UWG Complete College Georgia Campus Plan: 2014 Status Report
Part II: Narrative Overview

Focus Area 1: Institutional Mission and Student Body Profile

The University of West Georgia, a charter member of the University System of Georgia, is a comprehensive, residential institution providing selectively focused undergraduate and graduate education primarily to the people of West Georgia. The University is also committed to regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites, and an extensive program of continuing education for personal and professional development. Opportunities for intellectual and personal development are provided through quality teaching, scholarly inquiry, creative endeavor, and service for the public good.

The University of West Georgia has 86 active programs of study, including 43 at the bachelor's level, 29 at the master's and specialist levels, four at the doctoral level, and 10 at the advanced certificate level. The university awarded 2,183 degrees in fiscal year 2013. The number conferred has risen since fiscal year 2009 when the university awarded 1,895 degrees. This represents an increase of 16%.

There were 11,929 students enrolled in the Fall 2013 semester: 9,959 at the undergraduate level (83%) and 1,970 at the graduate level (17%). The overall enrollment at the university rose 6% from 11,252 in Fall 2008 to 11,929 in Fall 2013. It is important to note, too, that UWG's increasingly diverse population is linked to growing numbers of students who are eligible for the Pell grant, a federal grant issued to students with financial need. To illustrate, in Fall 2008, 23% of our undergraduate students were Pell-eligible. That number jumped to 45% in 2009 and 52% in 2010. The Pell-eligible figure remained steady at 52% until Fall 2013 when it increased again to 55%. Although trends in average SAT scores have decreased somewhat over the past five years, UWG has a history of success with our students in that 80% of undergraduate credits are successfully completed and fall-to-fall retention rates are at 74%.

Changes in our student population certainly influenced the initiatives we selected for our Complete College Georgia campus plan. We purposely targeted interventions we believed would benefit first generation students, working students, and those who could profit from more directed guidance. Those strategies include intrusive academic advising; early, proactive academic interventions; online offerings attractive to working students; and block scheduling that enhances success for new freshmen transitioning from high school to college. Further, we are moving toward shortening the time required to earn a degree. As a result, we have strengthened options for earning credit by exam and are exploring prior learning assessment through membership in the Adult Learning Consortium. Lastly, UWG's dedication to access to higher education through dual enrollment has resulted in a tripling of these students over the past five years (to 103 in FY 2013-2014) and in credits earned by these students (to 992 in FY 2013-2014).

In sum, the University of West Georgia is committed to providing access to college for students in the western region of the state, as well as students from across the state of Georgia and the nation. Given the makeup of our student population and demographic trends in our region and in response to the Complete College Georgia (CCG) imperatives, the university has taken and will continue to take a more directed approach to helping our students with course progression and degree attainment. The details of our FY14 completion work are outlined in Focus Area 2: Institutional Goals and Strategies and described more fully in Focus Area 3: Strategies and Activities Update.

Focus Area 2: Institutional Goals and Strategies

This FY14 Status Update (Narrative Overview) addresses the five most prominent strategies targeted by UWG's Complete College Georgia Campus Plan. In this section (Focus Area 2), each strategy is introduced by answering three questions:
1. How will meeting the goal increase completion for our students?
2. What needs or challenges to achieving the completion goal have been identified?
3. What steps or programs has our campus taken to address the identified challenges?

1. Intrusive Academic Advising

Intrusive advising, also known as proactive advising, is a research-based approach that deliberately structures student intervention at the first sign of academic difficulty in order to motivate the student to seek help. The intrusive model emphasizes the role of trained and responsive professionals to guide the student toward degree completion.

For more than a decade, the UWG Excel Center provided advising for first and second year students and tutoring or supplemental instruction for all students. However, continuing enrollment growth made it difficult for the unit to keep pace with increased demand for its services. In Fall 2013, UWG responded to this challenge by dividing the unit into two centers: the Advising Center and the Center for Academic Success. Two new directors were hired in Spring 2014 to lead the units in their expanded missions.

Additionally, UWG partnered with the Education Advisory Board – Student Success Collaborative to implement a technology-driven, intrusive advising model that is grounded in predictive analytics. The EAB-SSC model is under development and will be piloted with three groups of UWG students in Spring 2015 (i.e., Nursing, Business, and students served by the Advising Center).

2. Dual Enrollment and Credit-by-Exam

Both strategies help shorten time-to-degree for those students who take advantage of these initiatives.

Dual enrollment: UWG's dual enrollment efforts began in the fall of 1995 with the opening of the Advanced Academy of Georgia, which is the state's residential program for high school students that allows them to concurrently enroll in high school and college level courses. The highly selective admission standards for the Academy are appropriate for this demographic group; however, many more high school students are capable of performing well in college courses through dual enrollment programs with more typical admission standards. Thus, it was not surprising when local K-12 superintendents identified UWG's dual enrollment admission policies as out-of-step with our peer institutions, as well as USG policy, and asked that they be revised (note: at that time our admission standards were the Advanced Academy standards). In response, UWG examined trends in student performance data (dually-enrolled students vs. regularly-admitted freshmen students). The Faculty Senate approved revised admission standards for dual enrollment (exclusive of standards for the Advanced Academy) after reviewing the performance data that demonstrated student success in the dual enrollment program. Dual enrollments have steadily increased since this change.

Credit-by-Exam: Several faculty members asked the Faculty Senate to address the issue of out-of-date and/or overly restrictive credit-by-exam policies. In response, the Senate directed all departments to review their credit-by-exam policies. As a result, updated departmental policies have expanded credit-by-exam options for students. The President approved the Senate recommendations, which were implemented in Fall 2014.

3. Early Alert –Early Intervention

The EA-EI initiative was introduced in FY13, with a simple electronic alert that faculty members could send to Student Services indicating that a particular student in one of their classes was at risk of not succeeding. The Excel Center, which was charged with coordinating interventions, realized that it was overly burdened and inadequately prepared to take on the additional duties associated with the EA-EI initiative. This recognition partially drove the decision to divide the center into two new units with new hires (see Intrusive Academic Advising above). Student Affairs implemented the *Grades First* software in FY14 to provide logistical support for the initiative.

