

**Columbus State University  
Complete College Georgia Council  
2014-2015 Plan of Work**

<b>Goals and Strategies</b>		<b>Responsible Individuals</b>	<b>Objectives</b>	<b>Metrics</b>
<b>CCG Goal #1 Increase in the number of undergraduate degrees awarded by USG Institutions</b>				
<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. [Adult learners – undergraduate students 25 years of age or older].</i> Indicate specific populations on which you are focusing your completion efforts.</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"> <li>● Promote engagement and support service opportunities for all stakeholders through a marketing/PR campaign</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Develop and publish a review schedule for existing articulation agreements</li> </ul> <hr/> <p>N/A</p> <hr/> <p><u>Adult Learners</u></p> <p>Improve college readiness and RPG of adult learners:</p> <ul style="list-style-type: none"> <li>● Continue offering Square One: Adult Re-Entry COMPASS prep course at multiple locations.</li> </ul>	<p><u>General Recruitment</u></p> <ul style="list-style-type: none"> <li>● Increase total enrollment by 3%</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Develop tentative review schedule by December 2014</li> <li>● Confirm schedule with partnering institutions by January 2015</li> <li>● Publish final schedule by February 2015</li> </ul> <hr/> <p><u>N/A</u></p> <hr/> <p><u>Adult Learners</u></p> <ul style="list-style-type: none"> <li>● Increase accessibility to higher education through enrollment in the Square One Adult Re Entry program</li> <li>● Add online enrollment</li> </ul>
[Part-time students]	No			
[Adult learners (undergraduate students 25 years of age or older)]	Yes			

			<ul style="list-style-type: none"> <li>• Continue using Adult Resource Center (ARC) for adult learners to study and/or socialize</li> <li>• Continue adult learner webpage that consolidates information for adult learners</li> </ul>	option for Square One in May 2015.
[Military and former military students]	Yes	Director of Military Enrollment, Susan Lovell	<u>Military</u> <ul style="list-style-type: none"> <li>• Maintain “yellow ribbon” status</li> <li>• Increase presence of CSU at Fort Benning</li> <li>• Strive to earn recognition as an “online” option for military personnel regardless of where stationed.</li> </ul>	<u>Military</u> <ul style="list-style-type: none"> <li>• Increase graduation rate by 3%.</li> <li>• Increase enrollment of active duty, veterans and dependents by 3%.</li> </ul>
[First generation college students]	No	N/A	N/A	N/A
[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"> <li>• Provide college preparedness workshops and programs with an emphasis on junior and senior African American Males</li> <li>• Continue African American Initiative</li> </ul>	<u>Diversity</u> <ul style="list-style-type: none"> <li>• Increase African American male applications by 5%</li> </ul>
[Low income students (Pell eligible)]	Yes	Director, Career Development Center, Lynn Riggsby-Gonzalez	<u>Financial Success</u> <ul style="list-style-type: none"> <li>• Continue offering a Financial Success Program by providing workshops and online financial tools to educate students about</li> </ul>	<u>Financial Success</u> <ul style="list-style-type: none"> <li>• Increase participation in such programs and workshops by 5% in 2014-2015</li> <li>• Demonstrate (through</li> </ul>

			different areas of personal finances.	pre and post-test) that 95% of participating students improved financial literacy
[Students with disabilities]	Yes	<hr/> Director of Disability, Services Joy Norman <hr/> Director, Academic Center for Excellence, Lisa Shaw	<hr/> <u>Disability Services</u> <ul style="list-style-type: none"> <li>• Continue recruitment and retention efforts such as Transition Fair and Transition Camp.</li> <li>• Continue using academic coach to assist students with disabilities with discovering personal learning styles, time management, organizational skills and other services.</li> </ul> <hr/> <u>General Retention</u> <ul style="list-style-type: none"> <li>• Train advisors to use the online MAP-Works to identify and refer students in need of academic support.</li> <li>• Train advisors in the use of DegreeWorks for better advising of students</li> </ul>	<hr/> <u>Disability Services</u> <ul style="list-style-type: none"> <li>• Increase number of disabled applicants by 1%.</li> <li>• Increase retention of disabled students by 1%.</li> </ul> <hr/> <u>General Retention:</u> <ul style="list-style-type: none"> <li>• Train 25 more faculty/advisors to use the online MAP-Works system as well as DegreeWorks.</li> </ul>
Strategy 1.2: Increase degree completion in STEM fields. Comment: Currently being done: UTeach; Woodrow Wilson Fellowship*; Noyce; and Next Generation Learning Challenge Grant. <ul style="list-style-type: none"> <li>• Not applicable to CSU's undergraduate program</li> </ul>	Yes	UTeach Project Co-Directors (Kim Shaw and Debbie Gober)  Director, Math and Science Learning Center, Tim Howard  Chairs of STEM fields (Biology, Chemistry, Earth Science, Math,	<u>STEM</u> <ul style="list-style-type: none"> <li>• Focus STEM initiatives on successful outcomes designed to accentuate recruitment, to positively impact RPG for students graduating with degrees in STEM fields, including STEM education (UTeach), and to enhance teaching. (See Narrative for details)</li> </ul>	<u>STEM</u> <ul style="list-style-type: none"> <li>• Increase the number of students graduating with degrees in the STEM fields by 5% over next five years. (Numbers of students to date: FY 14: 113 FY 13: 92 FY 12: 83 FY 11: 98</li> </ul>

