EGSC will continue efforts to increase both its graduation rates and the number of undergraduate degrees it awards by providing its students an environment that guides them effectively toward degree completion.

Lessons Learned

Improving graduation rates requires a diligent long-term commitment to providing students with a variety of supports, guidance and incentives to succeed. EGSC will continue to improve on the techniques that work and experiment with promising approaches that contribute to student success.

High-Impact Strategy 3: Increase Dual Enrollment Opportunities

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

Related Goal

Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

Demonstration of Priority and/or Impact

Briefly describe how this strategy or activity addresses a priority for your institution and/or has the potential to be high impact on your campus. How does meeting these goals increase student completion?

As an access institution within the USG, EGSC seeks to expand post-secondary opportunities in its Southeast Georgia service area. Since substantial number of its students are first generation college students, the College encourages high school students to take college-level courses on EGSC campuses and on location at area high schools.

Primary Point of Contact

Name: Brandy Murphy Title: Dual Enrollment Coordinator

Email: bmurphy@ega.edu

Summary of Resources Used and Activities Conducted

What activities were underway prior to the 2017-2018 academic year? What progress have you made towards implementing this strategy in the 2017-2018 academic year? What specific activities did you engage in this year in regards to this strategy?

During Fall Semester 2017, EGSC enrolled 385 dual enrollment students, more than three times the 104 dual enrolled students the College enrolled in Fall Semester 2015. The number of dual enrolled students increased to 404 in Spring Semester 2018, and to 407 students in Fall Semester 2018. The number of high schools that the College drew its dual enrolled students from increased from 33 in AY 2017-18 to 38 in Fall Semester 2018. In addition to hosting dual enrolled students both on-campus and online, EGSC conducted 20 classes at five area high schools in AY 2017-18.

Measures of Progress

Baseline Status of Metrics: EGSC’s dual enrollment (formally MOWR) program has grown dramatically since the beginning of its Complete College Georgia plan as presented in Table 10 below.

Table 10: Annual Growth of the Dual Enrollment Program

Fall Semester Dual Enrollment	No.	% Annual Increase
Fall 2011	17	35%
Fall 2012	23	
Fall 2013	44	91%
Fall 2014	54	23%
Fall 2015	104	93%
Fall 2016	349	236%
Fall 2017	385	10%
Fall 2018	408	6%

Interim Metrics: The High school grade point average (GPA) for EGSC’s dual enrolled students during AY 2017-18 was 3.66 on a 4.00 scale. The overall GPA for the EGSC courses taken by dual enrolled students was 3.30 on a 4.00 scale.

Final Success Measure or Goal: EGSC will continue to use the dual enrollment program to encourage high school students to commit themselves to pursuing high education and graduating faster, as measured by increases in the College’s 2-year and 3-year associate degree graduation rates.

Lessons Learned

The dual enrollment program has proven to be a very effective approach of providing a seamless transition from high school to college and EGSC will continue to use it as a key component of its CCG strategy.

High-Impact Strategy 4: Effectively Target Remediation

- Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.

Related Goal

Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is delivered.

Demonstration of Priority and/or Impact

Briefly describe how this strategy or activity addresses a priority for your institution and/or has the potential to be high impact on your campus. How does meeting these goals increase student completion?

To encourage students to complete Area A of the Core Curriculum within their first year at the College, twenty percent of all English Composition I and II and the first college mathematics courses are being offered in 8 week sessions to facilitate daily interactions between faculty and students and increase success rates.

New math pathways have now been implemented at the College. In Fall Semester 2018, EGSC shifted Core Curriculum Area A math offerings from nearly 100 percent College Algebra to 80 percent Quantitative Skills and Reasoning and 20 percent as College Algebra. Students in non-STEM majors are placed the Quantitative Skills and Reasoning course, while STEM majors continue to take College Algebra, if they meet the cut-off scores. This ratio will be examined each year to match the needs of our students.

