

**Columbus State University
Complete College Georgia Council
2015-2016 Plan of Work**

Goals and Strategies	Responsible Individuals	Activities	Metrics		
CCG Goal #1 Increase in the number of undergraduate degrees awarded by USG Institutions					
<i>Strategies and metrics related to this goal:</i>					
<p>Strategy 1.1 <i>Target increases in access and completion for students traditionally underserved in postsecondary education. Indicate specific populations on which you are focusing your completion efforts. [See also Goal #9—goal repeated there as well]</i></p>	<p>Director, Undergrad. Recruitment, Amy Clines</p> <hr/> <p>Associate Provost, Undergraduate Education, Tina Butcher</p> <hr/> <p>N/A</p> <hr/> <p>Coordinator, Square One: Adult Re-Entry, Dustin Worsley</p>	<p><u>General Recruitment</u></p> <ul style="list-style-type: none"> ● Promote engagement and support service opportunities for all stakeholders through a marketing/PR campaign <hr/> <ul style="list-style-type: none"> ● Develop and publish a review schedule for existing articulation agreements <hr/> <p>N/A</p> <hr/> <p><u>Adult Learners</u> Improve college readiness and RPG of adult learners:</p> <ul style="list-style-type: none"> ● Continue offering Square One: Adult Re-Entry COMPASS prep course at multiple locations. ● Continue using Adult Resource Center (ARC) for 	<p><u>General Recruitment</u></p> <ul style="list-style-type: none"> ● Increase total enrollment by 3% <hr/> <ul style="list-style-type: none"> ● Keep review schedule for existing articulation agreements up-to-date ● Confirm schedule with partnering institutions every year <hr/> <p><u>N/A</u></p> <hr/> <p><u>Adult Learners</u></p> <ul style="list-style-type: none"> ● Increase accessibility to higher education through enrollment in the Square One Adult Re Entry program ● Add online enrollment option for Square One in September 2015. 		
<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Part-time students</td> <td style="width: 20%; text-align: center;">No</td> </tr> </table>	Part-time students	No			
Part-time students	No				
<table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Adult learners (undergraduate students 25 years of age or older)</td> <td style="width: 20%; text-align: center;">Yes</td> </tr> </table>	Adult learners (undergraduate students 25 years of age or older)	Yes			
Adult learners (undergraduate students 25 years of age or older)	Yes				

			adult learners to study and/or socialize <ul style="list-style-type: none"> • Continue adult learner webpage that consolidates information for adult learners 	
Military and former military students	Yes	Director of Military Enrollment, Susan Lovell	<u>Military</u> <ul style="list-style-type: none"> • Maintain “yellow ribbon” status • Increase presence of CSU at Fort Benning • Strive to earn recognition as an “online” option for military personnel regardless of where stationed. 	<u>Military</u> <ul style="list-style-type: none"> • Increase graduation rate by 3%. • Increase enrollment of active duty, veterans and dependents by 3%.
First generation college students	Yes	Director, Academic Center for Excellence, Lisa Shaw	<ul style="list-style-type: none"> • Enhance first year with FRLC and/or FYRS • Use interventions as needed 	At this time there is no way to identify or track 1 st generation students except when students self-report
Racial/ethnic minorities	Yes	Coordinator, AAMI Grant and Diversity Programs, Johniqua Williams Professor in Educational Leadership, Eddie Obleton	<u>Diversity</u> <ul style="list-style-type: none"> • Provide college preparedness workshops and programs with an emphasis on junior and senior African American Males • Continue African American Initiative 	<u>Diversity</u> <ul style="list-style-type: none"> • Increase African American male applications by 5%
Low income students (Pell eligibles)	Yes	Director, Career Development Center, Lyn Riggsby-Gonzalez	<u>Financial Success</u> <ul style="list-style-type: none"> • Continue offering a Financial Success Program by providing workshops and online financial tools to 	<u>Financial Success</u> <ul style="list-style-type: none"> • Increase participation in such programs and workshops by 5% in 2015-2016

			educate students about different areas of personal finances	<ul style="list-style-type: none"> ● Demonstrate (through pre and post-test) that 95% of participating students improved financial literacy
Students with disabilities	Yes	Director of Disability, Services Joy Norman	<u>Disability Services</u> <ul style="list-style-type: none"> ● Continue recruitment and retention efforts such as Transition Fair and Transition Camp. ● Continue using academic coach to assist students with disabilities with discovering personal learning styles, time management, organizational skills and other services. 	<u>Disability Services</u> <ul style="list-style-type: none"> ● Increase number of disabled applicants by 1%. ● Increase retention of disabled students by 1%.
Other: Students who are homeless or in foster care.	Yes	Director, Academic Center for Excellence, Lisa Shaw	<ul style="list-style-type: none"> ● Contact students and ascertain situation ● Make needs assessment (housing, food, clothing, job, financial aid, safety, etc.) 	<ul style="list-style-type: none"> ● Increase number of such students who continue to enroll at CSU and who progress in their majors
General Retention efforts	Yes	Director, Academic Center for Excellence, Lisa Shaw	<u>General Retention</u> <ul style="list-style-type: none"> ● Train advisors in the use of DegreeWorks for better advising of students 	<u>General Retention:</u> <ul style="list-style-type: none"> ● Train 25 more faculty/advisors to use the DegreeWorks system

