

Part I: Columbus State University Metrics and Data Analysis

Goal: In accordance with the Columbus State University (CSU) mission “to achieve academic excellence” and “to achieve excellence in the student experience,” the goal of the CSU Complete College Georgia plan is to increase postsecondary completion within our region. By 2020, our goal is to increase the number of students completing degree programs by 18%. This number equates to 1,400 students within various programs, which represents the gap between the current rate of 42% of Georgians with a certificate or degree and the CCA goal of 60% by 2020. Our share of the 18% increase is an estimated 200 additional graduates every year for 7 years for a total of 1,400 students.

Goal Setting Process: A campus dialogue in April, 2012 included representatives from Academic Affairs, the Library, College Deans and Chairs, Faculty Senate, Student Affairs & Enrollment Management, Military Affairs, the Math & Science Learning Center, UTeach Columbus, the First Year Experience Program, the Department of Basic Studies, the Adult Learning Consortium, the Student Government Association, as well as other interested students and faculty. CSU identified barriers to access and completion of degree programs offered at the certificate, associate, and baccalaureate levels. Ideas and recommendations were solicited and vetted at the meeting. A sub-group formed to draft the prospectus which was circulated electronically among all constituencies for review and revision. The CSU plan is based on the input from the above mentioned groups.

Data analyzed to develop our strategies included CSU and USG program and institutional assessments, the Long Term Occupational Projections of the Lower Chattahoochee Workforce Investment Area (2008-2018), the results of the Adult Learner Inventory © produced by Noel Levitz, materials presented at the Summit, as well as information gleaned from Complete College Georgia and Complete College America. This data informed the campus plan by assisting campus constituents in identifying issues which created barriers for student progress. An analysis of the data follows.

Demographics and Service Area: CSU is the only public university within 50 miles and serves the counties of: Chattahoochee, Harris, Marion, Meriwether, Muscogee, Stewart, Talbot, Taylor, and Troup. The demographic data extracted from the US Census indicates that the population in Columbus State’s service area is less likely to have a high school diploma or bachelor’s degree than the overall population of Georgia or the nation (see Appendix 1). With the exception of Harris County, the region has a significantly higher proportion of citizens living below the poverty line and lower median household income than the rest of the state and nation. The highest annual job growth rates for bachelor’s degrees in this economic region are projected to be in the area of education, particularly in Special Education, Kindergarten, and Elementary Education.

Student Body Characteristics: Columbus State University currently enrolls 8,307 students, including an undergraduate student population of 7,037. The institution’s population is comprised of 65% full-time students. The institution also follows national trends with the female population representing 60% of the student body. The student population is 55% white. The African American student population increased 5% over the past year and now comprises 32% of the student body. Columbus State University has the highest minority population in the state outside of Historically Black Colleges and Universities. In surveys conducted in Fall 2011, 38% of freshmen responding reported that they were first generation college students. The CSU student population reflects the economic demographics of the region demonstrated in the 2010 US Census data. The financial needs of CSU undergraduate students (see Appendix 2) and confirm that the need for financial assistance is significant. The data also suggest several trends:

1. Although the overall undergraduate enrollment has grown over the past 3 years, full-time freshman enrollment has declined by 130 students, or 9.8%, from Academic Year (AY) 2010 to AY 2012.
2. The number and percentage of CSU students receiving PELL awards has grown substantially over 3 years, and the proportion of freshmen receiving PELL has increased by 5.37% since 2010. Almost half of all entering freshmen, 48.35%, are “at risk” according to our working definition of “high needs” students. For purposes of this application, “high-needs” students are defined as individuals that qualify for need-based financial assistance such as PELL grants.
3. Over the same period, funding for other need-based grants has substantially decreased, reducing opportunities to obtain financial assistance.

Access Mission: Because there are no two-year USG colleges located within 50 miles, CSU is one of three “access” institutions designated by the University System of Georgia to serve students who do not meet regular admission standards and would

otherwise be referred to a two-year institution. The University takes pride in its role as an access institution, but this role also decreases the overall student retention rate because these students are academically underprepared. Based on the CCG data, of the 237 students who needed remedial English and math, only 101 (42.62%) successfully completed the remedial coursework. The one-year retention rate for first-time, full-time **access** students enrolling in Fall 2010 was 59.5% and was 10.9% less than that of regularly admitted freshmen (70.4%). See Appendix 3 for retention data comparing non-learning support and learning support students. In Fall 2011, 27% of new freshmen were admitted through the access mission and 92% of students accepted under this mission required remedial math.