Primary Points of Contact

Name <u>Dr. Jimmy Wedincamp</u>	Title <u>Dean of the School of Mathematics & Natural Sciences</u>	Email: <u>Wedincamp@ega.edu</u>
Name <u>Dr. Lee Cheek</u>	Title <u>Dean of the School of Humanities & Social Sciences</u>	Email <u>lcheek@ega.edu</u>

Summary of Resources Used and Activities Conducted

What activities were underway prior to the 2017-2018 academic year? What progress have you made towards implementing this strategy in the 2017-2018 academic year? What specific activities did you engage in this year in regards to this strategy?

The co-requisite program in English and mathematics began on two campuses (Swainsboro and Augusta) in Fall 2014 and was expanded to the third campus (Statesboro) in Fall 2015. The alternative pathways model in mathematics has only recently been implemented in fall 2018 with the increased offerings in MATH 1001 Quantitative Skills and Reasoning and also MATH 1101 Math.

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

Measures of Progress

Baseline and Interim Metrics: In Fall Semester 2018, EGSC embraced the open access model with no admissions test scores required. Students without qualifying test scores (Accuplacer, SAT, and ACT) were automatically placed into co-requisite learning support courses in mathematics and English. Additionally, all incoming freshmen were pre-registered for AREA A mathematics and English which resulted in up to 90% of the incoming freshmen taking these gateway courses the first semester of their freshman year. This resulted in a higher percentage of learning support students in Fall Semester 2018. Among new freshmen, 71 percent require Learning Support Math, 52 percent require Learning Support English and 23 percent require Learning Support Reading. All of these are higher percentages compared to previous fall semesters since Fall Semester 2012.

Final Success Measure or Goal: As an associate degree dominant open admissions college, EGSC is committed to its access mission and will continue to assist those who need learning support.

Lessons Learned

EGSC continues to work on its delivery of co-requisite courses and plans to hire dedicated instructors for learning support and to deliver the learning support courses in the Academic Center for Excellence, where peer tutors can be embedded. EGSC has also standardized its approach to Quantitative Skills and Reasoning across sections. All sections not only use the same textbooks but use open resource materials. In the past, poor success rates were partially due to lack of textbooks for students who could not afford them or who waited for the receipt of financial aid prior to purchasing the books. The use of open source textbooks, especially in Area A Math, has saved our students \$270,000 in Fall Semester 2018.

SECTION 3. MOMENTUM YEAR

EGSC has worked quickly on Momentum Year Projects and taken decisive actions to improve student success rates. Among the actions we have taken are:

1. Revised and Mandatory Orientation: EGSC doubled the time spent in orientation and incorporated interactive workshops into the schedule. These workshops included a session on Growth Mindset, a workshop using Focus 2 Career-Discernment instruments, a student life session to foster a sense of belonging, and interactive sessions with faculty connecting career choices to majors. Mindset is further emphasized in the First Year Experience (FYE) through EGSC's Critical and Academic Thinking for Success course, but much more work remains to be done with Mindset.
2. Students were pre-registered for Area A courses. Approximately 89 percent of our new students are enrolled in Area A. Previously, only 34 percent of our students completed Area A courses within the 30 credit time frame mandated by USG policy. The appropriate choice of math courses was determined by the student's chosen major. Prior to Fall 2018, EGSC had no alternative math pathway for non-stem majors. Students were also registered for 9 credits of focus courses. Pre-registration created learning communities in blocks of Area A courses.
3. EGSC implemented an eight-week format for Area A courses during the fall term 2018. Twenty percent of our offerings in Area A are now on an eight-week schedule. Thus far, success rates in Math, for example, in the eight week courses are around 70 percent.
5. EGSC created two- and four-year degree plans for all programs. These plans have been programmed into DegreeWorks and students are required to register for courses aligned with the degree plan. We previously had serious issues with program sequencing and availability of courses needed by students in particular majors.
6. EGSC is working with Ad Astra to support its efforts to schedule courses offering aligned with degree plans.
7. EGSC provided training for faculty related to faculty mindset during its fall workshop, and plans a series of workshops to support this work across the curriculum.
8. EGSC has implemented a new Early Alert Policy, requiring faculty to alert a newly-formed retention team when any student misses two or more classes. The retention team includes counselors, the director of student conduct, the director of housing, a social worker on the faculty, and other faculty.

