Georgia Highlands College

Section 1. 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 759 degrees and awards in fiscal year 2018. This represents an increase of 42.9% from 2013 (n=531) to 2018. There were 6184 students enrolled in Fall 2018 representing an 12.6% increase in enrollment over the last five years. In Fall 2018, 38.9% self-identified as first-generation status, 40.4% were Pell eligible, and 21.8% were adult learners. These numbers shown declines from previous years, but this has been largely due to increases in dual enrollment.

Using 2013 as baseline Complete College Georgia, GHC has increased the one-year retention rates of first-time, full-time students by 3% but it is important to note that although our retention rate has fluctuated in the last couple of years, the number of students retained has increased by 19.3%. GHC has increased the three-year graduation rates by 5.9% for the Fall 2015 cohort, compared to the Fall 2014 cohort.

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.

Section 2. MOMENTUM YEAR/APPROACH UPDATE

Purposeful Choice

Over the last 18 months GHC has worked hard to implement our EAB Navigate build. After being delayed by Banner 9 upgrades, GHC went live with Navigate launching to the QEP student population in January 2019. In Fall 2018, a pilot group of students (n=60) at the Cartersville Campus were introduced to the QEP: Quest for Success during orientations for new students. As a part of their pilot, these students took a paper form of a career and non-cognitive assessments. These tools were converted to electronic format as a part of Navigate and our efforts to promote a purposeful choice and focus areas. The QEP has been discussed previously.

Clear Pathways

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.

Academic Mindset

GHC chose to focus on many sub-areas of this aspect of our MY/MA plan, 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 two key activities:

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 improved our participation rate from 2017, but it is unclear if this strategy is yielding the results we had hoped for. In the second administration in December 2018, only 19 students completed the survey. We realized that while the first administration yielded some initially interesting results, those could not be analyzed thoroughly because of the lack of second-round responses. In August 2019, we took a more direct, personal approach to reaching out to faculty. We are awaiting our survey results.

Engaging faculty and staff in the Momentum Year. We have continues to work at clearly communicating the link between the Momentum Year/Approach and the QEP: Quest for Success. This effort seems to have had an impact as we have had several faculty report that they are doing activities related to Mindset (using the GPS model) in their courses. However, we have been unable to track this consistently. With a new administrative model in place, we should be able to track classroom innovations more closely. Additionally, engagement will be playing a significant role in our new strategic plan.

Section 3. INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, & OUTCOMES

STRATEGY 1: AFRICAN AMERICAN MALE INITIATIVE

High Impact Strategy

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.

Measures of Progress and Success

A five-year view of all measures is included in the data appendix.

Participation. The number of AAMI participants in Fall 2018 was 93 from a total enrollment of Black or African American males of 367 for a **participation rate of 25%**, same as Fall 2017. The goal is to exceed GHC's all-time high participation rate (29% in Fall 2013).

One-year retention. First time, full time Black or African American males who started in Fall 2017 and were members of GHC's AAMI were retained to Fall 2018 at a rate of 96.4%, while those who did not participate returned the following fall at a rate of 47.2%. The overall retention rate for first time, full time Black or African American males was 64.2% at GHC, **the highest one-year retention rate for this population in the State College sector** and above the State College average of 40%. GHC has **led its sector in one-year retention for FTFT Black or African American males for the past three years**. 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 2015 and were members of GHC's AAMI graduated with associate degrees by the end of Summer 2018 at a rate of 30%, while those who did not participate graduated at a rate of 1.7%. The same **substantial difference in graduation rates** for AAMI and non-AAMI members is seen throughout the five year view.

The overall three-year graduation rate for Black or African American first time, full students was 14.7% at GHC, compared with the State College average of 9.3%. For three of the five most recent cohorts, GHC has **exceeded the sector average**.

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 2015 cohort would mean exceeding 28.8%. This goal was met for AAMI participants but not for AAMs overall.

Degrees conferred. The number and percentage of associate degrees conferred to AAMs were 25 and 3.4% respectively, down from the prior year (FY 2018=38 associate degrees awarded to AAMs for 5.5%). The percentage of degrees awarded to AAMs that were awarded to AAMI members

increased slightly in FY 2019 to 40% (FY 2017=37%), though total degrees awarded to AAMs was slightly lower (FY 2018=10, FY 2017=14). The percentage of degrees conferred to AAMI members remains **higher than the participation rate**, pointing to the productivity of the program overall.

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.

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 participate in a three-phase advising process that connects them with professional advisors, faculty members, institutional resources, and other students. During the first two terms of enrollment, new students 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. During their second term, students meet with a faculty advisor who checks their progress and begins to discuss next steps toward completion of the degree and goal attainment. In crafting a success plan, students will also learn to recognize factors that can impede progress toward their goals. Imbedded in this process are targeted activities to allow students to strengthen their purposeful choices and ensure that they have clear pathways to their educational 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

In Fall 2018, our pilot included 60 general studies students at the Cartersville campus. 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. The pilot students completed two mandatory advising activities before they registered for their spring classes. Advising Activity 1 consisted of small group, peer meetings led by professional advisors. AA1 introduced students to more in-depth concepts related to their academic planning, as well as including elements of mindset (purposeful choice). Advising Activity 2 (AA2) was a one on one meeting with a professional advisor who reviewed the student's current progress, addressed any concerns through a semi-structured interview, referred students for services, and helped the student develop a comprehensive academic plan.

Of the pilot group, 87% of students (n=52) completed Advising Activity 1 (AA1), while 85% of those students (n=44) completed AA2. In Spring 2019, 73% of the pilot group (n=44) were retained and 93% of those students (n=43) met with their faculty advisors.

The Spring 2019 Cohort of the fully implemented Quest consisted of 467 students. AA1 had a completion rate of 89% (n=415). AA2 had a completion rate of 82% (n=381). Persistence rates from Spring 2019 to Fall 2019 for these students was 69.8% (n=326). This is a full nine percentage points higher than students who did not participate in Quest for Success.

For Summer 2019, 185 students entered the Quest for Success. While 98% of those students completed a combined AA1/AA2 activity (resulting from the compressed summer schedule), only 58% (n=107) went on to enroll in Fall 2019. This is consistent with the higher number of one-term students who begin at GHC in the summer with an explicit goal of attending another college in the fall.

We continue to monitor and track students who are in the Quest model. The tables in the appendix show additional measures of the QEP's success thus far.

Lessons Learned

The implementation of GHC's QEP has been instrumental in improving retention for those students in the program. However, this is a high-touch, high-impact initiative. It has required a fundamental restructuring and reconceptualizing of advising at GHC. In Fall 2019, the advising director and QEP director decided to modify AA1 and AA2 to better meet the needs of students and advisors. The use of Navigate as a tracking and communication tool has been effective, but there is still much to be done. We have identified several places where more data collection and better tracking of students as they move across services on campus can give us a more complete picture of what is making these students more successful than their peers and predecessors not in the Quest for Success.

STRATEGY 3: TRANSFORMING REMEDIATION

High Impact Strategy

Corequisite remediation and math pathways for students that start in Learning Support have a substantial impact on students' success in gateway and follow on classes. Longer term, they are expected to increase credential attainment.

Completion Goal

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

Demonstration of Priority or Impact

Historically, a third to 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 the three most recent fall terms to track the impact.

Summary of Activities

Beginning in Summer 2018, GHC no longer offered foundation level Learning Support courses; ENGL 0989, MATH 0987, MATH 0989 were phased out during Fall 2018. The limited number of students in summer meant fewer LS students and allowed for course development in the co-requisite classes. Full implementation in Fall 2018 highlighted the need for further work on course content and student placement. This included the realization that GHC's Accuplacer WritePlacer score had been set too high, dramatically increasing the number of students placed into ENGL 0999. The score was adjusted for Spring 2019, and the numbers reflect this change. The introduction of Accuplacer NextGen in January 2019 created logistical challenges in the areas of admissions, LS placement and student advising, and the institution had to implement additional computer system updates to accommodate. Spring 2019 saw additional modifications in co-requisite courses, student placement and system automation, as the institution adjusts to the major change of the all co-requisite model.

Measures of Progress and Success

Overall Placement in Learning Support. After steady reductions in the percentage of new (first time, full time) students placed into Learning Support (ending with a placement rate of 31% in Fall 2017), **placements increased** in Fall 2018 to 51%. The increase was due to what seems to be an anomaly in English placements because of placement scores that were higher than other state colleges (Fall 2018=25.5%, double the rate of any prior year since new LS methods).

Gateway and Follow-On Course Success. In the Data Appendix, two baseline comparisons are made with 2018-19 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 in the same cohorts who did not start in Learning Support. This report focuses on co-requisite remediation; for Fall 2009, equivalent placement scores in MATH 0099, READ 0099, and ENGL 0099 are used.