Low Retention Rates: In 2010, CSU developed a comprehensive, three-year plan to address issues related to retention, progression, and graduation. Although the institution's retention rates have been relatively stable, they remain under the 70% threshold. The 2011 retention rate for first-time, full-time freshman was 68%. The Fall 2011 retention rate for first-time, full-time freshman was 68%. This reflected a decrease of 1% from the previous year. The 6-Year Graduation rate is 30% reflecting a 2.0% decrease. The retention rates of first-time, full-time undergraduate students have fluctuated over the past six years and the rates range from 65% to 71% (see Appendix 2). Six-year graduation rates have decreased slightly from 32% for the 2000-2006 cohort to 31% for the 2005-2011 cohort demonstrating a 1% decrease over the past six years (see Appendix 3).

Low Graduation Rates: Over the past five years, the six-year graduation rates have ranged from 28.7% to 32.6%. The AY 2011 six-year graduation rate is 30.3%. CCG data for the Fall 2004 cohort indicates that the graduation rate for students who took remedial courses at entry was only 19.7%. Full-time students in the 2004 cohort who received Pell Grant at entry had a graduation rate of 33.52%. Part-time students in the 2004 cohort had a six-year graduation rate of 16.55%. Time to graduation is significantly increased for students age 25 and older. Full-time students in this category took an average of 8.16 years to complete the bachelor's degree.

Strengths: Columbus State University is fortunate to have several support resources already in place that will contribute to the Complete College Georgia initiative. These include the online Early Alert program which allows faculty to make referrals for students who are at risk of performing poorly or failing their classes. Also in use is the MAP-Works (Making Achievement Possible Works) program, an Educational Benchmarking Incorporated (EBI) which is used to specifically target first-year student success and retention. The midterm grade reporting system was implemented in Summer 2011 and will be used all faculty members teaching core courses in the College of Letters and Sciences in Fall 2012. This college represents the largest provider of core courses on the campus. CSU offers tutorial services at no additional cost to the student through three primary campus resources: the Math and Science Learning Center, the Office of Tutorial Services, and the Writing Center. Finally, the university has strong articulation agreements and partnerships with Andrew College, Chattahoochee Valley Community College, Columbus Technical College, Georgia Military College, and West Georgia Technical College that provide seamless transfer opportunities for prospective students.

Areas for Improvement/Key Gaps: At Columbus State University, there is a need to provide additional support for non-traditional students. A review of data demonstrates that although the university is committed to serving the traditional residential student, a significant percentage of students are from the Columbus area and more than 25 years of age. To that end, the Academic Center for Excellence has added an adult education specialist and is in the process of developing a location to serve the needs of the adult non-traditional student.

A second need for improvement ascertained by the Columbus State University Complete College Task Force commissioned to review data and make recommendations to the Complete College Summit Team was that the Early Alert and MAP-Works systems are poorly utilized. Only 11 (2%) of 469 faculty members referred students to support services using the Early Alert system in 2011-2012. A review of ACE initiatives over the last year yields promise that the work of ACE directly with faculty will result in much higher utilization rates of the Early Alert and MAP-Works systems.

What information is still needed? Columbus State University Complete College Task Force commissioned to review data and make recommendations to the Complete College Summit Team determined that there existed a lack of ability within the Columbus State University data storage system to make key connections between different sets of data. Being able to drill down and cross-check different data sets in real time is critical to reviewing student performance and being able to recommend appropriate interventions and resources when necessary. An example of this need is the recommendation by the

Student Affairs Division that the capability be developed to ascertain first generation students and crosscheck performance by course with data from financial aid use. Many other such opportunities exist to review and analyze student data in order to recommend appropriate services and interventions for students.

Part II: Columbus State University Strategies and Objectives

The six strategies identified below will be implemented during Year 1 of the Complete College Georgia initiative. Each strategy has been specifically selected because of its ability to positively impact the access and retention rates of typically underserved populations (e.g. first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities).

Improving Access and Completion for Traditionally Underserved Students

Columbus State University serves many students traditionally considered “underserved.” While many of the strategies below can support student retention, progression, and graduation for the broad student population, many are particularly helpful for specific subgroups. For example, Strategy 4: Restructure Instructional Delivery, Objective 4.1 states: Identify courses with high percentages of non-productive grades in remedial education and in the core curriculum and provide supplemental instruction for those courses. While benefitting all students enrolled in these courses, this strategy will be particularly helpful for first generation students who may not have an understanding of the expectations of faculty in collegiate level course work; adult students who may be returning to the college classroom after an extended absence; and distance learning students who may be completing the course online and may not be aware of online assistance available to students in the course. This approach also acknowledges that many students fit into multiple categories of underserved students. For instance, a military student may also be an adult student who is attending CSU part-time due to ongoing military duties.

Strategy 1: Strengthen partnerships with P-12

Objective1.1: Retain dual (joint) enrollment students as regular freshmen.

Potential Efficacy: Recruiting from this population would provide an academically prepared market of students who have already begun their transition to higher education.