<p>Strategy 1.2: Increase degree completion in STEM fields. Comment: Currently being done: UTeach, Woodrow Wilson Fellowship*, and Noyce.</p> <p>Not applicable to CSU's undergraduate program</p> <p>Goal: Increase the number of students graduating with degrees in the STEM fields.</p> <p>High Impact Strategies: Focus on recruitment efforts, RPG concerns, and instructional best practices.</p>	<p>Yes</p>	<p>UTeach Project Co-Directors (Kim Shaw and Debbie Gober)</p> <p>Director, ACT and Math/Science Learning Center, Eliot Rendleman</p> <p>Chairs of STEM fields (Biology, Chemistry, Earth Science, Math, Computer Science)</p>	<p>Recruitment Efforts</p> <ul style="list-style-type: none"> • Offer STEM Honors Camp to encourage grades 6-12 student interest in STEM fields at CSU, and to encourage CSU students to consider teaching in STEM fields. • Participate in the Robert Noyce Teacher Scholarship Program. In the past, we have offered these scholarships to CSU juniors and seniors but plan to continue efforts to attract more transfer students into the UTeach Program. • Project FOCUS replication via the first two courses in the UTeach Columbus program. <p>RPG Efforts</p> <ul style="list-style-type: none"> • Provide tutoring to students in gateway STEM courses. • Continue peer leader support for college algebra and selected gateway science courses to include Principles of Biology and Principles of Chemistry. Since math is one of the chief obstacles of college completion for many students (including students majoring in science and 	<p>Baseline Status</p> <p>86 students completed bachelor degrees in STEM fields in FY10.</p> <p>Interim Measures of Progress</p> <ul style="list-style-type: none"> • Number of students currently enrolled in STEM programs. Fall 2014 – 1,154 Fall 2013 – 1,144 • Number of currently enrolled students making satisfactory academic progress (Overall GPA of 2.0 or higher). Fall 2014 – 1,040 Fall 2013 – 1,019 <p>Measures of Success</p> <ul style="list-style-type: none"> • Increase of 5% per year of students completing bachelor's degrees in STEM fields (mathematics, environmental science, chemistry, biology, computer science, geology, secondary science, or mathematics education). Target of 150 by FY20. FY 15: 119 FY 14: 113 FY 13: 92 FY 12: 83 FY 11: 98
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		<p>computer science), boosting success rates in that area should help with retention of students in STEM paths. Principles of Biology is one of our most heavily enrolled lab science courses. Principles of Chemistry is a stepping stone into most science majors – it is required for students majoring in Biology, Chemistry, and Earth and Space Science.</p> <ul style="list-style-type: none"> ● Will be submitting an NSF grant proposal for a Louis Stokes Minority Participation pre-alliance planning grant (Monica Frazier, PI) that would draw in a number of 2-year schools into a network with us. <p><u>Instructional Best Practices</u></p> <ul style="list-style-type: none"> ● Develop flipped classes for several STEM courses since incubate INNOVATION grant was approved. 	FY 10: 86
<p>CCG Goal #2 Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years)</p>			
<p><i>Strategies and metrics related to this goal:</i></p>			

<p><u>Strategy 2.1:</u> Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees “on time.”</p> <p><u>Goal:</u> Increase the number of students enrolled in 15 or more credits per semester by changing institution culture.</p> <p><u>High Impact Strategies:</u></p> <ul style="list-style-type: none"> ● Encourage summer term enrollment to motivate students to stay on track. ● Motivate students by creating incentives for senior year experience. ● Improve first-year course opportunities. ● Investigate using Ad Astra or Banner to improve scheduling of core courses. 	<p>Yes</p>	<p>Advising centers across campus; department faculty advisors</p> <p>Center for Career Development (CCD), Lyn Riggsby-Gonzalez</p> <p>Pre-registration Task Force</p> <p>Coordinator of Learning Support and of First-Year Experience, Melody Shumaker</p> <p>CCG Project Manager, Barbara Hunt</p>	<ul style="list-style-type: none"> ● Investigate creative ways to increase summer enrollment (e.g. desirable curriculum offerings, greater use of program maps by advisors and students, developing a 5-year plan to reduce dependence on university fees generated in the summer, pro-rating summer fees, etc.). ● Emphasize internships as motivation for progression to senior year and graduation. ● Redesign first-year experience—currently a bottleneck with freshman learning communities. ● Improve scheduling of courses--number of sections, number and types of Freshman Learning Communities, distribution/balance of core courses needed—to improve student access to needed classes and to allow students to follow the program maps created in 2014-2015. 	<p><u>Baseline Status:</u></p> <ul style="list-style-type: none"> ● In Fall 2013, 1,951 students (27.8%) were enrolled in 15 hours or more. <ul style="list-style-type: none"> Fall 2013: 1,951 (27.8%) Fall 2014: 2,115 (30.7%) Fall 2015: 2,228 (32.1%) ● Summer enrollment has decreased 12.7% since 2008. <ul style="list-style-type: none"> 2015: 3,714 2014: 2,896 2013: 2,855 2012: 2,906 2011: 3,411 2010: 3,533 2009: 3,538 2008: 4,256 ● In 2014-2015, 26 majors offer internships; 349 students participated. ● Number of freshman learning communities in Fall 2015: 24. <p><u>Interim Measures of Success:</u></p> <ul style="list-style-type: none"> ● Increase student enrollment in summer. ● Increase number of students enrolled in internships. ● Increase number of
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				sections of freshman learning communities. Measures of Success: <ul style="list-style-type: none"> ● Increased number of students enrolled in 15 hours or more—target is an increase of 3% ● Increase summer enrollment by 2%. ● Increase number of internships by 3%. ● Increase number of freshman learning communities by 10%.
Strategy 2.2: Create financial incentives (through tuition plans) to encourage students to take full course loads and finish on time.	No	N/A	N/A	N/A
Metric 2.1: Does the institution have a well-defined program to encourage on-time graduation?	Yes	● See Strategy 2.1	● See Strategy 2.1	● See Strategy 2.1
Metric 2.2: Does the institution have a tuition structure that provides clearly defined financial incentives for full-time course-taking and on-time completion?	No	N/A	N/A	N/A
CCG Goal #3 Decrease excess credits earned on the path to getting a degree				
<i>Strategies and metrics related to this goal:</i>				

