



# Georgia Highlands College

## 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. We are proud to offer students an Associate's degree for less than \$8,000.

GHC has over 30 active programs of study, including four degree options: an Associate of Arts degree, an Associate of Science degree, a Bachelor of Science degree, and a Bachelor of Business Administration degree. GHC conferred 694 degrees and awards in fiscal year 2017. This represents an increase of 15.6% from 2012 to 2017. There were 6013 students enrolled in Fall 2017 representing an 8.7% increase in enrollment over the last five years. In Fall 2017, 44.6% self-identified as first-generation status, 44.9% were Pell eligible, and 26% were adult learners.

Using 2012 as baseline Complete College Georgia, GHC has increased the one-year retention rates of first-time, full-time students by 1%, but it is important to note that although our retention rate has remained almost flat, the number of students retained has increased by 16.4%. GHC has increased the three-year graduation rates by 2.1%, it is also important to note the number of students graduating in three-years has increased by 16.8%. GHC has a large population of part-time students. When examining the retention rate for all students (graduates removed) there has been an increase in retention rate by 4.1% or an increase of 16.3% of the number of students retained (See appendix).

This year, GHC has chosen to showcase five of our high impact completion strategies, which include the African American Male Initiative program, QEP- Quest for Success, Learning Support Co-Requisite Remediation, Gateways to Completion work, and Special Topics courses. 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.

## INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, & OUTCOMES

### STRATEGY 1: AFRICAN AMERICAN MALE INITIATIVE

#### 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.

### **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 2017 was 88 from a total enrollment of Black or African American males of 345 for a participation rate of 26%. This figure returns the AAMI to its historical level of participation (25%-29%) after a drop in participation in Fall 2016.

**One-year retention.** First time, full time Black or African American males who started in fall 2016 and were members of GHC's AAMI were retained to fall 2017 at a rate of 90%, while those who did not participate returned the following fall at a rate of 54%. The overall retention rate for first time, full time Black or African American males was 59% at GHC, the highest one-year retention rate for this population in the State College sector, compared with the State College average of 51%. The goal of retaining AAMI members at a one-year rate of 90% or higher was met.

**Three-year graduation for associate degrees.** First time, full time Black or African American males who started in fall 2014 and were members of GHC's AAMI graduated with associate degrees by the end of Summer 2017 at a rate of 33.3%, while those who did not participate graduated at a rate of 1.7%. The overall three-year graduation rate for Black or African American first time, full students was 7.1%, compared with the State College average of 8.0%. 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 the State College sector, which for the 2014 cohort would mean exceeding 15.9%. This goal was met for AAMI participants.

**Degrees conferred.** The data table and chart in the Data Appendix show the number and percentage of associate degrees conferred to AAMs rising in FY 2018 to 38 degrees and 5.5%, near the all-time high in FY 2016 of 5.8%. The percentage of the degrees awarded to AAMs that were awarded to AAMI members decreased in FY 2018 to 37% even as overall degrees conferred to AAMs rose. The percentage of degrees conferred remains higher than the participation rate, which has not risen about 29% in the past five years.

### **LESSONS LEARNED**

Needs and challenges have been primarily a shortage of personnel. Those faculty and staff who assist with the program are able to 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](mailto:jhershey@highlands.edu)

## **STRATEGY 2: QEP: QUEST FOR SUCCESS**

### **DEMONSTRATION OF PRIORITY OR IMPACT**

At Georgia Highlands College (GHC), our Quality Enhancement Plan (QEP), Quest for Success, places advising at the forefront of student academic and personal success. With purposeful and holistic advising, students will be able to

- develop a meaningful educational plan,
- set academic and career goals, and
- experience increased persistence and success rates.

Quest for Success aims to increase the value of the student experience at GHC by emphasizing advising as a core component of learning. First-time GHC students will participate in a three-step advising process that connects them with professional advisors, faculty members, institutional resources, and other students. During the first two terms of enrollment, new students will work within their advising network to formulate an individualized plan for success, an online, evolving record of the student's progress and experience at GHC. In crafting a success plan, students will also learn to recognize factors that can impede progress toward their goals.

#### *Goals & Outcomes*

Overarching Goal 1: To help students develop self-direction and decision-making skills related to their academic success.

SLO A: Students will determine their reason(s) for attending college.

SLO B: Students will assess their academic strengths and weaknesses.

SLO C: Students will identify and utilize appropriate resources for addressing weaknesses and developing strengths.

Overarching Goal 2: To foster student success through improved academic planning skills.

SLO D: Students will develop a success plan tailored to their academic needs and professional interests.

SLO E: Students will participate in a comprehensive advising process.

Quest for Success allows students to learn about themselves, to plan their academic careers, and to receive guidance as they navigate their college experiences. Our QEP is mission-driven and will enhance students' experiences and success at GHC.

### **SUMMARY OF ACTIVITIES, MEASURES OF PROGRESS AND SUCCESS, & LESSONS LEARNED**

We are currently in the pilot stage of our QEP, Quest for Success. Our pilot includes general studies students at the Cartersville site. Students were introduced to Quest for Success at summer orientation in small group settings, allowing for student communities to begin forming. Students also had the opportunity to a complete career assessment that will help guide future advising conversations. This fall, the pilot students will complete two mandatory advising activities before they register for their next semester classes. We are positive that our pilot will allow us to problem solve and have lessons learned before our full roll out in the Spring of 2019.

**POINT OF CONTACT**

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**STRATEGY 3: TRANSFORMING REMEDIATION****DEMONSTRATION OF PRIORITY OR IMPACT**

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 among students starting in Fall 2009, before the Learning Support transformations currently in place were begun, and cohorts in Fall 2014 (first term with transformations at scale) and the most recent fall terms to track the impact.

**SUMMARY OF ACTIVITIES**

The focus during 2017-18 was phasing out the foundation level courses—ENGL 0989, MATH 0987 and MATH 0989—and removal of the EPI/MPI student placement system. An ad hoc committee with representatives from different divisions worked to coordinate the changes, addressing numerous logistical hurdles. To accommodate these needs, new policies and new computer system programming were developed in the areas of admissions, advising, placement, testing and learning support. English and mathematics faculty put together groups to comprehensively review and further develop the co-requisite course curriculum for ENGL 0999, MATH 0997 and MATH 0999. Data was analyzed to accommodate the student and institutional needs brought about by these changes. All co-requisite courses are now linked to the specific college level courses, ensuring students better alignment of the materials. Thanks to the work done during 2017-18, Georgia Highlands College successfully made the transition by summer 2018.

**MEASURES OF PROGRESS AND SUCCESS**

For the overall program, the goal is student success in the college level courses beyond the gateway classes.

**Overall Placement in Learning Support.** Worth noting is a reduction in overall placement into Learning Support since fall 2009, before co-requisite remediation and math pathways were at scale. GHC had both approaches at scale by fall 2014 and the decrease in Learning Support placements has been steady, with fall 2017 showing the biggest reduction. Fall 2017 was the first year the EPA/MPA indices were used for placement. As shown in the Data Appendix, in fall 2009, 58% of new students (first time, full time freshmen) were placed into some form of Learning Support. In fall 2017, 31% were placed.

**Gateway and Follow-On Course Success.** In the Data Appendix, two baseline comparisons are made with 2017-18 Learning Support students: 1) a historical comparison of success and progression with students who started in fall 2009 and 2) success and progression comparison with students taking the gateway and follow-on classes who did not start in Learning Support in a given cohort. Comparisons are available at two levels: highest level (for fall 2009, that is MATH 0099, READ 0099, and ENGL 0099, while for fall 2017, co-requisite placement is used) and lowest level (corresponds to placement in foundations courses). This report focuses on co-requisite remediation.

The fall 2017 cohort of Learning Support students continues the patterns of improvement in gateway and follow-on success begun with the fall 2014 cohort, GHC's first term at scale with changes to remediation. GHC has noted in prior updates the differences in timely completion of gateway classes before and after the adoption of co-requisite remediation and math pathways. Remarkably, the fall 2017 cohort of co-requisite students in non-STEM math exceeded a steady

upward trend in pass rates when taking MATH 1001 plus co-req in the first term (90% pass rate, exceeding prior first term rates of first 77%, then 82% in prior terms).