Relationship to Specific Metrics and Goals: The dual enrollment population at CSU has ranged from 29 to 53 students from AY 05-06 to AY 09-10. The percentage of dual enrollment students who have matriculated as regular freshman has ranged from 32% - 49%. However, the retention rate of these students to their second year of study is markedly higher than that of traditional freshmen ranging from 76% to 92% (CSU Office of Institutional Research and Effectiveness, 2012).

Target student population(s): high school students and first generation students.

Objective1.2: Provide intentional academic support for Early College students.

Potential Efficacy: Since Fall 2008, Columbus State University has partnered with Muscogee County School district to provide college courses for students in the Early College Academy of Columbus. Establishing intentional academic support as a mandatory part of the Early College experience should support and increase student success to positively impact their academic performance.

Relationship to Specific Metrics and Goals: Of the 134 students served through the Early College program since Fall 2008, only 43% are still in good academic standing; 37% have had academic difficulties and have been placed on academic probation; and 21% have been placed on academic exclusion.

Target student population(s): first generation students, low-income students, and students in need of learning support.

Strategy 2: Increase college and career readiness

Objective 2.1: Increase the number of highly-qualified secondary education teachers in math and science to meet the demand for teachers in the STEM discipline in our P-12 partners through the UTeach Columbus Program.

Potential Efficacy: Providing highly qualified secondary education teachers in STEM fields for our local school districts should positively impact the math and science preparation of the high school students matriculating to Columbus State University.

Relationship to Specific Metrics and Goals: In 2011-2012, we had 6 program completers in current STEM secondary

education programs (bachelor's and post-bacc). Our goal is to graduate 18 students from the program in 2015-2016 and graduate an average of 27 students per year thereafter.

Target student population(s): high school students and first generation students

Objective 2.2: Incorporate FYRS 1105: First-Year Seminar in a minimum of 3 traditional freshmen learning communities each term.

Potential Efficacy: Incorporating the First-Year Seminar into the traditional learning communities will provide new students a supportive transition to the higher education setting. This transitional experience is significant for all students as they 1) adapt to increased academic expectations; 2) select appropriate co-curricular and extra-curricular opportunities for their personal and academic growth; and 3) manage their higher education experience within the larger context of their personal lives.

Relationship to Specific Metrics and Goals: The retention rate for non-learning support students in the First Year Seminar has surpassed the rate for those in the Freshman Learning Communities. In AY 10-11, students who completed the First Year Experience through a Freshman Learning Community had a 70.4% retention rate compared to 75% for non-learning support students taking the First Year Seminar. In AY 09-10, the numbers were 74.5% for students in learning communities and 70 % for non-learning support students in FYRS 1105 (CSU Office of Institutional Research and Effectiveness, 2012).

Target student population(s): all students to include the populations of first generation students, part-time and working students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.

Strategy 3: Decrease time to degree completion

Objective3.1: Use online and print media to advertise and promote existing prior learning assessment opportunities available at CSU such as the College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), etc.

Potential Efficacy: While these opportunities already exist at CSU, Advanced Placement (AP) and International Baccalaureate (IB) are the main sources for awarding credit for prior learning. As a whole, prior learning options are not publicized in a manner that increases student awareness of their availability. Prior learning assessment opportunities allow students to save both time and money by allowing them to earn credit for knowledge and skills they have already acquired.

Relationship to Specific Metrics and Goals: Only 33.96% of adult students who transfer to CSU complete a four-year degree within 6 years while the number drops precipitously to 18.03% for transfer students who took remedial courses at entry (CCG Data, 2011). While CSU accepts credit from AP, IB, CLEP, and DANTES, most of the credit received traditionally comes from AP or IB sources as opposed to CLEP or DANTES. In Fall 2011, 91% of the credit was from AP and IB sources while only 9% came from CLEP or DANTES. Since Spring 2006, an average of 71% of the credit has been from AP and IB and only 29% from CLEP or DANTES (CSU Office of Institutional Research and Effectiveness, 2012).

Target student population(s): transfer students, students in need of learning support, adult students, military students, part-time and working students, and low income students.

Objective3.2: Establish flexible course offerings to meet the needs of various student populations (including early morning and late evening offerings; five and eight week offerings; and weekend course offerings).

Potential Efficacy: The establishment of flexible course offerings allows students more opportunities to manage the school-work-personal life balance. Students who are unable to achieve this balance are often frustrated and either stop out or drop out.

Relationship to Specific Metrics and Goals: The Adult Learner Inventory © was administered in Spring 2011 and was completed by 279 students. Three items which indicated challenges related to course scheduling were:

1. My program allows me to pace my studies to fit my life and work schedules.
2. Sufficient course offerings within my program of study are available each term.
26. I am able to choose course delivery that fits my life circumstances.

