

GEORGIA SOUTHWESTERN STATE UNIVERSITY

Complete College Georgia

Annual Report

August, 2013



1 Key Observations and Evidence

1.1 How your institution is tracking and analyzing data to assess progress made to date.

Georgia Southwestern State University makes use of its Institutional Research office to track and analyze data regarding our CCG efforts. This data is available to Deans and department chairs through a secure web site and has been shared with the campus through CCG presentations and updates. As time goes on, we hope to make use of analytics software, early intervention software, Degree Works tracking software, and QR tracking programs to give us a better sense of how our students are responding to our CCG activity.

1.2 The campus-specific metrics your institution has or will monitor as indicators of success.

Georgia Southwestern State University uses retention and graduation rates, the number of degrees conferred, freshmen cohort first-term grade point average, cohort grades in first fall term classes, and demographic data to evaluate the success of our CCG initiatives (please see Appendix). Most of the activities which were accomplished this year are expected to primarily affect the fall 2012 freshmen cohort. Official one-year retention rates for this cohort are not currently available, but a *positive increase* is expected based upon a preliminary rate of 68.2%.

The total number of bachelor's degrees awarded decreased from 528 in FY12 to 513 in FY13. The largest decrease occurred in the number of Bachelor of Science in Education degrees awarded to Early Childhood Education majors. This is primarily related to a decrease in enrollment in this program over the last couple of years, particularly in the numbers enrolled through Abraham Baldwin Agricultural College. Conversely, there was a very encouraging increase in the number of Bachelor of Science in Nursing degrees awarded, from 67 in FY12 to 90 in FY13.

GSW is an institution which has traditionally served a diverse student population, including students often considered to have special challenges in completing college, such as non-traditional, first-generation, and low income students. Our Fall 2012 undergraduate enrollment shows that the percentage of students in these "at risk" groups is comparable to previous years with 50% first-generation students, 47% Pell recipients, and 30% non-traditional students (25 years of age or older). These students are also representative of our recent graduates. Out of the bachelor's degrees awarded in FY13, 59% of the students had received the Pell grant at some point during their time at GSW, 50% were first-generation students, and 30% were over the age of 29 at graduation.

1.3 The strategies that have been or will be developed to sustain data collection and evaluation of effectiveness on your campus.

Georgia Southwestern State University is continuing to look for the best strategies with regard to sustained data collection and evaluation, and we hope to learn more from our sister institutions. In addition, our ability to evaluate the effectiveness of our CCG initiatives will be greatly

improved as the academic data collected by the Academic Data Center for the central office becomes more accessible through dashboard technology.

1.4 Sharing Lessons Learned

1.4.1 The “big lessons” learned from the campus plan process that should be shared with others, how data has informed them, and the implications for others and the USG System.

Georgia Southwestern State University can share at this point that it is useful to have campus-wide and community-wide discussions about college completion. These kinds of conversations are important in helping to change culture and to have all of us realize that college completion rates can be affected only by everyone engaging in this process. We also see more clearly and starkly that our student population has changed over the years, toward a more non-traditional student cohort. At the same time, an increasing number of our core base of traditional students come to us with issues that make their college-readiness status problematic, and that require us to alter strategies, including working more closely and collaboratively with our P-12 partners, so that we can grow a stronger college-ready cohort in our region of the state.

2 Updates, Progress, and Future Work

2.1 Institutional progress to date in meeting the goals outlined in the campus plan.

What follows are the parts of our CCG Action Plan where progress has occurred. Each entry below is keyed to our current action plan (located on the web at: www.gsw.edu/Academics/Academic-Affairs/ccg/index).

1.1.A (Improve communication of expectations and avenues for support. Provide additional information to parents of incoming students): In order to promote and increase family support for students' college success, every parent is invited to join GSW's Parents Association during a Parents' session on orientation days, facilitated by our Assistant Dean of Students and VP/SA. During the 11-12 academic year, there were 610 active members of the parents' email list. During the 12-13 academic year, this participation increased by 39%, with 846 members of the parents' email list. All members of our Parents Association listserv are sent the monthly edition of an electronic newsletter, "Student Health 101." Student Health 101 is a monthly health and wellness magazine just for GSW students and their families. Each issue contains valuable information that will help students make better decisions and can help parents/guardians gain a better understanding of the health and wellness challenges that face today's students. Each month, our Parents Association members receive an e-mail with the latest issue of the family-only Parent Perspective, along with the Student Health 101 issue that their students will receive. The newsletter is provided by a national organization, College Health Services. Members of our Parents Association also receive a monthly e-edition of a Campus Link Newsletter, published by Paper Clip Communications, but customized for GSW, including its logo. It addresses a wide