Improvements to success rates dropped off co-requisite students (in fall 2014, 2016, and 2017 with 2015 omitted because of similarities to other fall terms) as they progressed through the corresponding follow-on classes (for gateway math, either Statistics or Pre-Calculus; for gateway English, English 1102).

Additionally, students who started in co-requisite remediation continue to lag students who did not require Learning Support in follow-on success. For example, in fall 2009, 35% of students starting at the highest level of Learning Support English (ENGL 0099 or READ 0099 with placement scores equivalent to those used for co-requisite placement in fall 2014), completed the follow-on course (ENGL 1102) in three terms, while 44% of those who did not place in Learning Support did so. In fall 2016, 42% of co-requisite students in ENGL completed the follow-on course in three terms and 49% of non-LS students completed it in three terms. The three-term figure for the fall 2017 students is not yet available since data from fall 2018 will be required to complete it. However, 34% of co-requisite students completed the follow-on course in two terms (ENGL 1101 in fall, ENGL 1102 in spring), while 42% of non-LS students completed it in two terms.

Much more information on co-requisite success in Math and English is provided in the Data Appendix.

**Retention.** The gap in one-year retention between FTFT students who start in Learning Support and those who do not continued to exist from Fall 2016 to Fall 2017 (64% versus 67% for non-LS students) but was smaller than the prior year. Fall 2014-15 remains the “gold standard” at GHC with its “+1%” as Learning Support students were retained at a higher rate than non-LS students. Small gaps or none are the goal.

**Completions.** Having started at scale with transformed remediation in fall 2014, GHC began 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 is shown in the Data Appendix, extending to three-year graduation rates (graduations by the end of summer 2012 for the fall 2009 group, summer 2017 for the fall 2014 group).

As of the 3-year mark, there was no gap in credential attainment between highest-level LS Math students with equivalent placement scores in fall 2009 and co-requisite Math LS in fall 2014 (19% attainment rate for both groups). For foundations level math students, however, a gap opened favoring the fall 2014 students (12% attainment rate for fall 2014 students, 8% for fall 2009 students).

For English LS students, credential attainment rate was the same for the fall 2009 students and the fall 2014 students (9% for each). In general, students taking co-requisite remediation in math and English in fall 2014 have not, so far, attained credentials at a higher rate than those in traditional remediation in fall 2009. Future cohorts, reflecting refinements in co-requisite remediation and placement principles, may show a difference.

## LESSONS LEARNED

For co-requisites, the greatest challenges continue to be format and student engagement. Course linking has helped with aligning course material, but it creates many logistical complications in scheduling, staffing, student placement and room space. Faculty continue to work on how much 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.

## **STRATEGY 4: GATEWAYS TO COMPLETION**

### **DEMONSTRATION OF PRIORITY OR IMPACT**

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

### **SUMMARY OF ACTIVITIES**

GHC is officially in Year 2 of the G2C effort. Year 3 of the effort will begin in October of 2018. The G2C program to date involves the following five courses: 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). This group is considered Cohort 1. Piloting of new approaches and techniques began in fall 2017 after an analysis process for each course was completed during Year 1.

GHC also participated in a pilot of the data analytics included on the G2C platform. The analytics are focused on early reporting of student performance in a term. An analysis of outcomes from this pilot is not yet available. Another course, ENGL 1102, is being added to the G2C group for a new review and redesign cycle that begins in Year 3 of the current program (starting fall 2018) and will extend into an additional year.

### **MEASURES OF PROGRESS AND SUCCESS**

**Student success in the target courses.** Impacts on student success in the pilot sections have varied and detailed data for two illustrative examples, BIOL 2121K and MATH 1001, are provided in the data appendix. Each example reflects success in different ways. Summary data for the other courses are also included. Specific targets for student success have not yet been set.

For BIOL 2121K, the G2C sections added to a set of transformations that began before the G2C analyses were complete. Overall DFWI rates have declined steadily in BIOL 2121K across a four-year period, a success for the team working on the course. However, the G2C sections unexpectedly had higher DFWI rates in fall 2017 and spring 2018 than non-G2C sections. The specific changes implemented in the G2C sections and plans for adjustment are discussed in the data appendix.

For MATH 1001, the G2C sections had a positive impact immediately with lower DFWI rates. The overall DFWI rate in G2C sections in fall 2017 was 18% compared with 28% in non-G2C sections. Similarly, for spring 2018 the DFWI rate in G2C sections was 23% as opposed to a rate of 41% in non-G2C sections. Techniques used and plans for expansion of the pilot are discussed in the data appendix.

**Student success in the follow-on courses.** About a third of the students who passed MATH 1001 in fall 2017 took Statistics (the most likely follow-on course) in spring 2018 (34% in G2C sections, 36% in other sections). For MATH 1001 students in G2C sections, the DFWI rate in MATH 2200 in spring 2018 was higher at 32% than the rate for students in other sections of MATH 1001 at 21%. The numbers of students are small (32 from G2C sections, 97 from other sections), reflecting the pilot status of the G2C changes in 2017-18.

A small percentage of successful MATH 1001 students in fall 2017 took MATH 1111 (College Algebra) in spring 2018 (7% of students in G2C sections, 6% from other sections). Success was

relatively low for both groups (DFWI rate for students in G2C sections, 50%, students from other sections, 60%).

**Analysis and reporting.** A portfolio of tables and charts has been developed and is updated at the end of each term. It gives both a term-based and a cross-term view of student success in the target and follow on courses. Division by demographics is included and the portfolio continues to improve and expand. The faculty coordinators for each course use this information to make adjustments to their work.

**Involvement.** Four of the six academic divisions (67%) have faculty and administrators involved in the G2C effort. There are at least twenty-five full-time faculty in these divisions directly involved in the effort and since each team involves other faculty in addition to those who are officially involved. Overall, approximately 20% of the full-time faculty are involved in some part of the effort.

**Retention and Degree completion.** These figures are not yet available for students involved in the pilot during 2017-18.

### LESSONS LEARNED

During this year GHC learned that it is very hard work maintaining an effort that is asking faculty to enhance their instruction. Helping faculty to understand that enhancing instruction does not mean lowering the rigor of their instruction is a difficult message to get across and those faculty who have been involved in G2C continue to be excited about what each course chose to focus on. Their energy has encouraged other faculty to be involved.

### PRIMARY POINT OF CONTACT

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## STRATEGY 5: GHXX 2901: SPECIAL TOPICS IN... REDESIGN

### DEMONSTRATION OF PRIORITY OR IMPACT

Special Topics course are an important part of the First Year Experience at GHC. These courses allow students to explore focus areas in a creative and enriching environment. By taking a Special Topics course in the first year, students will learn about critical thinking, information literacy, and integrative learning while also learning about a topic of interest or relevance to them. Faculty members will also have a chance to design a course centered around their passions.

### SUMMARY OF ACTIVITIES

In the last 10 years, the First Year Experience at Georgia Highlands College has been a nomadic program, which has had dozens of different leaders, who over time, have reported to four different departments or divisions. Today, the program is a collaborative effort that lives in Academic Affairs and overseen by New Student and Retention Programs. Historically, the most familiar part of the FYE program has been the college success course, FCST 1010: The College Experience. A class that first appeared in the GHC catalog in the 1990s when it was Floyd College, FCST 1010 sought to teach students various study and life skills. The institution had the best intentions offering the course, but overtime as the leadership for FYE changed, so did the curriculum for the college success course. In recent years, the course was only required of students with learning support or remedial course requirements. After hearing many concerns about the quality, currency, and quantity of content available to students, the Provost charged the Center for Excellence in Teaching and Learning and New Student and Retention Programs to lead the efforts to not only improve FCST 1010, but make it available for all students to take for credit as a part of their first year curriculum.

The team led a systematic review of the course objectives, content, assessment of the course. The original goal was to redesign the college success course by elevating the curriculum, strengthening the assessment process, and requiring all students to take the course within the first year at Georgia Highlands. After conducting a thorough program review, which involved reviewing year-to-year course assessments, conducting formal and informal focus groups with students, consulting with faculty members, instructors of the course, and students, discussing the course with various college councils and faculty senate, meeting with other key stakeholders, reviewing scheduling, sections, and seats, involving senior leadership in discussions, reviewing the cost efficiency of the course, and teaching sections of the course to gain first-hand experience, it was the team's recommendation to stop requiring FCST 1010: The College Experience for learning support students and discontinue offering the course all together. It was recommended that the institution expand their special topics offerings to promote purposeful choice of academic pathway, facilitate timely completion of degree requirements, and to enhance the first year experience of GHC students.

