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 baccalaureate degrees at low cost to its students. As a unit of the University System of Georgia (USG) within the State College Sector, EGSC extends its access mission from its home campus in Swainsboro to instructional sites in Statesboro and Augusta.

Because admissions testing requirements at USG universities were suspended in response to the COVID-19 pandemic, enrollment at colleges in the USG State College Sector declined by 7.0 percent in Fall Semester 2020 compared to the previous fall semester and declined a further 6.7 percent in Fall Semester 2021and by 2.4 percent in Fall Semester 2022. EGSC's enrollment declined by almost 12 percent between Fall Semesters 2019 and 2020. As a result, EGSC enrollment in Spring Semester 2021 declined from the previous spring semester and the enrollment decline continued in Fall Semester 2021 and Fall Semester 2022. As shown in Tables 1a and 1b below, the number and percentage of EGSC students taking courses online only decline in Fall Semester 2022 compared to the previous fall semester, while dual enrollment in courses taught at high schools increased.

Table 1a: Enrollment by Location/Delivery Mode: Fall Semesters 2013-2022

Fall Semester	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
High School		12	23	115	101	96	33	76	100	151
Online Only	164	171	232	260	383	443	493	797	680	558
Augusta	92	307	468	462	429	386	357	246	236	193
Statesboro	1,523	1,343	1,327	1,249	1,078	1,075	973	634	425	413
Swainsboro	1,078	1,077	951	1,066	1,012	942	885	662	582	585
Total Enrolled	**2,857**	**2,910**	**3,001**	**3,152**	**3,003**	**2,942**	**2,741**	**2,415**	**2,023**	**1,900**

Table 1b: Percentage of Enrollment by Location/Delivery Mode: Fall Semesters 2013-2022

Fall Semester	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
High School		0.4%	0.8%	3.6%	3.4%	3.3%	1.2%	3.1%	4.9%	7.9%
Online Only	5.7%	5.9%	7.7%	8.2%	12.8%	15.1%	18.0%	33.0%	33.6%	29.4%
Augusta	3.2%	10.5%	15.6%	14.7%	14.3%	13.1%	13.0%	10.2%	11.7%	10.2%
Statesboro	53.3%	46.2%	44.2%	39.6%	35.9%	36.5%	35.5%	26.3%	21.0%	21.7%
Swainsboro	37.7%	37.0%	31.7%	33.8%	33.7%	32.0%	32.3%	27.4%	28.8%	30.8%

EGSC Academic Program Review

Because of the decline in enrollment caused by the COVID-19 pandemic and the related suspension of admissions testing requirements at USG universities, a study group was formed consisting of EGSC and USG academic staff during Spring Semester 2021 to review the viability of the College's academic programs. Given the decline in EGSC's enrollment, one certificate program, thirteen associate degree programs, and three baccalaureate degree programs were determined to be unsustainable. Consistent with the USG's Board of Regents *Policy 3.6 Creation and Elimination of Academic Programs*, these programs were closed to new admissions on August 11, 2021, and plans were developed to assist students currently majoring in these programs to complete their degrees over the 2021-2022 and 2022-2023 academic years.

Beginning in Fall Semester 2021, meta-majors at the associate degree level were created for the social sciences and the natural sciences to provide efficient pathways for students completing an associate degree at EGSC to go on to complete a baccalaureate degree at another USG institution with seamless transferability of credit hours earned. In addition, EGSC was approved to begin offering its students two online eMajor degrees in cooperation with USG eCampus. As a result of these changes, EGSC will be offering the following degrees to current and prospective students:

- Associate of Arts in Elementary Education
- Associate of Arts in Liberal Arts (formally Associate of Arts, Core Curriculum)
- Associate of Arts in Social Sciences (New in Fall Semester 2021)
- Associate of Science in Business Administration
- Associate of Science in Natural Sciences (New in Fall Semester 2021)
- Associate of Science in Financial Technology (beginning in Spring Semester 2023)
- Bachelor of Science in Criminal Justice (beginning in Fall Semester 2023)

Fall Semester 2022 Comparisons of EGSC with the USG State College Sector

Throughout the Complete College Georgia initiative (2012 to 2022), EGSC's four largest demographic cohorts have been African American (Black) Females; African American (Black) Males; White (Non-Hispanic) Females; and White (Non-Hispanic) Males. As indicated in Table 2 below and presented graphically in the Appendix, for Fall Semester 2022 the ethnic composition of EGSC's student population differed from the State College Sector overall. EGSC serves higher proportions of Black and multiracial students and lower proportions of Hispanic and Asian students.

