University of West Georgia
Faculty Senate Meeting
Minutes

June 22, 2012
Approved September 21, 2012

1. The meeting was convened in room 1-303 of the Technology-enhanced Learning Center and called to order by Chair Jeff Johnson at 3:00 pm.

2. Roll Call
   Present
   Deng, DeSilva, Farmer, Gant, Gezon, Halonen-Rollins, Hasbun, Haynes, Jenks, Hooper (substitute for Johnson), Boldt (substitute for Kassis), Kramer, Leach, Mayer, Moffeit, Noori, Parrish, Pencoe, Popov, Ringlaben, Sanders, Schroer, Smith, Thompson, Williard, Yeong,

   Absent
   Banford, Basu-Dutt, Blair, DeFoor, DeNie, Doyle, Erben, Geisler, Keim, Kilpatrick, Lloyd, Morris, Packard, Pitzulo, Ponder, Rutledge, Samples, Schmidt, Skott-Myhre, Snaith, Welch, Willox

3. The April 20th minutes were approved by email on May 11, 2012.

4. Old Business

Information Items:

A. Presentation and discussion on "The UWG Complete College Georgia Campus Plan" prepared by The Complete College-UWG Commission. The discussion gathered feedback from the Faculty Senate. Representatives from all Colleges, Distance Education, and Student Affairs prepared "The Complete College-UWG Commission" draft.

Complete College-UWG Campus Plan Draft (Addendum I). Outline follows:
   1. Introduction
   2. Part 1: Goals and Data Analysis
   3. Part 2: Strategies and Objectives
      a. Partnerships with K12
      b. Improving Access and Completion for Students Traditionally Underserved
      c. Shorten Time to Degree
      d. Restructuring Instructional Delivery

4. Part 3: Planning and Implementation
    a. Partnerships with K12
    b. Improving Access and Completion for Students Traditionally Underserved
    c. Shorten Time to Degree
    d. Restructuring Instructional Delivery
5. Part 4: Ongoing Feedback and Evaluation
6. Appendix (Data)

5. Meeting was adjourned at 4:40 PM.

Addendum I

Complete College Georgia – UWG Campus Plan

Submitted by:
Dr. Beheruz Sethna, President
June 27, 2012

Complete College – UWG Commission Members

Myrna Gantner, Academic Affairs, Co-Chair
Scot Lingrell, Student Affairs, Co-Chair
Jon Anderson, Academic Affairs
Anne Barnhart, Library
David Boldt, Richards College of Business
Josh Byrd, College of Arts and Humanities
Melanie Clay, Distance Education
Hannes Gerhardt, College of Science and Mathematics
Patrick Hadley, College of Social Sciences
Mike Hester, Honors College and Trans-disciplinary Programs
Jason Huett, Distance Education and College of Education
Jennifer Jordan, Enrollment Services
Denise Overfield, College of Arts and Humanities
Sal Peralta, College of Social Sciences
Cheryl Rice, EXCEL Center
Ravic Ringlaben, College of Education
Helen Steele, First Year Experiences
Scott Sykes, College of Science and Mathematics

Introduction

Currently, UWG is undergoing major change. Not only is the physical landscape changing because of a multitude of capital and public/private projects, but we are

also undergoing changes that will help us become a destination university—one that more students chose as their first choice. Although our mission remains the same, through ongoing strategic planning we have a new draft of a vision statement that helps define where we will be going given the desire to more fully affect student success.

> *Vision Statement: The University of West Georgia will be a learning-centered destination university dedicated to student success. Capitalizing on its proximity to urban Metro Atlanta, rural, and small-town areas, UWG will be committed to providing diverse opportunities for student engagement and intellectual inquiry. As the region's most forward-thinking doctoral university, UWG will prepare students to become problem-solving leaders for Georgia and beyond.*

This Complete College UWG (CCG-UWG) plan closely supports both the institutional mission and our new vision. The plan has been developed with wide stakeholder input. The foundation of the plan is the work and recommendations that were developed by the President's Special Commission to Improve Graduation Rates that came as a result of the Board of Regent's Graduation Initiative. More than 50 faculty, staff, administrators, and students were involved in analyzing data and developing more than 60 recommendations. The recommendations were vetted at all levels of the institution, including open meetings and submission to the faculty senate for input. This CCG-UWG plan also incorporates ideas and action items from the Online Degrees Task Force which included university-wide input and unanimous faculty senate approval. Finally, for the development of this CCG-UWG plan a Commission of [interested/connected/important] faculty, staff, and administrators was assembled to examine all prior work and develop additional strategies to affect student success and completion in the new Complete College Georgia framework and expectations.

Part I: Goals and Data Analysis

Since 2006 UWG has been working on strategies to increase retention and graduation rates. Starting with a $350,000 grant from the Board of Regents, UWG has developed campus-wide strategies and culture change that has resulted in significant increases graduation rates. As the University System's initiatives have matured, so has the UWG response. As a result of the 2009-2010 Graduation Rate Task Force initiatives, and after a year of data analysis and presentation to the Task Force, UWG created the President's Special Commission to Improve Graduation Rates. Although that Commission focused mainly on the first-time, full-time, degree seeking freshman student, many of the 60 recommendations for improvement have relevance to the latest initiative—Complete College Georgia.