### **MEASURES OF PROGRESS AND SUCCESS & LESSONS LEARNED**

The initiative to ramp up Special Topics courses and make them a part of the First Year Experience is in it's inaugural year.

### **PRIMARY POINT OF CONTACT**

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[cedenfie@highlands.edu](mailto:cedenfie@highlands.edu)

## **MOMENTUM YEAR 90-DAY UPDATE**

### **ELEMENT 1: PURPOSE**

Over the last 6 months GHC has worked hard to begin our EAB Navigate build. After being delayed by Banner 9 upgrades, we have recently gained momentum and are planning our third onsite Navigate build meeting in October. If all goes as planned, GHC will go live with Navigate launching to the QEP student population in November 2018. Over the summer, a pilot group of students were introduced to the QEP: Quest for Success during orientations for Fall 2018 new students. As a part of their pilot, these students took a paper form of a career and non-cognitive assessment. These tools will eventually be in electronic format as a part of Navigate and our efforts to promote a purposeful choice and focus areas.

### **ELEMENT 2: PROGRAM OF STUDY**

All pathways have been grouped into focus areas. Each pathway within individual focus areas have aligned curriculum across the first two semesters. GHC is waiting to understand more about how students can choose a focus area on the application for admissions and where this information should be stored in Banner. At this time, all maps have been redesigned to include core English and math, three area F courses, and 30 credits in one year. To promote purposeful choice and help with pathway exploration a Special Topics course (a new model of first year seminar at GHC) was added as the part of the first year of the pathway. This course counts for Area B credit. We are now shifting our attention to formalizing the co-curricular experience and have met with various groups of stakeholders to gather the information needed to develop the content for these milestones and add them to the program maps.

### **ELEMENT 3: ENGAGEMENT**

GHC chose to focus on many sub-areas of the element Engagement, including: administering Mindset Survey, engaging faculty and staff in learning about their role in the Momentum Year, changing recruitment messaging to begin with purposeful choice, creating a current student



communication plan, continuing with our Gateways to Completion and STEM Center efforts, revamping Special Topics courses, promoting innovative pedagogy through CETL Faculty Learning Communities, establishing a co-curricular experience with a common theme, promoting resiliency with #Adulting workshops, continuously improving the transition experience of Charger Orientation, and more. The following is a brief update on some of these sub-areas:

**Mindset Survey.** We administered the first round of the Mindset Survey and we found that administering the survey in-class worked best for our institution. In Fall 2018, we took the same approach to target English 1101 faculty to administer the survey in class. We have already improved our participation rate from last year. We are currently interpreting last year's results and determining what they mean for GHC's planning and program development. In the future we hope to have these results ready so that departments can use them for planning purposes.

**Engaging faculty and staff in the Momentum Year.** In March 2018, we called a faculty meeting to discuss the Momentum Year and what it would mean for faculty members. Staff were also invited to small round table discussions to learn more about the initiative. All departments and divisions were encouraged to educate their teams at upcoming staff meetings. GHC hoped to prevent initiative fatigue by clearly communicating the link between the Momentum Year and the QEP: Quest for Success.

**Gateways to Completion.** We chose to include our Gateways to Completion efforts in our Momentum Year plan. These efforts have been described in a previous section.

**STEM Center.** Since the launch of the Momentum Year project, the GHC Center for STEM Learning (CSL) has been very active in implementing activities that will better engage and support STEM students thereby improving their persistence and success. A few of the successful activities implemented by the CSL in support of the Momentum Year goals include: ACT/SAT Prep Course for high school students to increase STEM-readiness, MATH Boot Camp (STEMFIT) for incoming freshmen to increase STEM-readiness, transformation of Chemistry 1211K and CHEM 1212K courses, development of a template for a virtual Center for STEM Learning, STEM Community Outreach Activities (See Data Appendix for a more thorough description of these programs).

**GHXX 2901: Special Topics in... Redesign.** As previously mentioned, our Freshman College Studies course underwent a major program review, which resulted in discontinuing offering the course. As a result, and also as a part of the First Year Experience, the college decided to expand Special Topics offerings. A FYE overlay of critical thinking, information literacy, and integrative learning will be assessed.

**CETL Faculty Learning Communities.** Unfortunately, GHC has had a vacant CETL director role since June 2018. A search has begun for the former director's replacement. Another employee represented GHC at the recent CETL Momentum Year Retreat in September. She will fill in until the role of director has been filled.

**Common Theme.** After having great success in it's first year, GHC chose to launch another Common Theme for the Fall 2018. This year's theme is Wellness. A Common Theme is a series of purposeful academic, cultural, and social programming with a focus on a certain concept. The goals are to promote in and out of the classroom learning, place an emphasis on building community, giving students from different backgrounds a shared experience, deepening student learning and engagement, and encouraging cross-campus and cross-department/division collaboration. The theme of Wellness is focusing on promoting physical, emotional, social, community, financial, academic, and career well-being, giving students the tools to be a complete charger! We will be

providing students, faculty, and staff activities such as yoga, group hikes, health screenings, gratitude journals, comedians, costume contests, field trips to the Atlanta History Museum and the Funk Museum, workshops on credit basics and how to file taxes, a medical history lecture, and preparing for job interviews.

**Charger Orientation.** We always strive for continuous improvement with our Charger Orientation. In the summer of 2018 we added a Financing College workshop to educate students and parents about financial aid and financial literacy. We are currently planning for how the QEP: Quest for Success should be integrated into orientations for new Spring students. QEP: Quest for Success goes full-scale January 2019.

**REFLECTION:**

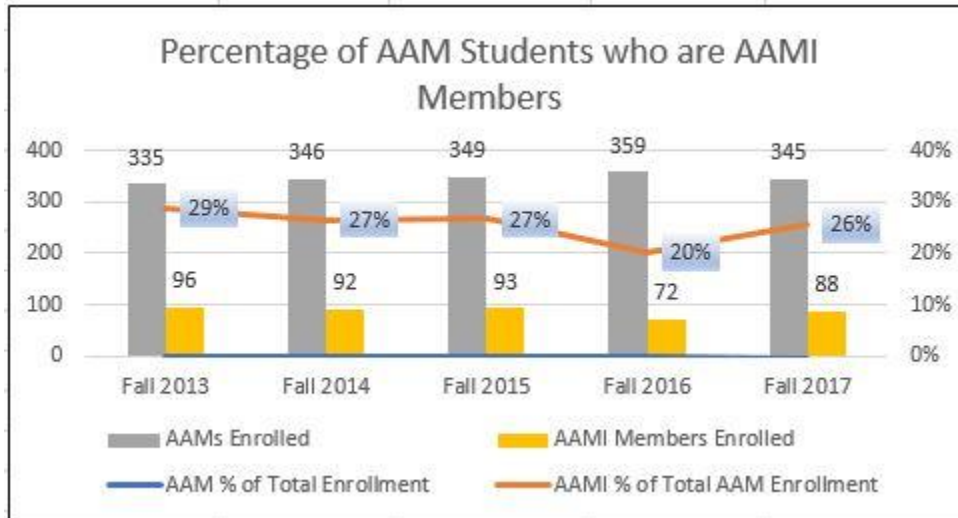
GHC continues to seek out ways to ensure faculty and staff that this is not another initiative and that everything we are doing has a common theme of student success. We try to align our Momentum Year efforts with our QEP: Quest for Success as best as we can. We have a new VPAA, Dr. Dana Nichols; she brings energy and awareness of innovative pedagogy and high impact practices. We are sure she will be an advocate for in and out of the classroom learning. We are excited about the upcoming Advising Academy and the chance to continue to review our onboarding and transition experiences. The Momentum Year Plan has forced us to have conversations that we may have avoided in the past. We continue to collaborate and hope our efforts improve retention and graduation rates, as well as deepen the student experience, both in and out of the classroom.

