

2017 CCG Campus Plan Updates

SECTION I: INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Highlands College (GHC) is a limited-mission, four-year state college which serves as the associate-level access institution for northwest Georgia and offers limited number of bachelor's degrees targeting the economic needs of the region. The mission is to provide access to excellent educational opportunities for the intellectual, cultural, and physical development of a diverse population. GHC seeks to be a gateway to student success and has six goals in the 2016-2019 Strategic Plan, including to 1) Effect quality teaching and learning focused on academic achievement and personal and professional growth; 2) Provide comprehensive student services that encourage and enable all students to be successful learners; 3) Engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment; 4) Utilize appropriate technologies to advance programs, services and operations to support teaching and learning; 5) Maintain efficient and effective administrative services and facilities to support all programs of the college; and 6) Foster community relationships that facilitate partnering for mutual success.

The motto of the most recently published strategic plan is "focused on student success." GHC has identified five directives to guide our growth and transformation as an institution over the next three years. These directives are institutional health and stability, enrollment management, academic excellence, diversity, and community engagement. The strategic plan and CCG efforts align to form processes, policies, and programs to improve student success and increase the number of degrees awarded at GHC. A large part of GHC's student body are considered traditionally underserved populations, such as first-generation, low socioeconomic groups, adult learners, veterans, and underprepared students.

This year, GHC has chosen to showcase five of our high impact strategies, including the African American Male Initiative program, Success Coaching programs, QEP-Academic Advising, Learning Support Co-Requisite Remediation and Math Pathways, and our Gateways to Completion work. These initiatives are driven by the need to increase retention, progression, and graduation rates. Our overarching goal is to help students identify and actively progress toward the achievement of the student's educational goals. The strategies that we highlight involve cross-campus collaborations amongst faculty, staff, administrators, and students.

SECTION II: INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, & ACTIVITIES

High Impact Strategy: *African American Male Initiative (AAMI) program*

The African American Male Initiative (AAMI) program at GHC has a documented track record of increasing the retention and graduation of Black or African-American males.

Completion Goal: Increase Access for underserved and/or priority communities.

Demonstration of Priority or Impact

Black or African American students comprise the largest minority population at GHC. Black or African American males are nationally and locally at substantially more risk of dropping out or stopping out than their female counterparts. The AAMI program at GHC started in 2008 with a focus on success, retention, and completion. It is included at GHC in a more general program toward minority male success, Georgia Highlands African American and Minority Male

Excellence (GHAME), open to all males with a focus on minority males. The community partner for GHAME is the 100 Black Men of Rome-Northwest Georgia chapter.

Summary of Activities

The AAMI program at GHC provided students in the program with mentoring from faculty and staff as well as from community volunteers, with academic and career advising, and with troubleshooting assistance for issues as different as financial aid planning to transportation challenges. To help retention, the program created involvement opportunities for the students such as leadership training, field trips and community service. By the end of the academic year, GHC's AAMI program was one of four remaining USG programs to be part of the MDRC research study. The study intends to establish best practices and sustainability for AAMI initiatives at GHC and elsewhere.

Measures of Progress and Success

Participation rate (percentage of eligible students participating in AAMI in each Fall term), one-year retention rate for first time, full time students, three-year graduation rate for associate degrees, and annual degrees conferred for all African American Males and separately for members of the AAMI program (five-year view of all measures in Data Appendix).

Participation. The number of AAMI participants in Fall 2016 was 64 from a total enrollment of Black or African American males of 352 for a participation rate of 18%. This figure is below the historical level of participation (24%-29%). An important goal for 2017-18 is to increase the participation figure. The short-term goal is 50% participation in Fall 2017.

One-year retention. First time, full time (FTFT) Black or African American males who started in Fall 2015 and were members of GHC's AAMI were retained to Fall 2016 at a rate of 95%, while those who did not participate returned the following Fall at a rate of 59%. The overall retention rate for FTFT Black or African American males was 68% at GHC, compared with the State College average of 52%. The goal is to retain AAMI members at a one-year rate of 90% or higher.

Three-year graduation for associate degrees. FTFT Black or African American males who started in Fall 2013 and were members of GHC's AAMI graduated with associate degrees by the end of summer 2016 at a rate of 28.6%, while those who did not participate graduated at a rate of 4.8%. The overall three-year graduation rate for Black or African American FTFT students was 9.1%, compared with the State College average of 8.4%. The same substantial difference in graduation rates between AAMI and non-AAMI members is seen throughout the five-year view. The goal is to exceed the three-year graduation rate for Black or African American males at any college in our USG sector, which for the 2013 cohort would mean exceeding 16.3%.

Degrees conferred. The data table and chart in the Data Appendix show the number and percentage of degrees conferred to AAMs rising until FY 2017 after an all-time high in FY 2016. The percentage of the degrees awarded to AAMs that were awarded to AAMI members remains high at 58% compared with the participation rates in AAMI, which have not exceeded 29% in any of the past five Fall terms. The goal is to increase participation and thereby the likelihood of degree completion for African American Males.

Lessons Learned

Needs and challenges have been primarily a shortage of personnel. Those faculty and staff who assist with the program can do so only in addition to their official jobs, as time permits. This has led to an inconsistency of services. One full-time position has been added as of May 2017, an assistant in the AAMI initiative to the director, and this is a tremendous move forward. In addition, the MDRC study will assist GHC to better organize its services across the five campus sites of the College.

Primary point of contact

Dr. Jon Hershey, Academic Dean, Division of Humanities, jhershey@highlands.edu

High Impact Strategy: *Success Coaching Efforts*

Completion Goal: Restructure instructional delivery to support educational excellence and student success.

Demonstration of Priority or Impact

The Success Coach Program: The Success Coach Program developed from small-scale mentoring efforts that took place in the previously mentioned AAMI and GHAME efforts. The program began in Fall 2015 by assigning a faculty, staff, or administrator as a success coach to each FTFT freshmen. In Fall 2016 the program targeted General Studies students. The program was a two-part effort: 1) email newsletter to all General Studies students with the option to opt-in to be matched with a coach and 2) students who opted-in were matched with a coach on the same campus and with similar interests. In the Spring 2017, all students had the opportunity to opt-in to the program through Desire2Learn (D2L).

STEM-Success Coach Program: In the Fall 2016, the STEM Center decided to offer targeted success coaching to STEM majors.

Summary of Activities

A first-year assessment of the Success Coach Program revealed that although GHC had a large number of employees volunteer to serve as Success Coaches, the students did not respond to their attempts to engage. As a result, the program managers decided to target a new audience: General Studies students, since at GHC all undeclared students fall into the General Studies pathway. Research shows undeclared students are at higher risk of attrition and have lower levels of academic achievement than students who have declared a program of study (Kittendorf, 2012). We also decided to make a portion of the the program optional.