4. Online Offerings

Online courses, to include fully online and hybrid sections, as well as fully online undergraduate degree programs have the potential to serve working students and/or adult learners exceptionally well. Many UWG departments are enthusiastic providers of high-quality online programming.

The need for additional faculty to teach in growing online programs remains a significant challenge for the institution. For example, course sections in the fully online B.S. in Criminology program continue to fill the first day of registration each term.

5. Block Scheduling (ACCESS Pilot Project)

This pilot program (Accelerated Core Curriculum: Expanding Student Success, ACCESS), a specialized Learning Community, gives incoming freshmen an attractive scheduling option to ease their transition to college. For example, students enroll in 15 hours for the entire term, but take only three courses at a time. One of the three runs the length of the entire term, while two are finished in eight weeks. When those two are complete, students enroll in two more eight-week courses. This scheduling arrangement allows students to experience the rigor of college work in a highly supportive environment, but allows them to focus on a reduced number of classes at any one time.

The ACCESS program was recently awarded funding as part of the USG CCG Innovation Grants program, in response to the faculty's proposal noting that recent high school students would benefit from block scheduling during their first year in college. The pilot project enrolled its first students in Fall 2014.

Focus Area 3: Strategies and Activities Update

1. INTRUSIVE ACADEMIC ADVISING
CCG Goal 4: Provide intrusive academic advising to keep students on track to graduation.

Two High Impact Strategies. UWG implemented two significant, complementary advising initiatives in FY14.
- Advising Center. The former Excel Center was redesigned as the new Advising Center with a proactive case management approach that assigns an individual student to the same professional advisor until the student declares a major and begins to work with a faculty advisor.
- Education Advisory Board-Student Success Collaborative (EAB-SSC). UWG partnered with the EAB-SSC to build a technology-driven, intrusive advising model that is grounded in predictive analytics.

Summary of Activities
- Advising Center. Students are classified into four tiers, dependent on their academic status regarding progress toward graduation. Advisors proactively intervene with students in a timely manner, based on students' particular needs.
  - o Tier 1 (students on track for graduation in four years in their current major)
  - o Tier 2 (students off track for graduation in six years in their current major)
  - o Tier 3 (students new to the University of West Georgia)
  - o Tier 4 (students on track to graduate in five or six years in their current major; these are the students who can benefit the most from meeting with their academic advisor)
- Education Advisory Board-Student Success Collaborative. The Vice President for Student Affairs and Associate Vice President for Academic Affairs attended the EAB-SSC Intensive Launch, a two-day orientation to the partnership in early Spring 2014. EAB-SSC's technology team is working with UWG to develop the academic advising algorithm. Steps are underway to begin the pilot program with three groups of students in Spring 2015 (Nursing, Business, and students served by the Advising Center).

Interim Measures of Progress
- Advising Center. (1) 95% or more of Tier 4 students meet with academic advisor as needed.
- Education Advisory Board-Student Success Collaborative. EAB-SSC's Project Readiness goals are on track (i.e., Program Leadership, Communication, Accountability, Workflow). The technical implementation is moving forward as expected (i.e., Status = green, Concerns = none, Outstanding Requests = none).

Measures of Success
- Advising Center. (1) Number of students in each tier who meet with their advisors each semester. (2) Progress toward degree. (3) 30-60-90 hour benchmarks. (4) Four and six year graduation rates.
- EAB-SSC. Successful pilot project in Fall 2014 and Spring 2015 with three groups of students and their professional advisors. Successful scaling up to entire campus in Fall 2015.

2. DUAL ENROLLMENT AND CREDIT-BY-EXAM (See data in Appendix Tables 7, 8, 31 – 34)
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.

High Impact Strategy. UWG employs a two-pronged approach related to CCG Goal 6. (1) Promote and expand opportunities for high school students to participate in dual enrollment on campus and online, to include the UWG Advanced Academy. (2) Promote and encourage students to submit AP and IB scores and take advantage of appropriate CLEP exams.

Summary of Activities

- UWG created the position of Pre-College Coordinator to work with area high school counselors and students to promote dual enrollment opportunities. UWG is also creating a second position to work with students who will attend the UWG Newnan Center.
- UWG continues to promote Credit-by-Exam opportunities for students and has provided exam times for incoming students at each orientation session.
- UWG has created a re-enrollment program targeting dual/joint enrollment students to encourage them to stay at UWG to complete their college degree.
- The university recently submitted its request for membership to the USG Adult Learning Consortium for consideration by the ALC Executive Committee at its November 17, 2014, meeting. Further, the UWG College of Social Sciences formed a Steering Committee that is developing policies and procedures to guide Prior Learning Assessment (PLA) opportunities to award academic credit in some programs.

Interim Measures of Success. Fall 2014 applications for Dual Enrollment (exclusive of the Advanced Academy) are up 76% over Fall 2013 (167 compared to 95 last year). In the incoming freshmen class there are 200 students, roughly 9% of the expected 2200 freshmen, who will not be required to take ENG 1101 because of dual/joint enrollment credit, sufficient AP or IB scores, or passing a departmental challenge exam.

Measures of Success. (1) Number of students enrolled in dual/joint enrollment each semester. (2) Number of credit hours generated by AP, IB, and CLEP credit-by-exam opportunities. (3) Number of PLA-generated credit hours.

3. EARLY ALERT – EARLY INTERVENTION (See data in Appendix Tables 37-39 and Figures 1, 2)
CCG Goal 2: Increase the number of degrees that are earned "on time."

High Impact Strategy. UWG implemented a system that identifies "at-risk" students and provided a mechanism for faculty/staff to alert appropriate personnel of at-risk behaviors and poor academic performance in order to provide meaningful interventions.

Summary of Activities. UWG purchased and launched *Grades First*, an early alert software package that allows faculty to alert our Center for Academic Success (CAS) of students with poor academic performance. Further, the *Grades First* system allows CAS staff to: 1) communicate with students via text and email, 2) create and save contact reports, and 3) create and save Academic Success Plans. It also allows students to schedule tutoring and academic coaching appointments online. A *Grades First* training program was held in Summer 2013 and a user's guide was created and distributed to help faculty learn how to use the system.