This section presents gateway and follow-on outcomes for **Math corequisite remediation** only. The Fall 2018 English corequisite outcomes are documented in the Data Appendix due to unusually high Fall 2018 placements, which probably affect the validity of statistics from this year.

Foundations courses were discontinued in Fall 2018 and that cohort of students in **corequisite non-STEM classes** (MATH 1001) was substantially different from prior fall groups. First, it was larger (six times the size of prior groups at 236 students). Second, preparation and target goals for the students were more diverse. Students who would have placed into non-STEM foundations in the past placed into corequisite remediation instead, affecting the preparation level.

In addition, students who would have placed into STEM foundations were directed into the non-STEM gateway as a prerequisite, some with a corequisite requirement for MATH 1001 and others

without one. Instead of advancing into the non-STEM follow on course (Statistics), these students took College Algebra in the second term. Hence for the first time, student objectives for completing the non-STEM gateway could be transitioning to **either** Statistics or the STEM gateway, College Algebra.

These changes and corresponding curricular changes for MATH 1001 were **associated with pass rate declines**. The gateway pass rate in non-STEM math for students starting in corequisite remediation in Fall 2018 was 73%, down from an all-time high the prior year of 90% and the **lowest rate of gateway success** since Learning Support changes began at scale at GHC in Fall 2014. Interestingly, the pass rate in MATH 1001 was also reduced for non-LS students (76% in Fall 2018, lowest of the terms considered, including the baseline term, Fall 2009).

Similarly, students who passed MATH 1001 with corequisite remediation in Fall 2018 and took the follow-on course, Statistics, in the spring had a pass rate of 69% compared with an all-time high of 90% for prior year group. The Fall 2018 rate is the **lowest rate of follow on success** for corequisite MATH 1001 in the five years of corequisite remediation at GHC. However, non-LS students who passed MATH 1001 in Fall 2018 did substantially better in the follow-on course (pass rate of 86%, creating a follow-on pass rate gap of -17% for corequisite non-STEM math students).

For students who **started in MATH 1001 and moved to MATH 1111**, the pass rate for those who started in corequisite remediation was **considerably lower** in MATH 1111 than for non-LS students (53% versus 70% for non-LS students in MATH 1001 who took MATH 1111 next). However, the 53% pass rate for students starting in corequisite non-STEM math and moving to MATH 1111 was a slight improvement over students starting in STEM foundations the prior fall and moving to MATH 1111 (47%).

For students starting in **STEM math**, the removal of the foundations class in Fall 2018 appeared to have less impact. Pass rates in the STEM gateway class (College Algebra, MATH 1111) were 61% for students starting in corequisite remediation and 69% for non-LS students. Both rates are comparable to prior year rates; in fact, the pass rate in the gateway class for students starting in corequisite STEM remediation has ranged only between 60% and 62% for the past five fall terms.

However, completion of a follow-on class in the spring term for those passing MATH 1111 with a corequisite reached an **all-time high** with the Fall 2018 students for the five years of corequisites at 27%. This figure combines success in any of the follow-on courses (Statistics, Pre-Calculus, or Applied Calculus). Corequisite students still lag non-LS students on this measure (non-LS=34%) but their timely completion of follow on classes has been steadily rising.

For calculus-based (STEM) pathways in particular, students starting in corequisite remediation with MATH 1111 show a steady increase in pass rate in MATH 1113 (Fall 2016=50%, Fall 2017=52%, Fall 2018=58%). The corequisite pass rates are still below those of non-LS students MATH 1111 followed by MATH 1113 (Fall 2018=71%) but the increase is encouraging.

Retention. The gap in one-year retention between FTFT students who start in Learning Support and those who do not **widened** from Fall 2017 to Fall 2018 over the prior year (63% versus 68% for non-LS students, leaving a -5% gap). Prior year retention rate gaps have been as follows: Fall 2014-15: +1 (more students retained who started in Learning Support than students who did not), Fall 2016-17: -5, Fall 2017-18: -3. The one-year retention rate for Fall 2009 Learning Support students was 59%, while non-LS students were retained at 61% for a -2% retention rate gap. At

GHC, **no sustained improvement in one-year retention** has been correlated with corequisite remediation and math pathways.

Completions. Having started at scale with transformed remediation in Fall 2014, GHC can now look at three-year completion rates for the baseline year (Fall 2009) compared with Fall 2014 and Fall 2015 cohorts using the new LS methods. The full historical comparison is shown in the data appendix, using three-year attainment of any kind of credential from any institution that reports to the National Student Clearinghouse.

Comparing Fall 2009 and Fall 2014 students at the three-year mark, the Fall 2014 corequisite students had attained **slightly fewer** overall credentials than then Fall 2009 students with equivalent placement scores in the highest level math remediation (18% credential attainment for Fall 2009 students, 17% for Fall 2014 students). For the Fall 2015 cohort, corequisite students had attained **3.3% fewer** credentials than their Fall 2009 counterparts.

Limiting the figures to attainment of associate degrees only (no certificates or diplomas), the Fall 2014 cohort of corequisite math students attained **2.5% more associate** degrees at three years than the Fall 2009 group of equivalent LS math students (Fall 2009=13.1% attained associate degrees, Fall 2014=15.6%). However, this advantage in associate attainment for students in corequisite remediation using the new LS methods was **reduced to just 0.5%** with the Fall 2015 cohort. The Fall 2015 corequisite math students had substantially fewer three-year completions than their Fall 2014 counterparts (Fall 2015=13.6, close to the Fall 2009 level of 13.1%).

Possibly most surprising is the gap between corequisite level Math students and non-LS students in three-year associate completions that opened with the Fall 2015 cohort. For Fall 2009, the gap was just 1.6% in favor of non-LS students starting in gateway math (corequisite students=13.1%, non-LS students=14.7%). For Fall 2014, the associate completions gap was actually reversed in favor of corequisite Math students (corequisite=15.6%, non-LS=14.6%) and the gap remained small. However, for the Fall 2015 cohort the gap in three-year completions widened to 10.1% (a tenfold increase in gap size) with corequisite Math students dropping back to Fall 2009 levels with 13.6% associate completions while non-LS gateway Math students surged to 23.7%. This change will draw further assessment.

For students starting in corequisite English, the completions picture is more positive. The Fall 2014 cohort of corequisite English students **exceeded the overall three-year credential rate** of corresponding Fall 2009 students by 8.4% (Fall 2009=13%, Fall 2014=21%). Limiting the comparison to associate degrees completed (no certificate or diploma), the gap narrows to 3.6% but Fall 2014 students still attained more degrees. The Fall 2015 cohort of corequisite English students did even better, **exceeding the corresponding Fall 2009 students** by 12% in overall completions and 4.5% in associate degrees. This pattern is closer to what would be predicted by the literature on corequisite remediation than the pattern for corequisite math.

In addition, corequisite English remediation students were **comparable to their non-LS counterparts** in terms of three-year degrees completed in all three years. For Fall 2009 and Fall 2014, students in corequisite English remediation attained more degrees than their non-LS counterparts. In Fall 2015, that pattern was reversed but with a gap of only 2.8% (corequisite English students=17.5%, non-LS=20.3% attainment of associate degrees). This gap is much narrower than the gap between corequisite Math students and non-LS Math students who started in Fall 2015.

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 wrapping up Year 3 of the G2C effort for Cohort 1 and Year 1 of Cohort 2. The G2C Cohort 1 involved 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). Cohort 2 includes only ENGL 1102.

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.

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 DWFI rates have fluctuated over the last four-years. While G2C courses initially showed improved DFW rates, the improvement has not been sustained. However, while students may not be as successful in G2C sections of BIOL 2121K, they seem to be more successful in 2122K, for those who make it to that point.

For MATH 1001, the G2C sections had a positive impact immediately with lower DWFI rates. However, as the course was scaled up those positive gains were not strong. Much like the BIOL 2121K courses, the students who complete a G2C section of MATH 1001 are more likely to succeed in the follow-on course (MATH 2200).

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.

LESSONS LEARNED

During the past two years GHC has 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. The absence of a CETL director was an unintended obstacle, but that has been addressed for the coming year.

