Columbus State University
Complete College Georgia Status Report: 2016-2017

1. Institutional Mission and Student Body Profile

Columbus State University is a four-year public institution that offers more than 100 programs at the certificate, associate, bachelor's, master's, specialist, and doctoral levels. Many degrees are conferred in professional areas of pursuit at both undergraduate and graduate levels in response to student demand and service area needs.

Institutional Mission

The mission of Columbus State University is:

> We empower people to contribute to the advancement of our local and global communities through an emphasis on excellence in teaching and research, life-long learning, cultural enrichment, public-private partnerships, and service to others.

The institutional focus on excellence in teaching and research as well as the emphasis on life-long learning, cultural enrichment, public-private partnerships and service to others influences the key priorities of the college completion work undertaken by Columbus State University. Because effective teaching is a central component of student success, the CSU Faculty Center for the Enhancement of Teaching and Learning supports faculty members as they investigate and implement new pedagogical strategies that support millennial learners. The University financially supports student research and creative inquiry projects facilitated by faculty mentors. CSU has a strong commitment to service and has provided significant leadership in meeting the needs of the community, the region, and the state through endeavors such as the Early College initiative, service to military-affiliated students, and the development of high-quality online programs that allow students to decrease time to completion and increase the timely accomplishment of their educational goals regardless of their geographic location.

Student Body Profile

In Fall 2015, CSU enrolled 8,440 students, including an undergraduate student population of 6,937. Enrollment increased by three percent over Fall 2014. The institution's population is comprised of 65% full-time students. CSU also follows national trends with the female population representing 60% of the student body. The student population is 53% white, 36% black, 2% Asian, 5% Hispanic, and 4% other (American Indian or Alaskan Native, international, two or more races, or unknown). Since Fall 2010, the number of transfer students has risen by 15.7%. In Fall 2015, the institution increased the number of new transfer students by 11 (1.6%) from the previous year. Of the new transfer students in Fall 2015, 60 (9%) transferred from Columbus Technical College, with whom the university has a robust articulation agreement. Of the total undergraduate student population, 2,059 (30%) of these students were first generation college students.

Columbus State University utilizes moderately selective admissions standards and processes for most applicants (high school grade point average of 2.5 and SAT minimum scores of 440 Critical Reading and 410 Math or ACT English 17/Math 17). Modified standards are utilized for applicants within the local service area in accordance with the University System of Georgia-mandated local access mission (high school grade point average of 2.0 and SAT minimum scores of 330 Critical Reading and 310 Math or ACT English 12/Math 14).

The University System of Georgia (USG) designates CSU as one of the three "access" institutions within the state because no state colleges in the USG are located within the geographic service area. The service area of Columbus State University is defined in terms of the following Georgia counties: Chattahoochee, Harris, Marion, Meriwether, Muscogee, Stewart, Talbot, Taylor, and Troup. In Fall 2015, 42.9% of the new student population was drawn from these counties.

The University takes pride in its role as an access institution, but this role also presents challenges in student recruitment and retention. As noted in Tables 1.1 and 1.2 below, students admitted with learning support status through the institution's access mission were retained and graduated at much lower rates than students admitted with regular admission status.

Table 1.1: CSU Retention Rate Trends: 2008-2009 through 2014-2015

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Learning Support	67.9%	72.1%	70.4%	67.7%	67.7%	72.8%	72.1%
Learning Support	46.3%	54.7%	59.5%	49.6%	51.9%	47.7%	64.3%
Total	*63.3%*	*68.1%*	*68.2%*	*65.6%*	*66.2%*	*70.1%*	71.2%

Table 1.2: CSU Bachelor's Degree Six-Year Graduation Rate Trends: 2003-2009 through 2009-2015

	2003-2009	2004-2010	2005-2011	2006-2012	2007-2013	2008-2014	2009-2015
Non-Learning Support	36.0%	34.9%	34.2%	39.5%	35.2%	37.7%	36.5%
Learning Support	14.6%	19.0%	9.0%	11.4%	12.7%	12.0%	9.3%
Total	*32.6%*	*32.3%*	*30.3%*	*33.6%*	*30.5%*	*32.3%*	30.3%

Columbus State University continues to address the goals and objectives identified in the CSU Complete College Georgia plan. We look forward to continuing this work as we believe that it will positively impact the lives of our students.

2. Institutional Completion Goals, High-Impact Strategies and Activities

Goal 1.2 Increase degree completion in STEM fields.

CSU has been and will continue to be successful in attracting students to and graduating students from our STEM programs. In 2015-2016, we focused our efforts on outcomes designed to address recruitment efforts, RPG concerns, and instructional best practices.

Meeting this goal would make Columbus State a contender in the competition for math, science, computer science and engineering students. CSU is striving to become a "First Choice" institution for STEM study.