<p>Strategy 3.1: Provide “program maps” that plot the path to a degree and reduce choice through “choice architecture.”</p>	<p>Yes</p>	<p>CCG Project Manager, Barbara Hunt</p> <hr/> <p>Chair, General Education Committee, Eliot Rendleman</p> <hr/> <p>Associate Provost, Undergraduate Education, Tina Butcher</p> <hr/> <p>Director, Institutional Research and Effectiveness, Sri Sitharaman</p>	<ul style="list-style-type: none"> ● Complete program maps (department chairs) for bachelor and associate degrees ● Insert maps into online catalog ● Educate faculty and students on how these maps can be used to facilitate student progress. ● Developed interest-area metamajor maps for ACE <hr/> <ul style="list-style-type: none"> ● Study core to decide where to streamline or expand course offerings to facilitate graduation and eliminate bottlenecks <hr/> <ul style="list-style-type: none"> ● Survey students to identify courses or policies/procedures that they perceive as barriers to degree completion (i.e. too much student demand/not enough availability of courses; drop policy, etc.). 	<ul style="list-style-type: none"> ● Complete all program maps for 2015-2016 catalog by mid Fall semester 2015 ● Increase by 10% (fall 2013 to fall 2015) the number of students enrolled in 15+ hours <hr/> <ul style="list-style-type: none"> ● Use enrollment and assessment data to drive decisions/recommendations <hr/> <ul style="list-style-type: none"> ● Collaborate with Deans and Provost to determine whether and how to remedy situations (additional faculty, physical space, policy change, etc.).
<p>Strategy 3.2: Provide “metamajor” maps for students who have not decided on majors.</p>	<p>Yes</p>	<p>Director, Academic Center for Excellence, Lisa Shaw</p>	<ul style="list-style-type: none"> ● Continue using five metamajor maps for undecided freshmen ● Updated maps, July 2015 	<ul style="list-style-type: none"> ● Distribute metamajor maps to advising centers and faculty advisors (where applicable)
<p>Strategy 3.3: Create default schedules for students in majors or metamajors; students cannot register for other courses without permission.</p>	<p>No</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>Strategy 3.4: Offer block schedules for students in metamajors or majors for the first semester or first year.</p>	<p>Yes</p>	<p>Assistant Vice President for Student Affairs, Kimberly McElveen</p> <p>Associate Provost for Undergraduate Education, Tina Butcher</p> <p>Associate Dean, COLS, Pat McHenry</p>	<ul style="list-style-type: none"> ● Continue using preference survey, established fall 2014; all freshmen complete the preference survey prior to orientation. ● Have faculty/advisors pre-register these students in 15/16 hours, based on the preference survey results. ● In time, register students for entire first year (future) 	<ul style="list-style-type: none"> ● Track number of students who amend pre-registration schedule. ● Use focus groups to gather feedback about areas to improve, including preference survey
<p>Strategy 3.5: Require students to select majors or programs of study by the end of the first semester (two-year institutions) or first year (four-year institutions).</p>	<p>Yes</p>	<p>Director, Academic Center for Excellence, Lisa Shaw</p>	<ul style="list-style-type: none"> ● Eliminate “undeclared” category by assigning student to AS in General Studies ● Use “interest area” program maps for select students (science, social science, education, business, and exploratory) assigned to AS in General Studies 	<ul style="list-style-type: none"> ● Track the number of students who complete the AS in General Studies. ● Track students who use the interest area maps to determine another major.
<p>Strategy 3.6: Provide students with exposure to majors and careers within the first semester or year of study to facilitate selection of appropriate programs of study or majors</p>	<p>Yes</p>	<p>Center for Career Development (CCD), Lyn Riggsby-Gonzalez</p> <p>Director, Academic Center for Excellence, Lisa Shaw</p>	<ul style="list-style-type: none"> ● Continue offering programs to FYE students, such as job shadowing, informational interviewing, and career advising including discussion of “What Can I Do With This Major?” ● Provide collaboration opportunity for ACE And CCD 	<ul style="list-style-type: none"> ● Compile attendance numbers to determine baseline for future calibration ● Monitor increase in enrollment in one-credit hour class (CSUS 2105)
<p>Strategy 3.7: Establish regional partnerships to provide degree pathways that match workforce needs.</p>	<p>Yes</p>	<p>Center for Career Development (CCD), Lyn Riggsby-Gonzalez</p>	<ul style="list-style-type: none"> ● Build a greater network to meet a wider variety of students’ workforce needs (part of Job Lead Development and Employer 	<ul style="list-style-type: none"> ● Meet with two employers/local agencies per week to develop partnerships for students