A proactive campaign was launched in Summer 2013 to identify students with poor academic profiles/performance and begin outreach before classes began in Fall 2013. A retention analysis was conducted and revealed that freshmen with an index score below 2,350 were at a higher risk for attrition, so all incoming freshmen in Fall 2013 with the 2,350 index or lower were contacted and encouraged to use CAS services prior to the start of fall classes. Additionally, returning students who were on academic warning or were returning to UWG from probation were contacted prior to the start of the fall term.

The CAS also restructured our mentoring program and altered the role of mentors to serve as Peer Academic Coaches. Students needing assistance were assigned to a Peer Coach who met weekly with the student and an Academic Success Plan was created to identify and monitor the specific areas of need for the student. Further, the CAS expanded tutoring and supplemental instruction offerings during the 2013-2014 academic year. For example, extended tutoring hours ran from noon to 11 pm and additional sites were established to provide tutoring in designated residence halls and Ingram library locations.

Interim Measures of Progress. 2013-2014 academic year data will establish the baseline for future comparisons, because usage data for tutoring and supplemental instruction had not been kept previously. Additionally, this was the first year of operation for the *Grades First* system.

Measures of Success. (1) Number of students using tutoring/supplemental instruction each semester. (2) Number of students who meet 30-60-90 hour benchmarks. (3) Freshmen retention rates.

4. ONLINE OFFERINGS (See data in Appendix Tables 2, 35, 36, 40)
CCG Goal 8: Restructure instructional delivery to support educational excellence and student success.

High Impact Strategy. UWG provides fully online and hybrid courses, as well as one fully online undergraduate program (B.S. with a major in Criminology, housed within the College of Social Sciences), to help working students and adult learners achieve their academic goals.

Summary of Activities. UWG administers the USG eCore® program. As an eCore® affiliate, UWG eCore® course offerings are included in those that are offered across the affiliate institutions as part of the system-wide collaborative program. To further the goals of CCG, UWG's eCore® Administrative Services office expanded its offering of short term courses. What began as a gradual addition to the traditional full term course plan, with three courses offered in Summer 2012, has now evolved into 20 of the 24 eCore® courses being offered in multiple 8-week sessions. The 8-week courses and full term courses require identical course learning outcomes and rigor. Restructuring course delivery, thus shortening time to degree completion, is in direct response to the CCG plan.

Several departments are significantly strengthening their online offerings. For example, the UWG College of Social Sciences' fully online B.S. in Criminology program recently completed an articulation agreement with West Georgia Technical College that facilitates the smooth transfer of 15 lower division units in Area F to directly transfer to UWG. The UWG Department of Management in the Richards College of Business is working with West Georgia Technical College with the goal of signing articulation agreements for CISM 2201 and BUSA 2106. Beginning in Fall 2014, the Management Department will begin enrolling students in its new e-Flex Management Program. Additional UWG departments that recently increased their undergraduate offerings of online courses include Accounting and Finance, Economics, English, Mass Communications, and Political Science and Planning.

UWG Online and the Faculty Development Center, with support from UWG's Center for Teaching and Learning, facilitates faculty participation in Quality Matters (QM) training to enhance effective online instruction. The B.S. in Criminology program is moving to a fully approved QM curriculum.

Interim Measures of Progress. (1) Number of faculty who complete the Quality Matters training. (2) Number of new online undergraduate courses. (3) Number of online undergraduate course sections. (4) Number of fully online, undergraduate programs.

Measures of Success. (1) Number of students who successfully complete undergraduate online or hybrid courses (grades of A, B, C, S)**.** (2) Graduation rates from the fully online B.S. in Criminology program.

5. BLOCK SCHEDULING (ACCESS PILOT PROJECT) (See data about Learning Communities Appendix Tables 23, 24)
CCG Goal 8: Restructure instructional delivery to support educational excellence and student success.

High Impact Strategy. The ACCESS pilot project, a type of block scheduling, provides structured scheduling for new freshmen. Students enroll in full schedules – designed within restructured delivery timeframes – that allow students to focus on a reduced number of courses at any given time. Additionally, courses are scheduled to allow students to complete more credits per semester, thus saving them time and money as they complete their degrees.

Summary of Activities. The pilot project is called ACCESS – Accelerated Core Curriculum: Expanding Student Success. Its purpose is to study the effectiveness of structured scheduling on student achievement, retention, and progression (RPG). Two freshman cohorts (one pursuing a 120-hour B.A. degree and the other pursuing a 132-hour B.F.A. degree) will take courses during Fall 2014 and Spring 2015 under a modified schedule, allowing B.A. students to complete 30 course credits and B.F.A. students to complete 36 in their first year.

A unique aspect of this project is its emphasis on faculty development. UWG's Center for Teaching and Learning will facilitate this work through a faculty learning community (FLC) of administrators and ACCESS

instructors from the Colleges of Social Science, Science and Mathematics, and Arts and Humanities. Beginning in the Summer 2014, the ACCESS FLC met to review current RPG data for B.A. and B.F.A. students, discuss best practices in course design for block scheduling, investigate ways to increase student engagement, and evaluate methods for supporting students in the cohort model. Faculty will also be guided through a scholarship of teaching and learning (SoTL) process to identify an area of research related to the teaching of their ACCESS course. The FLC will continue to meet during the fall and spring semesters to discuss their projects and their findings. Results of these SoTL projects, along with data on students' academic achievement and retention, will be valuable for understanding the effectiveness of the ACCESS model on student learning and for planning for scale-up at UWG and beyond.
Interim Measures of Progress. (1) Faculty indicator: Collaborative planning of courses. (2) Faculty indicator: SoTL projects focused on student achievement designed in Summer 2014, implemented in Fall 2014, data analysis in Spring 2015, and writing completed in Summer 2015.
Measures of Success. (1) Student indicator: Completion of 15 (B.A.) or 18 (B.F.A.) semester credit hours during first term. (2) Student indicator: Completion of 30 (BA) or 36 (BFA) semester credit hours during first year.