range of topics and issues faced by college students, including tips and advice for dealing with those issues. Finally, members of our Parents Association, via the listserv, receive some of the information which is sent to all students, via a “Weekly Email from the Director,” from our Director of Campus Life & Student Activities Office. This allows those interested to keep abreast of specific information shared with students on a weekly basis. We began using a Noel-Levitz Assessment to determine how well we are communicating with students’ families in order to promote and increase family support for students’ college success. Eighty-eight parents completed the Noel Levitz Parents’ Satisfaction Survey at the end of the Spring 2012 semester. From this assessment, we learned that advising is weak, that there are runaround issues for students and parents, and that there is considerable frustration when students do not get the classes that they need. The Noel Levitz strategic planning summary listed “keeping parents informed” as one of our institution’s strengths, with our score being higher than that of the national norm. In response to the assessment results, we formed a committee to work on bureaucratic entanglements: the Policy and Procedures Task Force. We are also actively working toward rejoining E-Core in order to help with the availability of classes.

1.2.A (Initiate program to promote student participation in extra-curricular activities and track student participation): The Hurricane Happening QR Scanning program was used to promote and track 118 events during the 12-13 academic year. One hundred twenty-seven students participated in attending these events. Several students earned over 600 points. We are going to use this again next year and compare the data. A report has been generated and sent to departments showing exactly which students scanned in to attend every event. We implemented the use of QR codes to track student participation in student activities, so the data we are currently collecting is baseline data. The report contains 799 records of students being involved during the school year in programming designed to strengthen their ties to the institution and to ensure their success at GSW. We built incentives into the program to encourage students to participate in activities. As we continue to analyze this data, we will refine the program and its goals. We have also engaged in far more Residence Life programming than ever before, following a Residence Life Programming Model built around five topics: Community Development, Leadership, Social Interaction, Educational Development, and Philanthropic Projects. This academic year we had approximately 230 - 250 programs.

1.3.A (Making students and faculty more aware of credit by examination and prior learning assessment): We have at least ten faculty who have become trained evaluators for PLA credit. A large group from GSW went to the recent Adult Learning Consortium meeting in Savannah to learn more about implementation of PLA and working with nontraditional students. Courses in several departments have been evaluated for PLA credit. In FY13, students earned 379 credit hours through AP, CLEP, IB, and ACE examinations. This is a slight improvement over the 360 credit hours earned in FY12. Three students enrolled in PLA 2000 in FY13, the course which assists students with developing a prior learning portfolio. This is a decrease from the 7 students enrolled during FY12, although only four of those students completed the course. The Policies and Procedures Task Force is looking at our limits of transfer hours in relation to PLA credit and credit by examination. As part of our CCG efforts, we are hiring a nontraditional student advisor who will be working in our Academic Center for Excellence to advise these students and to help strengthen our support mechanisms (through grant writing) to ensure their success.

1.4.A (Institute formal degree planning for students): Much is on hold in this area until we fully implement Degree Works, which has started to come on-line for us this Fall 2013 Semester. Staff and faculty are beginning to go through training this summer.

1.5.C (Launch professional development workshop series on best practices for teaching and advising): We implemented a Center for Teaching and Learning (CTL), and we are starting to implement a process whereby faculty who receive CTL grants will need to hold a public forum on campus to share what they have learned at pedagogically-oriented conferences. We are encouraging participation in Noel Levitz conferences. Part of the Incubator Grant that we received through the CCG initiative has been used to train peer mentors (“Storm Spotters”) and strengthen advising processes. A focus will be on problem areas in advising for faculty in order to work on these areas and improve the process for students.

2.1.C (Improve tracking of student progress): We began distributing DWF reports to advisors at mid-term and end-of-term in fall 2012 to promote greater awareness of students’ progress. This will help advisors with assisting students regarding decisions to withdraw from courses and re-take failed courses to improve academic standing. There was a positive increase in the fall 2012 freshmen cohort grade point averages, although it is too soon to understand if and how these reports may have contributed to the improvement. Seventy-six percent of the fall 2012 cohort had a first-time GPA of 2.00 or higher, which was 10% more than the fall 2011 cohort. In addition, the fall to spring retention was 91% (the highest it has been to date), and the preliminary fall to fall retention rate is 68%, which is also an improvement from the fall 2011 cohort.