Strategy 1.2 Increase degree completion in STEM fields.	
Goal	Increase the number of students graduating with degrees in the STEM fields.
High-Impact Strategy	Focus on recruitment efforts, RPG concerns, and instructional best practices.
Demonstration of Impact	Targets the kinds of students we want to recruit and retain.
Principle Points of Contact	Dr. Kim Shaw, UTeach Project Co-Director Dr. Deborah Gober, UTeach Project Co-Director Dr. Tim Howard, Associate Dean of the College of Letters and Sciences Dr. Eliot Rendleman, Director of Academic Center for Tutoring (ACT)
Summary of the Activities	**Recruitment Efforts** ● Offered STEM Honors Camp to encourage grades 6-12 student interest in STEM fields as CSU, and to encourage CSU students to consider teaching in STEM fields. In summer 2016, we offered STEM Honors Camp (a two-week experience) to encourage middle school students' interest in STEM fields at CSU, and to encourage CSU students to consider teaching in STEM fields. Students are recruited from all over Georgia and from nearby Alabama counties. 　　　○ In summer 2015, 24 high school students attended the camp. In summer 2016, 32 middle school students attended. ● Participated in the Robert Noyce Teacher Scholarship Program. In the past, we have offered these scholarships to CSU juniors and seniors but have attempted to attract more transfer students into the UTeach Program. In 2015-

2016, nine students were awarded Robert Noyce Teacher Scholarships, five of whom transferred in with 60 or more semester hours of credit. So far, we have offered seven scholarships for 2016-2017, including two students who transferred in 60+ hours, but we project that we will have nearly 10-15 total award recipients by spring semester.

● In 2015, CSU was one of three schools in the state to offer Woodrow Wilson Teaching Fellowships. CSU had 1/3 of the fellows (12/36); all twelve of them are now teaching in Georgia. In Fall 2016, CSU is one of five schools in the state to offer this Fellowship. It has twelve new students in the program, with eight of the twelve from outside of Georgia. Graduates from the Woodrow Wilson MAT commit to teaching in high schools in Georgia for three years after they finish the program.

● Projected FOCUS replication via the first two courses in the UTeach Columbus program.

  o In 2014-2015, CSU offered 6 sections of UTCH 1201 that enrolled a total of 43 students, and offered 2 sections of UTCH 1202 that enrolled a total of 25 students. In 2015-2016, we offered 4 sections of UTCH 1201 that enrolled 39 students, and two sections of UTCH 1202 that enrolled 25 students.

RPG Efforts

● Provided tutoring to students in gateway STEM courses. In FY16, 328 students logged 1584 visits to seek tutoring in gateway courses (4.82 visits per student). Just to emphasize – this does not capture all of the tutoring that was conducted. It omits tutoring for Learning Support courses, some upper division STEM courses, math/science courses for Early Childhood Education majors, and non-STEM courses such as BUSA 3115 (Quantitative Analysis for Business Decisions I) and others.

**ACT Math/Science
2014-15 Spring General Usage**
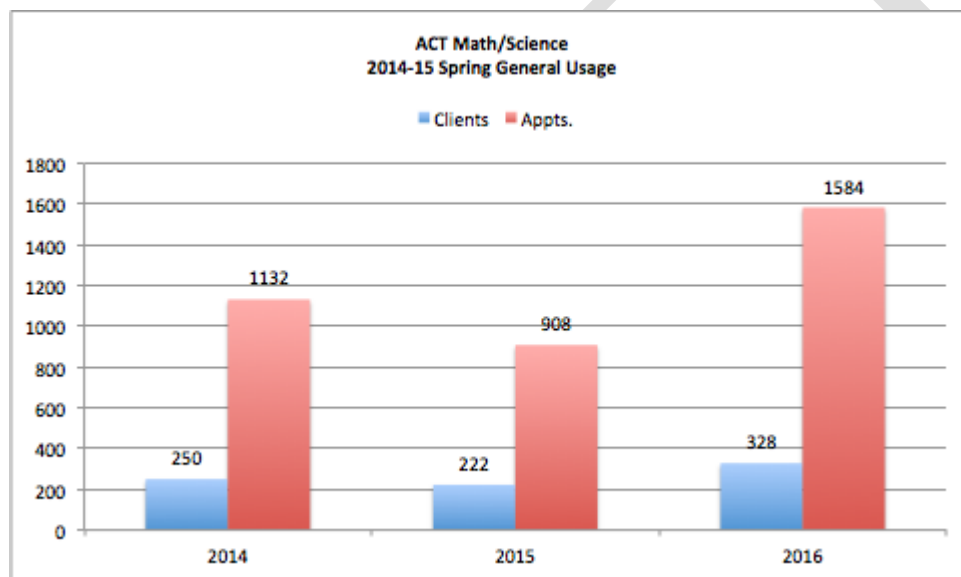
● Trained and provided Peer Instruction Leaders for targeted STEM introductory level courses. Provided peer leader support program for CHEM 1211 (Fall 2015) and CHEM 1212, MATH 1111, and MATH 1113 (Spring 2016). In Fall 2015, the Peer Leader Program had 100 clients with 583 appointments. In Spring 2016, the program had 170 clients with 805 appointments. In half the cases, students attending the ACT had higher GPAs than those students not attending the ACT.