Activities to increase awareness. All students attending new student orientation received a handout explaining mentor programs at GHC. Advertisements were placed on the College television screens. The Success Coach Program set up a table at Student Life's Club Round Up during the first few weeks of class each semester. The Success Coach Program sponsored "Questions, Ask Me" tables during the first week of class. All students received an announcement about the program in the Desire2Learn accounts. All General Studies students received monthly student success newsletters, and each ended with the option to be matched with a personal success coach.

Activities to train coaches. GHC assessed the experiences of past coaches by hosting focus groups and administering a survey. Most of the feedback from new and returning coaches, as well as coaches who decided not to volunteer, reflected the level of work versus the return on the investment. Coaches felt the effort put into trying to get the students to participate outweighed the student response rate. Coaches were discouraged. The system used to track the interactions was cumbersome resulting in coaches not logging their attempts to reach out. A goal of the second year of the program was to simplify the process of contacting students and documenting the interaction. A formal training manual was created. As a part of the manual, coaches received curriculum for four checkpoints to cover with students who opted into the program. The checkpoints focused on self-discovery, academic planning, and goal setting. We did away with tracking the program through TutorTrac and worked with ITS to create a form for logging interactions. We also added a piece for referring students to other departments for an intervention.

Activities to incentivize program. Attempts to incentivize participation included coaches receiving wristlet key chains at the end of year one as a thank you for their efforts. Year-two coaches received tee shirts. Each student who opted into the program and met with a coach also received a tee shirt.

Measures of Progress and Success

Although many new efforts were made to improve the experience of both the student and the coach, results were the same as the first year. Students were taking the extra step to opt-in to the program, however they were not showing up for appointments or responding to the coaches (See Success Coach Programs in the Appendix). In-take forms from students who opted-in revealed the most common reasons students wanted to be matched with success coaches were to receive affirmation about their academic program, to have someone to motivate them to set and achieve future goals, and to seek advice about what careers they could pursue after graduation. This desire for students to have more academic planning and goal setting in an academic advisement and career services environment led to the beginning discussions of the upcoming QEP (discussed later in this document).

Lessons Learned

GHC had a difficult time launching a program that was successful at the smaller scale to full-scale. Employees wanted to volunteer. Students expressed an interest in having a coach, but they still are not following through with the program. Assessment revealed students are unsure of their choices in academic programs, careers, goals, and what to do after college. The results of this program led to campus-wide discussions of how we can move our academic advisement away from course selection and registration and more toward an intrusive experience. The future of this program is uncertain at this time. The STEM program had a similar experience and as a result, the Division of Natural Sciences has decided to abandon their efforts.

Primary Point(s) of contact: Success Coach Program: Crystal L. Edenfield, Program Manager, New Student & Retention Programs; STEM Success Coach Program: Lisa Branson, Assistant Professor of Biology

High Impact Strategy: *Academic Advising as the Quality Enhancement Plan (QEP)*

Completion Goal: Decrease excess credits earned on the path to getting a degree; provide intrusive advising to keep students on track to graduate; restructure instructional delivery to support educational excellence and student success; and increase the number of degrees that are earned “on time.”

Demonstration of Priority or Impact

In Fall 2016, the QEP team administered a survey that revealed strong college-wide support for focusing on improvements to academic advising as the GHC QEP. During Fall 2016 and Spring 2017, a QEP team of approximately 30 faculty, staff, and students researched advising best practices and designed a QEP plan to implement a new advising model at GHC. With the current model, students are encouraged, but not required, to participate in what is called Early Bird Advising each semester with a faculty or staff advisor. In Fall 2016, 38.5% of our student population chose to participate. In Spring, 26.3% of our student population chose to participate. To address low participation of students who receive academic advising, the new model, which will be implemented summer 2018, will require that all students new to GHC participate in two advising activities during the first term enrolled at GHC and a third activity during their second term at GHC. During term one, students will meet with other students in small groups with an advisor during the first few weeks of the semester. These small group meetings will address such issues as time management, technology concerns, and study tips. Mid-semester, students will be required to meet in one-on-one sessions with advisors to create an academic plan tailored to each student's goals. During the student's second semester, the student will have a required follow-up advising session to make sure progress is on track. In addition to these activities, the QEP team chose to implement a software system to aid in tracking advising activities and referrals to campus resources.

Summary of Activities

GHC chose academic advising as a QEP. The QEP team is currently transitioning from planning to implementation.

Measures of Progress and Success

Establishing baseline data

Lessons Learned

CCSSE data and PASS data as well as Success Coach Program data indicated students lacked sufficient career counseling and discussions of academic goals beyond GHC degree pathway. The QEP has the potential to transform the way students experience academic advising, as well as interactions with faculty at GHC.

Primary Point(s) of contact: Sharryse Henderson, QEP Chair; Jennifer Hicks, Director, Academic Success Center

High Impact Strategy: *Learning Support – Co-Requisite Remediation and Math Pathways*

Co-requisite remediation and math pathways that start in Learning Support have had a substantial impact on students' success in gateway classes and follow-on classes after those, and students following the new model are expected to increase credential attainment at the end of three years from the first group at scale with LS changes in Fall 2014 (end of summer 2017).

Completion Goal: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

Demonstration of Priority or Impact

In Fall 2016 and historically, half the incoming freshmen at GHC require remediation, so steps taken to increase their success can have a dramatic impact on progression and completion. GHC keeps a running comparison of cohort success between students starting in Fall 2009, before the transformations currently in place were begun, and cohorts in Fall 2014 (first term with transformations at scale) and the most recent Fall term to track the impact.

Summary of Activities

The focus during 2016-17 was refining the courses in the current format. English and mathematics faculty put together groups to look and develop the courses. Data was compiled to review student success and look at areas of improvement. The English group has worked to create an across the board curriculum for ENGL 0989. MATH 0989 and MATH 0987 course material were adjusted. Work has been done to try to align the delivery of the co-requisite MATH 0999 course by creating day-by-day materials for instructors. The material in all MATH 1111 classes has been restructured to better align with the MATH 0999 co-requisite. The same is true for MATH 1001 and MATH 0997.

Measures of Progress and Success

For the overall program, the goal is student success in the college level courses beyond the gateway classes, equivalent retention to those not starting in Learning Support, and increased degree completion.