Section 4. OBSERVATIONS AND NEXT STEPS

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. The Momentum Year Plan has forced us to have conversations that we may have avoided in the past. Specifically, the pressure testing activities in Spring 2019 revealed what we had suspected: Most students at GHC were unable to complete the degree of their choosing at the campus of their choosing. No campus offered an opportunity to earn a degree in more than three pathways because of scheduling. Through intentional efforts to collaborate across divisions, GHC has begun implementing new approaches for AY 2019-20 to address the problems and obstacles for scheduling. This could not have happened without the opportunity and support from the USG to engage with data-driven conversations about scheduling, timely completions, and student success. We have filled a key position on campus that will enable us to continue to progress with this work, but more restructuring may be necessary to achieve our optimal results. The work of several initiatives will influence these decisions (CAR, strategic planning, etc.). Pulling together the work of various groups (Mindset team, Chancellor's Learning Scholars, Advisors, and Leadership) will allow us to leverage resources more efficiently. 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.

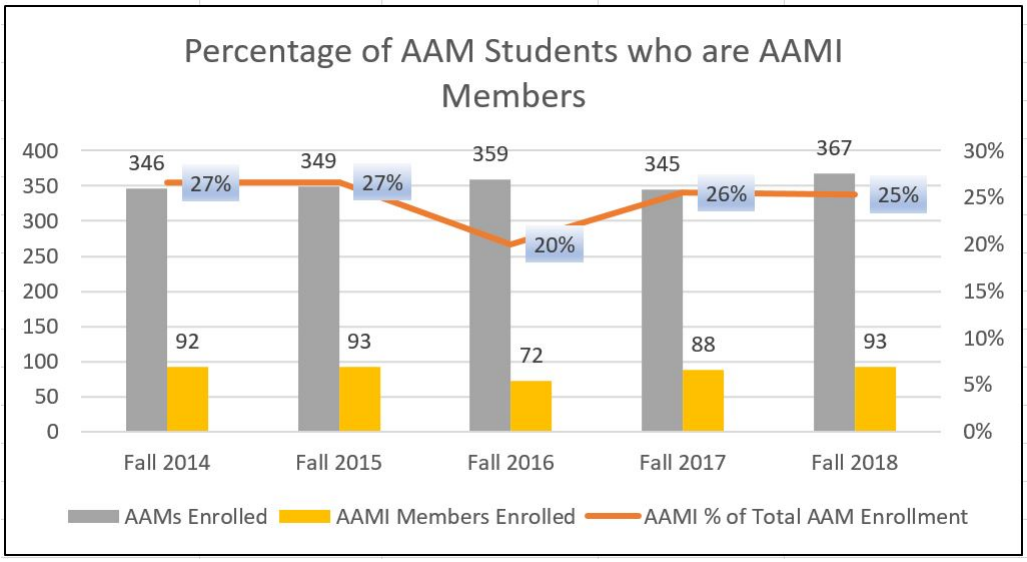
Section 5. STUDENT SUCCESS AND COMPLETION TEAM

Name	**Title**
Jennifer Hicks	Director of Academic Support (Advising & Tutoring)
Dana Nichols	Vice President of Academic Affairs
Jesse Bishop	Dean of Planning, Assessment, Accreditation, & Research
Elizabeth Tanner	QEP Director
Diane Langston	Sr. Data Analyst
Josie Baudier	Director of Center for Excellence in Teaching & Learning
Melanie Largin	Dean of Mathematics
Jon Hershey	Dean of Humanities
Laura Walton	Advising and Orientation Coordinator

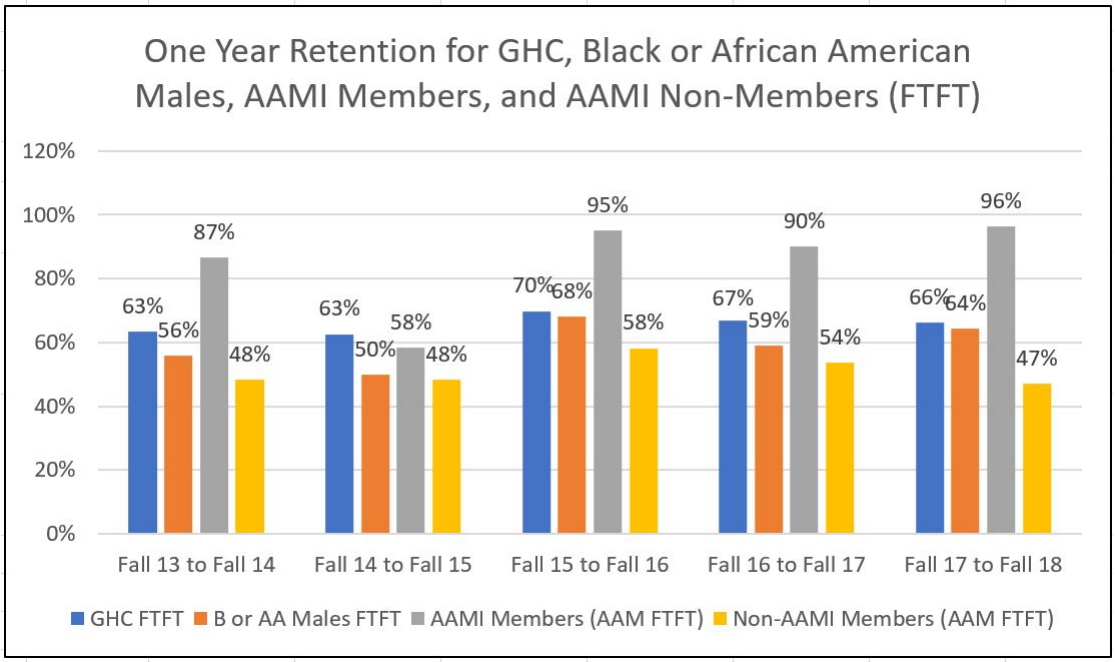
Data Appendix

African American Male Initiative (AAMI)