Course and Year	Overall Class GPA	Overall GPA ACT Clients
CHEM 1211—Fall 2015	1.49	2.56
CHEM 1212—Spring 2016	2.03	1.78
MATH 1111—Spring 2016	2.98	3.83
MATH 1113—Spring 2016	2.82	2.75

	● In fall 2015, a proposal was submitted to the National Science Foundation for an LSAMP planning grant. That proposal was not funded, but efforts are under way to cultivate an alliance of institutions in Georgia and Alabama, with the intention of submitting another proposal in fall 2016 or fall 2017. **Instructional Best Practices** ● CSU faculty received a CCG grant to organize a flipped instruction faculty learning community for two cohorts in 2015-2016. The first cohort included 7 STEM faculty members, and the second cohort included at least 9 STEM faculty participants. Faculty participants felt that the most useful part of the program was the face to face meetings of the learning community, and the mutual support and problem solving that ensued.
Baseline Status	FY10: 86 students completing bachelor's degrees in STEM fields
Interim Measures of Progress	● **Number of students currently enrolled in STEM programs.** Bachelors: Fall 2013 - 1,144 Bachelors: Fall 2014 – 1,154 or .8% increase since 2013 Bachelors: Fall 2015—1,217 or 6% increase since 2013 ● **Number of currently enrolled students making satisfactory academic progress (Overall GPA of 2.0 or higher).** Bachelors: Fall 2013 - 1,019 Bachelors: Fall 2014 – 1,040 or 2% increase Bachelors: Fall 2015—1,085 or 4% increase
Measures of Success	Increase of 3% 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 16: 123 or 3.25% increase FY 15: 119 or 5.04% increase FY 14: 113 FY 13: 92 FY 12: 83 FY 11: 98 FY 10: 86
Lessons Learned	We have made great strides in keeping STEM students by emphasizing tutoring and peer instructional leaders. Retaining them has resulted in an increase in number of graduates of 3+% per year (since FY10).

Goal 2.1 Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees "on time."

A review of institutional data indicated that many students were not enrolled in a minimum of 15 credit hours each term. In Fall 2013, 3,680 undergraduate students were taking less than 15 credit hours per term. This group had an average overall GPA of 2.81. During the same term, 1,015 were enrolled in 15 or more credit hours. The average overall GPA of that group was 3.12. A campus-wide initiative was implemented in Summer 2014 to provide new students beginning in Fall 2014 with 15-hour schedules for their first term of study. These schedules were developed in advance by academic advisors with input from the students.

Since Fall 2014, we have provided information on the 15-to-Finish campaign to incoming students through our orientation presentations and to faculty staff advisors through our advising training sessions throughout fall and spring semesters.

Strategy 2.1 Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees "on time."	
Goal	Increase the number of students enrolled in 15 or more credits per semester.
High-Impact Strategies	● 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.

Demonstration of Impact	These High-Impact Strategies are designed to motivate students or improve the quality of their educational experience—both of which should improve retention
Principle Points of Contact	Ms. Lyn Riggsby-Gonzalez, Director, Center for Career Development Dr. Melody Shumaker, Coordinator of Learning Support and of First-Year Experience Dr. Barbara Hunt, Project Manager, CSU's CCG Initiative
Summary of the Activities	● Emphasized internships as motivation for progression to senior year and graduation. **See data for "end of program rewards" below.** ● Worked on redesigning first-year experience—currently a bottleneck with freshmen learning communities. A First-Year Experience Committee met multiple times during the year to discuss everything related to first-year experience. The committee decided to continue both the freshmen learning communities and the "common read." The freshmen learning communities are now better balanced and reflect a better distribution of college participation in course offerings. **See data below on Freshman Learning Communities.** ● Improved 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 published in the catalogs. Using the program maps developed in 2015-2016, the Provost's Office created a tentative "course demand" schedule indicating the number of seats needed in certain core courses, both in core areas with multiple course offerings and in core areas with courses specified by the USG. This "course demand" schedule will be better defined in the coming years. ● Found the cost of using Ad Astra for scheduling to be too high for consideration. We would have to purchase an additional license for an exorbitant amount.

Baseline Status	● In Fall 2013, 1,951 students (27.8%) were enrolled in 15 hours or more.
	    Fall 2013: 1,951 (27.8%)
	    Fall 2014: 2,115 (30.7%)
	    Fall 2015: 2,228 (32.1%)
	    Fall 2016: 2,235 (32.2%)
	● In 2014-2015, 349 students participated in internships.
	● Number of freshman learning communities in 2014-2015: 31

Interim Measures of Progress	● Increased number of students enrolled in internships. ● Increased number of sections of freshmen learning communities.

Measures of Success	● Increase number of internships by 3%--we increased it by 118%.
	● Increased number of students enrolled in 15 hours or more—increase of 3.9% from Spring 2011 to Spring 2016.
	    Spring 2011: 28.3% (1,780 students)
	    Spring 2016: 32.2 % (2,235 students)
	See Appendix I for cohort progression of earned credits.

Lessons Learned	Creating a precise "course demand" schedule is extremely difficult but necessary if we are going to offer the right number and kinds of courses students need to progress.

As noted in the Summary of Activities, we created **"end of program rewards"** to motivate students to progress and graduate within six years. The Career Center was principally involved with this strategy:

    Financial Success: 285 student participants / 92% accuracy on assessments
    Career Advising: 181 student appointments and walk-ins
    Employer Relations: 238 new employer connections; 659 new students registered for on-line jobs database;
    1,322 job postings
    Job Shadowing: 51 student placements
    Internships: 762 academic internship student placements—118% increase

The Career Center was directly involved with the posting of 342 internship opportunities. Based on employer feedback, the Career Center will be implementing a new short-term, project-based experiential program for externships beginning January 2017.