UWG is a campus with a rather traditional population of students. More than 85% of our undergraduate students are of traditional age (17-24) and 75.5% are full-time. Therefore, we will use the President's Special Commission recommendations

as the foundation of our strategies to increase graduation for this population. However, with a 15% non-traditional student base, and a CCG emphasis on this population, we have also developed strategies to increase access and success of this population. UWGs Online Degrees Task Force created a report in early 2012 that will guide our strategies for online opportunities, effectively creating the foundation upon which to build our strategies for non-traditional and underserved populations.

The Complete College UWG goal setting process is rather straightforward. Building on the data analysis that was generated for the Graduation Rates initiative, we have added to the metrics to reflect the CCG outcome metrics that have been developed by the [Outcome Metrics Group]. These, then, inform our campus plan and guide us in the development of strategies, tactics, and action plans. In earlier efforts to improve RPG and graduation rates we developed a robust set of institutional key performance indicators (KPIs). These will be considered along with the CCG Metrics to provide information about our campus progress. The objectives, strategies, and implementation plans in the CCG-UWG plan build and expand on existing initiatives and are grounded in data-driven, research-based approaches as well as best practices that have been shown to enhance student success and degree completion.

This campus plan was developed around the areas identified in both our initial data analysis and in the analysis of CCG metrics generated after the CCG Summit. Areas of concern were identified, and specific strategies were defined to address those deficiencies. Additionally, there are several areas that UWG needs to work on to provide the conditions upon which other efforts will succeed. For instance, an important element of the success of any early alert/early intervention strategy is to have a successful advising structure that can adjust to new strategies and techniques. Therefore, some of our strategies are more foundational and strategic in nature, so that we can build capacity for specific tactics to be implemented and embed the actions in the campus culture.

Building upon the recommendations from the Special Commission, the CCG-UWG Commission met several times to look at how the Special Commission recommendations addressed the CCG goals and then add specific strategies to address the additional populations in CCG. The result was a matrix of strategies across all dimensions of CCG. Although the complete matrix can be found in Appendix X, part 2 and 3 of this report will include many examples of campus strategies mean to address CCG goals.

Key Actionable Findings

Data has been the hub around which all of our efforts have revolved and has informed each strategy and assumption in our plan. Although there are too many to mention here due to the length requirements of the plan, we will highlight several of the key findings of our data analysis that led to the development of the plan. One very important key finding was that for UWG students attrition and academic failure can be [projected] based on success in the first term and the first year. More than

25% of entering students leave before the start of their second year, and an additional 15-20% leave prior to their third year. Because of this, we decided to focus most of our strategies on the first two years. In subsequent analysis based on the CCG disaggregated data, we were surprised to learn that our lowest retention rates were earned by students entering into their first term in the 20-24 age bracket. This will be a population for which we will develop specific strategies in the near future.

Second, through our analysis it became clear that students at UWG had higher DFW rates in core classes than those at our comparator institutions. This led to lower GPAs in the freshman year. In fact, the first-term GPA of UWG freshmen in 2009 was 2.30 compared to 2.5 for Georgia Southern, 2.79 at Valdosta, and 2.81 at Kennesaw. Many of our strategies and actions are meant to address the high DFW rate.

Finally, through our analysis it became clear that we were creating some institutional barriers to success because of the policies and procedures we had in place. For instance, we have very liberal withdraw and retake policies. Students have unlimited withdraws. Our analysis, and investigation of best practices, suggests that limiting withdraws will help students make better decisions about when to withdraw and when to put in the effort to succeed in a course in which they are struggling. Changing this and other policies will reduce barriers to student progression and lead to higher graduation rates.

The gaps in our knowledge and data revolve around the disaggregated populations that are represented in the CCG metrics. Until now as a very traditional campus, we have focused on the first-time, full-time, degree seeking student. Although we have done some analysis in a disaggregated sense, we still need to interpret that data, turn it into information, and make decisions about strategies to improve with these populations. Many of the strategies that we will employ will help both the traditional freshman and the non-traditional populations of students. It is likely we will need to adjust the delivery of these strategies based on the population.

Setting Goals

When the President's Special Commission first met, we developed "stretch goals" that would guide us in our quest for improvement in both retention and graduation rates. These goals were set based on analysis of our comparator group, and represent a commitment to be at the highest levels of our comparator group. With sustained effort, and effective culture change, we believe we will be able to accomplish these goals. Doing so will help us meet CCG goals. In Fall 2012 the CCG-UWG commission will set specific goals for each disaggregated population represented in the CCG metrics. For the time being, the following general goals will guide our efforts.

Retention and Graduation Rate Targets (stretch goals)
Current   *Fall 2020*

73%	Retention	82%-85%	
57%	Progression (sophomore to junior years)	73%	
13%	4-year Graduation Rate		33%
36%	6-year Graduation Rate		55%

Campus Strengths and Areas of Improvement

A major strength at UWG is the relationship between Academic Affairs and Student Affairs. From the beginning, the two divisions have worked hand-in-hand to develop campus wide strategies to increase retention and graduation rates. Each division has taken responsibility for the strategies and tactics within their control, and to create opportunities for collaboration that have become embedded in the culture. All efforts have been co-chaired by the Associate VP of Academic Affairs and Associate VP of Student Affairs with institutional support from the President, Provost, and VP for Student Affairs and
Enrollment Management.