			<p>Relations efforts)</p> <ul style="list-style-type: none"> • Continue using job and internship software so students and employers can connect regarding jobs, internships and co-ops. • Continue job shadowing program that places students with agencies and businesses during fall break and throughout the year. 	<ul style="list-style-type: none"> • Increase job and internship software usage by 10% • Increase shadowing participation by mentors and mentees by 5%
Metric 3.1: Have program maps been established for programs of study (must include appropriate mathematics pathways)?	Yes	• See Strategy 3.1	• See Strategy 3.1	• See Strategy 3.1
Metric 3.2: Have meta-majors been defined for the institution?	Yes	• See Strategy 3.2	• See Strategy 3.2	• See Strategy 3.2
Metric 3.3: Have meta-major maps been created for the first semester (associate degree institutions) or first year (bachelor's degree institutions) for all meta-majors (must include appropriate mathematics pathways)?	Yes	• See Strategy 3.2	• See Strategy 3.2	• See Strategy 3.2
Metric 3.4 Does the institution have default schedules such that students must receive permission to deviate from the default schedule?	No	N/A	N/A	N/A
Metric 3.5 Does the institution offer block scheduling in at least the first year?	Yes	• See Strategy 3.4	• See Strategy 3.4	• See Strategy 3.4

Metric 3.6: Does the institution require students to select a major by the end of the first semester (associate degree programs) or first year (bachelor's degree programs)?	Yes	● See Strategies 3.5 and 3.6	● See Strategies 3.5 and 3.6	● See Strategies 3.5 and 3.6
Metric 3.7: Does institution have an operational mechanism to encourage career/major exploration in the first semester or first year?	Yes	● See Strategy 3.7	● See Strategy 3.7	● See Strategy 3.7
Please list and describe up to three important academic partnerships between your institution and other institutions and/or businesses in your region.		N/A	N/A	● CSU has articulation agreements that support seamless transfer for students from Columbus Technical College, Georgia Military College, Chattahoochee Valley Community College. CSU also participates in the RETP program for pre-engineering students desiring to transfer to Georgia Institute of Technology.
CCG Goal #4 Provide intrusive advising to keep students on track to graduate				
<i>Strategies and metrics related to this goal:</i>				
Strategy 4.1: Establish milestones as part of program maps to facilitate defining when students are “off track.”	No	N/A	N/A	N/A
Strategy 4.2: Use predictive analytics (EAB, D2L, or Ellucian) to help identify students who are off track and to help students understand their likelihood of	Yes	Asst. Director, Academic Center for Excellence, Dustin Worsley Director, Institutional	● Educate faculty to use the Early Alert System (EAS) and online referral form (https://ace.columbusstate.edu/early_alert.php). EAS is	Baseline Status: Fall 2014 percentage of credits successfully completed was 83% (See chart under Measures of

<p>success in particular programs.</p> <p>Goals:</p> <ul style="list-style-type: none"> ● Provide intrusive advising to keep students on track to graduate. ● Increase use of D2L Brightspace to report in-progress grades. ● Implement software that supplements DegreeWorks. <p>High Impact Strategies:</p> <ul style="list-style-type: none"> ● Identify students who may need special interventions in the semester. ● Offer training workshops for faculty. ● Select academic analytics software (such as EAB). 		<p>Research and Effectiveness, Sri Sitharaman</p> <p>UTS, Bob Diveley</p>	<p>designed to assist undergraduate students who demonstrate difficulty in their classes by making them aware of support services available and by encouraging them to use these resources to promote academic success and student retention. Faculty members complete the referral and students are contacted by the Academic Center for Excellence.</p> <ul style="list-style-type: none"> ● Implement software that supplements DegreeWorks with diagnostic analytics and graphical displays of degree progress. ● Meet with identified at-risk students and refer them to appropriate and effective campus resources, such as Tutorial Services, Counseling, Office of Disability Services, and the Center for Career Development. ● Continue offering workshops for faculty to learn how to use D2L Brightspace to report in-progress grades and to understand why such communication is important. ● Investigate predictive 	<p>Success below)</p> <p>Interim Measures of Success:</p> <ul style="list-style-type: none"> ● Increase faculty referral rate of EAS by 10% in 2015-2016. Student referrals from faculty increased from 48 in 2013-2014 to 75 in 2014-201, an increase of 56%. ● Increased number of faculty using D2L Brightspace as their grade book through training and consultations. Center of Online Learning (COOL) collected data based on number of consultations and number who attend training, but not a headcount of individual faculty who use the services. COOL did 2,334 faculty consultations in 2014, a number that reflects multiple consultations with same faculty. COOL had 144 attend training—this is an increase of 2,041% for consultations over 2013 and an increase of 37% for training attendance. <p>Measures of Success:</p>
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		analytics software such as EAB that better integrates our data system, curtailing data silos.	<p>Success is measured by student pass rate and retention.</p> <ul style="list-style-type: none"> ● Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester for the past 5 years. <p>For freshmen, the percentage of earned to enrolled credits were: Fall 2014: 83% Fall 2013: 82% Fall 2012: 74% Fall 2011: 73% Fall 2010: 66% Fall 2009: 70%</p> <ul style="list-style-type: none"> ● Retention rate: <p>Fall 2014 - Spring 2015 retention rate for students seen in ACE = 85% Fall 2014 - Fall 2015 retention rates for students seen in ACE = 79% Overall retention increase from FY14 to FY15 was 1.21 %</p>
Strategy 4.3: Use Degree Works to track student progress.	Yes	Advising centers across campus; department faculty advisors	<ul style="list-style-type: none"> ● See Strategy 4.2 above ● See Strategy 4.2 above
Strategy 4.4: Establish criteria for identifying students who may need	Yes	Director, Academic Center for Excellence, Lisa Shaw	<ul style="list-style-type: none"> ● Continue using the Early Alert System—designed to assist undergraduate students ● Increase faculty use of online referral form by 3% (https://ace.columbusstate.edu).