In addition, a new student success (Career Readiness) program was implemented AY 2015-2016 with 270 students receiving "soft skills" training.

Creating a culture of "15-to-finish" also involved beginning with certain key activities, such as providing adequate course availability for incoming freshmen. For 2015-2016, this meant that the number **of Freshmen Learning Communities** was maintained as the same level as the year before:

Number of 2014-2015 FRLC sections: 31
Number of 2015-2016 FRLC sections: 31
Number of 2014-2015 Major Specific FRLC sections: 19
Number of 2015-2016 Major Specific FRLC sections: 19
Number of 2014-2015 Core FRLC sections: 12
Number of 2015-2016 Core FRLC sections: 12

Clearly, the "15-to finish" goal is paramount at CSU.

Goal 4.2 Use predictive analytics (EAB, D2L, or Ellucian) to help identify students who are off-track and help students understand their likelihood of success in particular programs.

In an effort to boost RPG, in 2014 CSU developed an advising information system that included an early alert system and academic analytic functionality. After viewing demos of similar software and consulting with our Information Technology department, CSU decided to build its own Student Advising Portal (SAP) to meet its specific needs. The system complemented DegreeWorks and included student information such as demographic data, contact information, academic history, standardized test scores, and academic analytics that assisted students in choosing appropriate majors. The Academic Center for Excellence (ACE) spend the past three semesters (fall '15, spring '16 and summer '16) loading data and customizing the software for advisors' and students' specific needs.

The creation of SAP resulted in targeted, timely interventions for underclassmen, allowing advisors to create action plans and/or refer students to appropriate resources on a daily basis. However, during fall 2015, the decision was made to move from the home-grown SAP in order to partner with Education Advisory Board's (EAB) Student Success Collaborative (SSC) technology. EAB is going into production in Fall 2106.

During the past academic year, ACE continued using the home-grown portal to identify at-risk students and provide timely interventions.

Strategy 4.2 Use predictive analytics (EAB, D2L, or Ellucian) to help identify students who are off-track and help students understand their likelihood of success in particular programs.	
Goals	● Provide intentional advising to keep students on track to graduate. ● Increase use of D2L Brightspace to report in-progress grades. ● Implement software that supplements DegreeWorks.
High-Impact Strategies	● Identify students who may need special interventions in the semester. ● Offer training workshops for faculty. ● Select academic analytics software (such as EAB).
Demonstration of Impact	Identify and aid at-risk students; train faculty in use of Brightspace
Principle Points of Contact	Ms. Lisa Shaw, Director, Academic Center for Excellence Mr. Dustin Worsley, Assistant Director, Academic Center for Excellence Mr. Sri Sitharaman, Director, Institutional Research and Effectiveness Ms. Amy Thornton, Director, Center of Online Learning
Summary of the Activities	● Educated faculty to use the Early Alert System (EAS). EAS is 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. 100% of faculty were notified (trained) with an email explaining the process of referral. EAB has Early Alert capability. ● Emailed faculty the link to the online referral form (https://ace.columbusstate.edu/early_alert.php). Faculty members completed the referral at a secured site and students were contacted by the Academic Center for Excellence. 38 students were referred in Fall 2014; 37 in Spring 2015. Will include updated numbers in

	October's final report.
	● Planned to implement software that supplements DegreeWorks with diagnostic analytics and graphical displays of degree progress. Not done due to shift from SAP to EAB.
	● Met with identified at-risk students and referred them to appropriate and effective campus resources, such as Tutorial Services, Counseling, Office of Disability Services, and the Center for Career Development. Every day, ACE advisers checked their list of students with new alerts in the portal. Within 24 hours they contacted the student (via email, phone, etc., depending on the student's preference). The adviser then referred the student to an appropriate resource or created an action plan to monitor the student and hold them accountable. The adviser then logged all activity in the notes section of the portal. 2,765 students total were served with SAP (1,515-Fall 2014, 1,250-Spring 2015). In FY '16, 4,340 students were served (2,320 in Fall 2015; 2,020 in Spring 2016).
	● Continued offering workshops for faculty to learn how to use D2L Brightspace to report in-progress grades and to understand why such communication is important. Below are the numbers provided by the Center of Online Learning (COOL) for June 1, 2015 - May 31, 2016:
	    Number of faculty used service: 311
	    Amount of time spent: 600 hours
	    Number of workshops: 60
	    Number attended workshops: 185
	    Number of consultations: 1930
	● Investigated predictive analytics software such as EAB that integrates our data system, curtailing data silos. We are required to move to this analytics system in Fall 2016.