We also analyzed the impact of an initiative which was implemented in fall 2010 to improve the retention and academic standing of freshmen who were placed on academic warning at the end of their first term. A new course was developed, UNIV 1001 – Pathways to College Success, which is required for all freshmen placed on academic warning. A comparison of the progress of the students on academic warning was made for the terms before and after implementation of the course. The percentage of students who returned to “Good Standing” at the end of their first spring term was significantly higher (from 14.3% to 27.8%) for the students who were required to enroll in UNIV 1001 compared to the students in the terms prior to the requirement (10.2% to 20%). In addition, the fall to fall retention for these students has also improved markedly. However, retention of this group is still quite low as many of these students performed so poorly during their first term that they are unable to return to good standing. Others lose financial aid because they have not maintained satisfactory academic progress and are unable to pay for continued enrollment. In addition, many of the students who do return struggle to remain in good standing and may eventually be suspended. In order to provide greater assistance to students who may be struggling academically, a new academic standing policy was approved, which increased the criteria for Academic Warning to a 2.0 GPA.

2.3.A (Develop UNIV1000 to be a freshman seminar as key component in the First Year Experience [FYE]): Newly configured sections were taught within the College of Arts and Sciences. Faculty members used readings and assignments that were specific to the major or used literature from the major. Faculty members led discussions of careers in the major field.

Discussions about advising were directed specifically towards the major including course sequences and rotations. This may have contributed to improved grades in several courses taken by the fall 2012 cohort in their first term. These include: Essentials of Biology, where the percentage of As, Bs, and Cs, increased from 56.7% in fall 2011 to 74.4% in fall 2012; World Civilization I, where the percentage increased from 66.7% to 76.5%; World Civilization II, where the percentage increased from 45.6% to 60.3%; and Human Growth and Development, where the percentage increased from 69.6% to 91.8%. We expect to offer more discipline connected UNIV 1000 courses in the future. We also piloted the use of SCORE Resiliency Training to improve student retention. Fully analyzed data are still forthcoming, but SCORE was used in one UNIV 1000 class in Fall 2012 and used in one Pathways Class in Spring 2013 semester. After reviewing the results and all of the anecdotal information, it was determined that the best use of SCORE will be in the Pathways classes for students who are trying to make a comeback after a poor first semester performance. We have been training Peer Mentors for UNIV 1000 in Fall 2013 Semester, as part of the Storm Spotters CCG Incubator Grant implementation.

2.4.A (Convert all Learning Support courses to self-paced, modular delivery): English and Math 0099 were redesigned and taught in modular format during 2012-13. Pearson software was integrated into the modularized format of each course, which enabled students to focus on individual weaknesses and work more rapidly to master the objectives. The data are as follows: Modularized LS (Fall 2012): 34% exited; (Spring 2013): 47% exited. Old Class Format (Fall 2011): 32% exited; (Spring 2012): 15% exited. Clearly, to go from a 15% exit rate to a 47% exit rate indicates that we are moving in the right direction.

2.2 Future Work

Georgia Southwestern State University is interested in what the SREB is doing with regard to retention and graduation issues, and we will be aggressively exploring how processes and techniques at other institutions can help us at GSW. We are very interested in exploring the concept of the early warning alert system, and the intelligent agent that would appear to be part of the D2L LMS. We are set to embark on the Educational Advisory Board Analytics project, which we hope will affect us in the same positive way it has affected institutions like Georgia State University. We are in the process of developing an advising shell to help faculty be more effective as advisors. We are increasing the number of hours in the learning communities so that more freshmen are taking 15 hours a semester. We have started a graduation challenge from our university president, challenging entering students to graduate in four years and offering special recognition to students who do so. In Fall 2012 Semester, we had a President's Convocation focused on first year student success, which we repeated in Fall 2013 Semester as well. President Blanchard also visits every section of UNIV 1000 to speak to students about the importance of persistence in college and staying focused on college completion. In addition to discipline based UNIV 1000 classes (mentioned above), we are looking at ways of tying other UNIV 1000 experiences into our work on global literacy, which is our Quality Enhancement Plan (QEP) for our upcoming SACS visit in 2014. With funds from our CCG Incubator Grant, we are working on a program to develop peer mentors and early intervention specialists for our students, called "Storm Spotters." Finally, in order to improve advising for students who have

not declared a major, we hired a dedicated general education advisor, whose significant impact will be felt as time progresses.

3 Significant changes in the goals and strategies from the campus plan that should be noted along with plans developed or significant work undertaken not identified in original campus plan.