<p>special interventions in the semester (e.g., lack of attendance, poor performance on early assignments).</p>		<p>_____ Director, Institutional Research and Effectiveness</p> <p>_____ Associate Provost of Undergraduate Education, Tina Butcher; all academic deans</p>	<p>by encouraging them to use resources/support services to promote academic success and student retention.</p> <ul style="list-style-type: none"> ● Provide intrusive advising to keep students on track to graduate. ● Utilize data from the student withdrawal survey to encourage students to return to CSU. <p>_____ ● Increase dashboard usage by licensed holders</p> <p>_____ ● Require midterm grades of all core course instructors</p>	<p>edu/early_alert.php).</p> <ul style="list-style-type: none"> ● Increase by 3% (based on fall data) the percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF). ● Communicate with 100% of the students who provide contact information/contact permission on the withdrawal survey to encourage them to return. ● Track grades of students referred who seek help and those who don't. <p>_____ ● Show that 75% of license holders utilize dashboard data</p> <p>_____ ● 100% compliance</p>
<p>Strategy 4.5: Ensure that students who meet off-track criteria receive timely and targeted advising intervention.</p>	<p>Yes</p>	<p>Director, Academic Center for Excellence, Lisa Shaw</p>	<ul style="list-style-type: none"> ● See Strategy 4.4 above 	<ul style="list-style-type: none"> ● See Strategy 4.4 above
<p>Metric 4.1: Are milestones included in programs maps?</p>	<p>No</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Metric 4.2: Does the institution use</p>	<p>Yes</p>	<ul style="list-style-type: none"> ● See Strategy 4.2 above 	<ul style="list-style-type: none"> ● See Strategy 4.2 above 	<ul style="list-style-type: none"> ● See Strategy 4.2 above

predictive analytics to help students understand their likelihood of success in particular courses or programs of study?				
Metric 4.3: Does the institution have clear criteria for identifying students who are “off track” in their programs?	No	N/A	N/A	N/A
Metric 4.4: Does the institution have clear criteria for identifying students who are off-track in courses during the semester?	Yes	● See Strategy 4.4 above	● See Strategy 4.4 above	● See Strategy 4.4 above
OPTIONAL: Please list up to five types of interventions your institution has in place for students in need of additional support as indicated by predictive analytics. Tutorial Services, Counseling Center, Intrusive Advising based on midterm grades, Center for Career Development, Financial Aid Counseling		<p>Director, all tutoring services (ACT, CSU Writing Center, Math and Science Learning Center), Eliot Rendleman</p> <p>Director, Counseling Center, Dan Rose</p> <p>Director, Academic Center for Excellence, Lisa Shaw</p> <p>Director, Center for Career Development, Lyn Riggsby-Gonzalez</p>	<ul style="list-style-type: none"> ● Offer tutoring services ● Offer counseling services ● Offer intrusive advising through ACE ● Offer Student Success program (through Center for Career Development) which aids students with Career Advising, Financial Success, and Sophomore Year Experience (Y2@CSU) initiatives. 	● See Metric 4.4.1 below
Metric 4.4.1: You indicated that you have clear criteria for identifying students who are off-track in courses during the semester. What criteria are used to determine this? Criteria: Student lacks essential skills: reading, writing, math. Student is not completing reading and/or homework assignments. Student continually				

<p>submits sub-standard work. Student appears to struggle to keep pace with the class. Student lacks aptitude in subject matter. Student does not take class notes. Student is not attending class. Student is attending class but is not making satisfactory progress. Student is not participating in class. Student is not performing well on tests. Student exhibits poor attitude and/or disruptive classroom behavior.</p>			
<p>CCG Goal #5 Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions</p>			
<p>CSU is not pursuing this goal in 2015-2016.</p>			
<p>CCG Goal #6 Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment</p>			
<p><i>Strategies and metrics related to this goal:</i></p>			
<p>Strategy 6.1: Participate in dual enrollment or joint enrollment programs for high school students.</p>	<p>Yes</p>	<p>Dean, Honors College, Cindy Ticknor Director of Undergraduate Recruitment, Amy Clines Suzes Casseus, Academic Advisor, Honors College</p>	<ul style="list-style-type: none"> ● Provide programming that solicits more interest in Dual Enrollment (DE) opportunities and supports currently enrolled DE students to ensure retention through matriculation as new first year students. ● Work out Muscogee County curriculum (year-long blocks) and match with CSU offerings ● Continue the following activities: 1) First Step Orientation Program <ul style="list-style-type: none"> ● Increase new applications for students in the dual enrollment program by 10%. ● Increase by 5% the number of dual enrolled students. The number of dual enrollment students has increased from 95 to 128 (34.7%) from 2008 to 2013. ● Increase the matriculation of dual enrolled students as first year students by 5%.