Baseline Status	Fall 2009 percentage of credits successfully completed was 70%. See chart under **Measures of Success** below.
Interim Measures of Progress	● Increase faculty referral rate of EAS by 20% in 2014-2015. There were 48 student referrals from faculty in 2013-2014. The number of student referrals increased to 75 in 2014-2015 representing an increase of 56%. Will include updated numbers in October's final report. ● Increase 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. See data under **Activities.**
Measures of Success	Success is measured by student pass rate and retention. ● **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.** For freshmen, the percentage of earned to enrolled credits were: Fall 2015: 83% Fall 2014: 83% Fall 2013: 82% Fall 2012: 74% Fall 2011: 73% Fall 2010: 66% Fall 2009: 70% ● **Retention rate:** Fall 2015-Spring 2016 retention rates for students seen in ACE =84% Fall 2015-Fall 2016 retention rates for students seen in ACE = 70% (Pre Census Fall 2016) 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 decrease from FY15 to FY16 (Pre Census) was 9 %.
Lessons Learned	Academic Center of Excellence greatly improved intentional advising efforts through the SAP and EAS. They now need to replicate their efforts using EAB. We need to investigate why retention rates appear to have declined.

Goal 7.3: Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.

Strategy 7.3: Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.	
Goals	Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
High-Impact Strategy	Fine-tune and expand activities performed by the Academic Center for Tutoring (ACT).
Demonstration of Impact	Targets students who are at risk of academic failure
Principle Point of Contact	Dr. Eliot Rendleman, Director, Academic Center for Tutoring
Summary of the Activities	● Offered "kick start" workshops in the first and second weeks of the semester for students who need a refresher before taking MATH 1111. See **Measures of Success** below. ● Developed peer instructional leaders for Psychology since replicate INNOVATION grant was approved. Stephanie da Silva's and Diana Riser's Complete College Georgia Grant was implemented in Fall 2015. Funds from this grant were used to develop a Peer Instructional Leader (PIL) program for PSYC 1101 General Psychology which replicates a successful PIL program in the Biology Department at CSU. Peer leaders are senior psychology majors enrolled in a newly created course PSYC 4497 Teaching Apprenticeship in Psychology. Students acquire leadership and pedagogical skills, explore research on the Scholarship of Teaching and Learning (SoTL), and develop open educational resources for use in PSYC 1101 and other psychology courses. ● Sent three faculty to professional development workshop (August 2015) on Peer Instructional Leadership.
Baseline Status	In Fall 2014, productive grade rate in MATH 1111 was 73.4%.
Interim Measures of Progress	● Increase of students vising ACT or receiving help. **See data below and on p.3 under Strategy 1.2.** ● 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.
Measures of Success	● 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. We developed a "kick start" workshop for those weak in math, held three sessions at the beginning of the semester Fall 2015, advertised via email and word of mouth, and had only two attendees. The workshop slideshow can be viewed at https://docs.google.com/a/columbusstate.edu/presentation/d/1uZokH0rBjZnKUVA7aPB1xWtMgkqVlP3cdtqOxgm8aSc/edit?usp=sharing Due to the low participation rate, no conclusion can be drawn regarding effect on retention or pass rates. ● 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. Productive grades: Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester. **See data below for retention percentage rates.**
Lessons Learned	The "kick start" workshops did not work as well as expected but will be repeated 2016-2017.

CSU students who visited the ACT met or exceeded the retention rate of CSU students who do not visit the ACT.
Since 2011, the ACT has surpassed the retention criterion for success.

2011 retained to 2012 (Writing)
Retention percentage rate of first-year students who visited the ACT (Writing)--67.0%
Retention percentage rate of first-year students who did not visit the ACT (Writing)--65.6%

2012 retained to 2013 (Writing)
Retention percentage rate of first-year students who visited the ACT (Writing)--70.9%
Retention percentage rate of first-year students who did not visit the ACT (Writing)--65.5%

2013 retained to 2014 (Writing)

Retention percentage rate of first-year students who visited the ACT (Writing)--77.3%
Retention percentage rate of first-year students who did not visit the ACT (Writing)--69.2%

2014 retained to 2015 (Math, Science, Writing, Humanities)
Retention of FTFT freshman students who visited the ACT for tutoring: 86%
Retention rate of FTFT freshman students from this cohort who did not visit the ACT for tutoring: 68%

Goal 8.1: Expand completely online opportunities.

Strategy 8.1: Expand completely online opportunities.	
Goal	Restructure instructional delivery to support educational excellence and student success.
High-Impact Strategy	Improve online opportunities and experiences at CSU.
Demonstration of Impact	Affects many students, especially those who are enrolled in completely online programs—affects access to student services and quality of online courses
Principle Points of Contact	Dr. Barbara Hunt, Project Director, CSU's CCG Initiative Dr. Ellen Roberts, Associate Provost for Online Education Dr. John McElveen, Associate Vice President for Enrollment Management