Georgia Southwestern State University has implemented several new actions not in our original CCG Action Plan. We have:

- Modified the academic calendar so that there is more time for advising activities.
- Changed our policy of what constitutes good academic standing, so that now any student below a 2.0 GPA will receive extra attention and advising. We will also track these students more closely.
- Made plans to hire a Retention Specialist to work in our Academic Center for Excellence (ACE).
- Shifted Career Planning and Placement Services into a highly public and visible location within the ACE.
- Increased study and social space for students within our Student Success Center.
- Contracted to purchase and implement the EAB predictive analytics package.

4 Partnerships

4.1.1 Influence of Summit 2013 on your institution's focus on a regional approach moving forward.

The Summit helped Georgia Southwestern State University see clearly how important having partners can be. We are excited to be working with our Sumter County School System, as well as Phoebe Sumter Health Care Systems. More broadly, we will be working with Columbus State University to develop a region wide alliance, as well as working with East Georgia State College to focus on particular issues connected to higher education within a rural environment. Indeed, in October 2013, we will hold a two day conference on the importance of college-readiness, and what all stakeholders can do to increase the size of truly prepared college-bound student populations. This conference will have at its core a collaboration between GSW and East Georgia State College, Columbus State University, and Middle Georgia State College.

4.1.2 How your institution will continue to build and incorporate partnerships (P-12, community, business) to affect student completion.

Georgia Southwestern State University is looking at ways we can partner with Phoebe Sumer Health Care Systems to create internships and models of career development and advancement that will encourage students toward higher completion rates. We also intend to continue work begun with The Sumter County Mentor Partnership, which is currently endorsed by the Sumter County School System, Americus/Sumter County Chamber of Commerce, Visions for Sumter, Sumter Area Ministerial Association, the Methodist Home for Children and Youth, and Communities In Schools of Americus/Sumter County. Finally, we will continue working with

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South Georgia Technical College and other area educational institutions and systems to strengthen completion rates among our students.

5.0 APPENDIX Follows with current data.

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One Term and One Year Retention Rates of First-time Full-time Freshmen Cohort

		<u>Institution-specific Retention Rates</u>	
		<u>1-Term</u>	<u>1-Year</u>
<u>Fall Cohort</u>	<u>First-time Full-time Freshmen</u>	<u>(1st Fall to 1st Spring)</u>	<u>(1st Fall to 2nd Fall)</u>
2001	266	92.11	71.80
2002	331	91.24	65.56
2003	326	90.18	65.64
2004	360	87.50	70.28
2005	357	88.80	64.71
2006	399	88.47	63.91
2007	388	93.30	76.03
2008	418	91.39	68.90
2009	435	92.18	66.44
2010	474	90.51	64.77
2011	404	89.11	62.62
2012	374	91.18	68.2% preliminary

USG Retention Rates For GSW First-time Full-time Freshman Cohort

Rate	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Institution-Specific	70.3 (n=360)	64.7 (n=357)	63.9 (n=399)	76.0 (n=388)	68.9 (n=418)	66.4 (n=435)	64.8 (n=474)	62.6 (n=404)
Disaggregated Institution-Specific								
Traditional-aged	71.2 (n=326)	67.1 (n=325)	66.3 (n=377)	76.8 (n=370)	69.1 (n=408)	68.3 (n=413)	65.9 (n=454)	64.5 (n=386)
White, Non-Hispanic	71.1 (n=204)	64.8 (n=210)	67.3 (n=220)	72.3 (n=242)	69.3 (n=241)	67.3 (n=254)	66.3 (n=297)	67.9 (n=221)
African American or Black, Non-Hispanic	70.3 (n=111)	72.5 (n=91)	67.5 (n=126)	87.0 (n=108)	67.9 (n=140)	67.7 (n=130)	63.5 (n=126)	58.9 (n=112)
Other	81.8 (n=11)	66.7 (n=24)	54.8 (n=31)	75.0 (n=20)	74.1 (n=27)	79.3 (n=29)	71.0 (n=31)	62.3 (n=53)
Male	68.8 (n=109)	65.4 (n=153)	62.2 (n=156)	75.4 (n=134)	61.7 (n=175)	61.8 (n=173)	64.1 (n=178)	65.4 (n=159)
Female	72.4 (n=217)	68.6 (n=172)	69.2 (n=221)	77.5 (n=236)	74.7 (n=233)	72.9 (n=240)	67.0 (n=276)	63.9 (n=227)
White, Female	75.8 (n=124)	68.5 (n=108)	70.5 (n=122)	72.0 (n=143)	79.7 (n=128)	74.6 (n=130)	67.9 (n=184)	67.5 (n=123)
Black, Female	67.8 (n=87)	70.4 (n=54)	68.3 (n=82)	87.5 (n=80)	68.5 (n=89)	69.5 (n=95)	61.5 (n=78)	57.5 (n=73)
White, Male	63.8 (n=80)	60.8 (n=102)	63.3 (n=98)	72.7 (n=99)	57.5 (n=113)	59.7 (n=124)	63.7 (n=113)	68.4 (n=98)
Black, Male	79.2 (n=24)	75.7 (n=37)	65.9 (n=44)	85.7 (n=28)	66.7 (n=51)	62.9 (n=35)	66.7 (n=48)	61.5 (n=39)
Initially enrolled as Commuting Students	65 (n=123)	64.6 (n=110)	58.3 (n=115)	74.2 (n=97)	67.0 (n=112)	71.5 (n=123)	69.2 (n=133)	66.1 (n=118)
Initially enrolled as On-campus Residents	74.9 (n=203)	68.4 (n=215)	69.9 (n=262)	77.7 (n=273)	69.9 (n=296)	66.9 (n=290)	64.5 (n=321)	63.8 (n=268)
Initially enrolled in Learning-support classes ¹	66.1 (n=59)	61.7 (n=47)	57.4 (n=54)	78.2 (n=55)	45.8 (n=48)	63.0 (n=46)	68.4 (n=38)	55.3 (n=47)
Non-traditional ²	61.8 (n=34)	40.6 (n=32)	22.7 (n=22)	61.1 (n=18)	60.00 (n=10)	31.8 (n=22)	40.0 (n=20)	22.2 (n=18)
Pell Recipients	69.3 (n=153)	61.1 (n=144)	55.3 (n=159)	73.8 (n=160)	59.9 (n=162)	62.3 (n=204)	64.1 (n=231)	56.4 (n=195)