In the Data Appendix, two baseline comparisons are made with 2016-17 Learning Support students: 1) a historical comparison of success, progression, and retention with students starting in Fall 2009, before co-requisite remediation and math pathways were at scale, and 2) success, progression, and retention comparison with students taking the gateway and follow-on classes who did not start in Learning Support. Comparisons are provided at two levels of Learning Support: the highest level (in Fall 2009, MATH 0099, ENGL 0099, READ 0099; in Fall 2016, co-requisite placement) and the lowest level (for Math only, in Fall 2009, MATH 0097; in Fall 2014 and Fall 2016, foundations placement). The comments in this section refer to students starting in co-requisite remediation.

Gateway Class Success. The Fall 2016 cohort of Learning Support students in Math continues the patterns of improvement on these measures begun with the Fall 2014 cohort, GHC's first term at scale with changes to remediation. GHC has noted in prior updates the improvements in timely completion of gateway classes after co-requisite remediation and math pathways

were adopted. In Fall 2016, 81% of students who started in co-requisite remediation in math passed the corresponding gateway course in two terms, exceeding the goal of 70% and exceeding the progress of the Fall 2014 cohort (71%).

Similarly, the Fall 2016 cohort of Learning Support English students passed the gateway class (English 1101) in two terms at a higher rate than the Fall 2014 students (89% compared with 77%, respectively). Both figures compare favorably with the gateway pass rate in two terms for the Fall 2009 cohort (50%).

Follow-on Class Success. Improvements to success rates dropped off for the Fall 2014 LS Math cohort as they progressed through the corresponding follow-on classes (either Statistics or Pre-Calculus). The rate for passing a follow-on math class in three terms for the Fall 2014 cohort was higher than the rate for the 2009 cohort (38% compared with 13%, respectively) but not as much higher as the gateway pass rates (71% compared with 34%). Corresponding data for the Fall 2016 cohort will not be available until the end of Fall 2017.

The Fall 2014 cohort of LS English co-requisite students completed the follow-on course (English 1102) in three terms at the same rate as the Fall 2009 cohort (35%), unexpected when the gateway completion rate was so much higher (79% compared with 50%). However, the Fall 2016 cohort is on track to exceed timely completion of the follow-on course, with 48% of the cohort having completed English 1102 in two terms. The rest of the follow-on data for Fall 2016 will be available at the end of Fall 2017.

Retention. After a year in which one-year institutional retention of first time, full time Learning Support students was higher than retention of non-LS FTFT students (63% for Fall 2014 LS students, 62% for non-LS), the Fall 2015 cohort was retained at a lower level (67% compared with 72%), though still with only half the gap of previous cohorts, before GHC was at scale with LS transformations. The goal is to retain students who start in LS at the same rate as students who did not.

Completions. Having started at scale with transformed remediation in Fall 2014, GHC can begin at the end of Spring 2017 to examine whether improvements in success and progression for Learning Support students are translating into increased completions. The full historical comparison for completions for LS Math students is shown in the Data Appendix, extending to as far as the Fall 2014 students have gotten (the end of the second Spring semester of enrollment).

As of the 2.75-year mark (for the Fall 2009 cohort, the end of Spring 2012; for the Fall 2014 cohort, the end of Spring 2017), the percentage of students in the two cohorts who had completed a credential of any kind, anywhere, is almost identical (9.43% for the 2009 cohort; 9.76 for the 2014 cohort). Credential attainment for the Fall 2014 cohort is lower than that of students who did not start in LS Math as well (9.7% compared with 13%).

Lessons Learned

For co-requisites, the greatest challenges have been format and student engagement. As the co-requisite and college level courses are not tied together or necessarily taught by the same instructor, keeping the material in the courses at the same pace has been an ongoing concern.

Another continuing discussion is how much of the co-requisite material should be remedial and how much of it should be reemphasizing the coursework in the connected college course. The co-requisite classes have also struggled with higher student absentee rates—this has been approached on an instructor by instructor basis, focusing on suggested strategies rather than creating a departmental policy.

With an eye to the overall student success goal (success in college-level courses beyond the gateway classes), the changes stated in the Summary of Activities section were incorporated this year. Increasing that success and the overall level of completions among students who begin with Learning Support requirements will most likely be an ongoing challenge.

Primary point of contact

Kelly Shane, Coordinator of Learning Support, kshane@highlands.edu

High Impact Strategy: *Gateways 2 Completion (G2C) Efforts*

Gateways to Completion (G2C) is an effort to develop and implement strategies to improve success and completion in gateway courses, ones that students take in their first terms in college and/or are prerequisite to other required classes

Completion Goal: Increase the number of students who successfully complete gateway courses and thus shorten time to degree.

Demonstration of Priority or Impact

Students who fail to complete work in courses that most college require in initial semesters also do not graduate. Time to degree and thereby costs of a degree increase as well.

Summary of Activities

As part of a cohort of ten University System of Georgia institutions, GHC partnered with the John Gardner Institute's Gateways to Completion project. Academic leadership identified five gateway courses that can impede progress that have both high annual enrollments and low pass rates: BIOL 2121K (Anatomy and Physiology), ENGL 1101 (Composition I), HIST 2111 (American History I), MATH 1001 (Quantitative Skills and Reasoning), and MATH 1111 (College Algebra).

Participants in the project include a team of academic leaders serving as GHC Liaisons and headed by VPAA, a G2C overall coordinator, faculty who teach in the five courses to serve on G2C Course Teams, and a roster of representatives including faculty and staff from across the institution serving on an advisory Steering Committee. In the first year of this effort, which began in February 2016, members of these groups met frequently, gathering and reviewing data about the five courses and overall systems for student and faculty support at the college. Based on this foundation each course team has now identified approaches and techniques that will be piloted in Fall 2017, the beginning of Year 2 of the G2C effort.

Measures of Progress and Success

One measure is increased student success both in the five gateway courses and in the associated follow-on courses (BIOL 2122K, ENGL 1102, any subsequent HIST course, MATH 2200

[Statistics], and MATH 1113 [Pre-Calculus]). Course ABC rates will be used to assess the overall goal of improvement. Specific targets have not yet been set.

As a second measure, GHC seeks participation from across the college, eventually involving all departments a majority of faculty members, and students. Third, data gathering and analysis procedures will be formed to provide strong reporting and formats that are easy to understand. Fourth and ultimately, these changes should lead to improvements in retention or persistence among students who take the gateway classes and in increased attainment of credentials.

Student success. Piloting begins in Fall 2017. A four-year view of DFWI rates in the selected courses and the follow-on courses appears in the data appendix. An example of interventions that have already been piloted and corresponding outcomes is also provided (BIOL 2121K).

Involvement. So far, 60% of departments at the college have been involved in the G2C project and 19% of faculty members.

Retention. Baseline one-year institutional retention figures for first-time students (full time and part-time separately) appear in the data appendix. Baseline retention figures for students enrolled in the target classes are in progress.