## DATA APPENDIX

### STRATEGY 1: AFRICAN AMERICAN MALE INITIATIVE (AAMI)

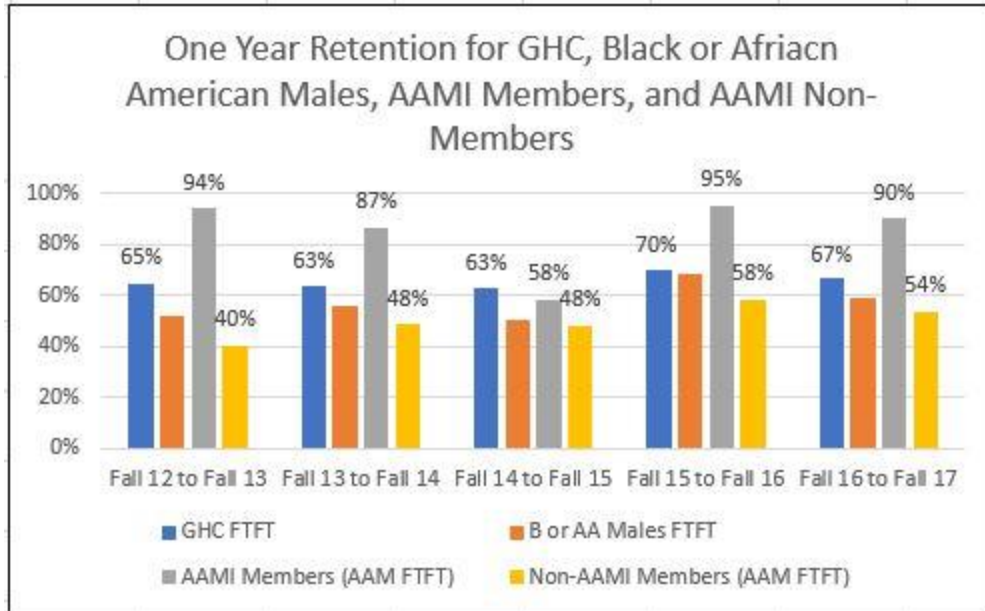
#### Participation in AAMI

Progress Metrics	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17
Total enrollment of Black or African American males	335	343	346	352	345
Members of GHC's AAMI	96	94	92	64	88
Percentage of Black or African American males participating in AAMI	29%	27%	27%	18%	26%



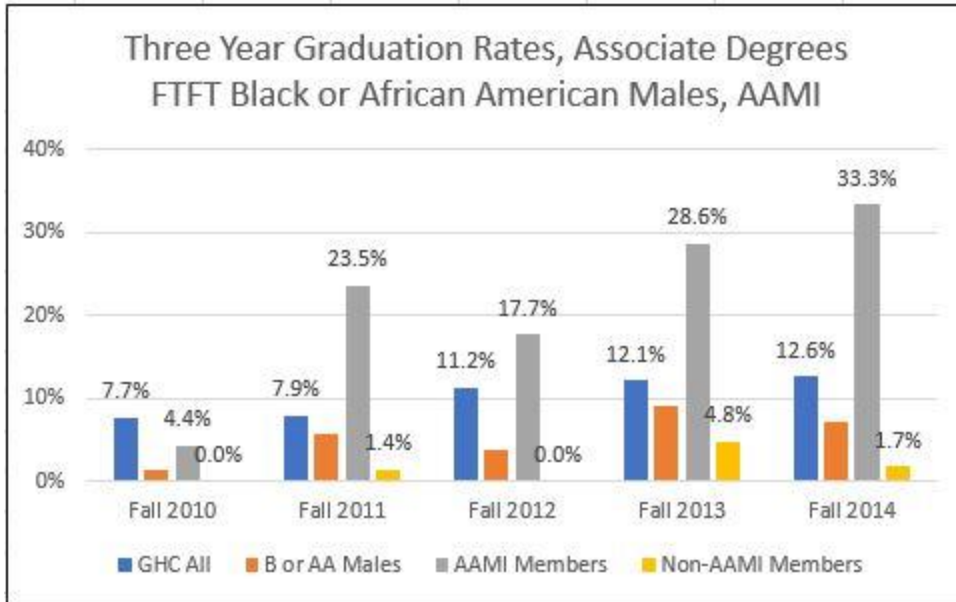
#### AAMI Retention

Progress Metrics	Fall 12 to 13	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16	Fall 16 to 17
One-year retention for students who <b>begin as full-time students (All FTFT) *</b>	65%	63%	63%	70%	67%
One-year retention for <b>African American male (AAM) students (FTFT)</b>	52%	56%	50%	68%	59%
One-year retention for <b>AAM members of African American Male Initiative (AAMI) (FTFT)</b>	95%	93%	54%	95%	90%



**AAMI Three-Year Graduation Rate for Associate Degrees**

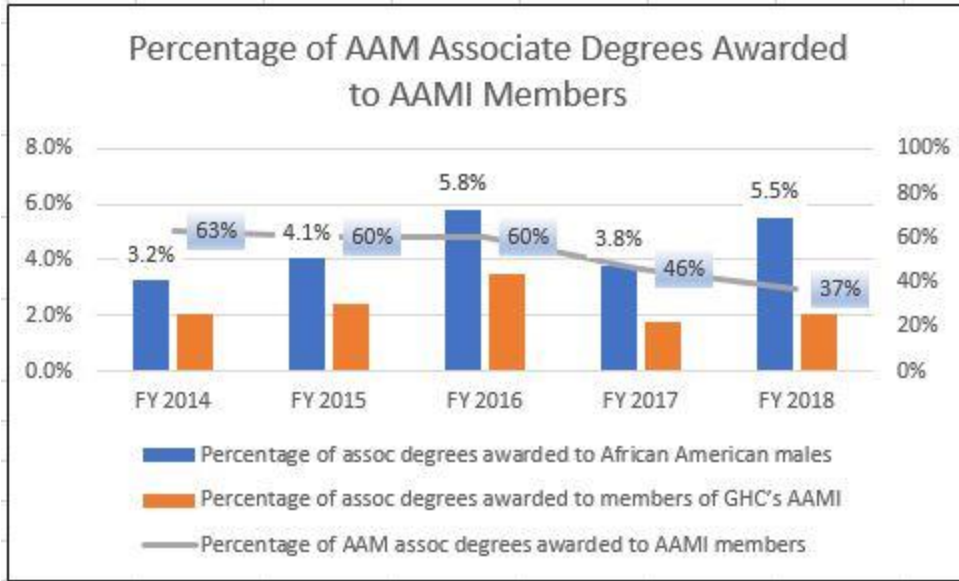
Progress Metrics	Fall 10 to 13	Fall 11 to 14	Fall 12 to 15	Fall 13 to 16	Fall 14 to 17
Three-year graduation for students who begin as full-time students (All FTFT) *	7.7%	7.9%	11.2%	12.1%	12.6%
Three-year graduation for African American male (AAM) students (FTFT)	1.4%	5.7%	3.8%	9.0%	7.1%
Three-year graduation for AAM members of African American Male Initiative (AAMI) (FTFT)	4.2%	15.8%	15.8%	28.6%	33.3%



**AAMI Associate Degrees Conferred in FY 2018**

*No baccalaureate degrees were awarded to African American Males during FY 2018.*

Progress Metrics	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Number of associate degrees awarded to <b>African American Male</b> students	19	25	35	24	38
Percentage of total associate degrees conferred that were awarded to <b>African American Male</b> students	3.2%	4.1%	5.8%	3.8%	5.5%
Number of associate degrees awarded to <b>AAMI members</b>	12	15	21	11	14
Percentage of total associate degrees that were awarded to <b>AAMI members</b>	2.0%	2.4%	3.5%	1.7%	2.0%
Percentage of associate degrees awarded to <b>African American Male</b> students that were awarded to <b>AAMI members</b>	63%	60%	60%	46%	37%



## STRATEGY 2: QUEST FOR SUCCESS

No additional data to share at this time.

## STRATEGY 3: TRANSFORMING REMEDIATION

### Overall Placement into Remediation

For fall 2017, 31% of students in the IPEDS cohort of first time, full time freshmen were placed into Learning Support, down considerably from prior fall terms. Fall 2017 was the first term in which the EPA and MPA placement indices were used.

Fall Term placements in Learning Support IPEDS First Time, Full Time Cohort			
Fall Term	All MATH LS (Found + Co-req, STEM plus non-STEM)	All ENGL LS (Found + Co-req)	All LS among IPEDS FTFT
Fall 2009	45.1%	28.5%	58%
Fall 2014	39.8%	12.7%	46%
Fall 2015	36.3%	14.5%	43%
Fall 2016	38.0%	13.1%	43%
Fall 2017	28.7%	10.6%	31%

### Math Remediation

#### Co-requisite Gateway Success (Highest Level of Remediation)

For Fall 2014-Fall 2017, the benchmark for historical comparison to the Fall 2009 cohort (before any LS Math transformations—no Math pathways or co-requisite remediation) is the “gateway in two terms” figure, which combines success in Learning Support with progression through the corresponding gateway class. The goal is 80%. The “gateway in one term” figure is also shown to delineate and track co-requisite success.