Work planned in the Spring Term and Beyond

EGSC has much more work to do on its delivery of the co-requisite models. Presently, EGSC has planned creative ways to schedule the learning support components in the Academic Center for Excellence, using dedicated instructors. Peer tutors are available in the ACE and can be brought directly into the LS classroom. We plan this project for the spring term. EGSC is also working with the Dana Center to deliver a series of workshops to math faculty addressing learning challenges and pedagogy.

Mindset work needs to be addressed across the curriculum. Faculty training will be provided in future terms and incentives given to faculty to design and to embed Growth Mindset modules into their classes

EGSC is implementing in-house tutoring and living-learning communities in housing. Although we have previously hosted tutoring sessions, we are expanding on this with course offerings following a redesign of housing common areas. Moreover, we are now delivering counseling group sessions in the housing units. We have significant mental health and other related issues among the student body.

Work continues to embed high impact practices in Area A and other courses.

Challenges

EGSC urgently needs a career services center. Presently, all career services work is housed in the Office of Human Resources.

EGSC needs to develop a funding source for professional development. Presently, we have very few resources.

EGSC needs to focus on retention initiatives. We lose many students after the first year.

Appendix

Table A1: EGSC Degree List

Degree Acronym	CIP CODE	Degree Level	Degree Description
AA	09010001	Associate	Associate of Arts in Communication Arts*
AA	13121001	Associate	Associate of Arts in Early Childhood Education*
AA	23010101	Associate	Associate of Arts in English*
AA	42010101	Associate	Associate of Arts in Psychology*
AA	43010401	Associate	Associate of Arts in Criminal Justice*
AA	43020202	Associate	Associate of Arts in Fire and Emergency Services Administration*
AA	45100101	Associate	Associate of Arts in Political Science*
AA	45110101	Associate	Associate of Arts in Sociology*
AA	50070101	Associate	Associate of Arts in Art*
AA	54010101	Associate	Associate of Arts in History*
AACC	24010101	Associate	Associate of Arts, Core Curriculum
AS	26010101	Associate	Associate of Science in Biology*
AS	27010101	Associate	Associate of Science in Mathematics*
AS	36010101	Associate	Associate of Science in Recreation*
AS	40050101	Associate	Associate of Science in Chemistry*
AS	52020101	Associate	Associate of Arts in Business Administration*
BA	43020201	Bachelor	Bachelor of Arts with a Major in Fire and Emergency Services Administration
BS	26010101	Bachelor	Bachelor of Science with a Major in Biology
BS	51380105	Bachelor	Bachelor of Science with a Major in Nursing, RN to BSN*
CER0	50060501	Certificate (less than 1 Year)	Certificate of Less than One Year in Digital Photography

(*Effective Fall Semester 2017)

Table A2: Associate Degrees Awarded by Gender and Ethnicity (Summer/Fall/Spring Semester Sequence)

Associate Degrees	AY 2012	AY 2013		AY 2014		AY 2015		AY 2016		AY 2017		AY 2018	
	Base Number	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year
Female	112	106	-4.5%	145	29.5%	157	40.2%	221	97.3%	216	92.9%	188	67.9%
Black	28	39	39.3%	48	71.4%	65	132.1%	82	192.9%	93	232.1%	85	203.6%
White	75	60	-18.7%	88	17.3%	80	6.7%	126	68.0%	99	32.0%	80	6.7%
Other	9	7	-22.2%	9	0.0%	12	33.3%	13	44.4%	24	166.7%	23	155.6%
Male	56	70	25.0%	68	21.4%	84	50.0%	133	137.5%	123	119.6%	110	96.4%
Black	7	14	100.0%	23	228.6%	23	228.6%	43	514.3%	46	557.1%	38	442.9%
White	46	49	6.5%	38	-17.4%	55	19.6%	78	69.6%	70	52.2%	53	15.2%
Other	3	7	133.3%	7	133.3%	6	100.0%	12	300.0%	7	133.3%	19	533.3%
Total Awards	168	176	5.4%	213	26.8%	241	43.5%	354	110.7%	339	101.8%	298	77.4%