Degree completion. Baseline three-year and six-year institutional graduation rates for first-time students (full time and part time separately) appear in the data appendix.

Lessons Learned

The initial work has been to identify the appropriate courses, support the faculty who are involved in the pilot efforts, and maintain the focus of all the people involved. Many are also involved in other efforts to improve student success and services. Maintaining the GHC G2C effort with all that is happening is a challenge. Laying an appropriate foundation for G2C and how it fits with other efforts will be a key to future success. In addition, data must be readily available and understandable to all.

Primary point of contact

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SECTION III: OBSERVATIONS

AAMI

- 2015-2016 one-year retention rates for AAMs who participated in AAMI are notable. This signals the continued need to broaden participation and further resource the program.
- 2013-2016 graduation rate among participants is remarkable on its own and compares favorably with the State College average.
- Degrees conferred continue to increase; after an all-time time in 2016, AAMI members graduated at nearly 30% higher rate than among the GHC general population.
- GHC's AAMI program is one of only four included in the MDRC study grant, clearly a stellar opportunity to analyze, scale, and learn more that converts to student success.

Success Coaching

- Our experience tells us that efforts in this regard require more research and greater targeting, broad-based volunteerism among faculty and staff notwithstanding.
- Despite good intentions, the connection was unclear for students, with both assigned and opt-in mechanisms falling short of our desired outcomes.
- With our Quality Enhancement Plan (QEP) focused on progressive and assigned academic advising, we intend to incorporate best practices to realize our goals in both academic and career advisement.

Quality Enhancement Plan (QEP)

- GHC has conducted a widespread, thoughtful process to choose academic advising for focused student learning improvement; student learning outcomes are intentional, goal-oriented, and data-driven.
- A solid plan for digital implementation accompanies this plan, with multiple authentic assessment mechanisms embedded.
- Our QEP advising model is designed to launch with all new students beginning in summer 2018 and will scale to all GHC students through the course of implementation.

Learning Support – Co-Requisite Remediation and Math Pathways

- While improvement in timely completion of gateway course is in good evidence, success rates in follow-on classes and one-year retention of LS students are not as promising. Certain 2017 findings are still out, though.
- Concerns regarding LS through co-requisite and on to credit attainment continue.
- We plan a digital courseware implementation pilot through a Gates Foundation Digital Fellowship of which GHC is a part, and it will be aimed at learning support mathematics.

Gateways to Completion (G2C)

- Our institutional awareness of high enrollment/high grades of DFW is heightened, and the connection between gateway success and retention, progression, and graduation is clearer.
- We are tracking gateway course trends in four of five divisions at GHC, with thousands of students affected in targeted sections of English, math, history, and biology.
- Pilots of best practices officially launch in Fall 2017, but prior, smaller trials are promising; three of the five targeted courses already show positive movement toward higher pass rates.

DATA APPENDIX

Overall Degrees Conferred

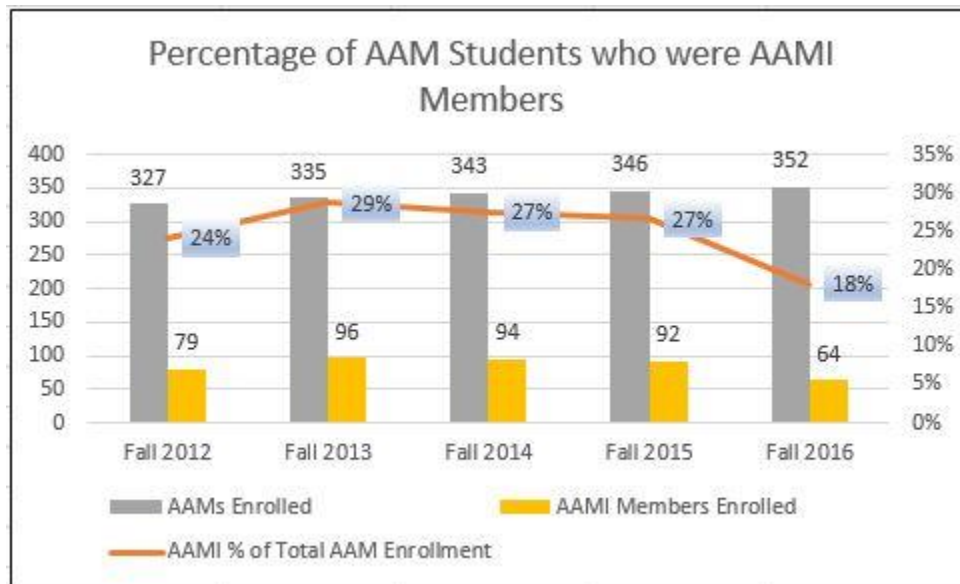
Degrees conferred for both associate and baccalaureate degrees are up for FY 2017, according to local figures as of 7/22/2017. Figures from USG By The Numbers for FY 2017 were not yet available. Increases reflect the addition of targeted baccalaureate degrees in health science, rising rapidly, and increased success efforts for multiple groups of students. Two targeted baccalaureate programs in business begin in Fall 2017.

Outcome Metrics, Degrees Conferred	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Associate degrees conferred	529	586	617	602	707
Baccalaureate degrees conferred	0	0	22	34	64
Total degrees conferred	529	586	639	636	771

African American Male Initiative (AAMI)

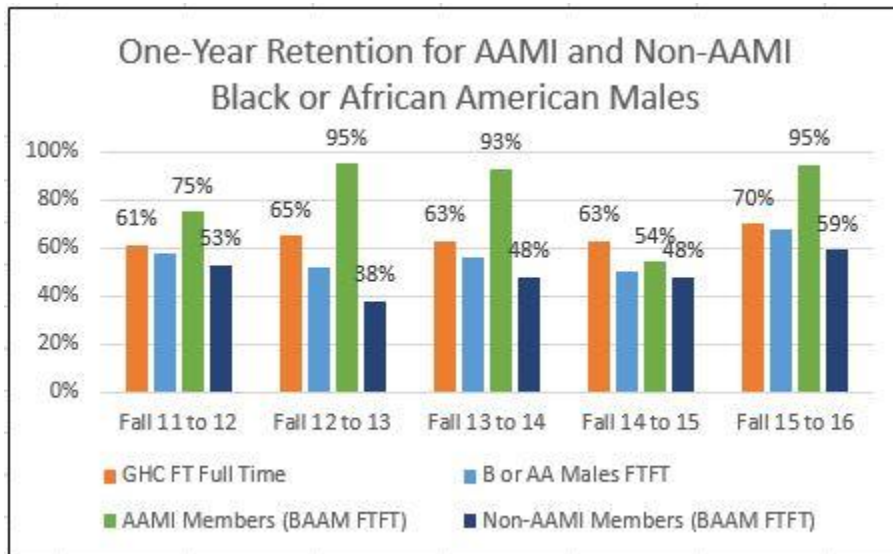
Participation in AAMI

Progress Metrics	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Total enrollment of Black or African American males	327	335	343	346	352
Members of GHC's AAMI	79	96	94	92	64
Percentage of Black or African American males participating in AAMI	24%	29%	27%	27%	18%