Table 2: Fall 2022 Student Ethnic Composition

Student Ethnic Composition	EGSC	USG
White	46.4%	45.9%
Black	38.4%	25.3%
Hispanic	7.1%	19.0%
Asian	1.3%	4.9%
Two or More Races	4.4%	3.1%
Other	2.5%	1.9%

For Fall Semester 2022, EGSC's student population was similar to the USG State College Sector in some ways and dissimilar in other ways. 61 percent of EGSC students were full-time compared to

58 percent of students across the State College Sector In both cases military students represented between 1 and 2 percent of the overall student population. EGSC women students made up 55 percent of the student population compared to 62 percent the State College Sector. 23 percent of EGSC students were first generation compared to 21 percent for the sector. One important difference was EGSC's higher percentage of students requiring learning support, 42 percent, compared to 24 percent for the sector. For the 2020-21 academic year, EGSC student completed associate degrees with an average of 71.5 credit hours earned compared to 82 credit hours earned for the sector. Graphs illustrating these comparisons between EGSC and the USG State College Sector are presented in the Appendix to this report in Figures A1 through A9.

Fall Semester 2022 Student Profile

A numeric breakdown of EGSC's Fall 2022 enrollment demographic cohorts by location and mode of delivery is presented below in Table 3a. A percentage breakdown of EGSC's demographic cohorts is presented below in Table 3b.

Table 3a: Fall 2022 Enrollment Count by Gender and Ethnicity by Location/Delivery Mode

Fall 2022 Enrollment	Augusta	Statesboro	Swainsboro	High Schools	Online Only	Overall
Female	**100**	**210**	**299**	**89**	**350**	**1,048**
Black or African American	42	69	135	15	134	395
White (Non-Hispanic Origin)	40	105	137	55	159	496
Multiracial	9	19	17	4	37	86
Other	9	17	10	15	20	71
Male	**93**	**203**	**286**	**62**	**208**	**852**
Black or African American	49	69	127	7	81	333
White (Non-Hispanic Origin)	27	104	117	41	95	384
Multiracial	10	24	28	10	17	89
Other	7	6	14	4	15	46
Total	**193**	**413**	**585**	**151**	**558**	**1,900**

Table 3b: Fall 2022 Enrollment Percentages by Gender and Ethnicity by Location/Delivery Mode

Fall 2022 Enrollment	Augusta	Statesboro	Swainsboro	High Schools	Online Only	Overall
Female	**5.3%**	**11.1%**	**15.7%**	**4.7%**	**18.4%**	**55.2%**
Black or African American	2.2%	3.6%	7.1%	0.8%	7.1%	20.8%
White (Non-Hispanic Origin)	2.1%	5.5%	7.2%	2.9%	8.4%	26.1%
Multiracial	0.5%	1.0%	0.9%	0.2%	1.9%	4.5%
Other	0.5%	0.9%	0.5%	0.8%	1.1%	3.7%
Male	**4.9%**	**10.7%**	**15.1%**	**3.3%**	**10.9%**	**44.8%**
Black or African American	2.6%	3.6%	6.7%	0.4%	4.3%	17.5%
White (Non-Hispanic Origin)	1.4%	5.5%	6.2%	2.2%	5.0%	20.2%
Multiracial	0.5%	1.3%	1.5%	0.5%	0.9%	4.7%
Other	0.4%	0.3%	0.7%	0.2%	0.8%	2.4%

Fall Semester 2022 First-Time Freshmen (FTF) Profile

Presented in Table 4 below is a breakdown by percentage of first-time freshmen (FTF) based on course load for Fall Semester 2022. Most first-time freshmen who attend one or more classes at an EGSC location are full-time. In contrast, a smaller majority of FTF taking classes online only are full-time students.

Table 4: Fall 2022 First-Time Freshmen by Course Load

FTF Fall 2022 Course Load	Augusta	Statesboro	Swainsboro	Online Only	Overall
Full-Time Percentage	83.3%	88.6%	93.7%	51.3%	84.5%
Part-Time Percentage	16.7%	11.4%	6.3%	48.7%	15.5%

Presented in Table 5 below is a breakdown by percentage of Fall 2022 first-time freshmen are first generation college students and who receive a Pell Grant.