Target student population(s): all students to include the populations of adult students, military students, part-time and working students, transfer students, and distance learning students.

Objective 3.3: Develop or revise articulation agreements with two-year and technical colleges.

Potential Efficacy: Articulation agreements will provide students and advisor with reliable information regarding transferability of coursework from another institution. It provides students who intend to transfer to CSU a guide through which they can strategically complete courses at the initial institution to reduce unnecessary repetition. This will result in better utilization of the student's time and use of financial aid funds.

Relationship to Specific Metrics and Goals: From 2007-2011, there was a 68% increase in the number of transfer students from Columbus Technical College and a 38.7% increase in transfers from Georgia institutions outside of the University System (CSU Office of Institutional Research and Effectiveness, 2011). Data from the USG indicate that students who transfer in 30 or fewer credits require an average of 4.65 years to complete a bachelor's degree. Students who transfer in 31-59 credits require an average of 3.74 additional years to complete a bachelor's degree. Students transferring in 60 or more credits still take an average of 2.97 years to complete a bachelor's degree (CCG Data, 2011).

Target student population(s): transfer students, part-time and working students, adult students, military students, distance learning students, and low income students.

Strategy 4: Restructure instructional delivery

Objective 4.1: Identify courses with high percentages of non-productive grades in remedial education and in the core curriculum and provide supplemental instruction for those courses.

Potential Efficacy: This will provide increased academic support for students in courses that have statistically higher rates of grades of D, F, WF, or W. Over the past year, non-productive grade rates for core courses spiked in spring term. Supplemental instruction services may need to be more heavily promoted in all spring courses.

Relationship to Specific Metrics & Goals: In 2010-2011, 40.42% of grades in remedial courses reflected grades of D, F, WF, or W. In Fall 2010, there was a 29% rate in grades of D, F, WF, or W in core courses. In Spring 2011, the percentage increased to 41%. We will continue analyze this data to determine if these grades occurred primarily in sequenced courses where the content became more challenging (CHEM 1212: Principles of Chemistry 2; ENGL 1102: English Composition 2, etc.) or if the non-productive grades were spread evenly in courses across the core.

Target student population(s): first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.

Objective 4.2: Promote and support faculty development in alternative pedagogical delivery approaches that address the needs of millennial learners.

Potential Efficacy: Additional faculty development can increase the understanding of the needs of 21st century learners and provide effective delivery strategies to meet these needs without compromising the academic rigor of the course or academic program.

Relationship to Specific Metrics & Goals: The results of the Spring 2011 administration of the Adult Learner Inventory indicate that students find it challenging to pace their studies so that it fits into their life and work schedules. This is evident in the fact that in 2008-2009, the average length of time to complete a baccalaureate degree was 5.18 years. However, it took an average of 8.16 years for an adult student to complete a four-year degree. This may be, in part, due to the difficulty of integrating courses into their life and work schedules.

Target student population(s): first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.

Objective 4.3: Review each major to identify scheduling barriers to degree completion

Potential Efficacy: Review each program of study to identify any courses or transition points that create bottlenecks that prohibit student progression. This will allow department chairs and deans an opportunity to search for solutions that will allow students to progress in a timely manner.

Relationship to Specific Metrics and Goals: For students graduating in 2009-2010, the average time to degree ranged from 3.63 years for students majoring in Music Performance to 9.86 years for students majoring in Applied Computer Science. All majors other than Music Performance had an average degree completion time of greater than 4 years (CSU Office of Institutional Research and Effectiveness, 2010).

Target student population(s): all students to include the populations of first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.

Objective 4.4: Provide existing online programs resources which allow for expansion

Potential Efficacy: Supporting existing online programs will increase capacity and allow the programs to increase the number of students served.

Relationship to Specific Metrics and Goals: Programs such as Communication and General Business have developed online options for students who wish to complete their programs of study online. For students graduating in 2009-2010, the average time to degree completion for Communication majors was 8.49 years and 6.93 years for General Business majors (CSU Office of Institutional Research and Effectiveness, 2010).

Target student population(s): all students to include the populations of part-time and working students, distance learning students, adult students, and military students.

Objective 4.5: Establish the CSU Complete College Council in Fall 2012 to consider the strategic implementation of new initiatives that have proven potential to support student learning and increase student success.

Relationship to Specific Metrics and Goals: The Council will monitor the progress of each initiative monthly to ensure that initiatives are moving forward and that the established objectives are being accomplished.

Target student population(s): all students to include the populations of first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.

Strategy 5: Transform remediation

Objective 5.1: Train faculty and staff to use the online Early Alert and MAP-Works systems to identify and refer students in need of academic support

Potential Efficacy: This will provide faculty and staff members an opportunity to better understand the needs of the millennial learner and how they can provide support while maintaining high academic standards.