		Computer Science)	<ul style="list-style-type: none"> <li>● Use strategies (such as Peer Instruction Leaders and free tutoring in the MSLC) as ways of aiding students to succeed in STEM course-taking, especially at the intro level, where high attrition rates are common.</li> </ul>	FY 10: 86)
<b>CCG Goal #2 Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years)</b>				
<i>Strategies and metrics related to this goal:</i>				
[Strategy 2.1: Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees “on time.”]	Yes	Advising centers across campus; department faculty advisors  Center for Career Development (CCD), Lyn Riggsby-Gonzalez  Pre-registration Task Force	<ul style="list-style-type: none"> <li>● Assign 15 hours of pre-assigned classes to students at orientation</li> <li>● Disseminate information about importance of “15 to finish” to all stakeholders, including educational videos</li> <li>● Garner faculty and advisor buy-in</li> <li>● Offer career advising to students in selecting a major/minor based on career exploration and interest, thereby increasing the likelihood of their earning a degree “on time.”</li> </ul>	<ul style="list-style-type: none"> <li>● Increase percentage of students enrolled in 15 hours or more by 5%</li> </ul>
[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?]	No	N/A	N/A	N/A
[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
<b>CCG Goal #3 Decrease excess credits earned on the path to getting a degree</b>				
<i>Strategies and metrics related to this goal:</i>				
[Strategy 3.1: Provide “program maps” that plot the path to a degree and reduce choice through “choice architecture.”]	Yes	<p>Barbara Hunt, Project Manager</p> <hr/> <p>Chair, General Education Committee, Eliot Rendleman</p> <hr/> <p>Associate Provost, Undergraduate Education, Tina Butcher</p> <hr/> <p>Director, Institutional</p>	<ul style="list-style-type: none"> <li>• Complete program maps (department chairs) for bachelor and associate degrees</li> <li>• Insert maps into online catalog</li> <li>• Educate faculty and students on how these maps can be used to facilitate student progress.</li> <li>• Develop interest-area maps for ACE</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Study core to decide where to streamline or expand course offerings to facilitate graduation and eliminate bottlenecks</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Survey students to identify courses or policies/procedures that they perceive as barriers to degree completion (i.e. too much student demand/not</li> </ul>	<ul style="list-style-type: none"> <li>• Complete all program maps by Nov. 3</li> <li>• Insert maps in new catalog, Nov. 2014</li> <li>• Increase by 10% (fall 2013 to fall 2015) the number of students enrolled in 15+ hours</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Use enrollment and assessment data to drive decisions/recommendations</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Collaborate with Deans and Provost to determine whether and how to remedy situations</li> </ul>