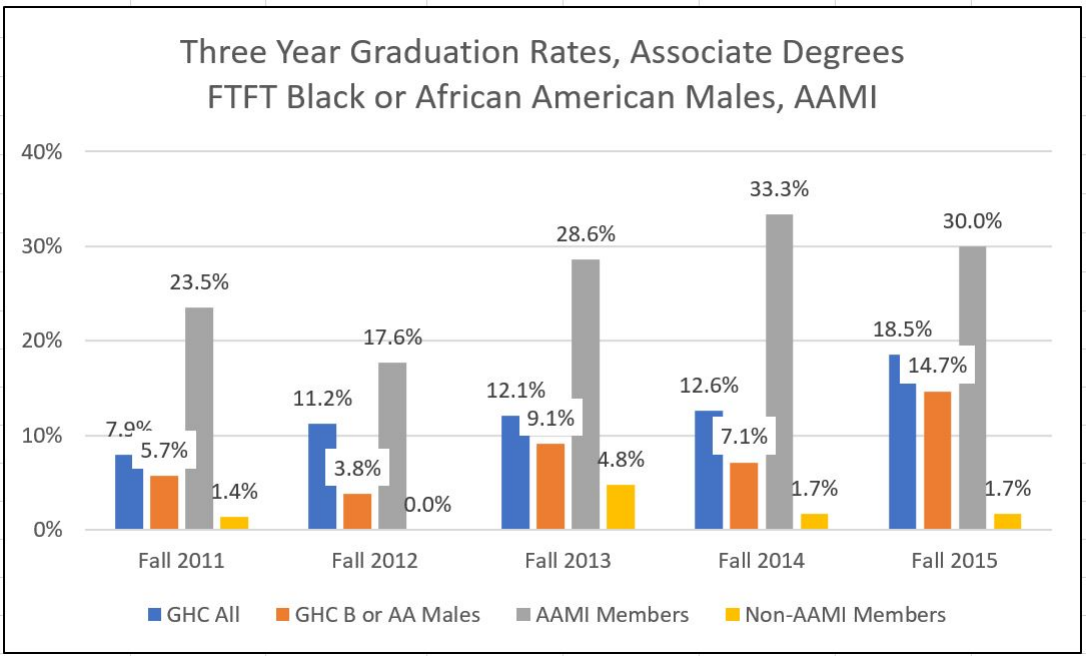
Participation in AAMI

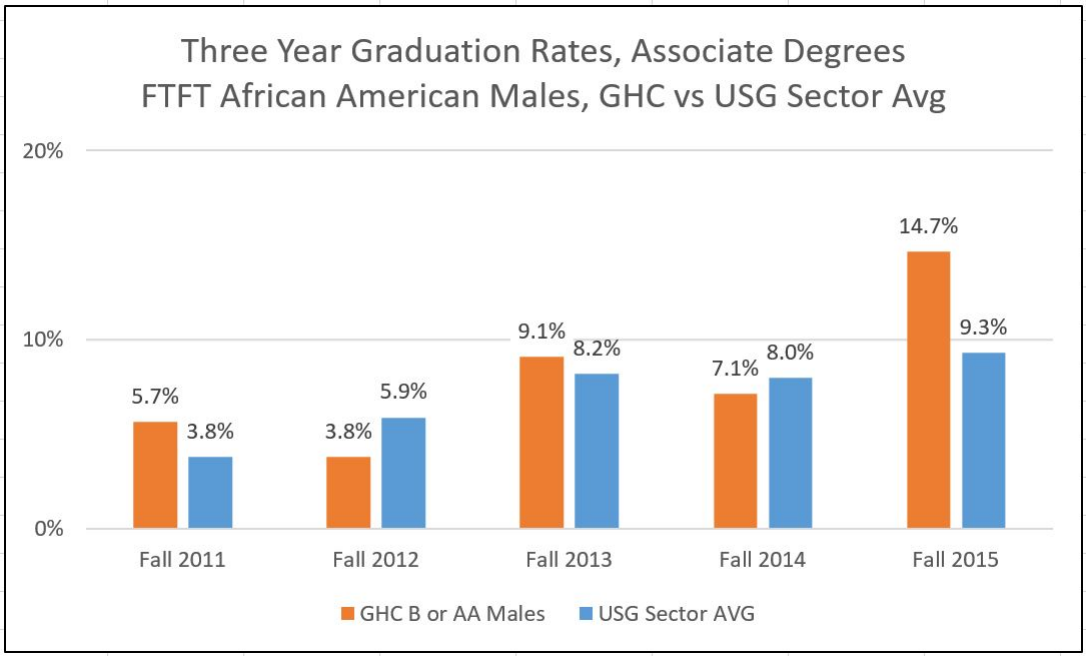


AAMI Retention



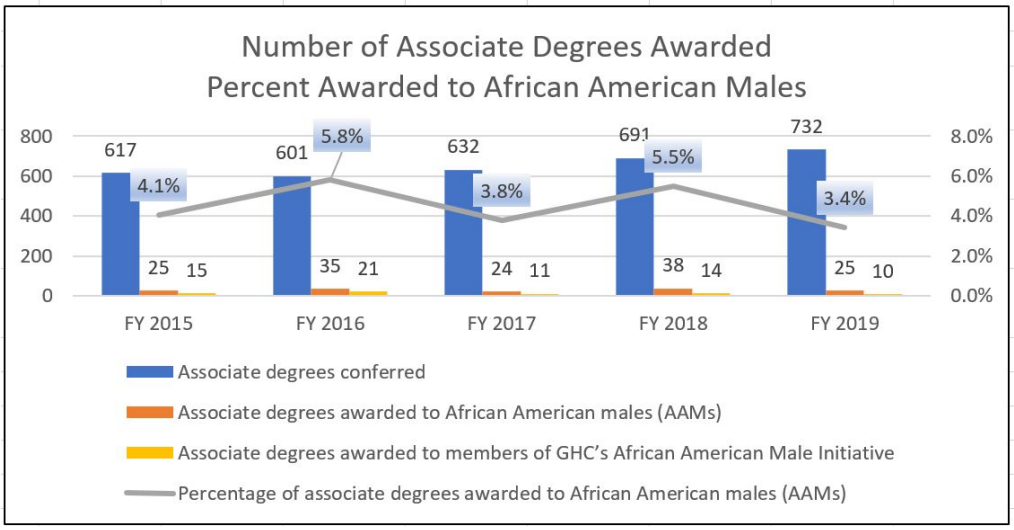
AAMI Three-Year Graduation Rate for Associate Degrees



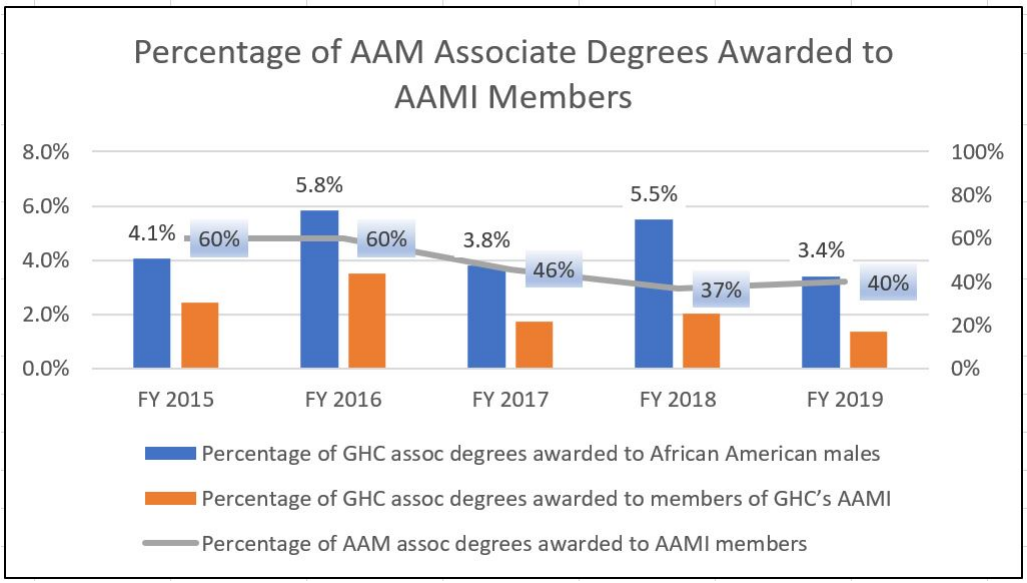


AAMI Associate Degrees Conferred in FY 2019

The following graph shows the number of degrees conferred 1) at GHC overall, 2) to Black or African American males, and 3) to members of GHC's AAMI program. The goal of this graph is to highlight the changing percentage of associate degrees awarded to African American males over the past five fiscal years—neither upward nor downward trend for AAMs despite the upward trend for associate degrees overall, a possible opportunity for improvement.



The following graph focuses on the percentage of the associate degrees awarded to Black or African American males that are awarded to members of GHC's AAMI program.



STRATEGY 2: QUEST FOR SUCCESS

No additional data to share at this time. By Spring 2020, we will have enough data to begin to populate meaningful tables and charts.

STRATEGY 3: TRANSFORMING REMEDIATION

Corequisite Remediation and Math Pathways

Overall Placement into Remediation

For Fall 2018, 51% of students in the IPEDS cohort of first time, full time freshmen were placed into Learning Support, a big increase from prior fall terms since the effort to transform remediation in USG began. The rate for placement into English LS doubled over the prior year due to issues with the choice of WritePlacer scores for placement.

All placements in Fall 2018 were into corequisite courses.

Fall Term placements in Learning Support IPEDS First Time, Full Time Cohort (FTFT)			
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%
Fall 2018	35.2%	25.5%	51%

Math Remediation

Details presented here support the narrative section on Corequisite Remediation and Math Pathways.

Corequisite Gateway Success

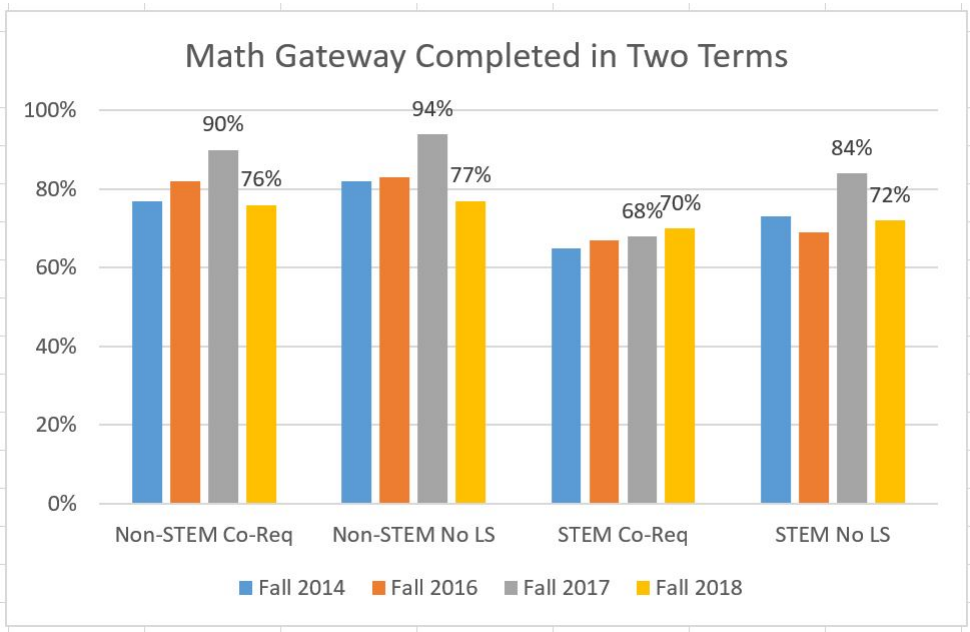
For Fall 2014-Fall 2018, the benchmark for historical comparison to the Fall 2009 cohort (before any LS Math transformations—no Math pathways or co-requisite remediation) is the "gateway in two terms" figure, which combines success in Learning Support with progression through the corresponding gateway class.