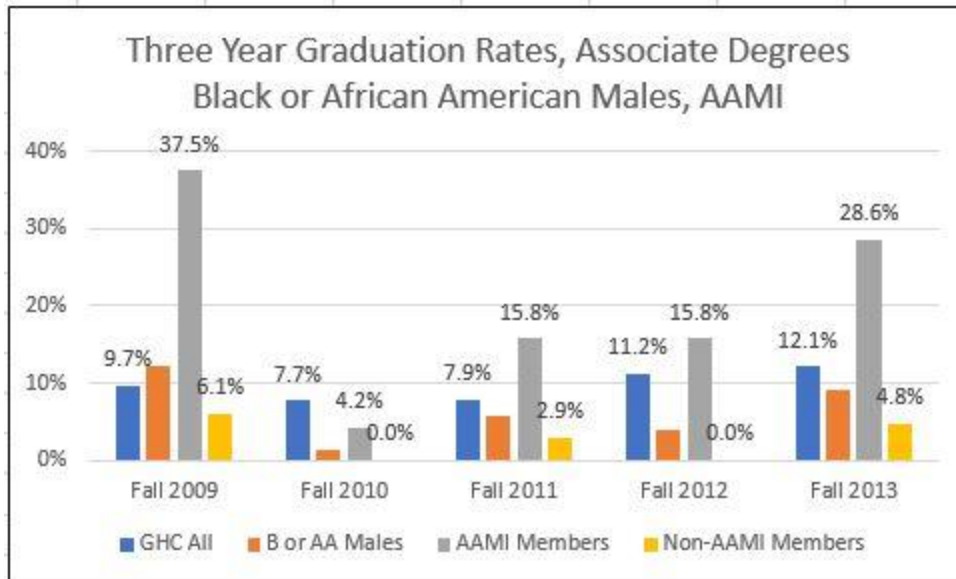
AAMI Retention

Progress Metrics	Fall 11 to 12	Fall 12 to 13	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16
One-year retention for students who begin as full-time students (All FTFT) *	61%	65%	63%	63%	70%
One-year retention for African American male (AAM) students (FTFT)	58%	52%	56%	50%	68%
One-year retention for AAM members of African American Male Initiative (AAMI) (FTFT)	63%	95%	93%	54%	95%



AAMI Three-Year Graduation Rate for Associate Degrees

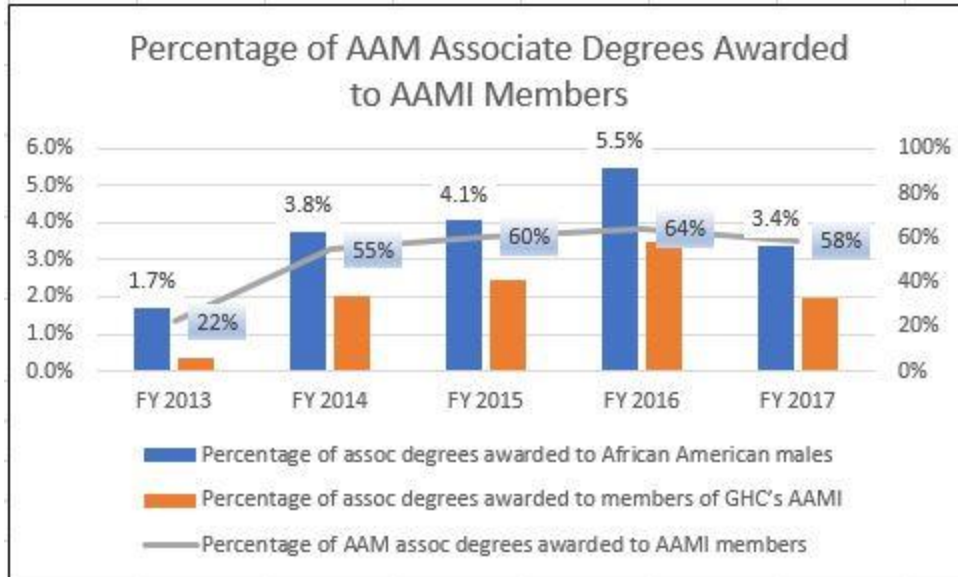
Progress Metrics	Fall 09 to 12	Fall 10 to 13	Fall 11 to 14	Fall 12 to 15	Fall 13 to 16
Three-year graduation for students who begin as full-time students (All FTFT) *	9.7%	7.7%	7.9%	11.2%	12.1%
Three-year graduation for African American male (AAM) students (FTFT)	12.2%	1.4%	5.7%	3.8%	9.0%
Three-year graduation for AAM members of African American Male Initiative (AAMI) (FTFT)	37.5%	4.2%	15.8%	15.8%	28.6%



AAMI Associate Degrees Conferred in FY 2017

No baccalaureate degrees were awarded to African American Males during FY 2017, according to local figures as of 7/22/2017. Figures from USG By The Numbers for FY 2017 were not yet available.

Progress Metrics	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Number of associate degrees awarded to African American Male students	9	22	25	33	24
Percentage of total associate degrees conferred that were awarded to African American Male students	1.7%	3.8%	4.1%	5.5%	3.4%
Number of associate degrees awarded to AAMI members	2	12	15	21	14
Percentage of total associate degrees that were awarded to AAMI members	0.4%	2.0%	2.4%	3.5%	2.0%
Percentage of associate degrees awarded to African American Male students that were awarded to AAMI members	22%	55%	60%	64%	58%



Success Coaching Programs

FALL 2015/SPRING 2016 HIGHLIGHTS & LOWLIGHTS, SUCCESS COACH PROGRAM

- Of the 1485 first-time, full-time freshmen, **938** of Students Assigned a Coach
- **187** total faculty and staff volunteers as Success Coaches
- **135** coaches logged their interactions in TutorTrac
- **2116** interactions were logged by coaches
- **64% (1363)** of logged interactions were unsuccessful
- **36% (753)** of logged interactions were successful
- **52** coaches did not document at least one interaction
- **618** of Students Assigned a Coach Retained in Fall 16
- **204** of Students that Responded to their Coach Retained Fall 16

Excerpts from resigning coaches:

"I have tried emails, phone calls, and post cards to contact/assist my list of students without any success. I am uncomfortable reaching out to them again."