Relationship to Specific Metrics and Goals: Data provided by the USG indicate that of the 1,114 first-time, full-time freshman in 2007, only 531 (47.67%) completed at least one entry, college-level math and English course within two academic years of entry (CCG Data, 2011).

Target student population(s): all students to include the populations of first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.

Objective 5.2: Provide specific training for all tutors to prepare them to meet the needs of learners who may have needs, learning styles, or abilities which differ from their own.

Potential Efficacy: Training for tutors in this area will provide essential information on methods for individualizing tutorial sessions to best suit the learning style and needs of the millennial learner.

Relationship to Specific Metrics & Goals: Although the official 2011-2012 data is pending from the three tutorial services providers on campus, there were a minimum of 6,725 student visits to the three centers for academic assistance. This high volume of use demonstrates the need to ensure each tutor has adequate training to meet the needs of the students served.

Target student population(s): students with disabilities, first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, and low income students.

Objective 5.3: Redesign remediation to feature modules that address specific student needs and provide “just-in-time” instruction to shorten the time needed to complete certificate or degree requirements.

Potential Efficacy: This approach will allow students to meet their remedial needs without being locked into semester-long courses. This will be especially helpful for the large number of students who need remedial math.

Relationship to Specific Metrics and Goals: This is related to data on enrollment and success in remedial courses. Of the 1,114 first time students entering in Fall 2007, 21.27% required remedial course work in math, English, or both subjects (CCG Data, 2011). In Fall 2011, 92% of students accepted under the access mission required remedial math (CSU Office of Institutional Research and Effectiveness, 2011).

Target student population(s): first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.

Strategy 6: Identify and utilize appropriate analytics, metrics, and data

Objective 6.1: Create a dashboard to track data that will support the Complete College Georgia and Complete College CSU initiatives.

Potential Efficacy: Data will be transparent and available to faculty, staff, and administrators. This will provide a sound platform for informed decision-making.

Relationship to Specific Metrics and Goals: While institutional data can readily be found online (<http://ir.columbusstate.edu/index.php>), the development of a dashboard specifically tracking Complete College metrics will provide measures to track the progress of each initiative.

Target student population(s): first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.

Objective 6.2: Align CSU’s short term and long term strategic plans with CCG.

Potential Efficacy: Linking the Complete College Georgia initiative to the mission of the university and the Columbus State University Strategic Plan communicates clearly to campus community and the community at large that the institution is serious about this effort.

Relationship to Specific Metrics and Goals: This relates specifically to the goal of increasing efficiencies through the use of data and analytics.

Target student population(s): first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.

Objective 6.3: Investigate institutional membership in a research collaborative.

Potential Efficacy: Membership in such a collaborative would allow the university to advance research into issues related to retention, progression, and graduation without placing additional burdens on an already heavily-encumbered infrastructure.

Relationship to Specific Metrics and Goals: This supports the goal of increasing efficiencies by allowing an external entity to assist with research related to student retention, persistence, and graduation.

Target student population(s): first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.

Part III: Columbus State University Planning and Implementation Process

Strategy 1: Strengthen partnerships with P-12

Objective 1.1: Retain dual (joint) enrollment students as regular freshmen. The initial goal is to increase matriculation rates of dual enrollment students to at least 50% in Fall 2013. This initiative will begin in Fall 2012 and will be facilitated by the Director of Recruitment in the Division of Enrollment Management. The Director of Recruitment will identify dual enrollment

students to department chairs and deans based on their intended major so that they may contact, or have appropriate faculty from their particular area contact dual enrollment students to recruit them into their program as continuing majors. Dual enrollment students will also be contacted by CSU recruiters with promotional and programmatic information regarding a new initiative soon to be announced which targets and supports students with academic profiles similar to that of dual enrollment students. *This objective will target high school students, particularly those who are first generation college students. It will provide them with opportunities for personal contact with faculty members and department chairs in their areas of interest to persuade them to continue their education at CSU after the completion of high school.*

Objective1.2: Provide intentional academic support for Early College students. Beginning Fall 2012, the Director of the Academic Center for Excellence and the Coordinator of the Early College (EC) program will review the schedules of the Early College students. 20 of the 24 EC students are currently enrolled in a foreign language course. These students will attend weekly tutorial sessions in this area. Additional tutorial support for their other courses will be organized on an individual basis through the CSU Coordinator of the Early College program. This effort is intended to reduce the number of Early College students placed on probation and exclusion by 10%. *This initiative targets first generation students who have the potential to be academically successful, but who may be academically and economically underprepared for the challenges they will face in the collegiate environment.*