The goal is a completion rate in a gateway math class of 80% of IPEDS first time, full time students within the first two terms. The "gateway in one term" figure is also shown to track co-requisite pass rates for first-time takers.

For Math, the gateway classes are MATH 1001 (Quantitative Skills and Reasoning) and MATH 1111 (College Algebra). Success rates for non-LS students are also presented for comparison.

GATEWAY SUCCESS IN MATH for Co-Req and No LS							
IPEDS Cohort, Full Time							
	Non-STEM LS		STEM LS				
LS Co-Req	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	
Fall 2009						34%	Highest lvl LS
Fall 2014	77%	77%	60%	65%	67%	70%	
Fall 2016	82%	82%	62%	67%	70%	73%	
Fall 2017	90%	90%	60%	68%	67%	73%	
Fall 2018	73%	76%	61%	70%	69%	72%	
	Non-STEM no LS		STEM no LS		All Gateway Math no LS		Non-LS vs LS Gate in Two
No LS	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	
Fall 2009	81%	81%	64%	64%	66%	66%	32%
Fall 2014	79%	82%	70%	73%	72%	76%	6%
Fall 2016	82%	83%	63%	69%	67%	74%	1%
Fall 2017	80%	94%	73%	84%	75%	91%	18%
Fall 2018	76%	77%	69%	72%	71%	73%	1%

The overall history of students accomplishing the "gateway in two" target since LS transformations began is shown below.



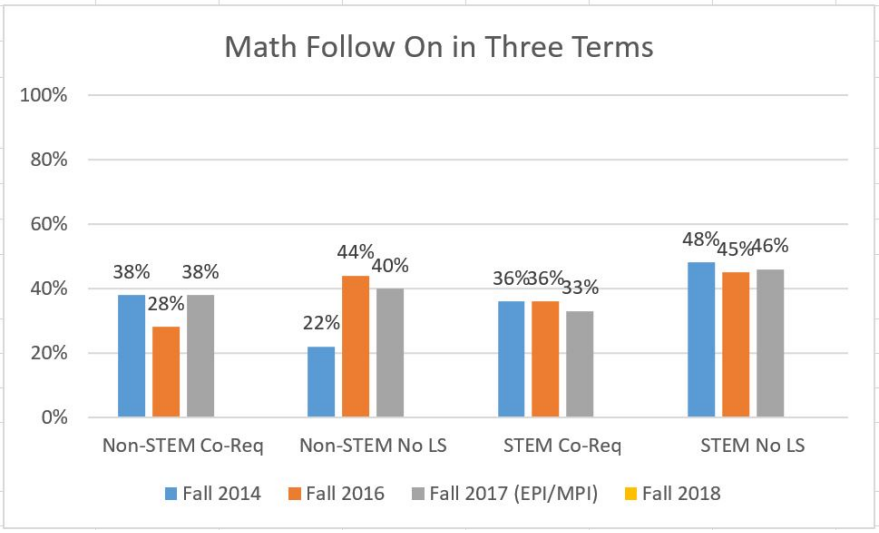
No group from Fall 2018 met the 80% target. The student numbers (rather than just the percentages) are shown in the section called "Focus on Fall 2018 Cohort of Math Corequisite Students."

Corequisite 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 Pre-Calculus (MATH 1113), Applied Calculus (MATH 2040), or Statistics (MATH 2200). For fall cohorts the third term combines completers in the following summer and fall terms. Hence, for the Fall 2018 cohort, the number of Summer and Fall 2019 completers is not yet available.

FOLLOW ON Success (Pre-Calculus, Applied Calculus, or Statistics) for Co-Req and No LS							
	Non-STEM LS		STEM LS		All		
LS Co-Req	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%	Highest lvl LS
Fall 2014	32%	38%	26%	36%	27%	37%	
Fall 2016	18%	28%	20%	36%	19%	33%	
Fall 2017	31%	38%	25%	33%	26%	34%	
Fall 2018	15%		27%		19%		
	Non-STEM no LS		STEM no LS		All		
No LS	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three	Follow On in Two	Follow On in Three	Non-LS vs LS Follow in 3
Fall 2009						34%	21%
Fall 2014	22%	28%	34%	48%	31%	42%	5%
Fall 2016	35%	44%	33%	45%	33%	45%	12%
Fall 2017	23%	40%	34%	46%	30%	44%	10%
Fall 2018	26%		34%		31%		

The overall history of students accomplishing the "follow-on in three" target since LS transformations began is shown below.



Focus on Fall 2018 Cohort of Math Corequisite Students

As explained in the narrative section, multiple changes occurred in Fall 2018 that particularly affected **corequisite Non-STEM math** students. The following chart shows a three-year lookback for these students.

Gateway + Corequisite Non-STEM Pass Rates

Term	Fall Term Took MA 1001	ABC	Spring Term Took MA 2200	ABC	Follow On in Two	Summer or Fall Took MA 2200	ABC	Follow On in Three
Fall 2016	39	32	9	7	18%	3	3	26%
some Foundations placement		82%	28%	78%			100%	
	took other gateway >>		Spring Term Took MA 1111	ABC				
			5	3				
			16%	60%				
			of eligible					
	Fall MA 1001		Spr MA 2200		Follow Two		ABC	Follow Three
Fall 2017 (EPI/MPI)	29	26	10	9	31%	4	2	38%
some Foundations placement		90%	38%	90%			50%	
	took other gateway >>		MA 1111	ABC				
			2	1				
			8%	50%				
			of eligible					
	Fall MA 1001		Spr MA 2200		Follow Two		ABC	Follow Three
Fall 2018	236	173	51	35	15%	unknown	unknown	unknown
no Foundations placement		73%	29%	69%				
	took other gateway >>		Spr MA 1111	ABC				
			32	17				
			18%	53%				
			of eligible					

Compared with the two prior years, pass rates in Non-STEM gateway and follow on classes were lower. Relatively few students who succeeded in MATH 1001 in Fall 2018 took the follow-on class in Spring 2019 (29%). Instead of moving ahead to Statistics, 18% of the corequisite Non-STEM math students took the STEM gateway class, MATH 1111 due to changes in Learning Support placement rules as discussed in the narrative section.

Students choosing to take the STEM gateway class in the second term from MATH 1001 were not uniformly in STEM pathways. Of the 32 students, 15 were in STEM pathways. For students starting in corequisite non-STEM math, the success rate in STEM gateway math was 53%.

The information for non-LS, Non-STEM gateway students is shown below.

Gateway No LS Non-STEM Pass Rates

Term	Fall Term Took MA 1001	ABC	Spring Term Took MA 2200	ABC	Follow On in Two	Summer or Fall Took MA 2200	ABC	Follow On in Three
Fall 2018	149	113	44	38	26%	unknown	unknown	unknown
no Foundations placement		76%	39%	86%				
	took other gateway >>		Spr MA 1111	ABC				
			10	7				
			9%	70%				
			of eligible					

The overall pass rate for both gateway and follow on was higher than for students starting in corequisite Non-STEM Math and 10% more students in the non-LS group took the follow-on class immediately.

The picture for **corequisite STEM** math is more complex since students completing College Algebra have more follow-on options. Co-requisite STEM math seemed less affected by the most recent Learning Support changes.

Gateway + Corequisite STEM Pass Rates								
Fall 2018	Took M 0999 + M 1111	Passed M 0999 + M 1111	Spring Took Stats	Took M 2200	Passed M 2200	Summer or Fall Took Any Follow On	Took M 2200	Passed M 2200
IPEDS FTFT 1002	118	72		14	13		unknown	
		61%		19%	93%			
% successful took follow on		63%		of eligible				
				Took M 1113	Passed M 1113			
			Took Pre-Calc	26	15			
				36%	58%			
				of eligible				
			Took Applied Calculus	Took M 2040	Passed M 2040			
				5	4			
				7%	80%			
				of eligible				
			Follow on in 2		27%	Follow on in 3		

Although the total number of corequisite STEM students increased in Fall 2018 (to 118), it was not a high magnitude of change over prior years (Fall 2017=97, Fall 2016=55). The year to year increase was more likely due to the removal of the STEM foundations class rather than an increase in overall first time, full time students (Fall 2018 IPEDS FTFT=1002, Fall 2017 IPEDS FTFT=1044).