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.

Gateway Success in Math						
	Non-STEM		STEM		All Highest Level or Co-Req Math	
	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two
Fall 2009						34%
Fall 2014	77%	77%	60%	65%	67%	70%
Fall 2016	82%	85%	61%	76%	70%	80%
Fall 2017	90%	90%	60%	68%	67%	73%

At fall 2017, the goal of 80% completion of the gateway course in two terms was not met with an overall completion rate of 73%. However, the 80% goal was met in both fall 2016 and fall 2017 for Non-STEM students and for the overall group of co-requisite math students in fall 2016.

The steady upward trend in success (ABC rate) on the first try for Non-STEM math co-requisite students is especially encouraging.

**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. For the fall 2017 cohort, the number of fall 2018 completers is not yet available.

Follow On Success (could be either Statistics or Pre-Calculus)						
	Non-STEM		STEM		All Highest Level or Co-Req Math	
	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three
Fall 2009						13%
Fall 2014	32%	38%	25%	39%	28%	38%
Fall 2016	18%	28%	19%	33%	18%	31%
Fall 2017	34%		24%		26%	

**Focus on Fall 2017 Cohort of Math Co-Requisite Students**

The placement split for Fall 2017 Learning Support Math students in the IPEDS first time, full time cohort was 35% co-requisite, 65% foundations with a substantial difference between placements in the non-STEM and STEM pathways.

Fall 2017 IPEDS FTFT			
	Non-STEM	STEM	All LS IPEDS FTFT
Co-requisite	29	97	126
Foundations	69	105	174
	98	202	300
% Co-req	30%	48%	42%

This percentage of placement in co-requisite Learning Support is the highest since GHC began the use of co-requisite remediation at scale in fall 2014 and corresponds to the use of the EPA/MPA indices for placement. A view of the placement splits over time appears below.

The historical LS Math placement splits are shown in the context of ALL first time, full time IPEDS students so that the percentage of new full-time students placed into Math LS can be seen (far right column in table below). However, the figures clearly show the shift in the percentage of LS Math students placed in co-requisite remediation in fall 2017 along with an overall drop in the percentage of new full-time students placed into Math remediation at all.

Historical Math LS Placement Figures			
% of total IPEDS FTFT cohort	Co-req (or equiv)	Found (or equiv)	All LS Math
Fall 2009	7.7%	23.7%	31.3%
Fall 2014	13.8%	26.0%	39.8%
Fall 2015	10.1%	26.2%	36.3%
Fall 2016	9.2%	28.9%	38.0%
Fall 2017	12.1%	16.7%	28.7%

The table below presents the details for the Fall 2017 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 2017 took and performed in follow-on courses in spring 2018.

IPEDS First Time Full Time	201708					201802					
	Took M 0997 + M 1001	Passed M 0997 + M 1001	Took M 0999 + M 1111	Passed M 0999 + M 1111	Gateway in One Term	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in Two Terms	
Fall 2017	126	29	26	97	58	67%	4	3	16	8	76%
			90%		60%			75%		50%	
							Took M 2200	Passed M 2200	Took M 1113	Passed M 1113	Follow-on in Two
							10	10	25	13	26%
							38% of eligible	100%	43% of eligible	52%	
							Took M 1113	Passed M 1113	Took M 2200	Passed M 2200	
							0	0	10	10	
									17% of eligible	100%	

Success in the gateway course (MATH 1001) on the first try for Non-STEM students in co-requisite Math remediation reached an all-time high in fall 2017 with an ABC rate of 90%. The 60% first-time ABC rate for STEM co-requisite students in MATH 1111 fits with historical rates.

Both groups (STEM and Non-STEM) did well when taking Statistics (MATH 2200) as the follow-on with pass rates of 100%. A lower percentage (13 of 25 or 52%) of those who took Pre-Calculus (MATH 1113) from the co-requisite/College Algebra combination passed in the second term. This is down from the prior year; in fall 2016, 6 of 10 students or 60% from the co-requisite/College Algebra combination passed in the second term.

However, a higher percentage of students who were eligible to take a follow-on class in the second term in fall 2017 did so (54% as opposed to 38% of the fall 2016 students). Increasing the percentage of eligible students who took the follow-on in the next available term was identified as an area for improvement in last year’s update.

The table below presents the details for the fall 2017 cohort of students who did not place in any Math Learning Support and took MATH 1001 or MATH 1111 in fall 2017.



		201708										
	All	Took	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in One Term	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in Two Terms
Fall 2017 Gateway	737	595	196	156	399	291	75%	47	29	90	45	73%
		81%		80%		73%			62%		50%	
		of eligible						Took M 2200	Passed M 2200	Took M 1113	Passed M 1113	Follow-on in Two
								60	49	104	78	31%
								38%	82%	36%	75%	
								of eligible		of eligible		
								Took M 1113	Passed M 1113	Took M 2200	Passed M 2200	
								0	0	62	55	
										21%	89%	
										of eligible		

Of the new full-time students in fall 2017 who were eligible to take a math gateway course without LS, 81% did so. GHC hopes to increase that percentage in the future. The overall pass rate for the non-LS students who took MATH 1001 in fall 2017 was 80%, lower than the rate for co-requisite students (90%). This is generally what would be expected if the co-requisite remediation were working (higher or at least equivalent pass rates for co-requisite students as compared with non-LS students).

For MATH 1111, pass rates in the gateway course were reversed, with a 73% rate for non-LS and a 60% rate for co-requisite students. Additional tuning of the MATH 1111 co-requisite course seemed needed and has been undertaken during 2017-18.

For the MATH 1001 non-LS students, the percentage of students eligible to take a follow-on course in the spring who did so was 38%, the same as for co-requisite students. Adjustments to advising may be needed to encourage more of those who can take a follow-on course immediately to do so. Ten students who passed MATH 1001 in the fall went on to take MATH 1111 in the spring, with 4 making A, B, or C for a 40% pass rate.

For MATH 1111, 57% of those eligible to take a follow-on course in the spring did so with 60% opting for Statistics (MATH 2200) rather than Pre-Calculus (MATH 1113). Pass rates were higher in MATH 2200 (89%) than in MATH 1113 (75%).

Despite the low percentage of eligible MATH 1001 students who took a follow-on in the spring, the “follow-on in two” figure is higher for non-LS students (31% versus 26% for co-req students). A low pass rate for co-requisite MATH 1111 students in both MATH 1111 (60% versus 73% for non-LS students) and MATH 1113 (52% as opposed to 75% for non-LS students) accounts for some of this difference.

## English Remediation

### Co-requisite Gateway Success (Highest Level of Remediation)

The benchmark for historical comparisons 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 “gateway in one term” figure is also shown to delineate and track co-requisite success.

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 the follow-on course, English 1102.

At fall 2017, the goal of 80% completion of the gateway course in two terms was not met with an overall completion rate of 74%. However, the 80% goal was met in fall 2016 for all groups.

Gateway Success in English for Co-requisite Students						
	Health Sci Pathway		Non-Health Sci Pathway		All Highest Level or Co-Req ENGL	
	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two
Fall 2009		50%		50%		50%
Fall 2014	66%	67%	74%	79%	72%	77%
Fall 2016	100%	100%	81%	85%	83%	87%
Fall 2017	76%	76%	70%	73%	72%	74%

**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. The goal of 60% has not yet been met, with the fall 2017 cohort not yet complete since information from fall 2018 progression is needed.

Follow On Success for English Co-requisite Students (not required of Health Sci Career pathways)						
	Health Sci Pathway		Non-Health Sci Pathway		All Highest Level or Co-Req ENGL	
	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three
Fall 2009				35%		
Fall 2014			32%	44%		
Fall 2016			42%	42%		
Fall 2017			34%	Not Yet Avail		
				Available end of Fall 2018		

**Focus on Fall 2107 Cohort of English Co-Requisite Students**

The placement split for Fall 2016 Learning Support English students in the IPEDS first time, full time cohort was 79% co-requisite, 21% foundations.