"having students on the same campus, in my opinion, is really the only way this program can work long-term"

"I have found it difficult to keep on task with this program last semester as I have heavy reading and grading schedule... of the five students that I contacted... only one responded [to say that she did not need a coach]"

"please remove me from the Success Coach list at this time"

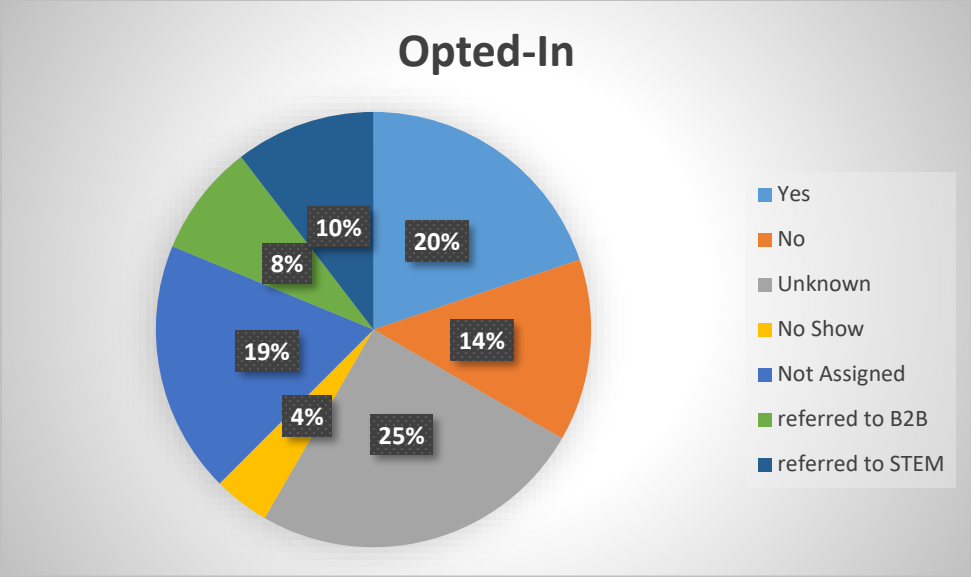
"I was not able to make contact with any of my mentees last semester, and this semester I am slammed with just trying to mentor my students in my classes."

"[my students] have ignored me the whole time."

"Please remove me... I need to maintain focus for the upcoming academic year."

FALL 2016/SPRING 2017 HIGHLIGHTS & LOWLIGHTS, SUCCESS COACH PROGRAM

- **731** general studies students receive email outreach
- **All** students received an announcement in their D2L
- **83** faculty, staff, administrators volunteered as coaches
- **97** students opted-in to the program



Out of 97 students who opted in, we know that 20% participated in the program. As the Opted-In chart illustrates, 14% did not respond to the initial contact made by the coach; 4% made appointments but were no shows; and 25% is unknown at this time because the coach has not logged the interaction. Multiple attempts have been made to contact the coach. An opportunity for growth is to reach out to the 19% of students who opted in but were not assigned because they opted in to the program at the end of the Spring 17 semester. 2016-2017 retention data is not available at this time.

IPEDS Cohort of First Time Students with and without Success Coaches					
One-year retention					
No subdivision by contact made					
	Total students	1-yr retained	1-yr grads not retained	201508 to 201608 f-f retention rate	USG published rate
IPEDS FTFT					
Coach	880	618		70%	
No Coach	123	85	2	70%	
	1003	703	2	70%	70%
IPEDS FTPT					
Coach	15	6		40%	
No Coach	454	256		56%	
	469	262	0	56%	56%
Not IPEDS					
Coach	36	11	1	31%	
No Coach	4240	1828		43%	
	4276	1839		43%	NA

Sub-division by contact made					
	Total students	1-yr retained	1-yr grads not retained	201508 to 201608 f-f retention rate	
IPEDS FTFT					
Coach	880	618		70%	
Contact Made	281	204		73%	
Contact Not Made	599	414		69%	
No Coach	123	85	2	70%	
TOTAL IPEDS FTFT	1003	703	2	70%	
IPEDS FTPT					
Coach	15	6		40%	
Contact Made	4	3		75%	
Contact Not Made	11	3		27%	
No Coach	454	256		56%	
TOTAL IPEDS FTPT	469	262	0	56%	
Not IPEDS					
Coach	36	11	1	31%	
Contact Made	14	3		21%	
Contact Not Made	22	8	1	38%	
No Coach	4240	1828	542	49%	
	4276	1839	543	49%	

Learning Support – Corequisite Remediation and Math Pathways

Math Remediation

Corequisite Remediation (Highest Level)

The benchmark is the “gateway in two terms” figure, which combines success in Learning Support with progression through the corresponding gateway class. The goal is 70%. For Math, the gateway classes are MATH 1001 (Quantitative Skills and Reasoning) and MATH 1111 (College Algebra). The figures shown are for IPEDS first time, full time students. At Fall 2014, the target of 70% was met with 71% of those who started in co-requisite remediation completing the gateway course in two terms. At Fall 2016, the goal was exceeded as 81% of those starting in co-requisite remediation in math passed the gateway classes in two terms.

	IPEDS FTFT Students	TERM 1				By TERM 2				Gateway in Two Terms
		Passed M 0099				Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	
Fall 2009	86	60				5	5	46	24	34%
		70%								
		Took M 0997 + M 1001	Passed M 0997 + M 1001	Took M 0999 + M 1111	Passed M 0999 + M 1111	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in Two Terms
Fall 2014	128	56	43	72	43	1	0	11	5	71%
		77%		60%						
		Took M 0997 + M 1001	Passed M 0997 + M 1001	Took M 0999 + M 1111	Passed M 0999 + M 1111	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in Two Terms
Fall 2016	90	38	32	52	32	1	1	17	8	81%
		84%		62%						

Co-requisite Progression through Follow-On Class

The benchmark is the “follow-on in three terms” figure with a goal of 40%. Math follow-on classes are MATH 2200 or MATH 1113. For fall cohorts the third term combines completers in the following summer and fall terms.

	IPEDS FTFT Students	By TERM 3		
		Passed M 2200	Passed M 1113	Follow-on in Three
Fall 2009	86	5	6	13%
		Passed M 2200	Passed M 1113	Follow-on in Three
Fall 2014	128	34	15	38%
		Passed M 2200	Passed M 1113	Follow-on in Three
Fall 2016	90			
		*Available end of Fall 2017		

Focus on Fall 2106 Cohort of Math Corequisite Students

The placement split for Fall 2016 Learning Support Math students in the IPEDS first time, full time cohort was 24% co-requisite, 76% foundations. GHC expects this proportion to change as the indices for placement are fully implemented, with the percentage of students starting in co-requisite remediation increasing.