			<ul style="list-style-type: none"> 2) Honors Experience 3) Senior Discovery Day 4) Social Events (at least one per semester) 	
Strategy 6.2: Sponsor an Early College.	Yes	<p>Director, Academic Center for Excellence, Lisa Shaw</p> <p>Director, all tutoring services (ACT, CSU Writing Center, Math and Science Learning Center), Eliot Rendleman</p>	<ul style="list-style-type: none"> ● EC students meet twice with tutors during the direct 2 weeks of school. Week 1 is an orientation with our scheduling and services. Week 2 is to create a tutoring/study plan for the semester. 	<ul style="list-style-type: none"> ● Demonstrate that 80% of EC students adhere to their plan.
Strategy 6.3: Award credit based on Advanced Placement or International Baccalaureate scores/exams.	Yes	University Registrar, Wayne Van Ellis	<ul style="list-style-type: none"> ● Continue to award credit established by CSU policy 	<ul style="list-style-type: none"> ● Monitor number of AP and IB credits to establish baseline
Strategy 6.4: Award credit based on assessment of prior learning via CLEP or DSST scores.	Yes	Director, Testing Center, Camille Hassenplug	<ul style="list-style-type: none"> ● Update current CLEP policy: Departments will review all CLEP tests to identify additional CSU course equivalencies and determine passing scores. Refer to CLEP's Create a Policy process on their web page, http://clep.collegeboard.org/develop/policy ● Develop a DSST policy: Departments will review all DSSTs to identify possible CSU course equivalencies and determine passing scores. 	<ul style="list-style-type: none"> ● Increase the number of CLEP tests accepted for credit. ● Develop a DSST policy of tests accepted for credit.

			Refer to DSST web page, http://getcollegecredit.com for guidance.	
Strategy 6.5: Award credit based on ACE credit recommendations.	Yes	University Registrar, Wayne Van Ellis	<ul style="list-style-type: none"> Continue to award credit established by CSU policy 	<ul style="list-style-type: none"> Monitor number of ACE credits to establish baseline
Strategy 6.6: Award credit based on portfolio review.	Yes	Assistant Director, ACE, Dustin Worsley PLA assessors from various department	<ul style="list-style-type: none"> Provide academic advisors with training in prior learning assessment (PLA) opportunities available at CSU (e.g. CLEP, DANTES, etc.) 	<ul style="list-style-type: none"> Increase number of PLA assessors from 2 to 4 Tabulate PLA hours accepted, with increase of 5% in FY 2016
Metric 6.1: Does the institution award credit to high school students via dual enrollment or joint enrollment?	Yes		<ul style="list-style-type: none"> See Strategy 6.1 above 	<ul style="list-style-type: none"> See Strategy 6.1 above
Metric 6.2: Does the institution sponsor an Early Learning Academy or Early College?	Yes		<ul style="list-style-type: none"> See Strategy 6.2 above 	<ul style="list-style-type: none"> See Strategy 6.2 above
Metric 6.3: Does the institution award credit for Advanced Placement scores/exams?	Yes		<ul style="list-style-type: none"> See Strategy 6.3 above 	<ul style="list-style-type: none"> See Strategy 6.3 above
Metric 6.4: Does the institution award credit for International Baccalaureate scores/exams?	Yes		<ul style="list-style-type: none"> See Strategy 6.4 above 	<ul style="list-style-type: none"> See Strategy 6.4 above
Metric 6.5: Does the institution award credit based on CLEP scores?	Yes		<ul style="list-style-type: none"> See Strategy 6.4 and 6.5 above 	<ul style="list-style-type: none"> See Strategy 6.4 and 6.5 above
Metric 6.6: Does the institution award credit based on DSST scores?	Yes		<ul style="list-style-type: none"> See Strategy 6.4 and 6.5 above 	<ul style="list-style-type: none"> See Strategy 6.4 and 6.5 above

Metric 6.7: Does the institution follow ACE recommendations for awarding credit (including those based on CLEP or DSST scores)?	Yes	• See Strategy 6.4 and 6.5 above	• See Strategy 6.4 and 6.5 above	• See Strategy 6.4 and 6.5 above
Metric 6.8: Does the institution award credit based on portfolio review?	Yes	• See Strategy 6.6 above	• See Strategy 6.6 above	• See Strategy 6.6 above
URL(s) for institutional web pages that explain the basis for awarding credit for Advanced Placement, International Baccalaureate, CLEP, and/or DSST scores/exams.	Yes	N/A	N/A	<ul style="list-style-type: none"> • See http://academics.columbusstate.edu/catalogs/2015-2016/admissionug.php#nonTradCr http://admissions.columbusstate.edu/transfer/credit/clep.php http://admissions.columbusstate.edu/transfer/credit/ap.php http://admissions.columbusstate.edu/transfer/credit/dates.php http://admissions.columbusstate.edu/transfer/credit/international.php
CCG Goal #7 Increase the likelihood of degree completion by transforming the way that remediation is accomplished				
<i>Strategies and metrics related to this goal:</i>				