Focus Area 4: Observations

UWG has been successful with our intentional approach to the Early Alert – Early Intervention program, tiered advising, assigned advisors using a case advising approach, aggressive recruiting for dual enrollment, and online offerings of high-quality programming (courses and one undergraduate, fully online degree program) that are attractive to working and adult students. Further, we anticipate that our new partnership with the Education Advisory Board – Student Success Collaborative will be a game-changer in terms of improving academic advising to support progress toward degree completion.

UWG faculty and administrators engaged in a year-long examination and discussion of the principles that support adult learning. The ongoing dialogue resulted in the Faculty Senate's unanimous support that UWG request membership in the USG Adult Learning Consortium. This year-long process modeled best practices in faculty governance that will serve our campus well as we continue to improve programming and services for adult learners.

Lastly, the grand opening of our new Center for Adult Learners and Veterans will take place on Veterans' Day (November 11, 2014). The center will aid the retention, progression, and graduation of students through services and support programs for adult learners, veterans, and their families. It will function as a first point of contact for these populations, much like a concierge service, which then connects students to various units across campus that can provide needed assistance. The center is one of many strategies UWG has embraced to make our campus more attractive to adult learners and veterans who are returning to school to achieve their academic goals.

Appendix (Data)

The Submission of the University of West Georgia's *Campus Plan Strategy Survey* produced 40 recommended metrics for our institution. Data for 25 metrics are reported in this appendix in Tables 1 – 36. Fifteen of the 40 recommended metrics are not included for the following reasons:

- 10 metrics are not applicable for UWG, as the institution does not participate in activities related to those metrics (e.g., award of associate degrees, provision of learning support).
- 5 metrics are not addressed in this appendix, because data were not available when this Status Update was written. These metrics will be tracked for future reporting.

RECOMMENDED METRICS FOR THE UNIVERSITY OF WEST GEORGIA

Table 1: Recommended Metrics for the University of West Georgia

CCG Goal	Metric Category	Data Provided	Data Unavailable	Not Applicable
1	Progress	1.1, 1.2, 1.3, 1.4		1.5
1	Access	1.1, 1.2, 1.3		
1	Outcome	1.1, 1.3, 1.5, 1.7		1.2, 1.4, 1.6
2	Outcome	2.2, 2.3, 2.4, 2.5		2.1
3	Progress	3.1, 3.3		3.2
3	Outcome	3.2		3.1
4	Outcome	4.1		
6	Outcome	6.1, 6.4, 6.5, 6.6		6.2, 6.3, 6.7
8	Outcome	8.1, 8.2	8.3, 8.4, 8.5, 8.6, 8.7	

Table 2: Recommended Metrics without Data; These Will Be Tracked for Future Reporting

CCG Goal	Outcome Metric	Metric Language
8	8.3	Number and % of degrees conferred in which at least one course has been fully online in the 2013-2014 academic year.
8	8.4	Number and % of degrees conferred in which 50% or more of the instruction has been via fully online courses in the 2013-2014 academic year.
8	8.5	Number and % of degrees conferred on time in which 50% or more of the instruction has been via fully online courses in the 2013-2014 academic year.
8	8.6	Number of credits successfully completed in Fall 2013 (A, B, C, P, S grade) for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).
8	8.7	Number of credits attempted in Fall 2013 (A, B, C, P, S grade) for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).

Table 3: CCG Goal 1, Progress Metrics 1.1 – 1.4

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Progress Metric 1.1	5-year history of one year retention rates for the institution as a whole.
Progress Metric 1.2	5-year history of one-year retention rates for students who begin as full-time students
Progress Metric 1.3	5-year history of one-year retention rates for students who begin as part-time students.
Progress Metric 1.4	5-year history of one-year retention rates for students entering on federal financial aid (Pell-eligible).

Table 4: CCG Goal 1, Progress Metrics 1.1 – 1.4 (One Year Retention Rates)

Entering Freshmen Cohorts	Status	Number of Students Entering	Number of Students Returned Following Fall	1 Year Retention Rate
Fall 2008	Full-time	2007	1471	73.29%
	Part-time	50	29	58.00%
	All	2057	1500	72.92%
	Pell	2057	1499	72.87%
Fall 2009	Full-time	1909	1397	73.18%
	Part-time	82	34	41.46%
	All	1991	1431	71.87%
	Pell	868	626	72.12%
Fall 2010	Full-time	1848	1346	72.84%
	Part-time	55	29	52.73%
	All	1903	1375	72.25%
	Pell	944	702	74.36%
Fall 2011	Full-time	1931	1355	70.17%
	Part-time	60	18	30.00%
	All	1991	1373	68.96%
	Pell	1046	716	68.45%
Fall 2012	Full-time	2021	1430	70.76%
	Part-time	49	23	46.94%
	All	2070	1453	70.19%
	Pell	1031	723	70.13%

Note: Data indicate entering freshmen per IPEDS methodology with the exception of categorizing for both full-time and part-time and 'all' categories, whereas IPEDS only includes 'First-time, Full-time Entering Freshmen.'

Table 5: CCG Goal 1, Access Metric 1.1

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Access Metric 1.1	Data provided: Part-time students, adult learners (undergraduate students age 25 or older), underserved minority, gender, low income (Pell recipients), students with disabilities.
Access Metric 1.1	Data not available: Military and former military students, first generation students.