Despite the removal of the STEM Foundations class, the pass rates for corequisite STEM students stayed almost the same in both gateway and follow on classes. Prior gateway pass rates were 60% in Fall 2017 and 63% in Fall 2016. Approximately the same percentage of successful students took a follow-on class (Fall 2017 follow on takers=64%) and the same percentage of students got through a follow-on class in spring (Fall 2017 follow on in two=25%).

The table below presents the details for students who did not place into Math Learning Support and took MATH 1111 in Fall 2018.

Gateway Non-LS STEM Pass Rates								
Fall 2018	Took M 0999 + M 1111	Passed M 0999 + M 1111	Spring Took Stats	Took M 2200	Passed M 2200	Summer or Fall Took Any Follow On	Took M 2200	Passed M 2200
IPEDS FTFT 1002	307	211		45	42		unknown	
		69%		21%	93%			
% successful took follow on		62%		of eligible				
				Took M 1113	Passed M 1113		Took M 1113	Passed M 1113
			Took Pre-Calc	75	53			
				36%	71%			
				of eligible				
			Took Applied Calculus	Took M 2040	Passed M 2040		Took M 2040	Passed M 2040
				11	8			
				5%	73%			
				of eligible				
			Follow on in 2		34%	Follow on in 3		

Pass rates are higher overall for non-LS students than for their LS-starting counterparts.

English Remediation

Figures in this section stand in place of a discussion in the narrative section.

Corequisite English Gateway Success

The goal is a completion rate in gateway English of 80% of IPEDS first time, full time students within the first two terms. 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 who took LS English or English 1101. For English analyses, students enrolled in Heath Science Career programs are split out because they are not required to proceed into the follow-on course, English 1102. Success rates for non-LS students are included for comparison.

GATEWAY SUCCESS IN ENGLISH							
IPEDS cohort, Full Time							
LS	Health Sci Pathway		Non-Health Sci Pathway		All Highest Level or Coreq English		
	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%	78%	85%	81%	87%	
Fall 2017	76%	76%	70%	73%	72%	74%	
Fall 2018	83%	88%	75%	79%	77%	81%	
No LS	Health Sci Pathway		Non-Health Sci Pathway		All Gateway English no LS		Non-LS vs LS Gate in Two
	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	Gateway in One	Gateway in Two	
Fall 2009	82%	84%	76%	80%	77%	80%	30%
Fall 2014	78%	85%	80%	83%	80%	83%	6%
Fall 2016	89%	90%	79%	82%	81%	83%	-4%
Fall 2017	88%	90%	83%	87%	84%	87%	13%
Fall 2018	87%	87%	82%	85%	83%	85%	4%

Pass rates for new first-time full-time students taking co-requisite English for the first time were up (at 77%) in Fall 2018 from the prior year, but the reasons for that are muddied by the possible inclusion of students who did not need corequisite English. Even with those students included, corequisite students lagged non-LS students in success on the gateway (non-LS=83% for a pass rate gap of -6%). The student numbers (rather than just the percentages) are shown in the section called "Focus on Fall 2108 Cohort of English Corequisite Students."

For Fall 2018, the goal of 80% students starting in corequisite English completing the gateway course in two terms was met.

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 students taking the follow-on class in the following summer and fall terms. Students in Health Science Associate pathways are removed for the follow-on analysis since they are not required to take ENGL 1102.

FOLLOW ON SUCCESS IN ENGLISH						
IPEDS cohort, Full Time						
LS	Health Sci Pathway		Non-Health Sci Pathway		All Highest Level or	
	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%	45%		
Fall 2018			41%	not yet available		
No LS	Health Sci Pathway		Non-Health Sci Pathway		All Highest Level or	
	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			43%	52%		
Fall 2014			54%	58%		
Fall 2016			51%	62%		
Fall 2017			58%	66%		
Fall 2018			51%	not yet available		

The goal of 60% for English follow on completion has not yet been met for corequisite students, with the Fall 2018 cohort not yet complete since information from Summer and Fall 2019 progression is not yet available.

Focus on Fall 2018 Cohort of English Corequisite Students

No placement split appears for the Fall 2018 cohort because all placements were into corequisite courses.

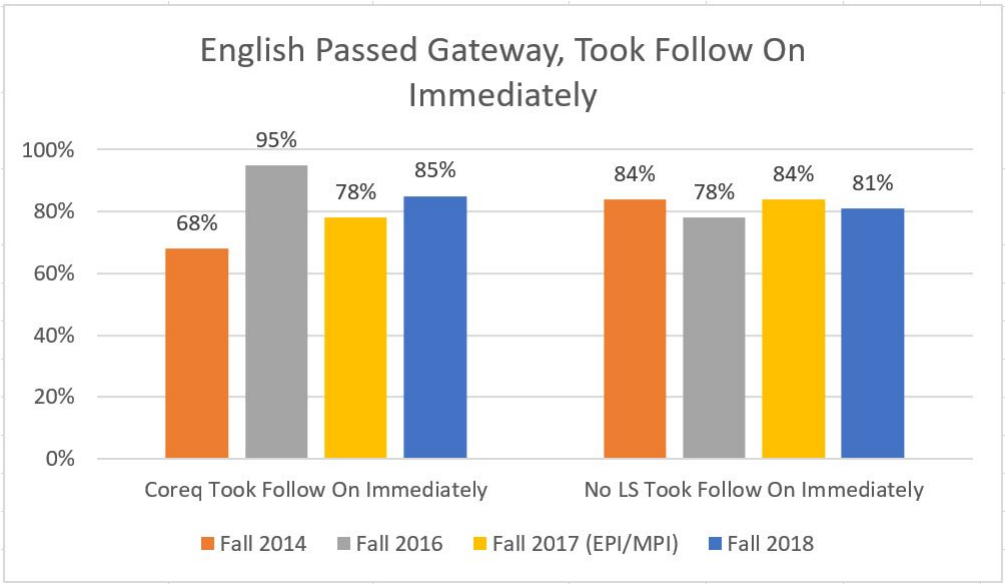
The percentage of new full-time students placed into English LS can be seen in the far right column in table below. The increase in overall placements in Fall 2018 seems to be an anomaly.

Historical English LS Placement Figures			
% of total IPEDS FTFT cohort	Co-req (or equiv)	Found (or equiv)	ENGL LS Combined % of FTFT
Fall 2009	4.1%	7.4%	11.5%
Fall 2014	4.0%	8.7%	12.7%
Fall 2015			
Fall 2016	3.2%	10.0%	13.1%
Fall 2017	8.2%	2.2%	10.6%
Fall 2018	25.5%		25.5%

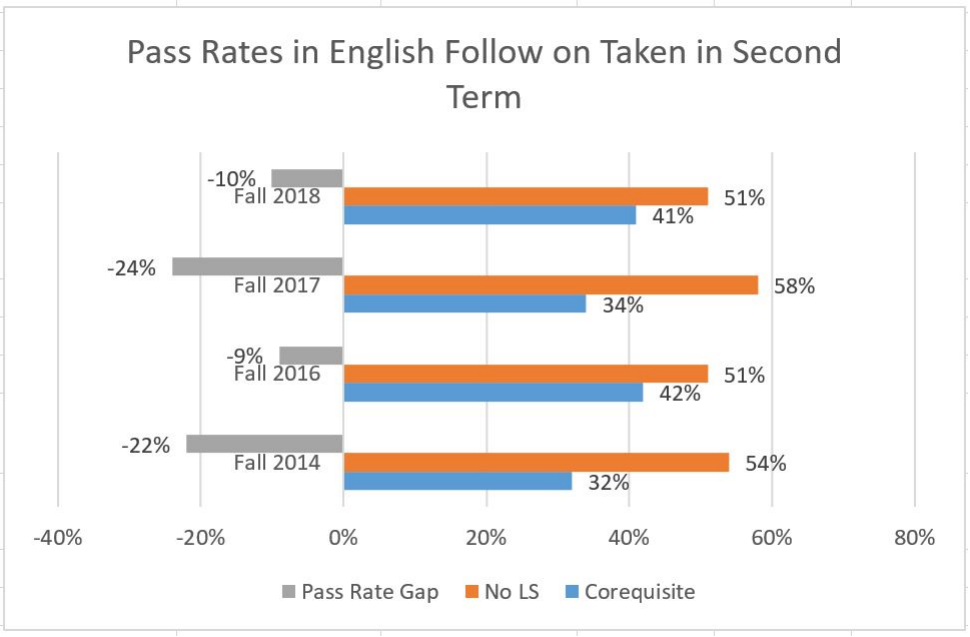
The table below presents the details for the Fall 2018 cohort of students who took gateway English with and without corequisite remediation, including a look at how the students who got through the gateway course in Fall 2018 took and performed in the follow-on course in Spring 2019.