Summary of the Activities	● Put these forms online (2015-2016) for ease of use by all students:
	    ○ Change of Major form,
	    ○ DegreeWorks Adjustment form (for transfer students), and
	    ○ Exception Petition form (for students requesting an exception to policy or procedure).
	The Change of Major workflow automation is live, as of 8/15/16. The DegreeWorks Adjustment form and the Exception Petition form as available as online forms, but not yet as workflow automations.
	● Identified, reviewed, edited (as necessary) and then prioritized all existing academic administrative forms in 2015-2016 to ensure ease of access by all students. A number of priority enhancements have been identified and are in process of being developed:
	    ○ Financial Aid verification, while forms are already on line, will be further automated by our recent agreement to buy into the first cohort of institutions participating in the One USG financial aid project. This will allow for submission of required verification documentation fully on-line. Implementation will commence September 1, with completion in 4-6 weeks.
	    ○ On-line Orientation programs for Veterans and Active Duty is in production now and target completion is to have it available for Spring 17 orientation.
	    ○ The VA-required Enrollment Certification process which currently requires Veterans or their dependents to submit by hand their schedules for review and verification by the VA office in the Military Enrollment Service Center is currently being converted to an automated workflow process with completion and implementation scheduled for October 16.
	    ○ A single on-line application form is being developed which will use branching logic so that the single form for all types of applicants can replace the now multiple on-line forms we use. Target date for implementation is during Spring 17 for use for Summer and Fall 17 applicants.
	● Investigated the feasibility of creating a virtual chat feature in D2L Brightspace, including staffing and financial ramifications. After exploring this option, it was decided that the expense was too great to consider implementation.
	● Identified and inventoried which student services are not online but should be. Then prioritized and prepared a project plan for ensuring online students have equal access.
	    ○ We are proposing a project to automate the First Academic Exclusion Appeal process built on a similar design as the new Major Change workflow process. Student wishing to appeal will be directed to an on-line form which upon completion and submission will automatically route to College or Program designees where they can, just as in the new major change process, choose to approve, deny, or require a face-to-face or phone consultation before a decision on the appeal is rendered. Target

implementation is scheduled for end of Fall 2016.
- o While major student functions such as application and registration are already on-line, we are considering expansion of Dub Labs mobile apps to amplify our smart phone-accessible functionality over current mobile applications.
- ● Explored 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. Due to the advising change to EAB, it was decided that advisors did not need another venue to consult and the idea was abandoned, at least for now.
- ● Focused on QM training. See data below.

Quality Matters Certifications in 2015-2016
Number of Faculty and Courses Certified by Category

Peer Reviewers	26
Master Reviewers	3
Courses	15

Fall 2016 Online Faculty
Number of Faculty by QM Training Status

QM Trained	61
Need Full QM Training	25
Need QM Update	22
In progress (signed up for F2F Training on Saturday)	9
Total	117

- ● Affiliated 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. Done.
- ● Began affiliation with eCore Fall 2015. Done.
- ● Supported COOL (Center of Online Learning) as it strove to improve online learning. **See information below this chart.**

Baseline Status	2014-2015 online retention rate: 68.3%
Interim Measures of Progress	● Progress in creating three specified online forms.
Measures of Success	● Increased retention of online students: Compared to 2014-2015 online retention rate of 68.3%, Pre-Census 2015- 2016 online retention rate was 64.6%. ● Completion of three specified online forms. One completed; the others are online forms, but not yet automated.
Lessons Learned	Putting all forms and processes online is a time-consuming process, but a necessary one for the benefit of our online students and programs; allowing student access and helping faculty with technology are important for the improvement of the online experience.

In addition to improving access to online students, administrators and the Distance Learning Committee strove to broaden the use of funds to support COOL (Center of Online Learning) and the faculty who deliver online learning. The $72,779.07 expended is being used in the following ways:

- Technology expenses for COOL, support staff, and administration: $31,455.65, which also includes $10,550 is for the purchase of software licenses to enhance online teaching.
- Part-time salaries, staff training and travel: $7,745.46. This will help facilitate ADA compliance, state authorizations, and face-to-face QM training for faculty.
- Faculty development incentives: $33,577.96. This includes; headsets and Bamboo tables (20 each), 40 iPad 4 minis; 6 iPad Air 2; 6 iPad Pros w/ keyboards and pencils.

2016-2017 Goals

As in 2015-2016, we derived the specifics for our 2016-2017 goals by using an interactive website where stakeholders

(faculty, students, staff, alumni, retired faculty and staff) can offer suggestions for ways to improve RPG at Columbus State. CSU's CCG Council then met to determine which suggestions seemed the most feasible and the most likely to positively impact RPG. Based on the results, we decided to pursue the same goals for next year.

See Appendix II for charts detailing our 2016-2017 goals.

3. Observations

Successful Strategies from last year:

Increasing STEM retention/recruitment/graduation by using a multipronged approach. We saw an increase in the retention of students due to our emphasis on tutoring and peer instructional leaders and an increase in productive grades, as well as a 3.25% increase in the number of graduates. We also improved future recruitment opportunities through our STEM Honors Camp, Robert Noyce Teacher Scholarship Program, and Woodrow Wilson Teaching Fellowships.

Targeting institution culture to increase number of students enrolled in 15 or more hours. Success here is due to preregistering students and showing the 15-to-Finish video to students and families at orientation. There was an increase of 3.9% since Spring 2012 in the number of students enrolled in 15 or more hours. We also focused efforts to offer the numbers and kinds of core classes needed as well as rewarded juniors and seniors with extra special attention (such as increased number of internships and workshops on soft-skills development).

Transforming the catalog to include program maps for all undergraduate degrees. We are confident that these maps will positively impact RPG in the future and contribute greatly to the culture of "15-to-finish." The 2016-2017 catalog represents the third year these maps are included. In addition, five interest-area metamajor maps were developed for entering freshmen who are having difficulty deciding on a major.