Table 5: Fall 2022 First-Time Freshmen First Generation and Pell Grant Recipients

FTF Fall 2022 First Generation /Pell Recipient	Augusta	Statesboro	Swainsboro	Online Only	Overall
First Generation Percentage	28.9%	20.9%	26.5%	30.1%	25.4%
Pell Grant Recipient Percentage	58.9%	55.1%	71.2%	67.3%	63.8%

EGSC Comparisons with Peer Colleges

In 2017, EGSC selected fifteen colleges, including three within the USG, as its comparison group for the National Center for Education Statistics (NCES). Each EGSC data feedback report generated from the Integrated Postsecondary Education Data System (IPEDS) compares the College to this group. According to the *IPEDS Data Feedback Report 2021* for the College, 45 percent of EGSC enrolled students in Fall Semester 2020 were Black, in contrast with 6 percent for its comparison group. In addition, 43 percent of EGSC enrolled students in Fall Semester 2020 were white, in contrast with 64 percent for its comparison group. The majority of EGSC were full-time students, while most students in its comparison group were part-time. EGSC also had higher percentages of its students taking at least one course online. As in previous years, tuition and fees charged by EGSC to full-time, first-time (FTFT) students were lower than its comparison group. The 2021 feedback report included three-year associate degree graduation and transfer-out rates for the Fall Semester 2014 FTFT cohort. While EGSC's graduation rate of 14 percent was lower than the 31 percent average for its comparison group, EGSC's transfer-out rate of 60 percent was substantially higher than the 14 percent average for its comparison group. The combination of these two rates for the Fall 2014 FTFT cohort indicates a success rate of 74 percent for EGSC in fulfilling its access mission.

SECTION 2: MOMENTUM STUDENT SUCCESS INVENTORY

Updates made to the Momentum Student Success Inventory since March 2022 are presented in the following tables under the **Fall 2022 Update** header.

What are your priority programs/projects/activities/initiatives related to student success?

For *each* of your priority student success activities, provide the information indicated below

Activity/Project Name	Annual Review of Academic Program Maps
Momentum Area (select all that apply)	☐ Purpose ☐ Pathways ☐ Mindset ☐ Change Management ☐ Data & Communications
Activity/Project Overview or Description (what this is?)	Reviewed annually by AVP Academics, Director of Advising, coordinators, and VPAA to ensure seamless transition to 4-year programs and/or graduation.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	**Fall 2022 Update:** All the academic program maps were reviewed in May 2022. The AVP Academics consulted with the Director of Advising for inputs. Course number for the BIOL 2251K, BIOL 2252K, and BIOL 2260K were updated. The academic program map for the new AS in Financial Technology was created. All updated and new academic program maps were uploaded on the EGSC website. Updates to program plans and pathways were made during the Summer 2022. The revised forms have been placed on the academic advisement website.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Carefully review academic program requirements at receiving institutions to update maps, as necessary.
	Baseline measure – updated academic program maps
	Goal or targets – seamless transfer to receiving institutions
	Time period/duration - ongoing
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	Review academic program requirements annually
Plan for the year ahead (What steps will you be taking in 2022)	Continue to monitor and make changes, as necessary
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	None anticipated
Project Lead/point of contact	AVP Academics, Academic Campus Coordinators

Activity/Project Name	Analysis of Academic Programs
Momentum Area (select all that apply)	☐ Purpose ☐ Pathways ☐ Mindset ☐ Change Management ☐ Data & Communications
Activity/Project Overview or Description (what this is?)	Reviewed annually by AVP Academics, coordinators, and VPAA to redefine mission of the college, right-size, and maximize resources.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	**Fall 2022 Update:** The USG Study Group Spring 2021 review of academic programs has been completed. Three bachelor and thirteen associate degree programs were closed to new admissions as of August 2021.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Analyzed data from USG Study Group to determine viability of academic programs. Baseline measure – 21 academic programs Goal or targets – 5 academic programs Time period/duration - completed
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	Faculty met and submitted academic programs for deactivation. These recommendations were submitted to the Faculty Senate for review and further recommendations. The recommendations from the Faculty Senate were presented to the President's Cabinet for approval. The recommendations were approved and submitted to the USG. **Fall 2022 Update:** In Fall Semester 2021, the AS in Natural Sciences and the AA in Social Sciences were added. EGSC has been approved to offer the eMajor AS in Financial Technology beginning in Spring Semester 2023 and BS in Criminal Justice beginning in Fall semester 2023. EGSC has engaged Hanover Research in a service agreement that extends through August 2025 to identify associate and bachelor degree options appropriate to the needs of its service area.
Plan for the year ahead (What steps will you be taking in 2022)	Continue to monitor
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	None anticipated
Project Lead/point of contact	AVP Academics, Academic Campus Coordinators