Strategy 2: Increase college and career readiness

Objective 2.1: Increase the number of highly-qualified secondary education teachers in math and science to meet the demand for teachers in the STEM disciplines through the UTeach Columbus Program. Beginning Fall 2012, the Project Co-Directors will collect and report retention rates of students enrolled in secondary education majors in the STEM fields each semester. *This objective specifically targets high school students working with UTeach scholars from CSU and first generation students who may not otherwise consider a degree or career in the STEM fields.*

Objective 2.2: Incorporate FYRS 1105: First-Year Seminar in a minimum of 3 freshmen learning communities each term. This will be organized by the Director of the First Year Experience Program in Fall 2012 and will be implemented in Spring 2013. *This initiative will be expanded to provide specific sections of FYRS 1105 that target distinct sub-populations such as military students, online students, and/or adult learners. Providing specialized sections for different groups of students can provide them with more precise information to promote their academic success. All entering freshmen and students transferring with less than 30 credit hours are required to complete the First Year Experience requirement by completing FYRS 1105: First-Year Seminar or by participating in a learning community.*

Strategy 3: Decrease Time to Degree

Objective3.1: Use online and print media to advertise and promote existing prior learning assessment opportunities available at CSU (e.g. CLEP, DANTES, etc.) to all adult students. New online and print advertising will be developed by the Coordinator for Adult Re-Entry in Fall 2012. *This objective will particularly be advantageous for students who may have accomplished collegiate-level outcomes outside of the university environment. Specifically, this can assist adult students, military students, part-time and working students, and low income students in reaching their academic goals in a more expedient fashion while reducing the overall cost of their education.*

Objective3.2: Establish flexible course offerings to meet the needs of various student populations (including early morning and late evening offerings; five and eight week offerings; and weekend course offerings). This will be implemented by department chairs as they develop course schedules for Spring 2013. The dean of each college will be responsible for monitoring and maintaining this effort. *While beneficial to all students, this endeavor will assist adult students, military students, part-time and working students, transfer students, and distance learning students. While each population may have different reasons for needing flexible schedule options, this will allow these students to take courses regardless of their occupation or geographic location.*

Objective3.3: Develop or revise articulation agreements with two-year and technical colleges. The Associate Provost for Undergraduate Education will update the five existing agreements by December 2012. *This objective will benefit transfer students from a variety of technical and community colleges. Many students who transfer from these institutions are also part-*

time and working students, adult students, military students, distance learning students, and low income students. This initiative will allow them to complete courses at the two-year college in an intentional manner and will provide a seamless transfer process to CSU.

Strategy 4: Restructure Instructional Delivery

Objective 4.1: Identify courses with high percentages of non-productive grades in remedial education and in the core curriculum and provide supplemental instruction for those courses. The Director of the Academic Center for Excellence will collaborate with the directors of other tutorial service providers to provide supplemental instruction in a minimum of 25% of the core and remedial courses with high non-productive grade rates beginning Fall 2012. The percentage of students served will incrementally increase by 15%-20% each year. *This objective targets students who may need additional assistance because they have come to CSU academically underprepared in a specific content area and those who have been away from educational setting for an extended period of time.*

Objective 4.2: Promote and support faculty development in alternative pedagogical approaches that address the needs of millennial learners. The Director of the Faculty Center for the Enhancement of Teaching and Learning will organize and provide at least one on-campus training each month to address this topic. The Director was hired on August 1, 2012 and is currently developing the 2012-2013 calendar of faculty development opportunities that address the needs of millennial learners. *This initiative has the potential to support the success of all students, but particularly those who are transitioning to higher education after an extended absence (adult learners) or first generation students who are adapting to and developing an understanding of the higher education setting.*

Objective 4.3: Review each major to identify scheduling barriers to degree completion. The Associate Provost for Undergraduate Education will survey department chairs in Fall 2012 to gather data regarding transition points or courses that negatively impact student progress (i.e. too much student demand/not enough availability of courses). The Dean and Provost will assist in the process of data analysis to determine where resources are most needed to address the need for additional faculty, physical space, or course materials. *This objective should also benefit all students by identifying barriers and by addressing those through process improvement plans or by allocating additional resources when needed.*

Objective 4.4: Provide existing online programs resources which allow for expansion. In Fall 2012, department chairs with online programs will work with the Director of Institutional Research and Effectiveness to gather data regarding courses or services which are not currently staffed at a level to meet student demand. *This endeavor will be particularly helpful to reduce the stop-out or drop-out rates of part-time and working students, distance learning students, adult students, and military students who need to complete their courses or degrees online.*

Objective 4.5: Establish the CSU Complete College Council in Fall 2012 to consider the strategic implementation of new initiatives that have proven potential to support student learning and increase student success. *This activity will provide a multidisciplinary group through which new student support initiatives can be examined to determine if the initiatives are cost-effective in terms of potential benefits for students.*

Strategy 5: Transform Remediation

Objective 5.1: Train at least 70% of faculty and staff to use the online Early Alert and MAP-Works systems to identify and refer students in need of academic support. The Director of the Academic Center for Excellence will begin monthly training sessions for all faculty members in Fall 2012. *While this effort will benefit all students, it will provide additional assistance for individuals in specific subgroups who have a high potential to leave the university due to an unsuccessful academic, economic, or social transition. These include first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.*

Objective 5.2: Provide specific training for all tutors to prepare them to meet the needs of learners who may have needs, learning styles, or abilities which differ from their own. The Coordinator of Tutorial Services will work with the Director of Disability Services to schedule training in Fall 2012. *This objective will support the success of students with disabilities, first*

generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, and low income students.