		Research and Effectiveness, Sri Sitharaman  Dean of each college	enough availability of courses; drop policy, etc.). The survey was conducted in Spring 2014. The data has to be cleaned and analyzed.	(additional faculty, physical space, policy change, etc.).
[Strategy 3.2: Provide “metamajor” maps for students who have not decided on majors.]	Yes	Barbara Hunt, Project Manager	<ul style="list-style-type: none"> <li>● Develop five metamajor maps for undecided freshmen</li> </ul>	<ul style="list-style-type: none"> <li>● Distribute metamajor maps to advising centers and faculty advisors (where applicable)</li> </ul>
[Strategy 3.3: Create default schedules for students in majors or metamajors; students cannot register for other courses without permission.]	No	N/A	N/A	N/A
[Strategy 3.4: Offer block schedules for students in metamajors or majors for the first semester or first year.]	Yes	Assistant Vice President for Student Affairs, Kimberly McElveen  Associate Provost for Undergraduate Education, Tina Butcher  Associate Dean, COLS, Pat McHenry	<ul style="list-style-type: none"> <li>● Continue using preference survey, established fall 2014; all freshmen complete the preference survey prior to orientation.</li> <li>● Have faculty/advisors pre-register these students in 15/16 hours, based on the preference survey results.</li> <li>● In time, register students for entire first year (future)</li> </ul>	<ul style="list-style-type: none"> <li>● Track number of students who amend pre-registration schedule.</li> <li>● Use focus groups to gather feedback about areas to improve, including preference survey</li> </ul>
[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).]	Yes	Academic Center for Excellence, Lisa Shaw	<ul style="list-style-type: none"> <li>● Eliminate “undeclared” category by assigning student to AS in General Studies</li> <li>● Use “interest area” program maps for select students (science, social science, education, business, and exploratory) assigned to AS in General Studies</li> </ul>	<ul style="list-style-type: none"> <li>● Track the number of students who complete the AS in General Studies.</li> <li>● Track students who use the interest area maps to determine another major.</li> </ul>

<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>Academic Center for Excellence (ACE), Lisa Shaw</p>	<ul style="list-style-type: none"> <li>● Continue offering programs to FYE students, including mentorship opportunities through the Y2@CSU (SYE) program, job shadowing, informational interviewing, and career advising including discussion of “What Can I Do With This Major?”</li> <li>● Provide collaboration opportunity for ACE And CCD</li> </ul>	<ul style="list-style-type: none"> <li>● Compile attendance numbers to determine baseline for future calibration</li> <li>● Monitor increase in enrollment in one-credit hour class (CSUS 2105)</li> </ul>
<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"> <li>● Build a greater network to meet a wider variety of students’ workforce needs (part of Job Lead Development and Employer Relations efforts)</li> <li>● Continue using job and internship software so students and employers can connect regarding jobs, internships and co-ops.</li> <li>● Continue job shadowing program that places students with agencies and businesses during fall break and throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>● Meet with two employers/local agencies per week to develop partnerships for students</li> <li>● Increase job and internship software usage by 10%</li> <li>● Increase shadowing participation by mentors and mentees by 5%</li> </ul>

[Metric 3.1: Have program maps been established for programs of study (must include appropriate mathematics pathways)?]	No	N/A	N/A	N/A
[Metric 3.2: Have meta-majors been defined for the institution?]	No	N/A	N/A	N/A
[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 3.6: 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 3.7: Does the institution offer block scheduling in at least the first semester?]	Yes	• See Strategy 3.4	• See Strategy 3.4	• See Strategy 3.4
[Metric 3.8: Does the institution require students to select a major by the end of the first semester (associate degree programs)]	Yes	• See Strategy 3.5	• See Strategy 3.5	• See Strategy 3.5



or first year (bachelor's degree programs)?]				
[Metric 3.9: Does institution have an operational mechanism to encourage career/major exploration in the first semester or first year?]	Yes	<ul style="list-style-type: none"> <li>• See Strategy 3.6</li> </ul>	<ul style="list-style-type: none"> <li>• See Strategy 3.6</li> </ul>	<ul style="list-style-type: none"> <li>• See Strategy 3.6</li> </ul>
<b>CCG Goal #4 Provide intrusive advising to keep students on track to graduate</b>				
<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 success in particular programs.]	Yes	<p>Asst. Director, Academic Center for Excellence, Dustin Worsley</p> <p>Director, Institutional Research and Effectiveness, Sri Sitharaman</p> <p>UTS, Bob Diveley</p>	<ul style="list-style-type: none"> <li>• Develop an in-house advising information system to include early alert and predictive analytics functionality for those who need assistance in choosing appropriate majors</li> <li>• Train staff and obtain faculty buy-in</li> <li>• Increase faculty use of in-progress grades in D2L</li> <li>• Require mid-term grades of all core course instructors</li> <li>• Develop campus signage to increase foot traffic to Tutorial Services</li> <li>• Meet with identified at-risk</li> </ul>	<ul style="list-style-type: none"> <li>• Test new advising and analytics system in fall 2014</li> <li>• Increase of 5% in targeted, timely interventions for underclassmen</li> </ul>