Fall 2017 IPEDS FTFT, ENGL LS placement			
	Health Sci	Non-H Sci	All IPEDS FTFT
Co-requisite	17	71	88
Foundations	3	20	23
	20	91	111
% Co-req	85%	78%	79%

This is the highest proportion of co-requisite placements since GHC began the use of co-requisite remediation at scale in fall 2014 and corresponds to the use of the EPA/MPA indices for placement. A view of the placement splits over time appears below.

% of total IPEDS FTFT cohort	Co-req (or equiv)	Found (or equiv)	ENGL LS Combined
Fall 2009	4.1%	7.4%	11.5%
Fall 2014	4.0%	8.7%	12.7%
Fall 2016	3.2%	10.0%	13.1%
Fall 2017	8.4%	2.2%	10.6%

The historical English placement splits are shown in the context of ALL IPEDS FTFT students so that the percentage of new full-time students placed into English LS can be seen (far right column in table below). The figures clearly show the shift in the percentage of LS English students placed in co-requisite remediation in fall 2017 along with an overall drop in the percentage of new full-time students placed into English remediation at all.

The table below presents the details for the Fall 2017 cohort of students in co-requisite Learning Support English, including a look at how the students who got through the gateway course in fall 2017 took and performed in the follow-on course in spring 2018.

	IPEDS FTFT	201802					
<b>FALL 2017</b>	1,044						
		Took E 1101 w co-req	ABC	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2017 H Sci Career		17	13	2	0	0%	76%
Fall 2017 Non-H Sci		71	50	9	2	22%	73%
Total Pass Percentage			72%				74%
				Took E 1102	Passed E 1102	% of Takers	Follow-on in Two
Fall 2017 Non-H Sci		71	50	39	24	62%	34%
				78% of eligible			

Pass rates for co-requisite students in ENGL 1101 are down from fall 2016 (72% in fall 2017, 83% in fall 2016). The percentage of students who are eligible to take ENGL 1102 in the spring who actually take it is also down in fall 2017 (95% of eligible students took ENGL 1102 immediately after fall 2016, while 78% of eligible students did so from fall 2017). This reduced the overall “follow on in two” figure to 34% for fall 2017 students from 42% in fall 2016, even though success rates for the co-requisite students who did take ENGL 1102 in the spring were up (62% for the fall 2017 students, 55% for the fall 2016 students).

The table below presents the details for the fall 2017 cohort of students who did not place in any English Learning Support and took ENGL 1101 in fall 2017.

	All	Took E 1101	Passed E 1101	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms			
Fall 2017 Gateway ENGL H Sci	172	112	98	34	21	62%	69%			
Fall 2017 Gateway ENGL Non-H Sci	783	566	472	136	95	70%	72%			
		71%	84%	201802			72%	201805 or 201808		
				Took E 1102	Passed E 1102	% of Takers	Follow-on in Two	Took E 1102	Passed E 1102	Follow-on in Three
Fall 2017 Gateway ENGL Non-H Sci	783		472	395	330	84%	42%			
				84% of eligible				Available end of Fall 2018		

Of the new full-time students in fall 2017 who were eligible to take ENGL 1101 without LS, 71% did so. GHC hopes to increase that percentage in the future. The overall pass rate for the non-LS students who did take ENGL 1101 in fall 2017 was 84%, higher than the rate for co-requisite students (72%).

More of the non-LS students eligible to take ENGL 1102 in the spring term did so (84%) than the co-requisite students (78%). The pass rate for non-LS students in the spring ENGL 1102 was noticeably higher for non-LS students (84%) than for co-requisite students (62%), pointing to an area for improvement for the co-requisite students. The “follow-on in two” figure for non-LS students is higher than for co-requisite students (42% for non-LS as opposed to co-requisite students at 34%).

**Retention**

Retention Progress Metrics	Fall 12 to 13	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16	Fall 16 to 17
One-year retention for students who <b>begin as full-time students (All FTFT) *</b>	65%	63%	63%	70%	67%
One-year retention for students entering in <b>Learning Support</b>	59%	57%	63%	67%	64%
One-year retention for students NOT entering in <b>Learning Support</b>	68%	67%	62%	72%	67%
<b>Retention rate gap</b>	-9%	-10%	+1%	-5%	-3%

**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 Sum 2012	Assoc by end of Sum 2012	Bacc by end of Sum 2012	Total 3 Yr Completions	% 3 Yr Completions
Fall 2009	M 0097	263	1	19	0	20	8%
	M 0099	86	5	11	0	16	19%
	LS Total	349	6	30	0	36	10%
	No LS Math	583	9	75	1	85	15%

**IPEDS FTFT Math students starting in Fall 2014**

Term 1	Started In	IPEDS FTFT	Cert or Dipl by end of Sum 2017	Assoc by end of Sum 2017	Bacc by end of Sum 2017	Total 3 Yr Completions	% 3 Yr Completions	
Fall 2014	M 0987	127	2	16	0	18	14%	
	M 0989	115	3	8	0	11	10%	
	Tot Foundatio	242	5	24	0	29	12%	
	M 0997	56	2	12	0	14	25%	
	M 0999	72	1	9	0	10	14%	
	Tot Co-Req	128	3	21	0	24	19%	Gap 2014 vs 2009 LS
	LS Total	370	8	45	0	53	14%	4%
	No LS Math	560	10	82	1	93	17%	Gap in No-LS Completions 2%

**IPEDS FTFT English students starting in Fall 2009**

Term 1	Started In	IPEDS FTFT	Cert or Dipl by end of Sum 2012	Assoc by end of Sum 2012	Bacc by end of Sum 2012	Total 3 Yr Completions	% 3 Yr Completions
Fall 2009	ENGL 0989	83	1	6		7	8%
	ENGL 0999	46		5		5	11%
	LS Total	129	1	11	0	12	9%
	No ENGL	813	14	94	1	109	13%

**IPEDS FTFT English students starting in Fall 2014**

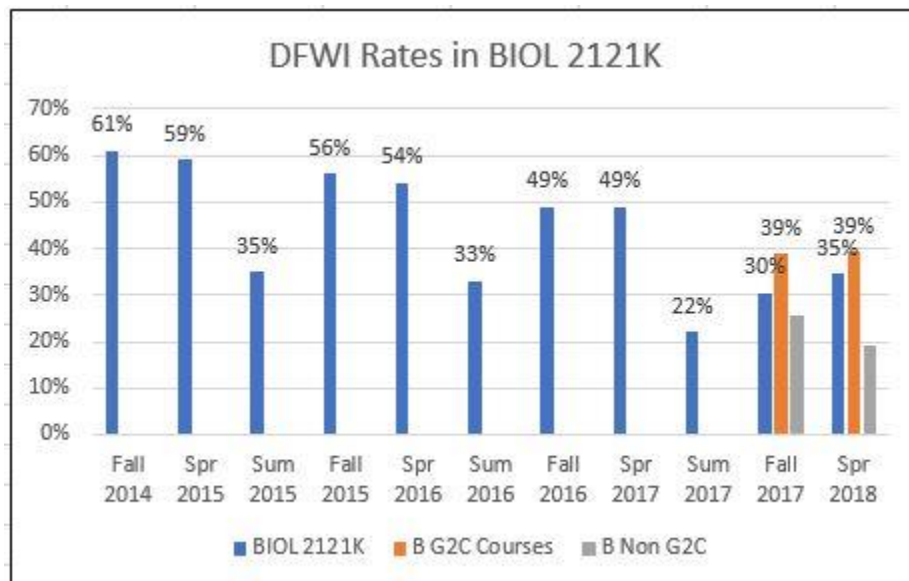
Term 1	Started In	IPEDS FTFT	Cert or Dipl by end of Sum 2017	Assoc by end of Sum 2017	Bacc by end of Sum 2017	Total 3 Yr Completions	% 3 Yr Completions	
Fall 2014	E 0989	81	1	6			0%	
	E 0999	43	1	3			0%	Gap 2014 vs 2009 LS Completions
	LS Total	124	2	9	0	11	9%	0%
	No LS ENGL	806	16	109	1	126	16%	Gap in No-LS Completions 2%

## STRATEGY 4: GATEWAYS TO COMPLETION

Two illustrative examples are presented in detail and summary data for other G2C courses during the pilot year (2017-18) are shown.