Table 6: CCG Goal 1, Access Metric 1.1 (Number of Entering Students by Category)

	ENTERING FALL COHORT					
	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
ALL ENTERING FRESHMEN*	2,057	1,991	1,903	1,991	2,070	2,206
Full-time	2,007	1,909	1,848	1,931	2,021	2,169
Part-time	50	82	55	60	49	37
PELL STATUS						
Yes		868	944	1,046	1,031	1,197
No		1,123	959	945	1,039	1,009
Unknown	2,057					
ADULT LEARNERS						
Yes - Age 25+ entering term	53	56	62	48	15	20
No - Age 24 or younger	2,004	1,935	1,841	1,943	2,055	2,186
GENDER						
Female	1,240	1,144	1,160	1,188	1,266	1,434
Male	817	847	743	803	804	772
ETHNICITY/RACE**						
Alien, Non-Resident	21	39	41	37	39	27
American Indian	6	5	8	4	1	3
Asian	26	28	15	23	16	27
Black/African American	508	592	602	705	776	858
Hispanic	66	36	63	104	103	91
Multi-Racial	65	42	51	70	88	63
Pacific Islander	0	3	2	2	1	1
Unknown/Undeclared	49	39	28	9	22	27
White/Caucasian	1,316	1,207	1,093	1,037	1,024	1,109
DISABILITY SERVICES STUDENTS						
Yes	56	42	58	51	60	59
No	2,001	1,949	1,845	1,940	2,010	2,147

*Entering freshmen per IPEDS methodology with the exception of categorizing for both Full-time and Part-time and 'all' categories whereas IPEDS only includes 'First-time, Full-time Entering Freshmen.'

**IPEDS ethnicity categories changed effective Fall 2010. If the 'new' information was not available, the 'old ethnicity' variable was used, if available.

Table 7: CCG Goal 1, Access Metrics 1.2 and 1.3

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Access Metric 1.2	Number of students enrolled in dual enrollment or joint enrollment programs at the institution in each of the past 5 academic years.
Access Metric 1.3	Number of college credits awarded to dual enrollment students or joint enrollment students in each of the past 5 academic years.

Table 8: CCG Goal 1, Access Metrics 1.2 and 1.3 (Dual/Joint Enrollment, Exclusive of Advanced Academy)

Year (Summer, Fall, Spring)	Dual Enrolled Student Type	Unduplicated Count	Hours Earned
FY 2009-2010	High School Junior	3	31
	High School Senior	28	336
Total		**31**	**367**
FY 2010-2011	High School Junior	6	56
	High School Senior	38	465
Total		**44**	**521**
FY 2011-2012	High School Junior	5	40
	High School Senior	32	468
Total		**37**	**508**
FY 2012-2013	High School Junior	11	112
	High School Senior	36	471
Total		**47**	**583**
FY 2013-2014*	High School Junior	29	244
	High School Senior	74	748
Total		**103**	**992**

*Includes students advance registered for Fall 2014.

Table 9: CCG Goal 1, Outcome Metric 1.1

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Outcome Metric 1.1	Number and percentage of students completing 30, 60, and 90 or more collegiate credit hours as of the end of Spring 2014 term.

Table 10: CCG Goal 1, Outcome Metric 1.1 (Cumulative Undergraduate Credit Hours Earned by End of Spring 2014)

Cumulative UG Hours Earned as of end of term Spring 2014	Number of Students	Percentage of Students at 30, 60, 90, 120 Credit Hours
Less than 30	1,892	20.3%
30 (to 59)	2,414	25.9%
60 (to 89)	1,992	21.3%
90 (to 119)	1,628	17.4%
120 or more	1,411	15.1%
All	9,337	100.0%

Table 11: CCG Goal 1, Outcome Metric 1.3

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Outcome Metric 1.3	5-year history of number of bachelor's degrees conferred by institution

Table 12: CCG Goal 1, Outcome Metric 1.3 (Number of Bachelor's Degrees Conferred)

BACHELOR DEGREES	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Bachelor of Arts	258	268	270	298	257
Bachelor of Business Administration	332	369	356	383	334
Bachelor of Fine Arts	37	38	31	32	26
Bachelor of Science in Chemistry	13	12	11	12	13
Bachelor of Science in Education	267	279	288	282	304
Bachelor of Music	11	14	11	13	7
Bachelor of Science	259	279	321	372	468
Bachelor of Science in Earth Science	1	0	0	0	0
Bachelor of Science in Nursing	104	130	179	185	200
Bachelor of Science in Recreation	49	18	0	0	0
TOTALS	1,331	1,407	1,467	1,577	1,609

Table 13: CCG Goal 1, Outcome Metric 1.5

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Outcome Metric 1.5	5-year history of number of bachelor's degrees conferred, by underserved population.

Table 14: CCG Goal 1, Outcome Metric 1.5 (Bachelor's Degrees Conferred by Underserved Populations)

Underserved Ethnicity	2009	2010	2011	2012	2013
African-American/Black	320	368	406	457	455
Hispanic/Latino	78	41	52	60	42
Asian/Pacific Islander	19	42	34	45	46
American Indian	4	5	3	6	4
Mixed Race	14	31	30	44	52
Gender by Underserved Population	**2009**	**2010**	**2011**	**2012**	**2013**
Female					
African-American/Black	233	247	291	305	317
Hispanic/Latino	21	22	36	38	30
Asian/Pacific Islander	11	25	14	29	29
American Indian	3	3	1	4	1
Mixed Race	9	14	22	27	32
Unknown	12	7	12	11	25
Male					
African-American/Black	87	121	115	152	138
Hispanic/Latino	18	19	16	22	12
Asian/Pacific Islander	8	17	20	16	17
American Indian	1	2	2	2	3
Mixed Race	5	17	8	17	20
Unknown	9	6	8	8	17

Table 15: CCG Goal 1, Outcome Metric 1.7

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Outcome Metric 1.7	5-year history of % (and number) of students completing bachelor's degrees in STEM fields (mathematics, physics, agricultural science, environmental science, chemistry, biology, engineering, engineering technology, architecture, computer science, geology, geography B.S., forestry, pharmacy, physical therapy, secondary science, or mathematics education).