Another campus strength is that we focus on undergraduate student success. We have invested heavily in best practices that produce support services for students. Such support extends into the classroom and research labs, and UWG is known for its focus on undergraduate research—which has been shown to increase student engagement in the institution, furthering our retention and graduation rates. Although research is a major part of our academic experience, the vast majority of UWG professors and administrators teach undergraduate students. This supports our mission of a learner-centered institution.

Another major strength of UWG is our expertise in online and distance education evidenced by the success of eCore. This plan relies on this expertise to help engage and assist the non-traditional populations of students that are so important to CCG.

UWG has focused on the traditional undergraduate, and therefore, an area of improvement is for us to develop programs and services for non-traditional and underrepresented populations of students. Additionally, prior to the CCG plan, we have not disaggregated the data such that we could develop specific strategies for these disaggregated populations.

Part II: Strategies and objectives

Strategies are described and include data, where possible. Associated metrics are discussed in Part III: Planning and Implementation. Many of the following strategies emerged from ongoing work with the President's Special Commission to Improve Graduation Rates and earlier RPG Initiatives. Examples of ongoing improvements that are associated with our recent improvements in retention and graduation rates include First Year Programs (includes UWG 1101), Supplemental Instruction, Map-works, [add a few more here]. (See Appendix for data trends in RPG improvements over the past five years, approximately).

Partnerships with K-12

Strategy 1 – K12: Promote dual enrollment with K12 students through eCore and face-to-face campus classes. UWG serves approximately 30 students from local high schools through face-to-face dual enrollment programs. We expect this number to increase as Local Education Agencies (LEAs) are rewarded through FTE dollars that are associated with increased scores on their College Career Readiness Performance Index (CCRPI), the index that replaced Adequate Yearly Progress for determining K-12 system performance. An additional 80 high school juniors and seniors attend UWG through enrollment in our Advanced Academy. The Advanced Academy selectively recruits high ability high school juniors and seniors from across the nation as well as foreign countries. These students all live on campus in residential units.

Strategy 2 – K12: Secure K12 Online Teaching Endorsement. The Instructional Technology program within the College of Education has designed a new K12 Online Teaching Endorsement. Although the program has been ready for a year, its implementation has been delayed by Georgia Professional Standards Commission policies that govern new program approval before and after an accreditation visit. When implemented, this endorsement will provide professional learning for K12 teachers who want to teach a K12 course online. This strategy is particularly useful for providing high school students access to advanced high school courses with teachers with strong content backgrounds. Further, high school students who take a few online courses as part of their high school curriculum will develop the skills to be more effective online learners when they reach college. Research confirms that traditional college students can complete their degrees more quickly when they can use online courses to fill out course schedules, and can do well in those online courses.

Strategy 3(a, b) – K12: Leverage the formal UWG-K12 system partnerships for two new UWG-K12 collaborative initiatives. The excellent working relationships developed within these partnerships will be valuable as we expand the missions of the partnerships to help with the completion agenda. These partnerships are required components of the Educational Leadership graduate programs.
1. University and high school faculty examine what students should know and be able to do when they enter college. This strategy is designed to strengthen college readiness.
2. University and high school counselors integrate career development/career preparation programs between the institutions. Students with access to these programs identify majors earlier and select majors that align with their strengths. These students change majors less frequently than do others.

These partnerships, required components of the Educational Leadership graduate programs, are in in place with the following regional education service agencies (RESAs), which include all the school districts within each identified RESA, as well as single district K12 school systems: West Georgia RESA (7 districts) , Griffin RESA

(8 districts), Northwest Georgia RESA (16 districts), Northeast Georgia RESA (13 districts and Rutland Academy), and single district systems (Gwinnett, DeKalb, and Cobb Counties). We anticipate adding new partnerships to the list each year.

Access and Completion for Underserved Students

Strategy 4– Access/Completion: Recruit and serve veterans and their families with appropriate support services. The number of veterans attending UWG has increased 42% in the last two years, with enrollments of veterans' family members increasing 150% over the same time period. Support services will include, but not be limited to creating a new position in Student Affairs to serve the increasing number of veterans and family members on campus.

Strategy 5 – Access/Completion: Increase the number and diversity of online offerings, to include undergraduate degrees delivered 100% online, to meet student demand. UWG is well positioned to increase its number of online offerings, provided (1) funding accompanies enrollment growth for instruction, technical support, and student services, and (2) institutional policies and procedures adapt to facilitate online programming. Our institution has a rich history of designing and delivering high quality online programs, with growth following an exponential trajectory. As of July, 2010, the number of fully online programs, certificates, and endorsements stood at nine. In FY11, that number nearly doubled as a record eight new programs committed to going online, including our first fully online bachelor's degree (Criminology). Demand is high for the online Criminology program, particularly from law enforcement officers who have some college credits, but cannot finish their degrees through programs that require face-to-face attendance. As evidence of the demand, classes filled the first day that registration opened for the new program.