### Example 1: Anatomy and Physiology (BIOL 2121K)

Work on reducing DFWI rate for BIOL 2121K began before the G2C analyses were complete. A four-year display of DFWI rates in the course shows a steady and desirable downward trend.



Some changes previously cited that contributed to the reductions in DFWI rates were changing the textbook to Open Educational Resources (thereby enabling more students to have access to textbook materials) and increasing the number of lab practical exams from two to four.

However, the G2C sections of BIOL 2121K had higher DFWI rates than other sections in both fall 2017 and spring 2018. The number of students in G2C and non-G2C sections is shown below.

Fall 2017	Enrl	ABC	ABC Rate	DFWI Rate	Spr 2018	Enrl	ABC	ABC Rate	DFWI Rate
All	217	151	70%	30%	All	252	165	65%	35%
G2C Sects	80	49	61%	39%	G2C Sects	194	118	61%	39%
Non G2C	137	102	74%	26%	Non G2C	58	47	81%	19%

As the figures indicate, course designers are actively moving G2C transformations to scale with the majority of BIOL 2121K students enrolled in G2C sections in spring 2018. The transformations included the following.

- A “progressive average” implemented in the learning management system so that students can see their grades as the term goes on.
- Open “pre-quizzes” for each lecture. These were required for credit during fall 2017 but available for practice in spring 2018.
- Daily diagram labeling assignments for the lab component were added in Spring 2018. These were assessed by the lab coordinator before the end of each lab component.
- Increase in full time faculty teaching the gateway courses. All faculty who taught a G2C pilot course in fall 2017 and spring 2018 were tenure track employees.

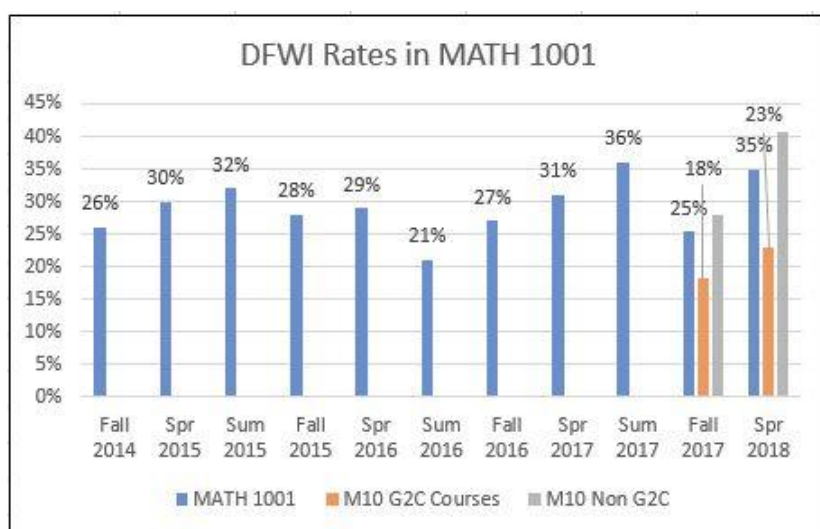
- A requirement, enforced for the first time in spring 2018, for students to take a general education, laboratory-based science course before enrolling in BIOL 2121K.

In addition, a “lib guide” was created to accompany to the online textbook. During 2017-18, the lib guide materials were still in progress and not formally included in the syllabus or the G2C courses. They will formally be part of the 2018-19 transformations.

The number and percentage of students taught in the G2C sections in spring 2018 was considerably higher than in fall 2017, but the DFWI rate did not deteriorate between the terms. Improvements in teacher training as well as the more complete roll-out of the “lib guide” are coming.

**Example 2: Quantitative Skills and Reasoning (MATH 1001)**

A multi-year view of DFWI rates for MATH 1001 shows a different pattern than the one for BIOL 2121K.



DFWI rates have varied along a small range across terms for MATH 1001. For fall terms, the range was from 26% DFWI in Fall 2014 to 25% in Fall 2017. However, the sections piloting the G2C transformations had considerably lower DFWI rates. The number of students in G2C and non-G2C sections is shown below.

Fall 2017	Enrl	ABC	ABC Rate	DFWI Rate	Spr 2018	Enrl	ABC	ABC Rate	DFWI Rate
All	509	380	75%	25%	All	338	220	65%	35%
G2C Sects	132	108	82%	18%	G2C Sects	109	84	77%	23%
Non G2C	377	272	72%	28%	Non G2C	229	136	59%	41%

The expansion of G2C techniques to scale has been slower with MATH 1001 than with BIOL 2121K. Some 26% of MATH 1001 students were in G2C sections in the fall term, while 32% of students were in G2C sections in the spring. Expansion is expected to continue during academic year 2018-19. Outcomes suggest that the G2C transformations in MATH 1001 may have been particularly helpful for part-time students and for female students.

Part Time Students Only									
Fall 2017	Enrl	ABC	ABC Rate	DFWI Rate	Spr 2018	Enrl	ABC	ABC Rate	DFWI Rate
All	184	133	72%	28%	All	157	90	57%	43%
G2C Sects	48	41	85%	15%	G2C Sects	45	34	76%	24%
Non G2C	136	92	68%	32%	Non G2C	112	56	50%	50%

Female Students Only									
Fall 2017	Enrl	ABC	ABC Rate	DFWI Rate	Spr 2018	Enrl	ABC	ABC Rate	DFWI Rate
All	387	303	78%	22%	All	236	159	67%	33%
G2C Sects	101	85	84%	16%	G2C Sects	69	60	87%	13%
Non G2C	286	218	76%	24%	Non G2C	167	99	59%	41%

With only the fall 2017 students to consider regarding follow-on success, DFWI rates in Statistics (MATH 2200) in the spring 2018 were higher for students in the G2C sections than for non-G2C sections. Around a third of the fall 2017 MATH 1001 students who were eligible to take MATH 2200 in the spring did so (34% in G2C sections, 36% in other sections), leaving small student numbers to consider from this initial pilot.

Fall 2017 MATH 1001 Students in Spring 2018 MATH 2200

	Enrl	ABC	ABC Rate	DFWI Rate
All	134	102	76%	24%
G2C Sects	37	25	68%	32%
Non G2C	97	77	79%	21%

A small number of successful MATH 1001 students in fall 2017 took MATH 1111 (College Algebra) in spring 2018.

Fall 2017 MATH 1001 Students in Spring 2018 MATH 1111

	Enrl	ABC	ABC Rate	DFWI Rate
All	23	10	43%	57%
G2C Sects	8	4	50%	50%
Non G2C	15	6	40%	60%

Course transformations in the G2C sections of MATH 1001 include the use of course “wrappers” involving the following elements.

- Three to five wrap-up problems are shared at the end of each class to assess understanding and apply new knowledge.
- ClassWrappers are provided in D2L by the math department for ease of printing.
- Students can keep a notebook of all ClassWrappers.
- Students that do not/cannot finish the ClassWrappers, receive referral for out-of-class assistance with their instructor or for help from the tutorial center.
- ClassWrappers can be used by the classroom teacher for review for tests, as well as for bonus points on upcoming tests and/or classroom participation grades.
- Answer keys are provided to make available for students as instructors choose.



Additions planned for academic year 2018-19 include meta-cognitive questions about test performance and the expansion of the G2C sections to include part-time instructors and an online section.

**Other G2C Courses**

Summary data for the remaining G2C pilot courses is shown below.

***Composition 1 (ENGL 1101)***

Fall 2017	Enrl	ABC	ABC Rate	DFWI Rate	Spr 2018	Enrl	ABC	ABC Rate	DFWI Rate
All	1452	1130	78%	22%	All	772	531	69%	31%
G2C Sects	284	242	85%	15%	G2C Sects	114	68	60%	40%
Non G2C	1310	1009	77%	23%	Non G2C	658	463	70%	30%

***American History I (HIST 2111)***

Fall 2017	Enrl	ABC	ABC Rate	DFWI Rate	Spr 2018	Enrl	ABC	ABC Rate	DFWI Rate
All	594	420	71%	29%	All	664	489	74%	26%
G2C Sects	123	87	71%	29%	G2C Sects	169	127	75%	25%
Non G2C	471	333	71%	29%	Non G2C	495	362	73%	27%

***College Algebra (MATH 1111)***

Fall 2017	Enrl	ABC	ABC Rate	DFWI Rate	Spr 2018	Enrl	ABC	ABC Rate	DFWI Rate
All	1121	683	61%	39%	All	646	351	54%	46%
G2C Sects	86	59	69%	31%	G2C Sects	114	61	54%	46%
Non G2C	1035	624	60%	40%	Non G2C	532	290	55%	45%

**Retention and Graduation Rates**

These rates are not yet available for students involved in the first year of G2C piloting. They will become available in fall 2018.