Using various methods to keep students on track and identify students at risk. These methods range from training faculty in use of Brightspace, reminding faculty to use the Early Alert System, and using intentional and proactive advising to refer students to appropriate and effective campus resources.

Improving efforts at providing better targeted remediation, tutoring and peer instructional support for all students, but especially for STEM students, thereby providing students with the skills they need to pass the collegiate course in which they are enrolled. Data indicates that about 50% of the time, students attending the ACT have higher GPAs than those who do not.

Working tirelessly across constituent groups to automate what were previously paper-based forms and processes so that obstacles to efficiency are removed. Students who are 100% online are still at a disadvantage but we are working to level the playing field. We have automated one form, put all paper-forms on line for easy of submission, and have identified goals for next year.

Continuing to use the Discussion Board requesting suggestions for improving RPG at CSU. We derived the specifics for our 2015-2016 goals by creating an interactive website (http://aa.columbusstate.edu/completecollege/) where 50+ stakeholders (faculty, students, staff, alumni, retired faculty and staff) offered suggestions for ways to improve RPG at Columbus State. CSU's CCG Council then met to determine which ideas seemed the most feasible and the most likely to positively impact RPG. The Council continued this approach in FY 2016, deciding to continue the same goals as last year.

Least Effective Strategies from last year:

All strategies tried seem to be effective but a couple of times we dropped the ball and did not do what we said we would do. Lesson learned: Sometimes we dream bigger than what we can realistically accomplish due to financial or labor restraints.

Appendix I: Cohort Progression
FT/FT Freshmen as Of Fall 2016

Earned credits by first time, full time freshmen by cohort as of Fall 2016

Cohort	0-14	15-29	30-44	45-59	60-74	75-89	> 90	Total
2013	138	135	95	120	134	167	168	957
	14%	14%	10%	13%	14%	17%	18%	

Cohort	0-14	15-29	30-44	45-59	60-74	75-89	> 90	Total
2014								
	109	155	133	237	176	15	2	827
	13%	19%	16%	29%	21%	2%	0%	

Cohort	0-14	15-29	30-44	45-59	60-74	75-89	> 90	Total
2015	137	422	358	16	6	0	0	939
	15%	45%	38%	2%	1%	0%	0%	

Appendix II: 2016-2017 Goals

Strategy 1.2 Increase degree completion in STEM fields.	
Goal	Increase the number of students graduating with degrees in the STEM fields.
High-Impact Strategy	Focus on recruitment efforts, RPG concerns, and instructional best practices.
Demonstration of Impact	Targets the kinds of students we want to recruit and retain.
Principle Points of Contact	Dr. Kim Shaw, UTeach Project Co-Director Dr. Deborah Gober, UTeach Project Co-Director Dr. Tim Howard, Associate Dean of the College of Letters and Sciences Dr. Eliot Rendleman, Director of Academic Center for Tutoring (ACT)
Summary of the Activities	**Recruitment Efforts** ● 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, the grant of which expires August 31, 2017. 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. ● Participate in Woodrow Wilson Teaching Fellowship Program. ● Project FOCUS replication via the first two courses in the UTeach Columbus program. **RPG Efforts** ● Provide tutoring to students in gateway STEM courses. ● Continue peer leader support for college algebra and selected gateway science ● Will submit a STEM grant if the opportunity arises. **Instructional Best Practices** ● Continue to develop flipped classes for several STEM courses and/or pursue OERs in science/math courses.
Baseline Status	86 students completed bachelor degrees in STEM fields in FY10.
Interim Measures of Progress	● Number of students currently enrolled in STEM programs. Fall 2015—1,217 or 6% increase since 2013 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 2015—1,085 or 4% increase Fall 2014 – 1,040 Fall 2013 – 1,019
Measures of Success	Increase of 3% 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 FY 10: 86

Strategy 2.1 Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees "on time."

Goal	Increase the number of students enrolled in 15 or more credits per semester by changing institution culture.
High-Impact Strategies	● Motivate students by creating incentives for senior year experience. ● Improve first-year course opportunities.
Demonstration of Impact	Designed to motivate students or improve the quality of their educational experience—both of which should improve retention
Principle Points of Contact	Ms. Lyn Riggsby-Gonzalez, Director, Center for Career Development Dr. Melody Shumaker, Coordinator of Learning Support and of First-Year Experience Dr. Barbara Hunt, Project Manager, CSU's CCG Initiative
Summary of the Activities	● Emphasize internships and other senior incentives as motivation for progression to senior year and graduation. ● Redesign first-year experience as needed to remove course bottlenecks. ● 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 published in the catalogs.

Baseline Status	● In Fall 2013, 1,951 students (27.8%) were enrolled in 15 hours or more.
	    Fall 2013: 1,951 (27.8%)
	    Fall 2014: 2,115 (30.7%)
	    Fall 2015: 2,228 (32.1%)
	    Fall 2016: 2,235 (32.2%)
	● In 2014-2015, 26 majors offer internships; 349 students participated.
	● Number of freshman learning communities in 2014-2015: 31

Interim Measures of Progress	● Increase number of students enrolled in internships. ● Increase number of sections of freshman learning communities.
Measures of Success	● Increased number of students enrolled in 15 hours or more—target is an increase of 3% ● Increase number of internships by 3%. ● Increase number of freshman learning communities by 3%.