  Having recognized the need for online programming at the undergraduate level, the UWG Online Degrees Task Force (recommendations released in February, 2012) called for the development of new 100% online undergraduate degree programs that can serve the adult population. The task force recommendation was made with the understanding that (1) the market clearly indicates the demand, (2) programs can be delivered effectively through the online format, (3) programs will align with faculty expertise, and (4) resources will be allocated to meet the instructional demands and professional development of participating faculty.

Strategy 6 – Access/Completion: Develop a partnership, with an articulation agreement, with West Georgia Technical College. This agreement will facilitate the transfer of students to UWG from the technical college. The agreement will give students who are not prepared to enter UWG as a first time freshman an opportunity to build knowledge and skills needed for successful degree completion at UWG. Further, the agreement will allow UWG students suspended for academic nonperformance to transfer to WGTC, regain good standing while completing an established course of study, and then transfer back to UWG to earn a Bachelor's degree. The articulation agreement will be particularly useful to adult students who

have been away from school for a number of years and could benefit from the smaller, supportive environment of the technical college.

Strategy 7 – Access/Completion: Expand the "Go West" marketing campaign to target the adult learner. The Go West campaign, which won national awards for branded television commercials and the coveted 2010 Educational Advertising Awards national competition (sponsored by the Higher education Marketing Report), has been extremely successful in raising public awareness of programming at UWG and subsequent enrollments. One year after the campaign began in Fall 2010, Preview Day attendance was up 24%, freshman applications and acceptances were up 5.6%, transfers increased by 8%, and financial aid applications rose by 21%. Digital communications data indicate a 35% in visits to the institution's website and an increase of 40% "likes" on the UWG Facebook page. These data demonstrate the power of the Go West campaign to raise awareness in the public's eye of educational opportunities at UWG and subsequent enrollments. These strategies, enhanced to reach out to the adult learners (particularly "stop-outs" to include veterans and their families) should get the message out that UWG has outstanding programming and support services to help adult learners complete their degrees.

Strategy 8 – Access/Completion: Require enrollment in Summer Transition Program for students whose admissions scores are in the tenth decile (Freshman Index below 2150). Summer 2012 is the first year we are implementing the Summer Transition Program, a four-week session for at-risk students to attend courses in a highly structured, highly supportive environment that is designed to increase their success rates. Although the program is voluntary this year, it will be required in the future for students with a low freshman index (high school GPA and test scores), as they will be admitted provisionally and must successfully complete the Summer Transition Program to move from provisional to regular admission status. Because test scores and socio-economic status are correlated, this program should benefit low-income and first generation students in higher proportions than others. Further, it will help students with learning disabilities.

Strategy 9 – Access/Completion: Promote online faculty development to teach in technology-enhanced learning environments to better serve students with disabilities. UWG's Online Faculty Development Center takes proactive steps to ensure that all faculty who teach in the online environment understand their responsibilities under Section 508 of the Rehabilitation Act Amendments of 1998. Further, faculty are introduced to the USG guidelines for working with students with disabilities through (1) a direct link to our webpage, (2) self-paced trainings, (3) direct training workshops conducted both face-to-face and online, and (4) our UWG Online Teaching Certification model introduced in the Spring 2012. UWG serves a range of students with disabilities (e.g., ADD 288, LD 56, Cerebral Palsy 11, Mobility Impaired 48, Orthopedically Impaired 8, Wheelchair 5, Blind or Vision Impaired 17, Hard of Hearing 31). We already have one legally blind, 52-year old student pursuing a graduate degree (100% online program) at UWG. The technology that has helped this student succeed can be integrated into programming that could help all students with disabilities.

Shorten time to degree (or credits to degree)

Strategy 10 – Shorten Time to Degree: Early Alert/Early Intervention. A committee which emerged from the work of the President's Special Commission to Improve Graduate Rates is examining strategies to (1) identify students at risk of failing or dropping out early in their freshman year and (2) intervene to support their retention. Our first year retention data indicate that approximately 27% of FY/FT freshmen do not continue to their sophomore year. This loss is likely attributed to the fact that 30% of UWG freshman have first term GPAs of less than 2.00, although our 2007 freshman median SAT scores are higher than many of our comparator institutions. Further, our freshman first term GPA for the Fall 2011 cohort was 2.41.

Strategy 11 – Shorten Time to Degree: Maximize use of Credit by Exam. At UWG, FT/FT students average 131 credit hours completed when their degree is earned; FT/PT students average 130 hours, and Transfer students 136 hours. These numbers could be reduced with efficient and prudent use of exams for credit. Data from the past four years indicate that on average, only 23 students "CLEPPED" a course each year; 250 students earned credit through Advanced Placement exams each year, and 240 students earned credit through placement exams each year.