**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 two years:

- Academic Deans from all six 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.

## STRATEGY 5: GHXX 2901: SPECIAL TOPICS IN ...

No additional data to share at this time.

## Momentum Year Engagement: STEM CENTER

### Key Accomplishments:

Since the launch of the Momentum Year project, the GHC Center for STEM Learning (CSL) has been very active in implementing activities that will better engage and support STEM students thereby improving their persistence and success. A few of the successful activities implemented by the CSL in support of the Momentum Year goals include:

### **Project 1: ACT/SAT Prep Course for high school students to increase STEM-readiness**

**Mechanism:** The CSL offered an ACT prep course in the spring of 2018. Although we originally intended to offer both ACT and SAT test prep courses, we decided to focus on the ACT only where we think we can have the greatest impact with a short test prep window. Furthermore, the original plan to have the course taught by GHC faculty was changed due to pressure from the school system. Instead, local school teachers were contracted and trained by GHC faculty to instructor the courses. Test prep materials, including practice tests and review materials made available from the College Board, were supplemented by 36 additional math problem sets developed by GHC faculty. Each student took a practice test prior to the program so review materials and concepts taught could address specific areas of content weakness.

**Results:** Overall, 13 students were involved in the project: 9 students fully participated (Pre-test, Actual test, Attended sessions) while 4 students only partially participated (Pre-test, Attended sessions). From the initial data collected, there was a very weak correlation between number of prep hours spent and net score change for both math and reading.

Math results:

- 4 students of the 9 who fully participated (or 44%) had a positive change in math score
- 5 students of the 9 who fully participated (or 56%) had no change in math score
- 0 had a negative change in math score
- Of the 9 students, only one improved their ACT score enough to qualify for the GHC MATH 1111 exemption test.

Reading results were a bit stronger

- 7 students of the 9 who fully participated (or 78%) had a positive change in reading score
- 1 student of the 9 who fully participated (or 11%) had no change in reading score

- 1 student of the 9 who fully participated (or 11%) had a negative change in reading score
- Reading was the focus of this first prep class but the English score determines placement so no information is available on initial college placement changes.

### **Project 2: MATH Boot Camp (STEMFIT) for incoming freshmen to increase STEM-readiness**

**Mechanism:** Offered a summer MATH Boot Camp (called STEMFIT) for incoming freshmen who did not score high enough on ACT/SAT to test out of MATH 1111 but did score high enough to qualify for Math 1111 exemption exam. Elements of STEMFIT included: (1) Active learning strategies to review and practice MATH 1111 content, (2) daily practice exams that help reinforce the topics covered, and (3) GHC college professors who not only taught the content but also introduced participants to the expectations of the college classroom.

**Results:** With the cost covered by our USG STEM Initiative grant, STEMFIT enrolled six students for the boot camp, five of whom finished the camp. Of that five, three passed the College Algebra exemption test and will be registered for Pre-calculus in the fall. Two went further not only the College Algebra exemption test but also passed the Pre-calculus exemption test and will be registered for Calculus I in the fall. We are excited that this effort will help to propel these students forward. We look forward to continuing to expand this effort, to utilizing some of the activities used during the camp in our ongoing College Algebra classrooms at GHC, and to presenting our results to our colleagues across the state.

### **Project 3: Transformation of Chemistry 1211K and CHEM 1212K courses**

**Mechanism:** Faculty supported by the GHC-CSL transformed CHEM 1211K and CHEM 1212K by adopting an open educational resource (OER) and creating complementary E-learning tools and ancillary materials for CHEM 1211K and CHEM 1212K. Furthermore, 1-hour weekly recitations were developed to supplement course instruction. Recitation attendance was optional.

**Results:** The Principles of Chemistry sequence transitioned from the use of proprietary textbooks to the use of an open educational resource by OpenStax. Key chemistry faculty created a comprehensive set of ancillary materials to supplement the OER textbook. Materials created included course lecture notes to accompany the textbook, chapter checklists to help students stay on track, and approximately 100 instructional videos on fundamental lecture and laboratory concepts. To ensure students had easy access to all course content, the faculty created a Principles of Chemistry LibGuide to house all ancillary materials, resources, and relevant websites. The LibGuide is also accessible via the GHC-CSL website. Furthermore, the chemistry faculty instituted a weekly recitation option to support student currently enrolled in the CHEM 1211K and CHEM 1212K sequence. Student surveys revealed that 96% of CHEM 1211K and 87% of CHEM 1212K students found instructional videos “somewhat helpful”, with nearly 50% indicating they were “very helpful”. DFW rates for Fall 2017 decreased by 10% from Fall 2016. Withdrawal rate decreased from 27% to 16% (CHEM 1211K) and from 18% to 11% (CHEM 1212K). Data also showed a 2%-9% increase in homework and exam grades depending on section/course. Data from Fall 2017 to Fall 2018 is still being collected and analyzed. In addition to overall improved success rates in CHEM 1211/1212, students who participated in recitations demonstrated a 92%

success rate in the course compared to only 62% success rates for those that chose not to participate.

#### **Project 4: Development of a template for a virtual Center for STEM Learning**

**Mechanism:** The director of the GHC CSL worked with the IT webmaster to create a website for the Center of STEM Learning. Some of the important elements of the website included: 1) a Current Student Resources page that linked students to STEM pathway maps, the Chemistry LibGuide pages, instructional videos created by Math faculty, and contact information for STEM advisors and mentors; 2) an Outreach page which not only showcased the community outreach activities conducted by the CSL but also provided information about how students and faculty could volunteer for or participate in CSL community outreach opportunities; and 3) STEM Faculty Resources page which provide faculty with access to all of the ancillary and instructional materials created by the CSL.

**Results:** The CSL website was officially launched and key personnel charged with editing and maintaining the website were identified from among STEM faculty. Shortly after launch, the College rolled out a brand new website and the CSL template and much of its content did not migrate properly. Furthermore, the analytics data was lost.

#### **Project 5: STEM Community Outreach Activities**

**Mechanism:** The GHC-CSL participated in or hosted numerous STEM outreach events at local schools within our service areas including Family STEM nights, STEM festivals, and STEM Discovery Days. Just a small sample of the schools we worked with included: Cobb County Schools (Birney Elementary and Pickett's Mill Elementary), Bartow County Schools (Woodland Middle, Clear Creek Elementary, and Euharlee Elementary), Paulding County Schools (C.A. Roberts Elementary and Scoggins Middle), and Cartersville City School (Cartersville Elementary and Cartersville High School). Not only did GHC faculty and staff develop and implement these events, numerous GHC students volunteered for or participated in the outreach events.

**Results:** Just during the past year, the GHC-CSL conducted STEM outreach activities that impacted nearly 1,100 P-12 students. Furthermore, funding from the STEM Initiative grant was used to purchase reusable materials, equipment, and technologies to expand the number of outreach activities in the coming years. GHC students were recruited by the director of the CSL to participate in or volunteer for many of the outreach events. By participating in the STEM outreach events, GHC students not only build their resumes but also reinforce their STEM content knowledge, serve as role-models for elementary and middle-school students, and establish out-of-the class relationships with faculty mentors.

#### **Challenges:**

Although we have encountered individual challenges and learned many lessons with each of the above activities, the greatest challenge facing the GHC Center for STEM Learning is the pending loss of support by the USG STEM Initiative STEM Education Improvement grant. In order to expand the Center and scale across campuses and into other disciplines, the center must hire a full-time director and replace the financial support that will be lost once the USG STEM Initiative grants officially end in 2019. Team members are currently investigating replacement grant funding and other forms of support.

**Next Steps:**

CSL faculty and staff intend to 1) expand the development of E-learning resources to include BIOL 2107K/2108K and PHYS 2211K/2212K, 2) offer ACT prep course in both fall and spring semesters, 3) increase student enrollment in STEMFit, 4) increase GHC student involvement in CLS community outreach activities, 5) redesign and relaunch the CSL website, and 6) apply for alternative grant funding.