Table 16: CCG Goal 1, Outcome Metric 1.7 (Bachelor's Degrees Conferred by STEM Fields)

STEM Discipline	2008-09	2009-10	2010-11	2011-12	2012-13	Average
Biology	77	90	81	112	114	94.8
Chemistry	22	21	21	19	28	22.2
Physics	7	4	3	4	7	5.0
Geoscience	13	11	28	22	15	17.8
Math	13	13	16	14	17	14.6
Computer Science	5	12	22	16	21	15.2

Table 17: CCG Goal 2, Outcome Metric 2.2 *

Goal 2	Increase the number of degrees that are earned "on time" (bachelor's degrees in 4 years).
Outcome Metric 2.2	5-year history of % (and number) of students completing bachelor's degrees in 4 years.

*Conversations with Board of Regents staff explained that this Recommended Metric was designed to address initiatives such as 15-to-Finish. Six Year Graduation Rates remain relevant.

Table 18: CCG Goal 2, Outcome Metric 2.2 (Number and Percentage of Students Completing Bachelor's Degree in 4 Years)

	Entered Fall 2005	Entered Fall 2006	Entered Fall 2007	Entered Fall 2008	Entered Fall 2009
Number and Percentage of Students	207 (12.5%)	248 (14.6%)	298 (16.6%)	316 (15.7%)	298 (15.6%)

Table 19: CCG Goal 2, Outcome Metric 2.3

Goal 2	Increase the number of degrees that are earned "on time" (bachelor's degrees in 4 years).
Outcome Metric 2.3	5-year history of percentage (and number) of students enrolling for 15 or more credit hours per semester (fall semesters).

Table 20: CCG Goal 2, Outcome Metric 2.3 (Number and % of Students Enrolled in 15+ Credit Hours)

Fall Term	All Undergraduates	Number of Students Enrolled in 15 or More Credit Hours per Term	% of Students Enrolled in 15 or More Credit Hours per Term
Fall 2009	9,622	3,138	32.6%
Fall 2010	9,707	3,020	31.1%
Fall 2011	10,029	2,795	27.9%
Fall 2012	9,963	2,885	30.0%
Fall 2013	9,959	3,333	33.5%

Table 21: CCG Goal 2, Outcome Metrics 2.4, 2.5

Goal 2	Increase the number of degrees that are earned "on time" (bachelor's degrees in 4 years).
Outcome Metric 2.4	5-year history (and number) of students successfully completing 15 to 29 collegiate credit hours in their first academic year
Outcome Metric 2.5	5-year history of % (and number) of students successfully completing 30 or more collegiate credit hours in their first academic year

Table 22: CCG Goal 2, Outcome Metrics 2.4 and 2.5 (Credits Successfully Completed in First Year; Grades of A,B,C,S)

		ENTERING COHORT				
		Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
All Entering Freshmen*		1,991	1,903	1,991	2,070	2,206
Credit Hours Successfully Completed**						
between 15 and 29	n=	1,169	1,151	1,204	1,264	1,304
	%=	58.7%	60.5%	60.5%	61.1%	59.1%
30 or more	n=	169	163	171	237	334
	%=	8.5%	8.6%	8.6%	11.4%	15.1%

*Entering freshmen per IPEDS methodology with the exception of including both full-time and part-time entering students, whereas IPEDS only includes 'First-time, Full-time Entering Freshmen.'

** Credit hours successfully completed include grades of A, B, C, and S for the Fall and Spring terms of the student's entering cohort. (Ex. Fall 2009 entering cohort includes courses taken Fall 2009 and Spring 2010). Note: UWG does not use the grade of P (passing).

Table 23: CCG Goal 3, Progress Metric 3.1

Goal 3	Decrease excess credits earned on the path to getting a degree.
Progress Metric 3.1	What percentage of first time first-semester students are enrolled in block schedules?

Table 24: CCG Goal 3, Progress Metric 3.1 (Percentage of First Semester students Enrolled in Block Schedules)*

	First-Time Freshmen	Overall Retention Rate	Number in Block Schedule/LC	Percent in Block Schedule/LC	Block/LC Retention Rate
Fall 2009	1,991	71.9%	129	6.5%	79.8%
Fall 2010	1,903	72.3%	149	7.8%	77.9%
Fall 2011	1,991	69.0%	347	17.4%	74.9%
Fall 2012	2,070	70.2%	254	12.3%	78.4%
Fall 2013	2,206	Data not available	325	14.7%	Data not available

*UWG uses the terms "Learning Communities (LC)" and "block schedules" interchangeably.

Table 25: CCG Goal 3, Progress Metric 3.3

Goal 3	Decrease excess credits earned on the path to getting a degree.
Progress Metric 3.3	For the 2013-2014 academic year, percentage of students with declared majors by the beginning of the second semester second year (bachelor's degree programs).

*Available data indicate a declared major in second term of second year, but not necessarily at the beginning of the term.

Table 26: CCG Goal 3, Progress Metric 3.3 (Students with a Declared Major, Second Term of Second Year)

FALL 2012		STUDENTS WITH A DECLARED MAJOR	
ALL ENTERING FRESHMAN	2,070		
Spring 2014	n=	Percentage of All Fall 2012 Entering Cohort	Percentage of Fall 2012 Entering and Enrolled Spring 2014
Had a Declared Major	1,222	59.0%	91.9%
Undecided/Undeclared	107	5.2%	8.1%
Not Enrolled Spring 2014	741	35.8%	

Table 27: CCG Goal 3, Outcome Metric 3.2

Goal 3	Decrease excess credits earned on the path to getting a degree.
Outcome Metric 3.2	5-year history of number of collegiate credits earned at degree conferral for students earning bachelor's degrees.

Table 28: CCG Goal 3, Outcome Metric 3.2 (Number of Credits Earned at Degree Conferral and Number of Terms Enrolled at UWG Prior to Graduation)

Graduation Year	Mean Overall Credit Hours Earned Upon Graduation				
	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14
UWG Entering Student Type					
Non-Transfer In	131.0	132.1	131.1	131.7	131.0
Transfer-In	139.5	138.4	137.2	137.7	138.1
Over All	135.8	135.5	134.5	135.1	135.2
Graduation Year	Mean Number of Terms Enrolled at UWG Prior to Graduation				
	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14
UWG Entering Student Type					
Non-Transfer In	12.2	12.3	12.2	12.5	12.2
Transfer-In	9.1	8.9	8.7	8.7	9.0
Over All	10.5	10.5	10.2	10.3	10.3

Table 29: CCG Goal 4, Outcome Metric 4.1

Goal 4	Provide intrusive advising to keep students on track to graduate.
Outcome Metric 4.1	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.