	IPEDS FTFT					
FALL 2018	1,002			201902		
		Took E 1101 w co-req	ABC	Took E 1101	Passed E 1101	% of Takers
Fall 2018 H Sci Career		66	55	7	3	43%
Fall 2018 Non-H Sci		190	142	18	8	44%
Total Pass Percentage		256	77%			
Progression				Took E 1102	Passed E 1102	% of Takers
Fall 2018 Non-H Sci		190	142	121	78	64%
				85% of eligible		
No LS	All	Took E 1101	Passed E 1101	Took E 1101	Passed E 1101	% of Takers
Fall 2018 Gateway ENGL H Sci		78	68	2	0	0%
Fall 2018 Gateway ENGL Non-H Sci		429	352	24	12	50%
			83%	201902		
Progression				Took E 1102	Passed E 1102	% of Takers
Fall 2018 Gateway ENGL Non-H Sci	0	429	352	286	217	76%
				81% of eligible		
				follow on pass rate gap		-11%

Among students who were eligible to take a follow-on class in the spring, 85% did so, within a typical range for corequisite students and comparable to the rates for non-LS students.



Although corequisite and non-LS students take the follow-on course at similar rates, a persistent gap appears in pass rates in the follow on class for students starting in corequisite remediation. The relative narrowing of the gap for Fall 2018 students over the prior year may result at least in part from having students who possibly did not need remediation in corequisite classes.



Corequisite Retention

Retention Progress Metrics	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16	Fall 16 to 17	Fall 17 to 18
One-year retention for students who begin as **full-time students (All FTFT) ***	63%	63%	70%	67%	66%
One-year retention for students entering **in Learning Support**	58%	63%	67%	64%	63%
One-year retention for students **NOT** entering in **Learning Support**	67%	62%	72%	67%	68%
Retention rate gap	-9%	+1%	-5%	-3%	-5%

Corequisite Completions

IPEDS FTFT Math students starting in Fall 2009

FALL 2009							
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	
M 0097	264	1	20	0	21	8%	
M 0099	84	4	11	0	15	18%	Fall 2009 Co-Req Level Completions
LS Total	348	5	31	0	36	10%	
Gateway only	468	8	69		77	16%	No-LS Completions
Co-Req Equiv Assoc			13.1%				
Gateway only Assoc			14.7%	Gap	1.6%		

IPEDS FTFT Math students starting in Fall 2014

FALL 2014								
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		
M 0987	127		10	0	10	8%		
M 0989	115	3	7	0	10	9%		
Tot Foundations	242	3	17	0	20	8%		
M 0997	56	2	12	0	14	25%		
M 0999	72	0	8	0	8	11%		Gap cp. 2009
Tot Co-Req	128	2	20	0	22	17%	Fall 2014 Co-Req Level Completions	-0.7%
LS Total	370	5	37	0	42	11%		
								Gap cp. 2009
Gateway only	560	10	82	1	93	17%	No-LS Completions	0.2%
Co-Req Assoc			15.6%	Gap cp. 2009	2.5%			
No-LS Assoc			14.6%		-0.1%			
No-LS Assoc gap			-1.0%					

IPEDS FTFT Math students starting Fall 2015

FALL 2015								
Started In	IPEDS FTFT	Cert or Dipl by end of Sum 2018	Assoc by end of Sum 2018	Bacc by end of Sum 201	Total 3 Yr Completions	% 3 Yr Completions		
M 0987	145	1	16		17	12%		
M 0989	122	3	6		9	7%		
Tot Foundations	267	4	22	0	26	10%		
M 0997	48	1	8		9	19%		
M 0999	55	0	6		6	11%		Gap cp. 2009
Tot Co-Req	103	1	14	0	15	15%	Fall 2015 Co-Req Level Completions	-3.3%
LS Total	370	5	36	0	41	11%		
STATS Gateway only	137	0	34		34	25%		
STEM Gateway only	378	6	88		94	25%		Gap cp. 2009
Tot No LS	515	6	122	0	128	25%	No-LS Completions	8%
Co-Req Assoc			13.6%	Gap cp. 2009	0.5%			
No-LS Assoc			23.7%		8.9%			
No-LS Assoc gap			10.1%					

IPEDS FTFT English students starting in Fall 2009

FALL 2009								
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		
ENGL 0989	83	1	6		7	8%		
ENGL 0999	46		6		6	13%	Fall 2009 LS ENGL Co-req Compl	
LS Total	129	1	12	0	13	10%		
Gateway only	703	13	88	1	102	15%	No-LS ENGL Completions	
Co-Req Equiv Assoc			13.0%					
Gateway only Assoc			12.5%	Gap	-0.5%			

IPEDS FTFT English students starting in Fall 2014

FALL 2014								
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		
E 0989	92	3	13		16	17%		Gap cp. 2009
E 0999	42	2	7		9	21%	Fall 2014 Co-Req Level Completions	8.4%
LS Total	134	5	20	0	25	19%		
								Gap cp. 2009
Gateway only	506	8	60		68	13%	No-LS Completions	-1.1%
Co-Req Assoc			16.7%	Gap cp. 2009	3.6%			
Gateway only Assoc			11.9%		-0.7%			
No-LS Assoc gap			-4.8%					

IPEDS FTFT English students starting in Fall 2015

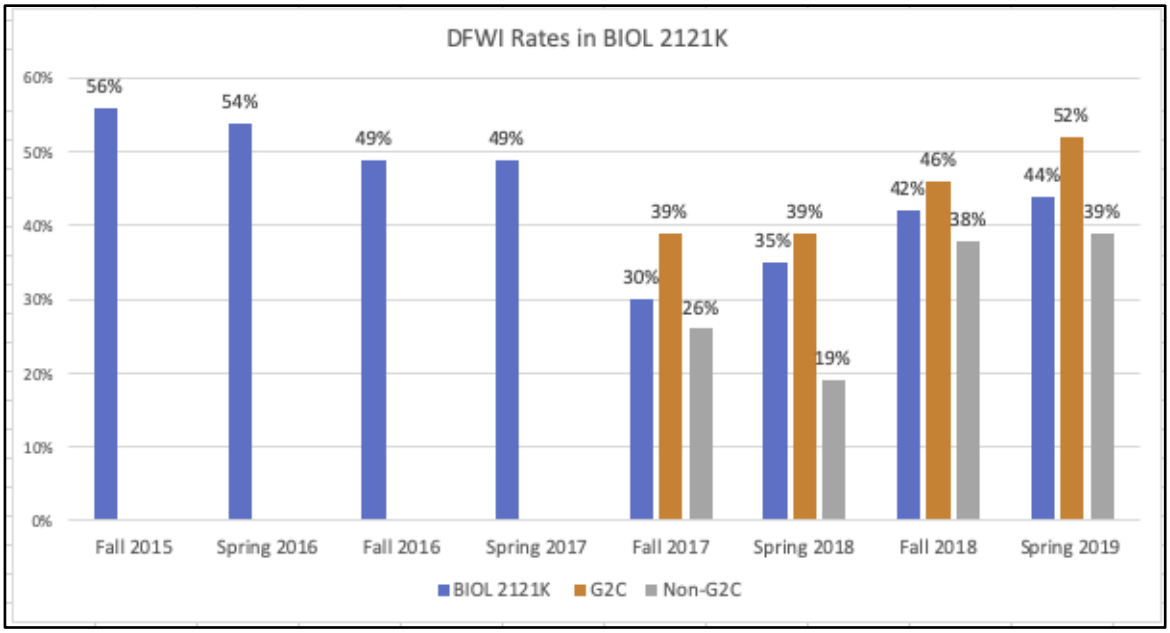
FALL 2015								
Started In	IPEDS FTFT	Cert or Dipl by end of Sum 2017	Assoc by end of Sum 2017	Bacc by end of Sum 2017	Total 3 Yr Completions	% 3 Yr Completions		
E 0989	108	3	12		15	14%		Gap cp. 2009
E 0999	40	3	7		10	25%	Fall 2015 Co-Req Level Completions	12.0%
LS Total	148	6	19	0	25	17%		
								Gap cp. 2009
Gateway only	620	5	126		131	21%	No-LS Completions	6.6%
Co-Req Assoc			17.5%	Gap cp. 2009	4.5%			
Gateway only Assoc			20.3%		7.8%			
No-LS Assoc gap			2.8%					

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 DWFI 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), implementing a prerequisite BIOL 1010K course, 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 AY 2017 and in AY 2018. The number of AY 2018 students in G2C and non-G2C sections is shown below.