<p>Strategy 7.1: Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with co-requisite Learning Support.</p>	<p>Yes</p>	<p>Interim Chair, Department of English, Pat McHenry</p> <p>Chair, Department of Mathematics and Philosophy, Tim Howard</p>	<ul style="list-style-type: none"> ● Follow USG guidelines regarding placement of students requiring remediation 	<ul style="list-style-type: none"> ● Allow as many students as possible to satisfy Area A requirements in English and math in one academic year
<p>Strategy 7.2: Combine remediation in English and reading.</p>	<p>Yes</p>	<p>Interim Chair, Department of English, Pat McHenry</p>	<ul style="list-style-type: none"> ● Revamped in 2015 the remediation model for students requiring support in English and reading in accordance with recommendations made by the USG Committee on Transforming Remediation. ● Developed in 2015 the four-credit hour ENGL 0989 pre-requisite course content and the one-credit hour ENGL 0999 co-requisite course content ● Created in 2015 appropriate English Placement Index (EPI) to determine students' placement at the Foundations level or the co-curricular level 	<ul style="list-style-type: none"> ● 60% of students assigned to ENGL 1101/0999 will exit LS and pass ENGL 1101 on the first attempt ● 60% of students assigned to the IRW foundations course will successfully complete ENGL 1101 within one year of enrollment
<p>Strategy 7.3: Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.</p> <p>Goal: Increase the likelihood of degree completion by transforming the way that</p>	<p>Yes</p>	<p>Director, all tutoring services (ACT, CSU Writing Center, Math and Science Learning Center), Eliot Rendleman</p>	<ul style="list-style-type: none"> ● Offer “kick start” workshops first and second weeks of the semester for students who need a refresher taking MATH 1111. ● Expand the peer instructional leaders program to improve success in courses with high 	<p>Baseline Status:</p> <ul style="list-style-type: none"> ● In Fall 2014, productive grade rate in MATH 1111 was 73.4%. <p>Interim Measures of Success:</p>

<p>remediation is accomplished.</p> <p>High Impact Strategy: Fine-tune and expand activities performed by the Academic Center for Tutoring (ACT).</p>		<p>rates of non-productive grades, including Principles of Chemistry and Principles of Biology, among others to be determined. (See also Strategy 1.2 above on STEM completion.)</p> <ul style="list-style-type: none"> • Develop peer instructional leaders for Psychology since replicate INNOVATION grant was approved • Send three faculty to professional development workshop (August, 2015) on Peer Instructional Leadership. 	<ul style="list-style-type: none"> • Increase of students vising ACT or receiving help. • In Fall 2015, productive grade rate of 84% at midterm for students not in tutoring or using peer instructional leaders. In Fall 2015, productive grade rate of 50% at midterm of students in tutoring or using peer instructional leaders. <p>Measures of Success:</p> <ul style="list-style-type: none"> • For students in “kick start” workshops, compare productive grade rate in MATH 1111 in Fall 2014 compared to those in kick start program in 2015. • Productive grades of students at mid-term versus end-term for those being tutored or using peer instructional leaders as well as those not being tutored or using peer instructional leaders. Metric should see an increased pass rate of those using tutorial services versus those not using tutorial services. <p>Productive grades: Percentage of credits</p>
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		Business Quantitative Skills Lab	<ul style="list-style-type: none"> • Provide supplemental instruction/tutoring for business courses with high rates of non-productive grades 	<p>successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester.</p> <ul style="list-style-type: none"> • Increase pass rate in business courses (economics, accounting, finance, etc.) by 5%
		Director, Institutional Research and Effectiveness, Sri Sitharaman	<ul style="list-style-type: none"> • Compile data of the utilization of tutorial services by students enrolled in core and remedial courses with high non-productive grade rates (as defined above) 	<ul style="list-style-type: none"> • Demonstrate increased usage of facilities and increased number of productive grades
Strategy 7.4: End the practice of requiring students to withdraw from all collegiate courses when they withdraw from Learning Support courses.	Yes	Coordinator, Learning Support, Melody Shumaker	<ul style="list-style-type: none"> • Have already implemented new policy. 	<ul style="list-style-type: none"> • Have already implemented new policy.
Strategy 7.5: Students have unlimited “attempts” to complete co-requisite remediation.	Yes	Coordinator, Learning Support, Melody Shumaker	<ul style="list-style-type: none"> • Implemented January 2015 	<ul style="list-style-type: none"> • Compare number of students who exit remedial math within one year to those students who started in remediation in 2014 • Does it improve the pass rate of the gateway course (Area A) in one attempt?
Metric 7.1: Number of students requiring remediation in Fall 2014 in English or combined English/ Reading	19			

Metric 7.1: Number of students requiring remediation in Fall 2014 in Reading	24			
Metric 7.1: Number of students requiring remediation in Fall 2014 in Mathematics	166			
Metric 7.2: Number of students receiving co-requisite remediation in Fall 2014 in English or combined English/ Reading	19			
Metric 7.2: Number of students receiving co-requisite remediation in Fall 2014 in Reading	0			
Metric 7.2: Number of students receiving co-requisite remediation in Fall 2014 in Mathematics	0			
CCG Goal #8 Restructure instructional delivery to support educational excellence and student success				
<i>Strategies and metrics related to this goal:</i>				
<p>Strategy 8.1: Expand completely online opportunities.</p> <p>Goal: Restructure instructional delivery to support educational excellence and student success.</p> <p>High Impact Strategy: Improve online opportunities and experiences at CSU.</p>	Yes	<p>Associate Provost for Online Education, Ellen Roberts</p> <p>CCG Project Manager, Barbara Hunt</p>	<ul style="list-style-type: none"> Put these forms online (2015-2016) for ease of use by all students: <ul style="list-style-type: none"> -Change of Major form, -DER Adjustment form (for transfer students), and -Exception Petition form (for students requesting an exception to policy or procedure). Identify, review, edit (as necessary) and then prioritize all existing academic administrative forms in 	<p>Baseline Status:</p> <ul style="list-style-type: none"> 2014-2015 online retention rate: 68.3% <p>Interim Measure of Success:</p> <ul style="list-style-type: none"> Progress in creating three specified online forms. <p>Measures of Success:</p> <ul style="list-style-type: none"> Increased retention of online students: compare 2014-2015 online retention rate to 2015- 2016 online