Table 30: CCG Goal 4, Outcome Metric 4.1 (Percentage of undergraduate credits successfully completed vs. attempted)

Semester	Total Credit Hours	Total Headcount	Headcount with A, B, C, S Grades*	Percentage of Credits with A, B, C, S Grades
Fall 2009	125,617	44,177	34,235	77.5%
Fall 2010	125,750	44,363	34,491	77.8%
Fall 2011	128,500	45,114	35,088	77.9%
Fall 2012	127,428	45,061	35,931	79.7%
Fall 2013	129,800	45,986	37,529	81.6%

*UWG does not use the grade of P (passing).

Table 31: CCG Goal 6, Outcome Metric 6.1

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.
Outcome Metric 6.1	Number of college credits awarded to Early College or Early Learning Academy students in each of the past 5 academic years.

Table 32: CCG Goal 6, Outcome Metric 6.1 (Number of Credits Earned by Early Learning Academy Students)*

FISCAL YEAR (Sum, Fall, Spr)	Program and Student Level	Unduplicated Head Count	Hours Earned
FY 2009-2010	Advanced Academy - Junior	31	1,041
	Advanced Academy - Senior	52	1,640
Totals		**83**	**2,681**
FY 2010-2011	Advanced Academy - Junior	23	725
	Advanced Academy - Senior	35	1,007
Totals		**58**	**1,732**
FY 2011-2012	Advanced Academy - Junior	33	1,005
	Advanced Academy - Senior	39	1,124
Totals		**72**	**2,129**
FY 2012-2013	Advanced Academy - Junior	32	901
	Advanced Academy - Senior	42	1,209
Totals		**74**	**2,110**
FY 2013-2014	Advanced Academy - Junior	20	537
	Advanced Academy - Senior	35	986
Totals		**55**	**1,523**

*Data in this table are restricted to students who are enrolled in the Advanced Academy.

Table 33: CCG Goal 6, Outcome Metrics 6.4, 6.5, 6.6

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.
Outcome Metric 6.4	Number of credits awarded by institution awarded based on AP exams in each of the past 5 academic years.
Outcome Metric 6.5	Number of credits awarded by institution awarded based on International Baccalaureate exams/degrees in each of the past 5 academic years.
Outcome Metric 6.6	Number of credits awarded by institution awarded based on CLEP scores in each of the past 5 academic years.

Table 34: CCG Goal 6, Outcome Metrics 6.4, 6.5, 6.6 (Number of Credits Earned by Exam by SCH by Course Level)*

Credit-by-Exam	AY10 FA09-SU10	AY11 FA10-SU11	AY12 FA11-SU12	AY13 FA12-SU13	AY14 FA13-SU14
AP	1,287	1,380	1,166	1,370	1,746
IB	6	21	12	36	18
CLEP	105	75	344	608	477
UWG Department Exam	1,628	2,722	3,056	2,377	2,041
TOTAL Credit-by-Exam	3,026	4,198	4,578	4,391	4,282
Course Level	FY10 SU09-SPR10	FY11 SU10-SPR11	FY12 SU11-SPR12	FY13 SU12-SPR13	FY14 SU13-SPR14
Lower Level SCH (Enrollment)	176,713	175,837	176,863	171,218	162,065
Upper Level SCH (Enrollment)	97,294	98,808	104,524	102,125	112,076
TOTAL SCH (Enrollment)	274,007	274,645	281,387	273,343	274,141

*Lower Level Semester Credit Hours (SCH) include 1000 and 2000 level course enrollments. Upper Level SCH include 3000 and 4000 level course enrollments. The Lower and Upper Level SCH data do NOT include credits earned by exam.

Note: For this year's report only, the credit-by-exam data are reported by Academic Year (Fall, Spring, Summer) and the SCH data are reported by Fiscal Year (Summer, Fall, Spring). All data in future reports will be reported by Fiscal Year.

Note: For future reporting, when all data are aligned by fiscal year, UWG will calculate the percentage of total credit hours that were awarded by credit-by-exam, based on both the Lower Level SCH (Enrollment) and Upper Level SCH (Enrollment).

Table 35: CCG Goal 8, Outcome Metrics 8.1, 8.2

Goal 8	Restructure instructional delivery to support educational excellence and student success.
Outcome Metric 8.1	Number of credits successfully completed in Fall 2013 (A, B, C, P, S grade) for courses offered completely online.
Outcome Metric 8.2	Number of credits attempted in Fall 2013 (A, B, C, P, S, F, U, W, WF grade) for courses offered completely online.

Table 36: CCG Goal 8, Outcome Metrics 8.1 and 8.2 (Fully Online Success Rates, Grades of A, B, C, S)

Fall 2013 Fully Online Courses*	Semester Credit Hours and Success Rate
Fully online credit hours (attempted)	15,274 semester credit hours
Fully online credit hours, successfully completed	11,908 semester credit hours
Fully online successful completion ratio	78.0% success rate

*Credits earned by UWG students through eCore (G sections) and UWG fully online courses (N sections).

SUPPLEMENTAL DATA TO INFORM FOCUS AREA 3 OF THE NARRATIVE OVERVIEW (PP. 3-5)

Early Alert – Early Intervention

TABLE 37: Undergraduate Tutoring Participation, Average Grade Earned, and Retention Data*

CENTER FOR ACADEMIC SUCCESS			
Undergraduate Tutoring Data	Category	Fall 2013	Spring 2014
Appointment Data	Appointments Made	1,845	1,613
	Appointments Canceled	225	241
	Appointments "No-Show"	126	122
	Appointments Attended (Number)	1,494	1,250
	Appointments Attended (Percent)	81.0%	77.5%
Student Participation Data	Individual Students Served	578	362
	Average Grade Earned	2.16 (C)	2.09 (C)
Retention Data	Percentage of Tutored Students Re-Enrolled*	92.0%	85.6%

*These data reflect the work of the Center for Academic Success, which was established in Fall 2013.