			<p>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</p> <ul style="list-style-type: none"> <li>● Offer faculty development workshops on best assessment practices that explores multiple purposes for assessment (e.g. student self-assessment, formative assessment, summative evaluations) and strategies that enable students to identify and respond to course content deficiencies (e.g. backward design, feedback frequency)</li> </ul>	
[Strategy 4.3: Use Degree Works to track student progress.]	Yes	Advising centers across campus; department faculty advisors	<ul style="list-style-type: none"> <li>● See Strategy 4.2 above</li> </ul>	<ul style="list-style-type: none"> <li>● See Strategy 4.2 above</li> </ul>
[Strategy 4.4: Establish criteria for identifying students who may need special interventions in the semester (e.g., lack of attendance, poor performance on early assignments).]	Yes	Director, Academic Center for Excellence, Lisa Shaw	<ul style="list-style-type: none"> <li>● Continue using the Early Alert System—designed to assist undergraduate students by encouraging them to use resources/support services to promote academic success and student retention.</li> <li>● Provide intrusive advising to keep students on track to graduate.</li> <li>● Utilize data from the student withdrawal survey to encourage students to return</li> </ul>	<ul style="list-style-type: none"> <li>● Increase faculty use of online referral form by 3% (<a href="https://ace.columbusstate.edu/early_alert.php">https://ace.columbusstate.edu/early_alert.php</a>).</li> <li>● 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).</li> <li>● Communicate with 100% of the students who provide contact</li> </ul>

		Director, Institutional Research and Effectiveness	to CSU.  ● Increase dashboard usage by licensed holders	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  ● Show that 75% of license holders utilize dashboard data
[Strategy 4.5: Ensure that students who meet off-track criteria receive timely and targeted advising intervention.]	Yes	Director, Academic Center for Excellence, Lisa Shaw	● See Strategy 4.4 above	● See Strategy 4.4 above
[Metric 4.1: Are milestones included in programs maps?]	No	N/A	N/A	N/A
[Metric 4.2: Does the institution use predictive analytics to help students understand their likelihood of success in particular courses or programs of study?]	Yes	● See Strategy 4.2 above	● See Strategy 4.2 above	● See Strategy 4.2 above
[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		Director, ACT, Eliot Rendleman  Director, Counseling	● Offer tutoring services ● Offer counseling services ● Offer intrusive advising through ACE	● See Metric 4.4.1 below

Services, Counseling Center, Intrusive Advising, Center for Career Development, Financial Aid Counseling	Center, Dan Rose  Director, ACE, Lisa Shaw  Director, Center for Career Development, Lyn Riggsby-Gonzalez	● Offer Student Success program (through Center for Career Development) which aids students with Career Advising, Financial Success, and Sophomore Year Experience (Y2@CSU) initiatives.	
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 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.			
<b>CCG Goal #5 Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions</b>			
CSU is not pursuing this goal in 2014-2015.			
<b>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</b>			
<i>Strategies and metrics related to this goal:</i>			

[Strategy 6.1: Participate in dual enrollment or joint enrollment programs for high school students.]	Yes	<p>Interim Dean, Honors College, Cindy Ticknor</p> <p>Director of Undergraduate Recruitment, Amy Clines</p> <p>Suze Casseus, Academic Advisor, Honors College</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Work out Muscogee County curriculum (year-long blocks) and match with CSU offerings</li> <li>● Continue the following activities:               <ol style="list-style-type: none"> <li>1) First Step Orientation Program</li> <li>2) Honors Experience</li> <li>3) Senior Discovery Day</li> <li>4) Social Events (at least one per semester)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● Increase new applications for students in the dual enrollment program by 10%.</li> <li>● 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.</li> <li>● Increase the matriculation of dual enrolled students as first year students by 5%.</li> </ul>
[Strategy 6.2: Sponsor an Early College.]	Yes	<p>Coordinator, CSU Early College Program, Paula Simko</p> <p>Director, ACT, Eliot Rendleman</p>	<ul style="list-style-type: none"> <li>● Encourage EC students to participate in tutoring one hour each week</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate that 80% of EC students participate in tutoring one hour each week.</li> </ul>
[Strategy 6.3: Award credit based on Advanced Placement or International Baccalaureate scores/exams.]	Yes	Sr. Director for Enrollment Operations, Mike Miller	<ul style="list-style-type: none"> <li>● Continue to award credit established by CSU policy</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor number of AP and IB credits to establish baseline</li> </ul>
[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"> <li>● Update current CLEP policy: Departments will review all CLEP tests to identify additional CSU</li> </ul>	<ul style="list-style-type: none"> <li>● Increase the number of CLEP tests accepted for credit.</li> </ul>