Fall 2016	Non-STEM	STEM	All LS IPEDS FTFT
Co-requisite	38	52	90
Foundations	138	146	284
	176	198	374
% Co-req	22%	26%	24%

The table below presents the details for the Fall 2016 cohort of students in co-requisite Learning Support Math with math pathways, including a look at how the students who got through the gateway courses in Fall 2016 took and performed in follow-on courses in Spring 2017. Both groups (STEM and Non-STEM) did well when taking Statistics (MATH 2200) as the follow-on with pass rates of 100% and 70% respectively. A lower percentage (60%) of those who took Pre-Calculus (MATH 1113) passed on the first try.

One concern is the relatively low percentage of students who are eligible to take a follow-class in the second term who take one. In Fall 2016, 24 of the 64 eligible students (38%) took a follow-on in the second term.

		Took M 0997 + M 1001	Passed M 0997 + M 1001	Took M 0999 + M 1111	Passed M 0999 + M 1111	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in Two Terms
Fall 2016	90	38	32	52	32	1	1	17	8	81%
			84%		62%					
Spring 2017			Took M 2200	Passed M 2200	Took M 2200	Passed M 2200	Passed M 2200	Passed M 1113	Total	Follow On in Two
F 2016 Follow on	90		10	7	4	4	11	6	17	19%
			31% of eligible	70% of takers	13% of eligible	100% of takers				
			Took M 1113	Passed M 1113	Took M 1113	Passed M 1113				
			0	0	10	6				
					31% of eligible	60% of takers				

English Remediation

Corequisite Remediation (Highest Level)

The benchmark is the “gateway in two terms” figure, which combines success in Learning Support with progression through the corresponding gateway class. The goal is 75%. The figures shown are for IPEDS first time, full time students. For English analyses, students enrolled in Health Science Career programs are split out because they are not required to proceed past English 1101 into English 1102.

At Fall 2014, the target of 75% was met with 77% of those who started in co-requisite remediation completing the gateway course in two terms. At Fall 2016, the goal was exceeded as 89% of those starting in co-requisite remediation in English passed the gateway classes in two terms.

	IPEDS FTFT Students	TERM 1	By TERM 2			
		200908	201002			
		Passed E 0099 or R 0999	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2009 HS Career	6	4	4	3	75%	50%
Fall 2009 Non-HS	40	38	29	20	69%	50%
Total Pass Percentage		91%				
			201502			
		Passed E 1101 w co-req	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2014 HS Career	9	6	0	0	NA	67%
Fall 2014 Non-HS	34	25	4	2	50%	79%
Total Pass Percentage		72%				77%
			201702			
		Passed E 1101 w co-req	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2016 HS Career	4	4	0	0	NA	100%
Fall 2016 Non-HS	23	19	2	1	50%	87%
Total Pass Percentage		85%				89%

Co-requisite Progression through Follow-On Class

The benchmark is the “follow-on in three terms” figure with a goal of 60%. For fall cohorts the third term combines completers in the following summer and fall terms. For the Fall 2014 cohort, the goal of 60% was not met, with 35% of students completing the follow-on class in three terms.

	IPEDS FTFT Students	By TERM 3		
		201005 or 201008		
		Took E 1102	Passed E 1102	Follow-on in Three
Fall 2009 HS Career	6			
Fall 2009 Non-HS	40	15	14	35%
		201502, 201505, or 201508		
		Took E 1102	Passed E 1102	Follow-on in Three
Fall 2014 HS Career	9			
Fall 2014 Non-HS	34	19	12	35%
		201702, 201705, or 201708		
		Took E 1102	Passed E 1102	Follow-on in Three
Fall 2016 HS Career	4			
Fall 2016 Non-HS	23			
*Available end of Fall 2017				

Focus on Fall 2106 Cohort of English Corequisite Students

The placement split for Fall 2016 Learning Support Math students in the IPEDS first time, full time cohort was 22% corequisite, 78% foundations. GHC expects this proportion to change as the indices for placement are fully implemented, with the percentage of students starting in co-requisite remediation increasing.

The table below presents the details for the Fall 2016 cohort of students in co-requisite Learning Support English, including a look at how the students who got through the gateway course in Fall 2016 took and performed in the follow-on course in Spring 2017. As noted earlier, the Fall 2016 cohort is on track to exceed 35% completion of the follow-class in three terms, having 48% of the cohort through English 1102 by the end of Spring 2017. In addition, the 95% of students eligible to take the follow-on class who did take it is encouraging.

		Passed E 1101 w co-req	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2016 HS Career	4	4	0	0	NA	100%
Fall 2016 Non-HS	23	19	2	1	50%	87%
Total Pass Percentage		85%				89%
Spring 2017		Took E 1102	Passed E 1102	Follow On in Two		
F 2016 Follow on		18	11	48%		
		95% of eligible	61% of takers			

Retention

Retention Progress Metrics	Fall 11 to 12	Fall 12 to 13	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16
One-year retention for students who begin as full-time students (All FTFT) *	61%	65%	63%	63%	70%
One-year retention for students entering in Learning Support	55%	59%	57%	63%	67%
One-year retention for students NOT entering in Learning Support	64%	68%	67%	62%	72%
Retention rate gap	-9%	-9%	-10%	+1%	-5%

Completions

Completion figures come from the National Student Clearinghouse to include any credential from any institution.

IPEDS FTFT Math students starting in Fall 2009

Term 1	Started In	IPEDS FTFT	Cert or Dipl by end of Spr 2012	Assoc by end of Spr 2012	Bacc by end of Spr 2012	Total 2.75 Yr Completions	% 2.75 Yr Completions
Fall 2009	M 0097	264	1	18	0	19	7%
	M 0099	86	5	9	0	14	16%
	LS Total	350	6	27	0	33	9.43%
	No LS Math	582	8	71	1	80	14%