1. Includes traditional age students with major code of DEST or DSNT.

2. Non-traditional students are age 25 or older at first matriculation.

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USG Six-Year Bachelor's Graduation Rates For GSW First-time Full-time Freshman Cohort

Rate	2001	2002	2003	2004	2005	2006
Institution-Specific	35 (n=266)	32.7 (n=330)	35 (n=323)	30.7 (n=352)	30.1 (n=356)	29.3 (n=399)
Disaggregated Institution-Specific						
Traditional-aged	36.3 (n=248)	35.4 (n=294)	37.7 (n=300)	31.8 (n=321)	32.7 (n=324)	31.0 (n=377)
White, Non-Hispanic	36.8 (n=185)	37.1 (n=202)	40.4 (n=161)	34.3 (n=201)	35.2 (n=210)	34.5 (n=220)
African American or Black, Non-Hispanic	38 (n=50)	32.5 (n=83)	35.8 (n=120)	29.4 (n=109)	31.1 (n=90)	28.6 (n=126)
Other	23.1 (n=13)	22.2 (n=9)	26.3 (n=19)	9.1 (n=11)	16.7 (n=24)	16.1 (n=31)
Male	41.6 (n=89)	29.2 (n=113)	29.4 (n=102)	26.4 (n=106)	22.4 (n=152)	22.4 (n=156)
Female	33.3 (n=159)	39.2 (n=181)	41.9 (n=198)	34.4 (n=215)	41.9 (n=172)	37.1 (n=221)
White, Female	36.3 (n=113)	41.7 (n=115)	41.7 (n=96)	39.8 (n=123)	44.4 (n=108)	41.0 (n=122)
Black, Female	27.8 (n=36)	34.9 (n=63)	42.9 (n=91)	27.9 (n=86)	40.7 (n=54)	35.4 (n=82)
White, Male	37.5 (n=72)	31.0 (n=87)	38.5 (n=65)	25.6 (n=78)	25.5 (n=102)	26.5 (n=98)
Black, Male	64.3 (n=14)	25 (n=20)	13.8 (n=29)	34.8 (n=23)	16.7 (n=36)	15.9 (n=44)
Initially enrolled as Commuting Students	34.7 (n=101)	38.1 (n=118)	31.5 (n=111)	24.0 (n=121)	31.8 (n=110)	31.3 (n=115)
Initially enrolled as On-Campus Residents	37.4 (n=147)	33.5 (n=176)	41.3 (n=189)	36.5 (n=200)	33.2 (n=214)	30.9 (n=262)
Initially enrolled in Learning-support classes ¹	33.3 (n=21)	23.1 (n=13)	28.6 (n=28)	28.8 (n=59)	27.7 (n=47)	18.5 (n=54)
Non-traditional ²	16.7 (n=18)	11.1 (n=36)	0 (n=23)	19.4 (n=31)	3.1 (n=32)	0.0 (n=22)
Pell Recipients	31.9 (n=94)	28.1 (n=139)	32.6 (n=138)	23.7 (n=152)	22.4 (n=143)	26.4 (n=159)