			<p>course equivalencies and determine passing scores. Refer to CLEP's Create a Policy process on their web page, <a href="http://clep.collegeboard.org/develop/policy">http://clep.collegeboard.org/develop/policy</a></p> <ul style="list-style-type: none"> <li>● Develop a DSST policy: Departments will review all DSSTs to identify possible CSU course equivalencies and determine passing scores. Refer to DSST web page, <a href="http://getcollegedcredit.com">http://getcollegedcredit.com</a> for guidance.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a DSST policy of tests accepted for credit.</li> </ul>
[Strategy 6.5: Award credit based on ACE credit recommendations.]	No	N/A	N/A	N/A
[Strategy 6.6: Award credit based on portfolio review.]	Yes	<p>Assistant Director, ACE, Dustin Worsley</p> <p>Associate Provost for Undergraduate Education, Tina Butcher</p> <p>PLA assessors from various department</p>	<ul style="list-style-type: none"> <li>● Provide academic advisors with training in prior learning assessment (PLA) opportunities available at CSU (e.g. CLEP, DANTES, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Increase number of PLA assessors from 2 to 4</li> <li>● Tabulate PLA hours accepted, with increase of 5% in FY 2015</li> </ul>
[Metric 6.1: Does the institution award credit to high school students via dual enrollment or joint enrollment?]	Yes	● See Strategy 6.1 above	● See Strategy 6.1 above	● See Strategy 6.1 above
[Metric 6.2: Does the institution sponsor	Yes	● See Strategy 6.2 above	● See Strategy 6.2 above	● See Strategy 6.2 above

an Early Learning Academy or Early College?]				
[Metric 6.3: Does the institution award credit for Advanced Placement scores/exams?]	Yes	• See Strategy 6.3 above	• See Strategy 6.3 above	• See Strategy 6.3 above
[Metric 6.4: Does the institution award credit for International Baccalaureate scores/exams?]	Yes	• See Strategy 6.4 above	• See Strategy 6.4 above	• See Strategy 6.4 above
[Metric 6.5: Does the institution award credit based on CLEP scores?]	Yes	• See Strategy 6.4 above	• See Strategy 6.4 above	• See Strategy 6.4 above
[Metric 6.6: Does the institution award credit based on DSST scores?]	Yes	• See Strategy 6.4 above	• See Strategy 6.4 above	• See Strategy 6.4 above
[Metric 6.7: Does the institution follow ACE recommendations for awarding credit (including those based on CLEP or DSST scores)?]	No	N/A	N/A	N/A
[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	• See <a href="http://academics.columbusstate.edu/catalogs/current/admissionug.php#nonTradCr">ttp://academics.columbusstate.edu/catalogs/current/admissionug.php#nonTradCr</a>
<b>CCG Goal #7 Increase the likelihood of degree completion by transforming the way that remediation is accomplished</b>				
<i>Strategies and metrics related to this goal:</i>				

[Strategy 7.1: Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with co-requisite Learning Support.]	Yes	Chair, Department of Basic Studies, Terry Irvin  Chair, Department of English, Carmen Skaggs  Chair, Department of Mathematics and Philosophy, Minh Nguyen	<ul style="list-style-type: none"> <li>● Follow USG guidelines regarding placement of students requiring remediation</li> </ul>	<ul style="list-style-type: none"> <li>● Allow as many students as possible to satisfy Area A requirements in English and math in one academic year</li> </ul>
[Strategy 7.2: Combine remediation in English and reading.]	Yes	Chair, Department of Basic Studies, Terry Irvin	<ul style="list-style-type: none"> <li>● Revamp the remediation model for students requiring support in English and reading in accordance with recommendations made by the USG Committee on Transforming Remediation.</li> <li>● Develop the four-credit hour ENGL 0989 pre-requisite course content and the one-credit hour ENGL 0999 co-requisite course content</li> <li>● Create appropriate English Placement Index (EPI) to determine students placement at the Foundations level or the co-curricular level</li> <li>● Provide training for enrollment services and advisors so that students are appropriately enrolled</li> <li>● Provide training and assistance for instructors of the courses</li> <li>● Provide adequate</li> </ul>	<ul style="list-style-type: none"> <li>● 60% of students assigned to ENGL 1101/0999 will exit LS and pass ENGL 1101 on the first attempt</li> <li>● 60% of students assigned to the IRW foundations course will successfully complete ENGL 1101 within one year of enrollment</li> </ul>