Activity/Project Name	Alignment of Degree Programs with 4-year Receiving Institutions
Momentum Area (select all that apply)	☐ Purpose ☐ Pathways ☐ Mindset ☐ Change Management ☐ Data & Communications
Activity/Project Overview or Description (what this is?)	Ensure that all EGSC courses count for credit in Area F at USG receiving institutions
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	**Fall 2022 Update:** Since most of the EGSC students transfer to either Georgia Southern University (GSU) and Augusta University (AU), we decided to align the area F of the EGSC academic programs to the Area F of corresponding academic programs at these two institutions.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Annual review of Area F requirements in degree programs and transfer pathways
	Baseline measure – Area F in current academic program maps
	Goal or targets – all Area F courses count toward degree majors
	Time period/duration - ongoing
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	Annual review of Area F requirements for 5 academic degrees **Fall 2022 Update:** The area F of the AA in Liberal Arts Computer Sciences Transfer Pathway was revised during the summer to match the requirements of the BS Computer Sciences at Georgia Southern University and Augusta University.
Plan for the year ahead (What steps will you be taking in 2022)	Continue to monitor and amend, as necessary
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	None anticipated
Project Lead/point of contact	AVP Academics, Academic Campus Coordinators

Activity/Project Name	Advising for 15 credit hours per semester
Momentum Area (select all that apply)	☐ <mark>Purpose</mark> ☐ Pathways ☐ Mindset ☐ Change Management ☐ Data & Communications
Activity/Project Overview or Description (what this is?)	Emphasize 15 credit-hour goal to professional and faculty advisors and publish two-year academic degree plans
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Ongoing during preregistration, registration, and drop/add. **Fall 2022 Update:** Faculty and staff are trained during workshops to advise students based on 15 credit hours per semester to ensure on-time graduation. (DKM) These workshops were held on: Fall Workshop on August 3, 2022 Faculty Professional Development Day on October 7, 2022
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Data will be examined to determine the success rates for students taking 15 or more credit hours versus students taking between 12-14 credit hours
	Baseline measure – GPAs of students in both groups (above)
	Goal or targets – 50% of students taking 15 or more credit hours will make Cs or higher in their classes **Fall 2022 Update:** Students taking 15 or more credit hours will have higher GPAs for the semester compared to students with course loads of less than 15 credit hours.
	Time period/duration – after final grades are posted at the conclusion of each semester
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	Break down results according to demographic groups for comparison and remediation. **Fall 2022 Update:** Over the 2019 through 2022 academic years, 64% of students taking 15 credit hours had a semester GPA of 2.0 or greater, with an average GPA of 3.06; the other 36% of students taking 15 credit hours had an average semester GPA of 0.90. Of students taking 12-14 credit hours, 58% had a semester GPA of 2.0 or greater, with an average GPA of 3.06; the other 42% of students taking 12-14 credit hours had an average semester GPA of 0.75. Of students taking less than 12 credit hours, 70% had a semester GPA of 2.0 or greater, with an average GPA of 3.34; the other 30% of students taking less than 12 credit hours had an average semester GPA of 0.51.
Plan for the year ahead (What steps will you be taking in 2022)	Continue to monitor and implement support strategies for students at-risk
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	**Fall 2022 Update:** New students coming in after Covid may not be able to handle 15 hours and be as successful due to lack of learning in classroom. Students in 15 hours should be made to utilize resources to ensure success OR have a plan to check on those students regularly.
Project Lead/point of contact	AVP Academics, Academic Campus Coordinators