1. Includes traditional age students with major code of DEST or DSNT.

2. Non-traditional students are age 25 or older at first matriculation.

Fall Undergraduate Special Populations Enrollment

	Fall Term								
	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Total Undergraduate Enrollment	2102	2238	2222	2221	2420	2659	2847	2811	2749
Number of Undergraduates with Record of Parents' College Level	1351	1297	1508	1520	1910	2250	2492	2469	2413
Number of First Generation Undergraduates	676	723	898	945	1279	1439	1521	1439	1379
% of All Undergraduates who are First Generation	32.2	32.3	40.4	42.5	52.9	54.1	53.4	51.2	50.2
Received Pell Grant Fall term	845	907	890	885	941	1134	1335	1377	1292
Percent Undergraduates with Pell	40.2	40.5	40.1	39.8	38.9	42.6	46.9	49.0	47.0
Number of Non-traditional Undergraduates (25 or older at first matriculation)	421	453	444	454	512	612	650	643	620
Percent Non-traditional Undergraduates	20.0	20.2	20.0	20.4	21.2	23.0	22.8	22.9	22.6
Number of Non-traditional Undergraduates (age 25 or older)	635	655	647	648	705	808	848	855	837
Percent of Undergraduates Age 25 or Older	30.2	29.3	29.1	29.2	29.1	30.4	29.8	30.4	30.4

Fall First-time Full-time Freshmen Cohort Special Populations Enrollment

	Fall Term								
	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Total First-time Full-time (FTFT) Cohort	360	357	399	388	418	435	474	404	374
Number of FTFT Cohort with Record of Parents' College Level	90	347	354	275	411	409	445	364	358
Number of First Generation FTFT Cohort	43	199	233	184	268	222	217	181	172
% of All FTFT Cohort who are First Generation	11.9	55.7	58.4	47.4	64.1	51.0	45.8	44.8	46.0
Received Pell Grant Fall Term	153	144	159	160	162	204	230	195	182
Percent FTFT Cohort with Pell	42.5	40.3	39.8	41.2	38.8	46.9	48.5	48.3	48.7
Number of Non-traditional FTFT Cohort	34	32	22	18	10	22	20	18	2
Percent of Non-traditional FTFT Cohort	9.4	9.0	5.5	4.6	2.4	5.1	4.2	4.5	0.5

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Demographic Information for Bachelor's Degrees Awarded in an Academic Year

		FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	1 Year Change	10 Year Change
Females	Asian	1	1	1	0	1	4	3	2	6	4	4	0.00	300.00
	Black or African American	43	53	55	56	73	73	80	68	93	92	88	-4.35	66.04
	Hispanic/Latino	1	1	2	1	3	3	0	3	6	5	4	-20.00	300.00
	American Indian or Alaska Native	1	1	0	2	1	0	2	3	2	0	0		-100.00
	White	143	163	167	157	170	170	160	195	255	229	243	6.11	49.08
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	1	0	-100.00	
	Multiracial	0	1	1	0	0	4	2	2	6	4	6	50.00	500.00
	Non-resident Alien	2	5	1	6	6	3	2	2	5	10	9	-10.00	80.00
	Race/Ethnicity Unknown	0	0	0	0	0	0	0	0	1	0	0		
subtotal		191	225	227	222	254	257	249	275	374	345	354	2.61	57.33
Males	Asian	1	1	0	0	1	0	2	3	3	2	1	-50.00	0.00
	Black or African American	15	13	19	20	21	14	32	29	25	24	33	37.50	153.85
	Hispanic/Latino	0	0	0	1	0	0	0	3	3	4	4	0.00	
	American Indian or Alaska Native	0	0	0	0	1	0	0	1	0	1	0	-100.00	
	White	94	78	85	79	92	85	101	91	111	137	102	-25.55	30.77
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0		
	Multiracial	1	0	0	1	0	3	0	2	2	4	0	-100.00	
	Non-resident Alien	2	2	3	5	1	3	1	2	5	8	17	112.50	750.00
	Race/Ethnicity Unknown	0	0	0	0	0	0	0	0	0	1	0	-100.00	
subtotal		113	94	107	106	116	105	136	131	149	181	157	-13.26	67.02
Total		304	319	334	328	370	362	385	406	523	526	511	-2.85	60.19
Number Received Pell Grant (at any time at GSW)		141	174	182	183	187	182	199	199	284	295	301	2.03	72.99
%		46.4	54.5	54.5	55.8	50.5	50.3	51.7	49.0	54.3	56.1	58.9		
Number of First Generation		19	51	63	50	114	108	138	213	280	297	253	-14.81	396.08
%		6.3	16.0	18.9	15.2	30.8	29.8	35.8	52.5	53.5	56.5	49.5		
# Graduates with First Generation Data		20	70	116	96	221	224	226	310	436	443	423		
Age 17-19 at graduation		0	0	0	0	0	0	0	0	0	1	0	-100.00	
Age 20-22		86	81	76	91	105	100	103	98	155	114	124	8.77	53.09
Age 23-24		96	107	103	109	112	118	105	109	133	160	142	-11.25	32.71
Age 25-26		52	35	49	32	46	40	44	49	46	55	61	10.91	74.29
Age 27-28		20	18	31	26	23	28	26	28	38	38	33	-13.16	83.33
Age 29-30		12	13	12	11	16	14	18	15	26	38	22	-42.11	69.23
Age 31-34		12	22	21	20	24	21	23	33	45	39	42	7.69	90.91
Age 35-39		9	17	21	16	28	18	28	30	32	29	40	37.93	135.29