Table A3: Former EGSC Students Earning Bachelor Degrees at Georgia Southern University AY 2013 – AY 2017

Bachelor Degrees	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017
Female	155	142	159	167	144
Black	33	47	53	53	55
White	116	88	98	102	79
Other	6	7	8	12	10
Male	122	90	124	117	96
Black	21	19	23	31	33
White	93	62	91	82	51
Other	8	9	10	4	12
Total	277	232	283	284	240

Table A4: Former EGSC Students Earning Bachelor Degrees at Other USG Institutions AY 2013 – AY 2016

Bachelor Degrees	AY 2013	AY 2014	AY 2015	AY 2016
Female	37	53	65	78
Black	6	13	21	21
White	30	34	41	48
Other	1	6	3	9
Male	24	29	39	39
Black	2	6	5	10
White	20	20	30	25
Other	2	3	4	4
Total	61	82	104	117

Table A5: EGSC Student Success Rates in Gateway Courses, Learning Support, and Online Fall 2011 through Spring 2018

Semester	Overall Success Rates	MATH 1111 Success Rates	ENGL 1101 Success Rates	HIST 2111/2112 Success Rates	Learning Support Success Rates	Online Success Rates
Fall 2011	57.1%	48.5%	56.0%	53.4%	34.6%	49.4%
Spring 2012	57.8%	46.9%	48.6%	52.2%	34.8%	59.5%
Fall 2012	63.7%	53.9%	56.6%	58.5%	47.6%	58.6%
Spring 2013	62.9%	44.9%	48.5%	53.4%	43.2%	57.3%
Fall 2013	68.3%	54.8%	67.2%	53.2%	49.8%	60.0%
Spring 2014	65.4%	45.7%	55.9%	58.5%	53.3%	56.1%
Fall 2014	67.0%	50.1%	66.1%	63.9%	56.4%	64.6%
Spring 2015	66.2%	42.7%	49.0%	63.4%	55.1%	62.9%
Fall 2015	67.3%	53.8%	63.5%	56.0%	57.4%	64.0%
Spring 2016	67.7%	45.5%	56.0%	54.1%	55.9%	68.1%
Fall 2016	69.6%	59.1%	66.7%	53.6%	61.5%	67.2%
Spring 2017	67.2%	46.2%	51.3%	56.3%	51.4%	66.8%
Fall 2017	67.1%	51.1%	63.8%	56.4%	52.0%	67.3%
Spring 2018	65.5%	41.0%	40.9%	55.0%	36.3%	66.9%

Table A6: Credits Hours Earned to Attempted by Semester and Course Delivery

Semester	Credits Earned	Credits Attempted	Percent Completion
Summer 2011	5,810	8,475	68.6%
Summer 2012	4,239	6,131	69.1%
Summer 2013	4,506	5,889	76.5%
Summer 2014	3,861	4,771	80.9%
Summer 2015	4,069	5,002	81.3%
Summer 2016	4,472	5,573	80.2%
Summer 2017	4,646	5,644	82.3%
Fall 2011	23,003	40,948	56.2%
Fall 2012	23,336	34,898	66.9%
Fall 2013	23,713	34,040	69.7%
Fall 2014	24,411	34,955	69.8%
Fall 2015	26,192	36,147	72.5%
Fall 2016	26,793	36,400	73.6%
Fall 2017	25,421	34,698	73.3%
Spring 2012	21,787	36,133	60.3%
Spring 2013	21,161	31,411	67.4%
Spring 2014	21,383	30,985	69.0%
Spring 2015	21,924	30,568	71.7%
Spring 2016	23,176	31,649	73.2%
Spring 2017	22,845	31,157	73.3%
Spring 2018	21,684	29,758	72.9%
Total Credit Hours	358,432	515,232	69.6%
Taking Face to Face Only Total	209,955	311,507	67.4%
Taking Online Only Total	25,540	37,479	68.1%
Taking Face to Face and Online Total	122,937	166,246	73.9%