Strategy 12 – Shorten Time to Degree: Withdraw/Retake Campus Policy. A committee which emerged from the work of the President's Special Commission to Improve Graduation Rates has been studying student performance outcomes associated with UWG's liberal Withdraw/Retake Policy, as well as best practices at other institutions. Our students have unlimited opportunities to Withdraw from a course and Retake a course with grade replacement. The existing policies make it easy to "give up," rather than put forth the effort to succeed. Further, students who withdraw from a course have taken a seat that could have been used by another student. Data from our Fall 2005 cohort show significant trends in four and six year graduation rates related to the number of course withdrawals, with success rates almost nil after 5-7 course withdrawals.

Four year graduation frequency counts with course withdrawals on students' transcripts

1 W	2 Ws	3 Ws	4 Ws	5 Ws	6 Ws	7 Ws
65	35	13	9	5	1	0

Six year graduation frequency counts with course withdrawals on students' transcripts

1 W	2 Ws	3 Ws	4 Ws	5 Ws	6 Ws	7 Ws
140	112	83	47	29	38	16

Strategy 13 – Shorten Time to Degree: Course backlogs. Academic Affairs is committed to adding seats to clear course backlogs, which will help students with timely progress toward graduation. The problem with backlogs is exacerbated by the difficulty in hiring faculty (usually at the limited term Instructor level) to teach core courses in particular subjects. For example, the English Department is searching for eight new full time faculty for next year and have had many candidates turn them down because of the low salary and heavy workload in ENGL 1101 and 1002, which are courses in the backlog list.

Courses with significant backlogs were identified by college/school deans and associate deans and professional staff from the College of Science and Mathematics, Richards College of Business (RCOB), School of Nursing (SON), College of Education (COE), and professional advisors in the Excel Center, Honors College, RCOB, SON, and COE. See the Appendix for the list of identified backlog courses, their associated areas of need, and those for which transient status permission is frequently requested.

Strategy 14 – Shorten Time to Degree: Backlog in foreign language seats. A committee which emerged from the work of the President's Special Commission to Improve Graduation Rates is analyzing the number of students who are required to take foreign language courses as part of their degree plan and have not yet begun the sequence, or have only partially completed it. Currently, juniors and seniors fill the available seats, preventing freshmen from starting their required coursework in their first term. Our intent is to clear the backlog and then require incoming freshmen to begin their foreign language sequence immediately, when their high school foreign language experiences are fresh in their minds. Initial analyses indicate that [X number of seats will be needed to clear the backlog. Data from Felix Monday].

Strategy 15 - Shorten Time to Degree: Consistent academic advising practices. The President's Special Commission to Improve Graduation Rates formed a subcommittee to study academic advising. Academic advising is addressed through a variety of models on our campus, with professional advisors serving a segment of the student population, faculty advisors another segment, and both professional advisors and faculty advisors working with still another group. The Excel Center, which advises undeclared students, won the Chancellor's Customer Service Award and Governor's Customer Service Award in 2011-2012. Aggregate data from Fall 2007 – Spring 2012 with 3,782 student evaluations of their experiences with advising in the Center indicate student ratings of 96-99% "Strongly Agree" on satisfaction measures. Professional advisors in the College of Education, Richards College of Business, and School of Nursing provide consistent advising to their students throughout the four years. In all colleges and the School of Nursing, specific faculty members excel in their roles as faculty advisors, some as the sole advisors and others as supports to the professional advisors.

However, not all students receive the benefits of the best advising arrangements. Five-year data from the National Survey of Student Engagement (NSSE) indicate that only two-thirds of UWG students report satisfaction with the overall quality of academic advising (64% - 67%, depending on year, with 65% for the Spring 2011 survey administration). These figures are significantly lower than other NSSE items for our campus, such as "satisfaction with the entire educational experience at UWG" (85% - 91%, depending on year, with 90% for the Spring 2011 administration). Work will continue to identify and implement excellent academic advising practices for our students that are consistent across campus, but provide sufficient flexibility to meet the needs of programs.

Strategy 16 - Shorten Time to Degree: Increase online course offerings. As discussed previously under Access/Completion Strategy 2, UWG is well positioned to increase its number of online offerings, provided (1) funding accompanies enrollment growth for instruction, technical support, and student services, and (2) institutional policies and procedures adapt to facilitate online programming. Online courses can work well to overcome scheduling conflicts as students work their way toward graduation. They also work well when for residential students who go home for the summer, yet would like to take a course or two to speed their progress toward graduation. Increased online course offerings could also reduce the number of requests for Transient Status Permission.

Restructuring Instructional Delivery

Strategy 17 – Restructuring Instructional Delivery: Develop a Center for Teaching and Learning. UWG has a strong and effective online faculty development program, as evidenced by our Online Faculty Development Center's increasing requests for faculty development, [insert data here]. Faculty development (not specifically targeted for online learning) occurs through individual programs associated with colleges and grants [insert examples]; however, a permanent Center for Teaching and Learning with a funded director does not yet exist. Anecdotal data indicate that faculty would value and support such a program and it would contribute to student success, particularly with the new Promotion and Tenure guidelines recently approved by the Faculty Senate that reward efforts toward improving teaching and student learning.