Strategy 4.2 Use predictive analytics (EAB, D2L, or Ellucian) to help identify students who are off-track and help students understand their likelihood of success in particular programs.

Goals	● 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.
High-Impact Strategies	● Identify students who may need special interventions in the semester. ● Offer training workshops for faculty. ● Train advisors to use the new academic analytics system, EAB.

Demonstration of Impact	Identify and aid at-risk students; train faculty in use of Brightspace; train advisors in use of EAB
Principle Points of Contact	Ms. Lisa Shaw, Director, Academic Center for Excellence Mr. Dustin Worsley, Assistant Director, Academic Center for Excellence Mr. Sri Sitharaman, Director, Institutional Research and Effectiveness Ms. Amy Thornton, Director, Center for Online Learning
Summary of the Activities	● Educate faculty to use the Early Alert System (EAS) and online referral form (https://ace.columbusstate.edu/early_alert.php). EAS is 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. ● 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. ● Conduct workshops for advisors to learn to use EAB.
Baseline Status	Fall 2009 percentage of credits successfully completed was 70% (See chart under Measures of Success below)
Interim Measures of Progress	● 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) collects data based on number of consultations and number who attend training, but not a headcount of individual faculty who use the services.
Measures of Success	Success is measured by student pass rate and retention. ● **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.** For freshmen, the percentage of earned to enrolled credits were: Fall 2015: 83% Fall 2014: 83% Fall 2013: 82% Fall 2012: 74% Fall 2011: 73% Fall 2010: 66% Fall 2009: 70% ● **Retention rate:** Fall 2015-Spring 2016 retention rates for students seen in ACE =84% Fall 2015-Fall 2016 retention rates for students seen in ACE = 70% (Pre Census Fall 2016) 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 decrease from FY15 to FY16 (Pre Census) was 9 %.

Strategy 7.3: Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.	
Goals	Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
High-impact strategy	Fine-tune and expand activities performed by the Academic Center for Tutoring (ACT).
Demonstration of Impact	Targets students who are at risk of academic failure
Principles Point of Contact	Dr. Eliot Rendleman, Director, Academic Center for Tutoring

Summary of the Activities	● Offer "kick start" workshops in the 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 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.) ● Review the Learning Support math courses to see if they are as effective as MATH 0097/0098 were, and whether LS student retention rates have improved since the changed in LS math courses. ● Look at success rates of students in MATH 1111 and MATH 1113 after they completed MATH 0989.
Baseline Status	In Fall 2014, productive grade rate in MATH 1111 was 73.4%.
Interim Measures of Progress	● Increase the number 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.
Measures of Success	● 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. Productive grades: Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester.

Strategy 8.1: Expand completely online opportunities.	
Goal	Restructure instructional delivery to support educational excellence and student success.
High-Impact Strategy	Improve online opportunities and experiences at CSU.
Demonstration of Impact	Affects many students, especially those who are enrolled in completely online programs—affects access to student services and quality of online courses
Principle Points of Contact	Dr. Barbara Hunt, Project Director, CSU's CCG Initiative Dr. Ellen Roberts, Associate Provost for Online Education Dr. John McElveen, Associate Vice President for Enrollment Management

Summary of the Activities	● Develop the following enhancements:
	  o Financial Aid verification--while forms are already on line, they will be further automated by our recent agreement to buy into the first cohort of institutions participating in the One USG financial aid project. This will allow for submission of required verification documentation fully on-line. Implementation will commence September 1, 2016, with completion in 4-6 weeks.
	  o On-line Orientation programs for Veterans and Active Duty is in production now and target completion is to have it available for Spring 17 orientation.
	  o The VA-required Enrollment Certification process which currently requires Veterans or their dependents to submit by hand their schedules for review and verification by the VA office in the Military Enrollment Service Center is currently being converted to an automated workflow process with completion and implementation scheduled for October 16.
	  o A single on-line application form is being developed which will use branching logic so that the single form for all types of applicants can replace the now multiple on-line forms we use. Target date for implementation is during Spring 17 for use for Summer and Fall 17 applicants.
	  o We are proposing to automate the First Academic Exclusion Appeal process. Students wishing to appeal will be directed to an on-line form which upon completion and submission will automatically route to College or Program designees where they can, just as in the new major change process, choose to approve, deny, or require a face-to-face or phone consultation before a decision on the appeal is rendered. Target implementation: end of Fall 16 semester.

	○ While major student functions such as application and registration are already on-line, we are considering expansion of Dub Labs mobile apps to amplify our smart phone-accessible functionality over current mobile applications. ○ Create automated workflow processes for DegreeWorks Adjustment form (for transfer students) ● Continue to focus on QM training and Brightspace training. ● Support COOL (Center of Online Learning) as it strives to improve online learning.
Baseline Status	● 2014-2015 online retention rate: 68.3%
Interim Measures of Progress	● Progress in creating automated forms, not just forms printable from online.
Measures of Success	● Increased retention of online students: Compared to 2014-2015 online retention rate of 68.3%, Pre-Census 2015- 2016 online retention rate was 64.6%. ● Completion of at least three of the forms/enhancements specified.