			<p>technological support for these courses</p> <ul style="list-style-type: none"> <li>● Begin offering new courses in spring 2015 (trial basis).</li> </ul>	
<p>[Strategy 7.3: Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.]</p>	Yes	Director, ACT, Eliot Rendleman	<ul style="list-style-type: none"> <li>● Make available supplemental resources for reading development (web-based tool)</li> <li>● Provide specific training for tutors</li> <li>● Provide supplemental instruction/tutoring for basic studies and core courses identifies as having a high rate of non-productive grades</li> <li>● Use academic coaches/tutors in select online courses to improve RPG and to increase course capacity.</li> <li>● Expand online tutoring to include math and science.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide 4 training sessions per term for tutors; tutors must attend all sessions.</li> <li>● Provide tutorial services for basic studies and core courses that have high non-productive grade rates (40% or more D, F, and WF) and have 50 or more students enrolled each year.</li> <li>● Target improvement in the pass rates for online courses</li> </ul>
		Director, CSU Writing Center, Eliot Rendleman		
		Director, Math and Science Learning Center, Tim Howard		
		Business Quantitative Skills Lab		
		Director, Institutional Research and Effectiveness, Sri Sitharaman	<ul style="list-style-type: none"> <li>● Provide supplemental instruction/tutoring for business courses with high rates of non-productive grades</li> <li>● Compile data of the utilization of tutorial services by students enrolled in core and remedial courses with high non-productive grade</li> </ul>	<ul style="list-style-type: none"> <li>● Increase pass rate in business courses (economics, accounting, finance, etc.) by 5%</li> <li>● Demonstrate increased usage of facilities and increased number of productive grades</li> </ul>

			rates (as defined above)	
[Strategy 7.4: End the practice of requiring students to withdraw from all collegiate courses when they withdraw from Learning Support courses.]	Yes	Chair, Department of Basic Studies, Terry Irvin	<ul style="list-style-type: none"> <li>• Have already implemented new policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Have already implemented new policy.</li> </ul>
[Strategy 7.5: Students have unlimited “attempts” to complete co-requisite remediation.]	Yes	Chair, Department of Basic Studies, Terry Irvin	<ul style="list-style-type: none"> <li>• Will implement January 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Compare number of students who exit remedial math within one year to those students who started in remediation in 2013</li> <li>• Does it improve the pass rate of the gateway course (Area!) in one attempt.</li> </ul>
[Metric 7.1: Number of students requiring remediation in Fall 2013 in English or combined English/ Reading]	42			
[Metric 7.1: Number of students requiring remediation in Fall 2013 in Reading]	49			
[Metric 7.1: Number of students requiring remediation in Fall 2013 in Mathematics]	187			
[Metric 7.2: Number of students receiving co-requisite remediation in Fall 2013 in English or combined English/ Reading]	3			
[Metric 7.2: Number of students receiving co-requisite remediation in Fall 2013 in Reading]	0			
[Metric 7.2: Number of students receiving co-requisite remediation in Fall 2013 in	0			

Mathematics]				
<b>CCG Goal #8 Restructure instructional delivery to support educational excellence and student success</b>				
<i>Strategies and metrics related to this goal:</i>				
[Strategy 8.1: Expand completely online opportunities.]	Yes	<p>Chair, DN3 Program, Ramesh Rao</p> <p>Associate Provost for Online Education, Ellen Roberts</p>	<ul style="list-style-type: none"> <li>● Increase recruiting efforts for all online program</li> <li>● Use intrusive interventions to maintain program quality and high retention</li> <li>● Continue other undergraduate online programs including, but not limited to, AS to BSN in Nursing and BA in Liberal Arts</li> </ul>	<ul style="list-style-type: none"> <li>● Strive for 50% of students receiving DN3 certificate in October 2014 to have completed associate's degree in October 2015</li> <li>● Increase number of fully online students by 3%</li> <li>● Increase number of students making satisfactory academic progress (in fully online programs) by 3%</li> <li>● Increase number of credits successfully completed by 3%</li> </ul>
[Strategy 8.2: Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.]	Yes	<p>Associate Provost for Online Education, Ellen Roberts</p> <p>Susan Hrach, Director, Center for Teaching and Learning,</p>	<ul style="list-style-type: none"> <li>● Encourage faculty to use alternative delivery models by offering workshops through Center for Teaching and Learning and COOL</li> </ul>	<ul style="list-style-type: none"> <li>● Increase use of alternative delivery models, such as hybrid courses, by 5%</li> </ul>
[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	Yes	● See Strategy 8.2 above	● See Strategy 8.2 above	● See Strategy 8.2 above

models implemented at the institution?]				