Objective 5.3: Redesign remediation to feature modules that address specific student needs and provide “just-in-time” instruction to shorten the time needed to complete certificate or degree requirements. The Chair of the Department of Basic Studies will work with program faculty to commission the development of these modules (number of modules to be determined) in Fall 2012. *This initiative is particularly designed to support students who need learning support in a particular area by providing them an opportunity to complete the material that they need to be academically successful.*

Strategy 6: Identify and utilize appropriate analytics, metrics, and data

Objective 6.1: Create a dashboard to track data that will support the Complete College Georgia and Complete College CSU initiatives. The Director of the Office of Institutional Research and Effectiveness and the Chief Information Officer will complete the development of this product in Summer 2012. *This objective will be particularly helpful in determining how successful the university is in retaining and providing adequate assistance to specific student populations. These include, but are not limited to first generation students, part-time and working students, transfer students, distance learning students, students in need of learning support, adult students, military students, low income students, and students with disabilities.*

Objective 6.2: Align CSU’s short term and long term strategic plans with Complete College Georgia. The Provost and the Vice President for Student Affairs and Enrollment Management will lead the strategic planning process which is to be completed by December 2012. *This objective will benefit all students as it will guide all constituents of the university to meeting the needs of all students.*

Objective 6.3: Investigate institutional membership in a research collaborative. One collaborative has been interviewed by the Provost and the Director of the Office of Institutional Research and Effectiveness and others are scheduled. *This endeavor will serve to inform the efforts of the University in serving the diverse student population that is CSU.*

Part IV: Columbus State University Ongoing Feedback/Evaluation Plan

Specific individuals have been tasked with leadership of each initiative and will comprise the CSU Complete College Council. The Council represents a broad-based constituency from across the campus and includes the following individuals: Director of Recruitment; Director of the Academic Center for Excellence; Coordinator of Tutorial Services; Director of the Writing Center, - Director of the Math and Science Learning Center; Coordinator of Adult Re-Entry; Director of the Faculty Center for the Enhancement of Teaching and Learning; Director of the First Year Experience Program; Chair of the Department of Basic Studies; Director of the Office of Institutional Research and Effectiveness; Chief Information Officer; the dean of each college/library (5); Associate Provost for Undergraduate Education; Vice President of Student Affairs and Enrollment Management and the Provost. The Council will meet monthly. Each individual will be responsible for gathering and reporting the data to the Associate Provost for Undergraduate Education on a schedule determined appropriate for each specific initiative.

CSU would like to implement the initiatives listed above for first three years of this plan to allow time to monitor and adjust the approaches and determine the effectiveness of each. In the spirit of continuous improvement, these activities will be reviewed and modified by the CSU Complete College Council. The Director of Institutional Research and Effectiveness will provide leadership for the analysis of data. Data will be compared, when possible, to comparator and aspirant peers to determine progress relative to these indicators. Modifications will be implemented only after the need is indicated by intensive study and review of the data. The dashboard project that will be implemented by the end of Summer 2011 will provide the Council with real-time data that will provided the basis for sound decision-making.

Columbus State University is committed to providing data regarding these initiatives to appropriate individuals in a timely manner. Information about Complete College Georgia and Complete College CSU will be shared on a publically available website to be maintained by Academic Affairs. The information will be available to CSU faculty, staff, and administrators through the dashboard. It will also be communicated through designated communication points such as Faculty Senate, Chairs Assembly, Deans Council, Academic Council, and the President’s Cabinet.