Activity/Project Name	Focus on High Impact Practices (HIPs)
Momentum Area (select all that apply)	☐ Purpose ☐ Pathways ☐ Mindset ☐ Change Management ☐ Data & Communications
Activity/Project Overview or Description (what this is?)	Train faculty in HIPs and encourage faculty to implement into their teaching, assignments, and exams
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Present a session on HIPs at the annual Faculty Workshop CETL programming on HIPs **Fall 2022 Update:** As part of a STEM IV grant from the USG, we implemented Curriculum-embedded Undergraduate Research Experiences (CUREs) into all our biology and chemistry classes for STEM majors. We piloted this approach in our general biology and chemistry course sequences first, and then extended the approach throughout the courses in these areas. These changes were combined with Mindset surveys given to all students at the beginning and end of each semester for each course. Through a private grant, students awarded a Correll Scholarship earn the EGSC's Service Seal of Distinction by mentoring and tutoring high school students in the College's Fulford Center. EGSC introduced Student Learning Communities (SLCs) as its quality enhancement plan (QEP) during its 2021 SACSCOC decennial reaffirmation of accreditation review. Progress on SLCs is detailed below in a separate section.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Faculty will set goals for student learning and assess at the conclusion of each term
	Baseline measure – final grades for the past two years in the same course
	Goal or targets – unique to each professor
	Time period/duration – after final grades are posted at the conclusion of each semester
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	Amend or change HIPs according to the student learning outcomes
Plan for the year ahead (What steps will you be taking in 2022)	Encourage faculty to set and measure student success using goals; reward faculty who meet or exceed goals
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	None anticipated
Project Lead/point of contact	AVP Academics, Academic Campus Coordinators, CETL Director

Activity/Project Name	Student Learning Communities (SLCs)
Momentum Area (select all that apply)	☐ Purpose ☐ Pathways ☐ Mindset ☐ Change Management ☐ Data & Communications
Activity/Project Overview or Description (what this is?)	Linking academic courses in two subject areas to improve learning, make connections between academic subjects, and understand why and how learning in two subject areas can be relevant
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	**Fall 2022 Update:** A number of activities have been conducted to promote SLCs since March 2022, including: • A May 17th workshop to discuss direct and indirect assessment. The workshop was designed to assist faculty with developing assessment methods for their SLCs. • A June 9th workshop that addressed student success strategies for SLCs, interdisciplinary learning, and activities to engage students. • A July 12th workshop focusing on how to create learning objectives, assess objectives, assess a course, create effective lesson plans, and promote student engagement. • A September 9th workshop introducing the SLC QEP to new faculty. • On September 22nd, two EGSC professors who were leading an SLC. participated in the Augusta University reading of the Amendments for Constitution Day. The professors brought their SLC students from their American History and American Government classes to the event.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Compare student final grades in SLCs and same courses that are not linked
	Baseline measure – final grades
	Goal or targets – Students in SLCs score an average of 5 percent higher than students not in SLCs
	Time period/duration – after final grades are posted at the conclusion of each semester
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	Outcomes will be known at the conclusion of SP 2022
Plan for the year ahead (What steps will you be taking in 2022)	More faculty training in creation of linked courses is needed and will be provided before the AY 2022-2023; increase the number of SLCs offered each semester; goal to have all SLCs taught in a face-to-face modality
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	**Fall 2022 Update:** Scheduling SLCs continues to be challenging. Beginning in Fall Semester 2022, only course sections that are scheduled for the full semester will be paired to form SLCs.
Project Lead/point of contact	AVP Academics, Academic Campus Coordinators, QEP Co-chairs

Activity/Project Name	Student Retention
Momentum Area (select all that apply)	☑ Purpose ☐ Pathways ☑ Mindset ☐ Change Management ☐ Data & Communications
Activity/Project Overview or Description (what this is?)	Collect, compile, and present retention data to faculty and staff; HIPs implemented and assessed
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	**Fall 2022 Update:** The Advisement department contacts students and meet with them face-to-face (sometimes via zoom) about their experiences at East Georgia and registers them for classes for the next term.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Enact intervention measures for students reported as at-risk (4 week and 8 week) and students on academic warning. Compare grades: at risk/midterm/final to measure success.
	Baseline measure – Grades of students at risk at time of alert and grades of students on academic warning at the start of the semester
	Goal or targets – Students with interventions pass their classes with grades of C or higher
	Time period/duration – after final grades are posted at the conclusion of each semester
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	We need to focus efforts on improving our retention and scaffolding strategies. Professional development training in academic intervention strategies is needed for professional advising staff, success coaches, and faculty. **Fall 2022 Update:** Retention plans have been developed for different student populations and those plans are being implemented. Tutoring services have been expanded within on-campus housing, and we are developing strategies based on specific situations.
Plan for the year ahead (What steps will you be taking in 2022)	HIPs training will be provided to faculty and staff; faculty and staff will be accountable for the academic success of their students.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	Funding for professional development Professional development seminars – availability, presenters, topics Guidance on assessing student learning
Project Lead/point of contact	AVP Academics, Academic Campus Coordinators, Retention Director, CETL Director