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	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	1 Year Change	10 Year Change
Age 40 + Average	17 26.4	25 27.2	21 27.2	23 27	16 26.7	23 26.7	38 27.9	44 28.6	48 27.9	52 28.1	47 27.7	-9.62 -1.42	88.00 1.84

Number of Bachelor's Degrees Awarded in an Academic Year

School or Department	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	1 Year Change	10 Year Change
Biology	15	6	6	13	10	9	6	9	5	11	13	14	9	-35.7	-30.8
Chemistry	9	12	9	4	9	7	3	6	2	6	8	2	0	-100.0	-100.0
English and Foreign Languages	4	8	6	7	2	5	4	4	9	6	16	5	7	40.0	0.0
Art	7	7	10	7	9	5	6	3	8	5	7	9	6	-33.3	-14.3
Dramatic Arts					2	2	2	4	3	2	2	7	3	-57.1	
Music					1	1	2	2	1	5	1	2	0	-100.0	
Geology	1	6	1		4	3		1	2	2	3	2	1	-50.0	
History	7	8	9	10	12	11	19	18	13	15	12	10	13	30.0	30.0
Political Science	3	1	6	6	0	6	4	7	2	2	7	9	4	-55.6	-33.3
Mathematics	3	2	0	4	3	7	3	2	9	8	7	9	8	-11.1	100.0
Psychology	25	44	27	46	27	34	41	33	39	32	33	34	41	20.6	-10.9
Sociology	18	17	17	19	13	15	18	19	10	15	8	10	11	10.0	-42.1
Business	76	85	89	97	88	109	107	125	148	141	197	208	201	-3.4	107.2
Computer and Information Science	18	25	21	7	13	16	17	8	10	9	13	10	11	10.0	57.1
Education	57	68	62	64	87	51	76	76	66	72	108	96	72	-25.0	12.5
Health and Human Performance	26	13	19	14	35	23	31	15	28	22	29	34	36	5.9	157.1
Nursing	17	9	22	21	19	24	31	30	30	53	59	67	90	34.3	328.6
Total	286	311	304	319	334	328	370	362	385	406	523	528	513	-2.8	60.8

Freshmen Cohort* Term Grade Point Average (GPA) at end of First Fall Term

	Cohort Year															
	2005		2006		2007		2008		2009		2010		2011		2012	
Fall Term GPA	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	52	13.5	61	13.8	75	17.6	109	22.8	82	16.7	91	18.1	59	14.3	77	19.3
3.00 to 3.49	80	20.8	76	17.2	95	22.3	87	18.2	102	20.8	97	19.3	63	15.3	74	18.5
2.50 to 2.99	69	17.9	73	16.6	81	19.0	81	16.9	83	16.9	93	18.5	70	16.9	81	20.3
2.00 to 2.49	71	18.4	63	14.3	61	14.3	71	14.9	70	14.3	63	12.5	70	16.9	65	16.3
1.50 to 1.99	27	7.0	42	9.5	34	8.0	40	8.4	42	8.6	42	8.4	59	14.3	38	9.5
0.00 to 1.49	68	17.7	99	22.4	68	16.0	67	14.0	79	16.1	102	20.3	87	21.1	60	15.0
No GPA**	18	4.7	27	6.1	12	2.8	23	4.8	32	6.5	14	2.8	5	1.2	5	1.3

*Includes both full-time and part-time students. **Didn't Complete Term or was Enrolled only in Learning Support Courses