Appendix

Appendix 1: Demographic Description of CSU Service Area

Georgia Counties in CSU Service Area								State	Nation
Demographic Information	Muscogee	Harris	Marion	Stewart	Talbot	Taylor	Troup	Georgia	United States
% White	46.3	79.3	60.0	28.0	39.0	58.2	61.5	59.7	72.4
% Black	45.5	17.2	32.7	47.3	59.2	39.3	33.4	13.3	12.6
% Hispanic or Latino origin	6.4	2.7	6.5	24.0	1.3	1.8	3.2	8.8	16.3
% Identifying as 2 or More races	3.0	1.5	1.6	1.0	1.0	0.8	1.5	2.1	2.9
% High School Graduates	83.8	88.5	80.2	70.4	78.7	63.5	79.3	83.5	85.0
% Bachelor's degrees	21.6	27.4	6.8	11.0	10.9	7.4	19.4	27.2	27.9
% Below Poverty Line (2006-10)	18.2	9.0	22.0	24.2	23.5	33.1	19.8	15.7	13.8
Median Household Income (2006-10)	\$41,331	\$67,018	\$31,581	\$30,954	\$33,870	\$25,237	\$41,770	\$49,347	\$51,914

US Census Data. Retrieved from <http://quickfacts.census.gov/qfd/states/13000.html>.

Appendix 2: Financial Needs of Columbus State University Undergraduate Students

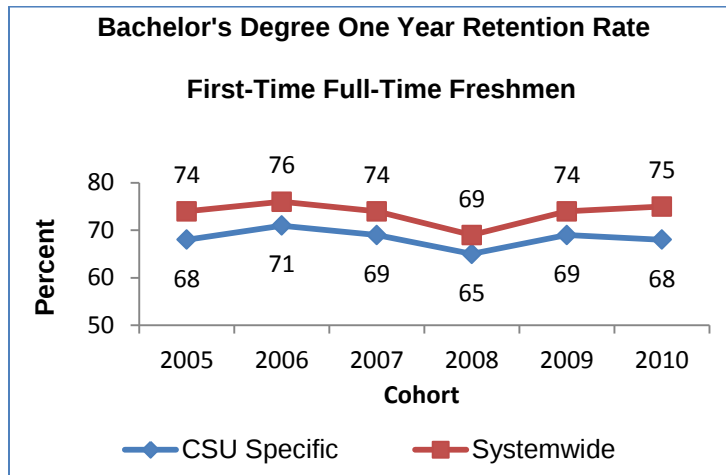
	AY 2010	AY 2011	AY 2012
Total Number of Undergraduate Students	6,969	7,069	7,037
Number (Percentage) of undergraduate students awarded PELL	2,580 (37.02%)	3,095 (43.78%)	3,302 (46.92%)
Number of Other Undergraduate Students Awarded Other Need-Based Grants	730	719	259
Total Number of Full-Time Freshmen	1,319	1,240	1,189
Number (Percentage) of Full-Time Freshmen Awarded PELL	567 (42.98%)	586 (47.25%)	575 (48.35%)
Number of other Full-Time Freshmen Awarded other Need-Based Grants	300	272	32

Source: Data from Columbus State University Office of Institutional Research & Effectiveness

Appendix 3: Retention Rates for Students Based on Learning Support Status

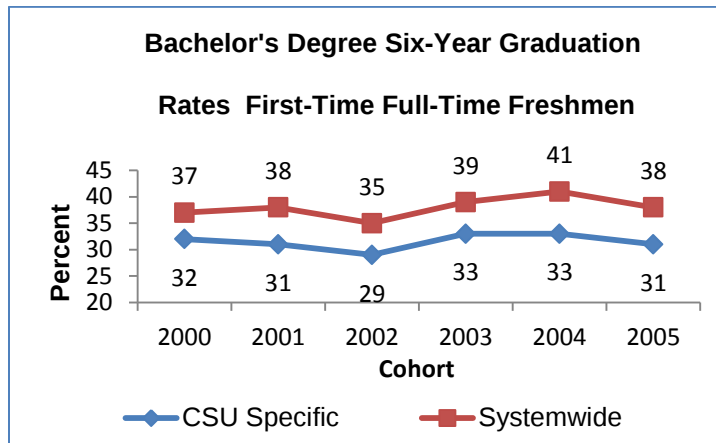
Disaggregated Category	AY 02-03	AY 03-04	AY 04-05	AY 05-06	AY 06-07	AY 07-08	AY 08-09	AY 09-10
Non-Learning Support	70.1%	73.4%	71.2%	68.5%	74.7%	71.1%	67.9%	72.1%
Learning Support	67.4%	59.9%	61.2%	59.5%	54.3%	58.6%	46.3%	54.7%
Total Cohort	69.6%	71.3%	70.1%	67.1%	70.3%	68.4%	63.3%	68.1%*
*Although retention appears to have improved for the 2009-10 cohort after the first year of the FYE program, the 2008-09 retention rate was abnormally low, inflating the appearance of change.								
Source: Data from Columbus State University Office of Institutional Research & Effectiveness								

Appendix 4: One-Year Retention Rates of First-Time Full-Time Freshmen



Source: University System of Georgia, Academic DataMart, and/or Student Information Reporting System

Appendix 5: Six-Year Graduation Rates of First-Time Full-Time Freshmen



Source: University System of Georgia, Academic DataMart, and/or Student Information Reporting System