Strategy 18 – Restructuring Instructional Delivery: Reward excellent teaching through new promotion and tenure guidelines. The Faculty Senate approved new Promotion and Tenure Guidelines that expand the evidentiary sources that can be used to document improvement in teaching and student learning. These new guidelines will be voted on by the General Faculty at our August 2012 General Faculty Meeting. The new evidentiary source, which is championed by our Provost, states that faculty can choose to submit "evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence" to demonstrate ongoing efforts to improve student learning outcomes. Because these evidentiary sources for teaching are explicitly stated in the university promotion and tenure criteria, we should see an increased number of faculty who will apply themselves to outstanding teaching and associated student success.

Strategy 19 – Restructuring Instructional Delivery Strategy: Develop strategies to intervene with struggling students in Gateway courses. Freshmen may start in MATH 1001, 1111, 1113, or 1634, depending on their background, majors and SAT scores. All freshmen are required to complete ENGL 1101 and 1102 or test out of it.

In the Gateway mathematics courses, student performance is improving in MATH 1001, with DFW rates declining from 43% in Fall 2007 to 23% in Fall 2011. DFW rates in Math 1111 have remained steady at approximately 41% until Fall

2011 when they dropped to 31%. No clear trends exist for MATH 1113 and MATH 1634 (see graph in Appendix). [From Bruce Landman, get strategy ideas here for improvement].

In the Gateway English courses, data trends indicate that student performance is slowly improving, with some hiccups. DFW rates in ENGL 1101 have dropped from 35% in Fall 2007 to 30% in Fall 2011. ENGL 1102 looks a little different, with DFW rates at 39% in Fall 2007, dropping to a low of 28% in Fall 2010, and rising again to 36% in Fall 2011 (see graph in Appendix). The English department is planning significant changes to ENGL 1101 to address challenges with moving students from the kind of writing they are good at (descriptive, summative, personal expression) to the type of writing necessary for success in college (critical thinking, textual analysis). [Get from David Newton examples here].

Strategy 20 – Restructuring Instructional Delivery: Implement alternative delivery models and improved pedagogical models. UWG will increase the number of online courses and programs, provided that (1) the market clearly indicates the demand, (2) programs can be delivered effectively through the online format, (3) programs will align with faculty expertise, and (4) resources will be allocated to meet the instructional demands and professional development of participating faculty. Further, eCore will be offering 8-week courses and other programs are considering following this model where it makes sense (e.g., market demand, pedagogically appropriate) for both online and face-to-face classes.

Increase the number of faculty who use the "flipped classroom" delivery model. In the flipped classroom, students view or listen to lectures through podcasts or narrated powerpoints for homework and then engage in interactive learning (e.g., labs, role play, collaborative group projects, problem solving, presentations, language acquisition practice) in class. The model creates a relationship-rich environment that personalizes learning, increases student-teacher interaction, and leads to great student understanding of key concepts. Currently, this model is being used by a small number of faculty.

Expand the number of STEM faculty committed to experimenting with different approaches to enhance STEM teaching and learning, using support and guidance provided through our BOR STEM Consortium Initiative, *UWise (University of West Georgia Institutional STEM Excellence).* Frist year results from the UWise minigrants (small research grants awarded to faculty to explore alternative delivery models) have produced promising results. Preliminary analyses indicate that using programmable robots in the classroom was particularly beneficial for females, as they outperformed their male counterparts (final course grades in Fall 2011, N=124; and Spring 2012, N=113) in the computer science class that introduced the programmable robots to the classroom (CS 1300 Introduction to Computer Science). Students who participated in the optional physics workshops (supplementary instruction for PHYS 2211 Principles of Physics I, enrollment N=44) in Fall 2011 dramatically outperformed those who did not (17% DFW rate for participants, n = 12; 81% DFW rate for non-participants, n = 32).

BOLD IDEAS

As we developed our campus plan, a number of strategies emerged that hold promise. We have include a list of those strategies here, because they have yet to be vetted by the relevant stakeholders. The vetting process will include examining the ideas the context of our institutional mission, best practices, and alignment with our campus data. Strategies 1 and 2 will necessitate work on the part of the Board of Regents. Strategy 9 will require intervention at the state and national level.

1. Consider implementing a trimester system (three 15 week sessions) that can shorten the time to degree. It would also eliminate challenges associated with the multiple, short summer sessions (e.g., courses that cannot be delivered well in abbreviated formats, tight windows for Drop/Add, fee payment deadlines).
2. Consider awarding an Associate's Degree when students 60 hours, to include Areas A-E and an appropriate combination of courses for Area F. Consider this only if the Board of Regents establishes this as a policy that is applied to all four-year USG institutions.
3. Explore the UWG fee structure and its impact on enrollment. As it currently exists, the fee structure makes it prohibitive for a student to enroll in one class (e.g., approximately $1,000 for one 3-hour course). Consider a sliding scale aligned to the number of credit hours of enrollment.
4. Explore implementing a University College to oversee the core curriculum, including assessment, scheduling, and all aspects of the academic student experience.
5. Consider creating a BS or BA degree in General Studies. This will help the adult learner who returns to school with a mix of coursework that does not fit well into an established major. It will also help the student who is not admitted to his/her program of choice.
6. Consider promoting UWG as the USG institution of choice that welcomes students from diverse backgrounds (e.g., gender, age, race, language, disabilities, LGBT).
7. Consider creating an Office of Service Learning. This office will be responsible to coordinate with faculty to facilitate the integration of service learning projects within academic courses.
8. Consider replacing many of the casual labor positions used on campus with student workers. This action will save the institution money and will give students opportunities for work experience on campus.
9. Explore revised federal financial aid policies that will allow part-time enrollment for undergraduates. This will help will the completion agenda that targets the adult learner. (Will require negotiations among the Georgia Board of Regents, Complete College America, and the USDOE).