		<p>2015-2016 to ensure ease of access by all students. The top three most frequently used forms will be put online in 2016-2017.</p> <ul style="list-style-type: none"> ● Investigate the feasibility of creating a virtual chat feature in Brightspace, including staffing and financial ramifications. ● Identify and inventory which student services are not online but should be. Then prioritize and prepare a project plan for ensuring online students have equal access. ● Explore how Smarter Measures can aid ACE in identifying the needs of online students with information concerning life factors, including finances, learning styles, readiness for online learning, time management issues, etc. ● Affiliate the Distance Learning Committee and the CCG Council by inviting the chair (or designee) of the DL Committee to CCG Council meetings and by inviting the CCG coordinator to the DL Committee meetings. ● Begin affiliation with eCore Fall 2015. 	<p>retention rate.</p> <ul style="list-style-type: none"> ● Completion of three specified online forms. 	
<p>Strategy 8.2: Implement alternative</p>	<p>Yes</p>	<p>Associate Provost for Online Education, Ellen</p>	<ul style="list-style-type: none"> ● Encourage faculty to use alternative delivery models 	<ul style="list-style-type: none"> ● Increase use of alternative delivery

delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.		Roberts Susan Hrach, Director, Center for Teaching and Learning,	by offering workshops through Center for Teaching and Learning and COOL	models, such as hybrid courses, by 5%
Metric 8.1: Are fully online courses offered to students at the institution?	Yes	• See Strategy 8.1 above	• See Strategy 8.1 above	• See Strategy 8.1 above
Metric 8.2: Are alternative delivery models implemented at the institution?	Yes	• See Strategy 8.2 above	• See Strategy 8.2 above	• See Strategy 8.2 above
CCG Goal #9 Improve access for undergraduate and/or priority communities				
<i>Strategies and metrics related to this goal:</i>				
<p>Strategy 1.1 <i>Target increases in access and completion for students traditionally underserved in postsecondary education.</i> Indicate specific populations on which you are focusing your completion efforts. (See also Goal #1)</p>				
Part-time students	No	N/A	N/A	N/A
Adult learners (undergraduate students 25 years of age or older)	Yes	Coordinator, Square One: Adult Re-Entry, Dustin Worsley	<u>Adult Learners</u> Improve college readiness and RPG of adult learners: • Continue offering Square One: Adult Re-Entry COMPASS prep course at multiple locations. • Continue using Adult Resource Center (ARC) for adult learners to study and/or socialize	<u>Adult Learners</u> • Increase accessibility to higher education through enrollment in the Square One Adult Re Entry program • Add online enrollment option for Square One in September 2015.

			<ul style="list-style-type: none"> • Continue adult learner webpage that consolidates information for adult learners 	
Military and former military students	Yes	Director of Military Enrollment, Susan Lovell	<u>Military</u> <ul style="list-style-type: none"> • Maintain “yellow ribbon” status • Increase presence of CSU at Fort Benning • Strive to earn recognition as an “online” option for military personnel regardless of where stationed. 	<u>Military</u> <ul style="list-style-type: none"> • Increase graduation rate by 3%. • Increase enrollment of active duty, veterans and dependents by 3%.
First generation college students	Yes	Director, Academic Center for Excellence, Lisa Shaw	<ul style="list-style-type: none"> • Enhance first year with FRLC and/or FYRS • Use interventions as needed 	At this time there is no way to identify or track 1 st generation students except when students self-report
Racial/ethnic minorities	Yes	Coordinator, AAMI Grant and Diversity Programs, Johniqua Williams Professor in Educational Leadership, Eddie Obleton	<u>Diversity</u> <ul style="list-style-type: none"> • Provide college preparedness workshops and programs with an emphasis on junior and senior African American Males • Continue African American Initiative 	<u>Diversity</u> <ul style="list-style-type: none"> • Increase African American male applications by 5%
		Director, Career Development Center, Lyn Riggsby-Gonzalez	<u>Financial Success</u> <ul style="list-style-type: none"> • Continue offering a Financial Success Program by providing workshops and online financial tools to educate students about different areas of personal 	<u>Financial Success</u> <ul style="list-style-type: none"> • Increase participation in such programs and workshops by 5% in 2015-2016 • Demonstrate (through pre and post-test) that 95%

Low income students (Pell eligibles)	Yes		finances	of participating students improved financial literacy
Students with disabilities	Yes	Director of Disability, Services Joy Norman	<u>Disability Services</u> <ul style="list-style-type: none"> ● Continue recruitment and retention efforts such as Transition Fair and Transition Camp. ● Continue using academic coach to assist students with disabilities with discovering personal learning styles, time management, organizational skills and other services. 	<u>Disability Services</u> <ul style="list-style-type: none"> ● Increase number of disabled applicants by 1%. ● Increase retention of disabled students by 1%.
Other: Students who are homeless or in foster care.	Yes	Director, Academic Center for Excellence, Lisa Shaw	<ul style="list-style-type: none"> ● Contact students and ascertain situation ● Make needs assessment (housing, food, clothing, job, financial aid, safety, etc.) 	<ul style="list-style-type: none"> ● Increase number of such students who continue to enroll at CSU and who progress in their majors