First-time Freshmen Cohort First Fall Term Grades (% of As, Bs, Cs)

Course	Percent of As, Bs, Cs					
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Principles of Biology I	34.9	59.4	28	46.1	30.8	43.3
Essentials of Biology I	71.4	64	69.4	70.2	56.7	74.4
Principles of Chemistry I	87.6	57.2	77.8	71.4	83.3	70.6
Earth, Mat., Processes, & Env.	-	71.5	53.6	81	65.5	38.9
College Algebra	68	57.6	52.7	63.8	59.5	75
Math Modeling	-	-	-	-	66.7	92.3
American Government	69.8	71.9	75.3	53.1	48	44.8
World Civilization I	71.2	93.4	65.2	38.8	66.7	76.5
World Civilization II	78	65.5	41.2	50.5	45.6	60.3
US History I	81.3	-	90.2	72.8	-	--
US History II	83.3	68.2	75	75.4	75.8	56.4
Introduction to Psychology	67.3	83	68.1	72.8	68.7	72.5
Human Growth and Development	-	79.4	85.2	77.1	69.6	91.8
Introduction to Sociology	76.5	57.3	53	57.2	64	46.3
English Composition I	77.7	77.3	78.4	81.2	62.2	73.3

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Academic Progress and Retention of First-time Freshmen Cohort Placed on Academic Warning at End of First Term

	Prior to Implementation of UNIV 1001						After Implementation of UNIV 1001					
	Fall 2007 Cohort		Fall 2008 Cohort		Fall 2009 Cohort		Fall 2010 Cohort		Fall 2011 Cohort		Fall 2012 Cohort	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
<u>Standing at End of First Fall Term</u>												
Academic Warning	59		52		60		78		63		54	
<u>Standing at End of First Spring</u>												
Good Standing	6	10.2	7	13.5	12	20.0	19	24.4	9	14.3	15	27.8
Academic Warning	1	1.7	1	1.9	3	5.0	2	2.6	1	1.6	3	5.6
Probation	39	66.1	36	69.2	31	51.7	38	48.7	38	60.3	27	50.0
Suspension												
Restricted Enrollment												
Enrolled	46	78.0	44	84.6	46	76.7	59	75.6	48	76.2	45	83.3
Not Enrolled	13	22.0	8	15.4	14	23.3	19	24.4	15	23.8	9	16.7
<u>Standing at End of 2nd Fall</u>												
Good Standing	13	22.0	4	7.7	11	18.3	14	17.9	11	17.5		
Academic Warning	1	1.7	1	1.9	1	1.7	3	3.8	1	1.6		
Probation	3	5.1	2	3.8	1	1.7			1	1.6		
Suspension	9	15.3	7	13.5	3	5.0	8	10.3	7	11.1		
Restricted Enrollment	4	6.8	3	5.8	1	1.7	5	6.4	3	4.8		
Enrolled	30	50.8	17	32.7	17	28.3	30	38.5	23	36.5		
Not Enrolled	29	49.2	35	67.3	43	71.7	48	61.5	40	63.5		
<u>Standing at End of 2nd Spring</u>												
Good Standing	12	20.3	6	11.5	8	13.3	17	21.8	12	19.0		
Academic Warning	3	5.1			2	3.3			1	1.6		
Probation	1	1.7			1	1.7	2	2.6				
Suspension	2	3.4	4	7.7	2	3.3	3	3.8	4	6.3		
Restricted Enrollment												
Enrolled	18	30.5	10	19.2	13	21.7	22	28.2	17	27.0		
Not Enrolled	41	69.5	42	80.8	47	78.3	56	71.8	46	73.0		
<u>Standing at End of 3rd Fall</u>												
Good Standing	10	16.9	3	5.8	9	15.0	18	23.1				
Academic Warning	1	1.7	1	1.9	2	3.3	2	2.6				
Probation	1	1.7	5	9.6			1	1.3				
Suspension			1	1.9								
Restricted Enrollment			1	1.9								
Enrolled	12	20.3	11	21.2	11	18.3	21	26.9				
Not Enrolled	47	79.7	41	78.8	49	81.7	57	73.1				
<u>Standing at End of 3rd Spring</u>												
Good Standing	10	16.9	3	5.8	8	13.3	14	17.9				
Academic Warning	1	1.7			2	3.3	1	1.3				
Probation			2	3.8			2	2.6				
Suspension			4	7.7								
Restricted Enrollment					1	1.7						
Enrolled	11	18.6	9	17.3	11	18.3	17	21.8				
Not Enrolled	48	81.4	43	82.7	49	81.7	61	78.2				