Fall 2018	Enrl	ABC	Pass Rate	DFW Rate
G2C Sects	119	64	54%	46%
Non G2C	146	91	62%	38%
All	265	155	58%	42%

Spring 2019	Enrl	ABC	Pass Rate	DFW Rate
G2C Sects	105	50	48%	52%
Non G2C	161	98	61%	39%
All	266	148	56%	44%

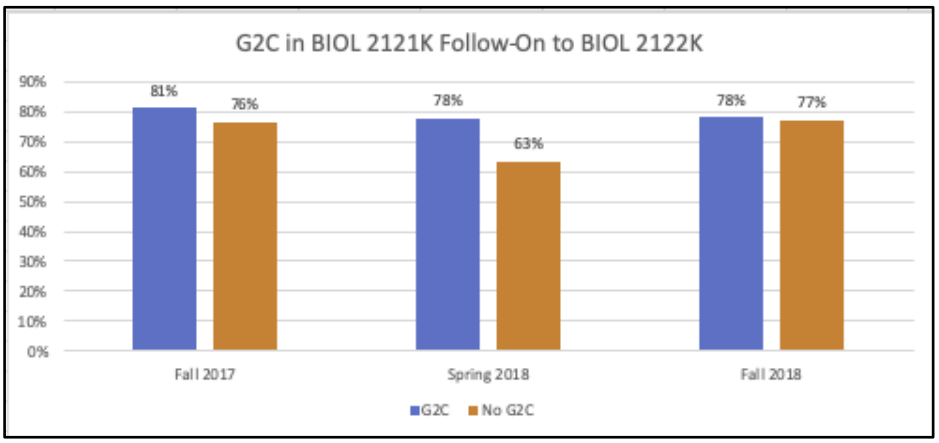
In AY 2017 course designers were actively moving G2C transformations to scale with the majority of BIOL 2121K students enrolled in G2C sections in Spring 2018. The transformations included the following.

- 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 were formally part of the 2018-19 transformations, but did not seem to reduce the DFWI rates significantly.

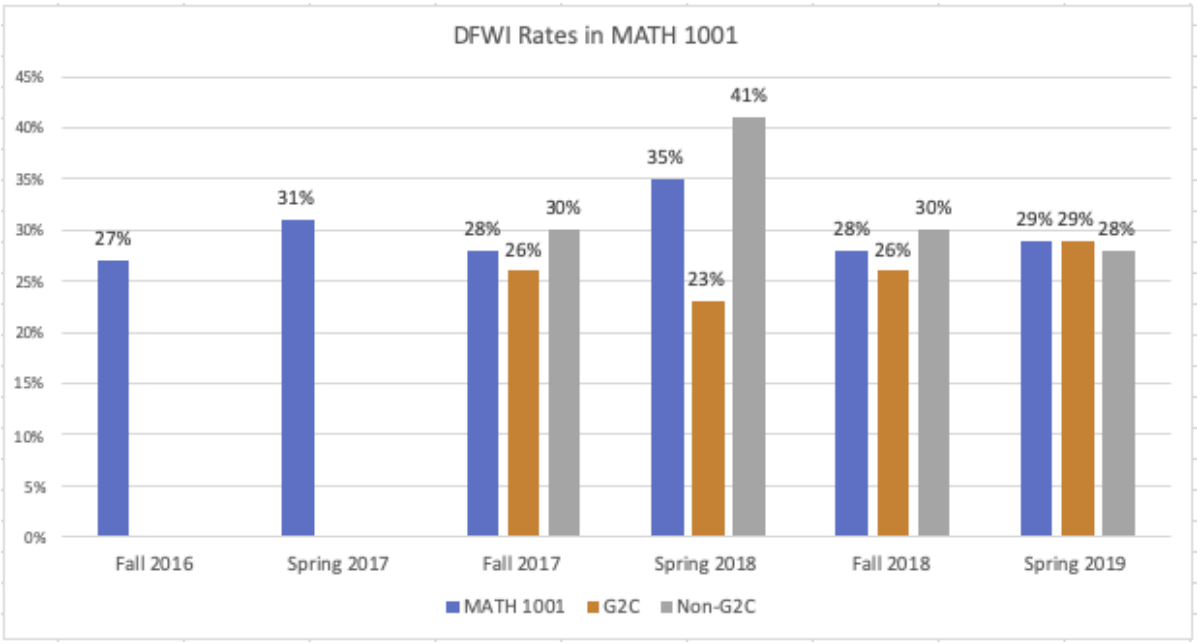
The number and percentage of students taught in the G2C sections in spring 2018 was considerably higher than in Fall 2017, but the DFWI rate did not deteriorate between the terms. At this time, it appears that G2C course transformations in BIOL 2121K have no sustained effect, though one explanation is that instructors are consistently innovating in those courses, which can sometimes lead to a small drop in success rates.

One positive trend here is that students who take and pass a G2C section of BIOL 2121K perform at a slightly higher level in BIOL 2122K. We must continue to monitor these courses to see what trends might emerge over time.



Example 2: Quantitative Skills and Reasoning (MATH 1001)

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



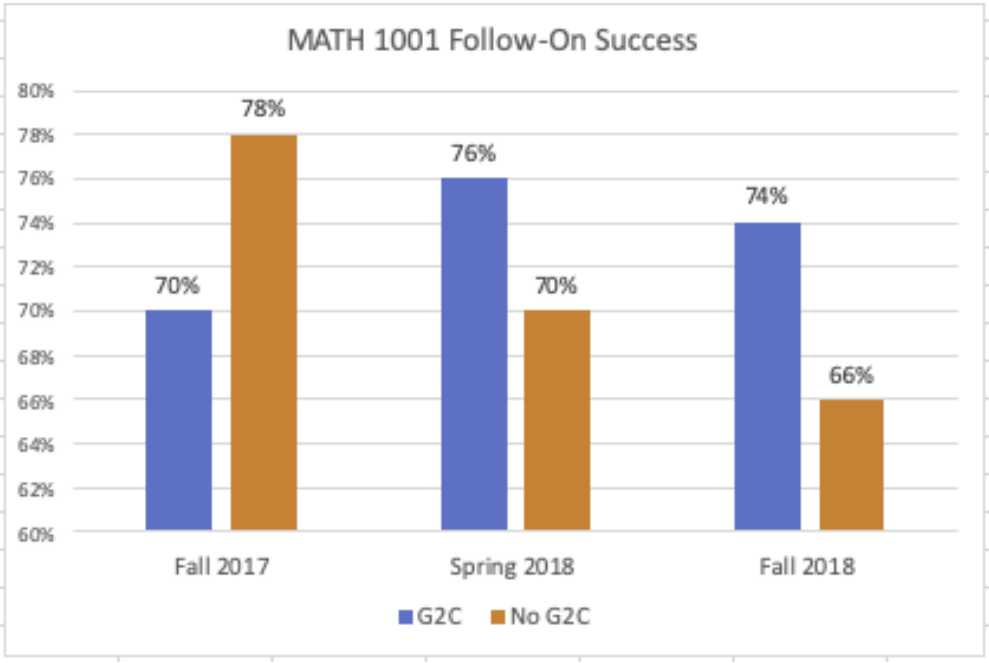
Historically, DFWI rates have varied along a small range across terms for MATH 1001. For fall terms, the range was from 26% DFWI in Fall 2014 to 31% in Spring 2017. However, the sections piloting the G2C transformations initially had considerably lower DFWI rates. The number of students in G2C and non-G2C sections is shown below.

Fall 2018	Enrl	ABC	Pass Rate	DFW Rate		Spring 2019	Enrl	ABC	ABC Rate	DFWI Rate
G2C Sects	424	315	74%	26%		G2C Sects	200	142	71%	29%
Non G2C	521	363	70%	30%		Non G2C	229	164	72%	28%
All	945	678	72%	28%		All	429	306	71%	29%

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 Fall 2017, compared to 44% in Fall 2018. Likewise, 32% of students were in G2C sections in Spring 2018, compared to 47% in Spring 2019.

While initially there seemed to be some additional positive impact for female and part-time students, those differences diminished over AY 2018-19, leaving only small differences or none at all based on those characteristics.

DFWI rates in Statistics (MATH 2200) in Spring 2018 were higher for students in the G2C sections than for non-G2C sections. Around a third of 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. However, from Spring 2018 through Spring 2019, students who took and passed a G2C section of MATH 1001 were performed slightly better than did those students in non-G2C courses. Much like the BIOL 2121K courses, this worth continuing to track and explore.



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

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.

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 three 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.

STRATEGY 5: GHXX 2901: SPECIAL TOPICS IN …

No additional data to share at this time.