Part 3: Planning and Implementation
We have identified action steps for each strategy and associated them with relevant metrics, benchmarks, and desired outcomes.
[Begin Strategy 1 here]

Increased efficiencies:

<u>4 year, 6 year, and 8 year completion</u> (graduation) of (1) first-time fall freshmen, (2) students entering full-time, (3) students entering part-time, and (4) students entering on federal financial aid. Completion is successful in each category if student graduates from any USG institution within the time period.

<u>1 year retention rates</u> for (1) students entering full-time, (2) students entering part-time, and (3) students entering on federal financial aid. Students are retained if they are retained by any USG institution.

<u>Credit hours at time of completion</u>. Total credit hours earned at the time the degree is granted, tracked for both native freshmen (start at UWG) and transfer students.

<u>Course completion ratio</u>. Ratio of hours successfully completed (A, B, C, P, S) to hours attempted (A, B, C, D, F, U, W, WF). This metric will be tracked by institution at the System level, but it can be tracked within institutions at finer grained levels (e.g., by academic program, course, student cohort).

Increased Numbers

<u>Degrees Conferred Annually</u>

<u>Increased Numbers – Increased </u>Access. Number of students enrolled who are:

- first generation
- Pell eligible
- Adult learners (as defined by the USG, right now it is age 25+)

Quality

- Assessment of learning outcomes in all core courses
- Assessment of learning outcomes for all academic degree programs
- Curriculum review and approval at the department, institution, and system-wide levels
- Regular evaluations of all instructors and course content by multiple sources including department chairs and faculty members
- Academic program review of degree programs by faculty members, administrators, and outside evaluators, and the monitoring of these processes by the USG
- Periodic review by various program-level accrediting bodies such as NCATE, ABET, and AACSB
- Comprehensive SACS accreditation and reaffirmation of all institutions

Part 4 – Ongoing Feedback and Evaluation (up to 1 page)

The most important part of this CCG-UWG plan is that it gets embedded into the culture such that it is a natural part of everyone's job and becomes the new way of

doing business. To do this, we will need to institutionalize the strategies and define a comprehensive assessment and evaluation process to measure effectiveness.

Assessment will rely on a three-step process. First, we will add a section of our Annual Report template so that all department chairs and unit heads will define how the efforts of their department contribute to CCG and result in student success. The section will have just a few key questions for the department head to answer, but in answering them they will need to provide evidence that their department is contributing to the CCG goals and objectives in some active way. At UWG annual reports are collected through a large electronic database that will allow the CCG-UWG Commission to aggregate all of the information into a large report. The Commission will then review that report, assess how the campus is meeting CCG-UWG goals, and adjust and refine the strategies where necessary. Additionally, the Commission will provide feedback to the department head to close the loop.

A second step is to require an annual report from each individual responsible for a specific strategy in the CCG-UWG plan. We will create a web-based feedback tool with several questions related to assessing their particular strategy. Again, the responsible person (called Single Point of Accountability (SPA)) will have to provide specific evidence to support their assessment. The Commission will then review those assessment reports to determine progress on specific strategies and, if necessary, adjust and refine the strategy in collaboration with the SPA.

Finally, after gathering the assessments from the department heads and specific SPAs, the Commission will produce an annual report to the President that can be used to update our CCG-UWG plan to the System Office.

Communicating Progress

To close the loop it will be important to communicate results and lessons learned to the entire campus. The CCG-UWG plan and progress will be a standing item on the Fall General Faculty Meeting agenda. The plan and annual updates will be placed on the President's [or Institutional Research] web site with links from all division web sites (and others as appropriate).

Additionally, the metrics and key performance indicators will be communicated across campus via various campus-wide listserves, open meetings, and invited presentations. Upon the implementation of analytics software, we will develop a web-based dashboard for the CCG metrics so that anyone can quickly and clearly see progress on key metrics.