IPEDS FTFT Math students starting in Fall 2014

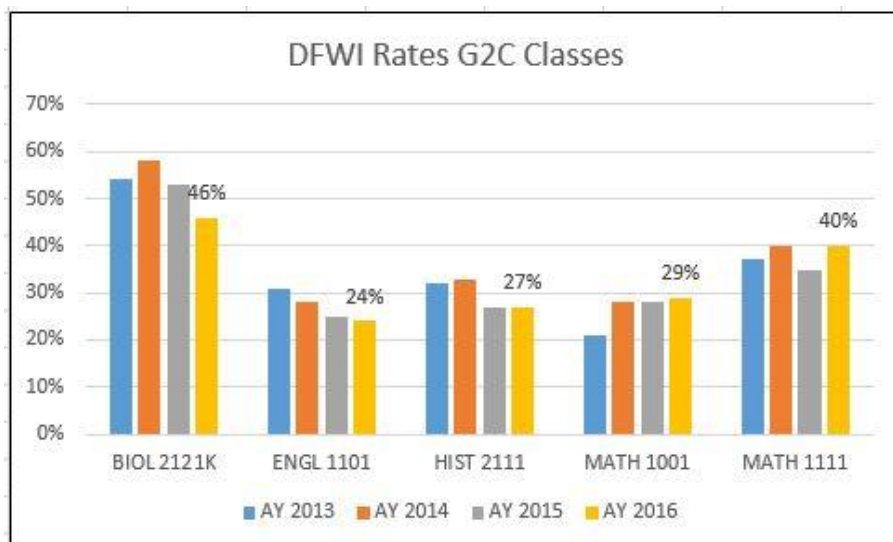
Term 1	Started In	IPEDS FTFT	Cert or Dipl by end of Spr 2017	Assoc by end of Spr 2017	Bacc by end of Spr 2017	Total 2.75 Yr Completions	% 2.75 Yr Completions	
Fall 2014	M 0989	126	2	6	0	8	6%	
	M 0987	115	1	9	0	10	9%	
	Tot Foundations	241	3	15	0	18	7%	
	M 0999	72	1	6	0	7	10%	
	M 0997	56	1	10	0	11	20%	
	Tot Co-Req	128	2	16	0	18	14%	Gap 2014 vs 2009 LS Completions
	LS Total	369	5	31	0	36	9.76%	0%
	No LS Math	559	7	65	0	72	13%	Gap in No-LS Completions -1%

Gateways to Completion

Baseline Volume and DFWI Rates in Gateways to Completion Classes by Academic Year

Some work on gateway class success had already begun in AY 2016, especially in BIOL 2121K and ENGL 1101. The increase in students taking MATH 1001 in AY 2014 resulted from the use of math pathways at GHC starting in Fall 2014.

DFWI Volumes and Rates	AY 2013		AY 2014		AY 2015		AY 2016	
	Stu	DFWI	Stu	DFWI	Stu	DFWI	Stu	DFWI
BIOL 2121K	1,046	54%	966	58%	863	53%	640	46%
ENGL 1101	2,113	31%	2,046	28%	2,197	25%	2,254	24%
HIST 2111	1,011	32%	956	33%	1,147	27%	1,162	27%
MATH 1001	554	21%	1,000	28%	955	28%	872	29%
MATH 1111	1,692	37%	1,734	40%	1,759	35%	1,873	40%
All Credit Level Classes		26%		26%		24%		23%
Unduplicated FY Enroll.	7,287		7,122		7,580		7,809	(est)



Baseline DFWI Rates in G2C Follow-on Classes by Academic Year

Progress Metrics	AY 2013	AY 2014	AY 2015	AY 2016
BIOL 2122K	26%	29%	28%	29%
ENGL 1102	31%	29%	27%	25%
Any HIST class other than HIST 2111	30%	30%	24%	24%
MATH 2200	20%	23%	24%	21%
MATH 1113	43%	37%	33%	38%
All Credit Level Classes	26%	26%	24%	23%

Progress Example: Anatomy and Physiology

The team working on the first course in the Anatomy and Physiology sequence (BIOL 2121K) reported the following transformations and outcomes at the Gateways to Completion national conference in February 2017.

Changing textbook to Open Educational Resources (thereby enabling more students to have access to textbook materials)

Textbook to OER	DFW	Pass
Traditional textbook	61%	39%
Eight-week	48%	52%

- Significant difference between the treatments ($p < .0001$, $df=1$) using Chi Square Goodness of Fit. Data represented 718 students using traditional textbooks and 544 students using OERs.

Offering the Anatomy and Physiology sequence as two eight-week classes (thereby enabling students to take one fewer different class and still maintain full-time status) (Spring 2016 pilot)

Eight-week sessions	DFW	Pass
Full session BIOL 2121K	55%	45%
Eight-week	45%	55%

- Significantly lower DFW rate ($p < 0.001$, $df = 1$) in the 8-week course compared to the traditional 16-week course using Chi Square Goodness of Fit. In Spring 2016 there were 2 sections of 8-week courses with 46 students enrolled and 14 sections of 16-week courses with 298 students enrolled.

Increasing the number of lab practical exams from two to four

Eight-week sessions	DFW	Pass
2 practical exams	57%	41%
4 practical exams	39%	61%

- Significantly lower DFW rate ($p = 0.0089$, $df = 1$) in the classes that received 4 lab practical exams compared to those who received 2. In spring of 2016 there were 4 sections giving 4 lab practical exams representing 90 students, and 12 sections giving 2 lab practical exams representing 241 students.

Institutional Participation

One goal of the Gateways to Completion project is widespread participation among faculty and staff at the college. The following departments have participated in the first year.

- Academic Deans from all five academic divisions
- Academic Success (Advising, Tutoring, Early Warning)
- Admissions
- Adult Learning
- Center for Excellence in Teaching and Learning
- eLearning Support Services
- Faculty members from all five academic divisions
- Library
- New Student and Retention (Orientations, Success and Retention Programs)
- Planning, Assessment, Accreditation, and Research
- Student Support Services (Counseling and Disability)
- Vice President for Academic Affairs

These 15 units comprise 60% of the 25 or so divisions and departments of the college.

The course design teams for the selected courses are composed of faculty leaders and participants. So far, 23 of the 123 full time faculty members (19%) at GHC in Spring 2017 are actively updating and piloting classes.

Baseline Retention Rates

One-year Institutional Retention	Fall 11 to 12	Fall 12 to 13	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16
One-year retention for students who begin as full-time students (All FTFT)	61%	65%	63%	63%	70%
State College Average for FTFT students	53%	57%	61%	60%	60%
One-year retention for students who begin as part-time students (All FTPT)	50%	55%	55%	60%	56%
State College Average for FTPT students	40%	44%	46%	51%	46%

Baseline Graduation Rates

Three-year Institutional Associate Degrees	Fall 09 to Sum 12	Fall 10 to Sum 13	Fall 11 to Sum 14	Fall 12 to Sum 15	Fall 13 to Sum 16
Three-year grad rate for GHC students who begin as full-time students (All FTFT)	9.7%	7.7%	7.9%	11.2%	12.1%
State College Average for FTFT students	9.6%	9.1%	8.7%	11.1%	13.6%
Three-year grad rate for GHC students who begin as part-time students (All FTPT)	NR	NR	6.4%	4.4%	4.8%
State College Average for FTPT students	3.2%	2.8%	3.0%	2.8%	4.4%