Data in Tables 38 and 39 (and the accompanying graphs) are based on appointments made by individual student for tutoring in specific courses. The Course Success rate in each graph (Figures 1 and 2) is aggregated for all courses taken by all students who participated in tutoring. Retention rates in the graphs reflect the percentage of tutored students who re-enrolled the following term.

Table 38: Fall 2013 Course Grades and Retention Rates for Tutored Students (Center for Academic Success)

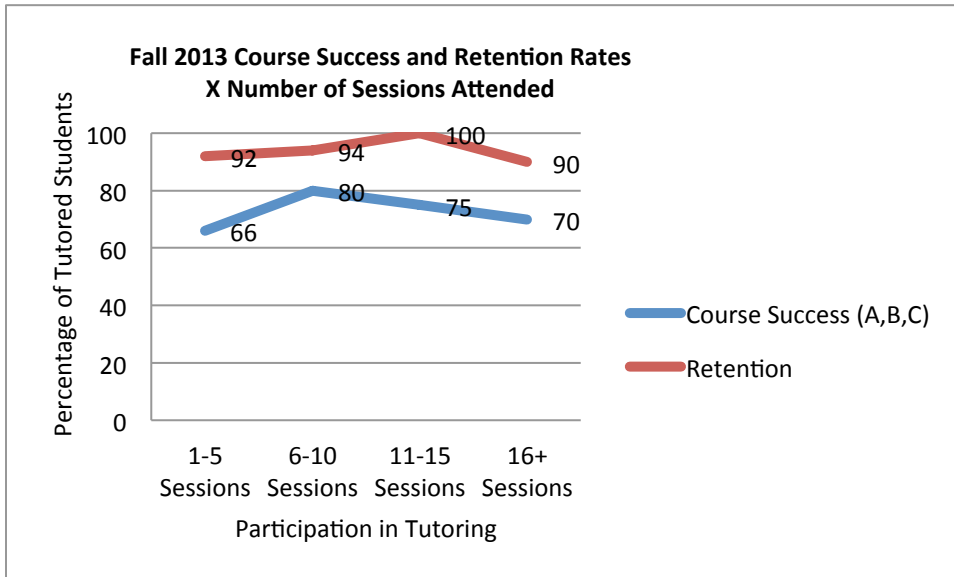|	1-5 Sessions	6-10 Sessions	11-15 Sessions	16+ Sessions
Course Success (A, B, C)	66%	80%	75%	70%
Retention	92%	94%	100%	90%

Figure 1: Fall 2013 Course Grades and Retention Rates for Tutored Students

Table 39: Spring 2014 Course Grades and Retention Rates for Tutored Students (Center for Academic Success)

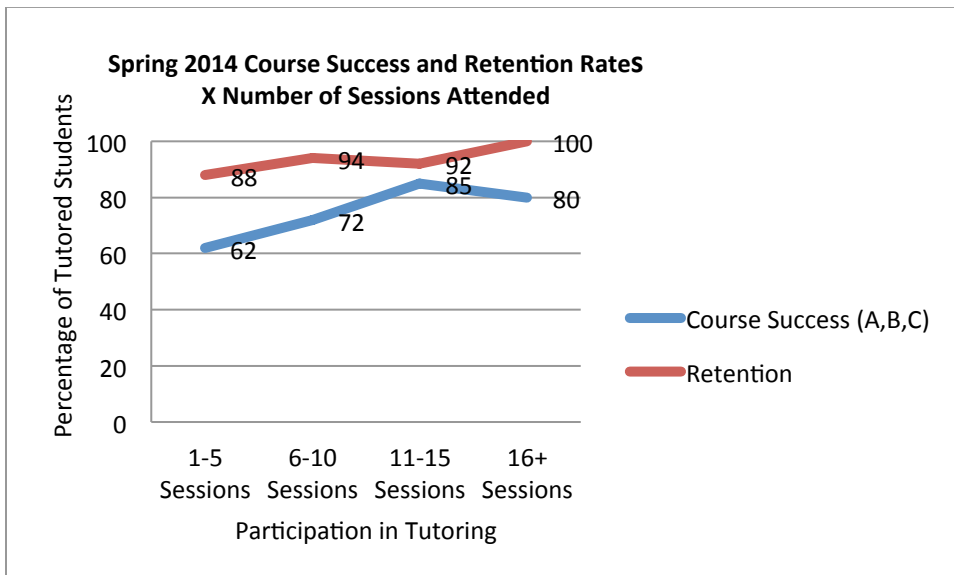|	1-5 Sessions	6-10 Sessions	11-15 Sessions	16+ Sessions
Course Success (A, B, C)	62%	72%	85%	80%
Retention	88%	94%	92%	100%

Figure 2: Spring 2014 Course Grades and Retention Rates for Tutored Students

Online Offerings

Annual enrollment numbers in UWG'S online B.S. in Criminology program grew by 23% from 1,599 students in FY13 to 1,966 in FY14. Combined undergraduate enrollment in fully online and partially online courses grew by 16.5% from 17,369 in FY13 to 20,241 in FY14, while the variety of unique online undergraduate courses grew by 22%. Though we have many undergraduate programs moving a wider array of upper-level courses online, the B.S. in Criminology remains our only "officially" online undergraduate program. While the number of partially online courses is falling, the number of fully online courses is rising.

Table 40: UWG Online Offerings

Metrics		Benchmark Spring 2012	FY13	FY14	% Change
Number of partially online courses (undergraduate only)	UWG Courses	35	108	98	-9%
	UWG Sections	63	165	151	-8.5%
Number of fully online courses (undergraduate only)	UWG Courses	76	183	258	41%
	UWG Sections	112	296	358	21%
	eCore Courses	24	24	24	0%
	eCore Sections	108	289	336	16.3%
Number of 100% online undergraduate degrees	Undergraduate Degree: B.S.in Criminology	1	1	1	0%