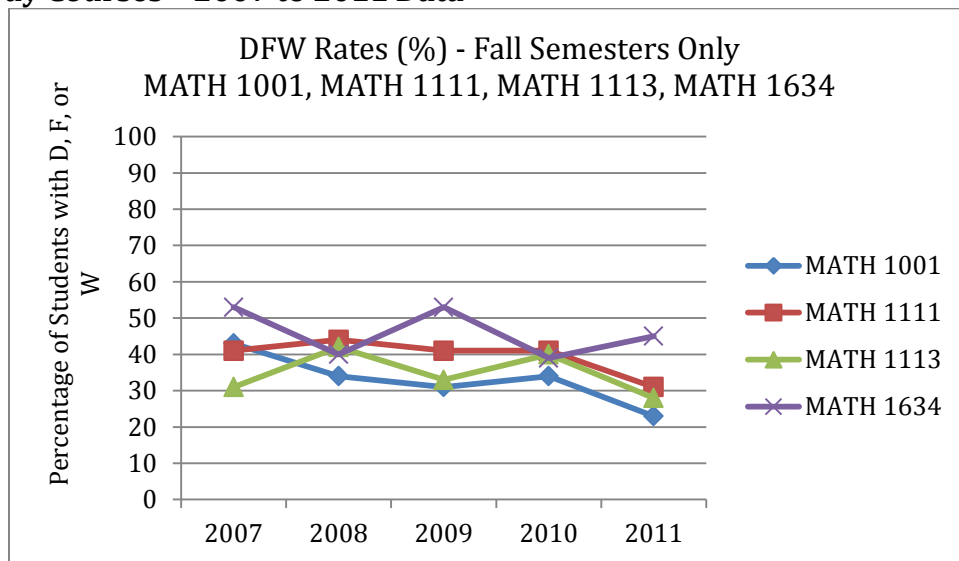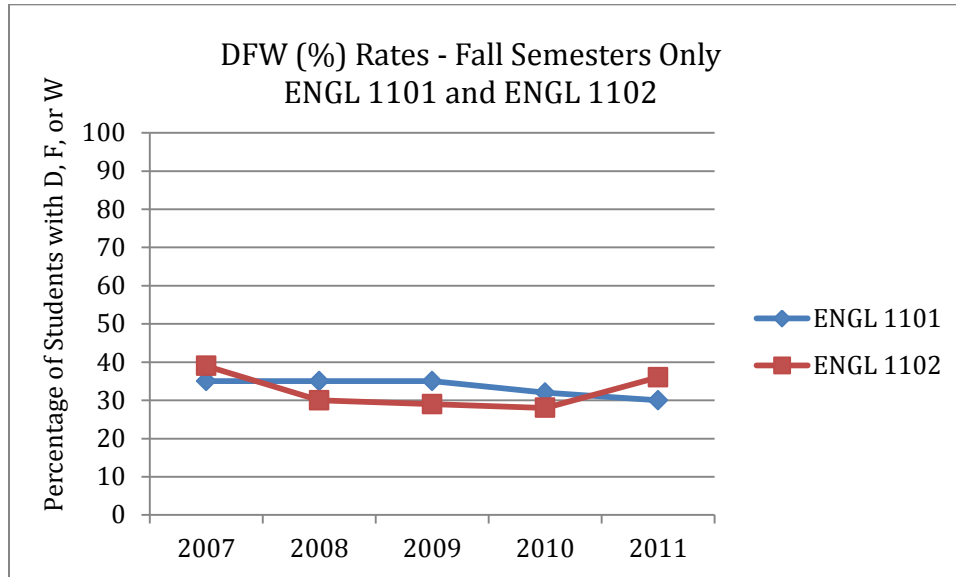**Complete College Georgia – UWG Campus Plan**
APPENDIX

RPG Data Trends

	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort
1st Year Retention (1st – 2nd year)	73.3%	73.s%	72.8%	NA
2nd Year Retention (2nd – 3rd year)	56.1%	57.6%	NA	NA
Average SCH Load (Fall and Spring)	13.0	12.8	12.7	12.7
Course Completion Ratio	77.7%	77.1%	77.5%	78.3%

	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort
4-Year Graduation Rate	11.6%	123.5%	14.6%	16.6%
6-Year Graduation Rate	34.5%	38.2%		

	AY 07-08 Graduates	AY 08-09 Graduates	AY 09-10 Graduates	AY 10-11 Graduates
Average Time to Degree (# of semesters)	12.2	12.3	12.2	12.3

Gateway Courses – 2007 to 2011 Data

DFW (%) Rates - Fall Semesters Only
ENGL 1101 and ENGL 1102

Percentage of Students with D, F, or W

100
90
80
70
60
50
40
30
20
10
0

2007 2008 2009 2010 2011

— ENGL 1101
— ENGL 1102

Shorten Time to Degree Strategy 4 (Course Backlogs)

Course backlog data which were compared with allotted core seats data confirmed the need for additional seats. Transient permission requests (requests to take courses at another school and transfer them back to UWG) were filtered to include only those courses where requests were made due to an insufficient number of seats at UWG. Foreign language course backlogs were identified across all BA programs; thus, a separate work group formed to address the foreign language backlog.

Course	Area of Need	Transient*
Biological Diversity (BIOL 1110)	Biology majors Area F	
Anatomy and Physiology l and II (lecture/lab)	Pre-Nursing majors	x
Medical Microbiology (lecture and lab)	Pre-Nursing major	X
Public Speaking	Pre-Teacher Education majors	
Introduction to Mass Communications	Area C	
Media Ethics	Pre-Mass Communications majors	x
English Composition I	Area C	x
English Composition II	Area C	x
Life/Earth Integrated Science (ISCI 2001)	Pre-Early Childhood majors	
Life/Earth Integrated Science (ISCI 2002)	Pre-Early Childhood majors	

*An "x" in the Transient column indicates a higher number of Transient Permission Requests.

[Add matrix]