

Georgia Southwestern State University  
Complete College Georgia Campus Plan  
2014 Status Report  
November 7, 2014

Part II: Narrative Overview

**1. Institutional Mission and Student Body Profile**

Georgia Southwestern State University's mission is to "cultivate excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Georgia Southwestern State University is a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master's and specialist degree programs." Our mission is further augmented by the recently adopted Quality Enhancement Project, Windows to the World, which encourages all entering students to engage in global literacy in a robust fashion. The mission of the institution is to strengthen the immediate region, but also to prepare students to be secure as they venture into the global economy.

The primary service region of Georgia Southwestern State University (GSW) consists of Sumter County and the seven counties contiguous with it: Crisp, Dooly, Lee, Macon, Marion, Schley, Terrell, and Webster counties. The majority of these counties are among the poorest counties in the state of Georgia. The student population is very diverse, including sizable groups of students often considered to have special challenges in completing college, such as non-traditional, first-generation, and low income students. Georgia Southwestern is dedicated to continue to enroll and to graduate students from this region of the state.

GSW's total enrollment in fall 2013 was 2806. At that time, the gender distribution of the student population was 64.3% women and 35.7% men. The ethnicity of the fall 2013 student population was 62% White, 29.1% Black, 3.7% Asian and Pacific Islander, 3.3% Hispanic, 1.3% Multiracial, 0.1% Native American and 0.4% Unknown. Approximately 47% of GSW undergraduates receive Pell Grants; 57% are First-Generation college students; 24% began college for the first-time as adults (25 years old or older); and 31.4% are age 25 or older. The majority of our students (69.4%) are classified as full-time (taking 12 or more hours); 27% live on campus; 53.6% are enrolled in one or more online classes; and 24.5% are enrolled exclusively in online classes. These populations are also representative of our recent graduates. Out of the bachelor's degrees awarded in FY14, 57.5% had received the Pell grant while enrolled at GSW, 47.3% were first-generation students, and 28.8% were 29 or older at the time of graduation. First year retention rates are improving: the 2011 cohort was 62.6 percent, the 2012 cohort was at 64.9 percent, and our 2013 cohort appears to be just a bit under 70 percent.

Corresponding with our student profile, we know that ample data demonstrate that these students have difficulty successfully transitioning to higher education and that retention of first-year students is typically very low. GSW's initial priority in improving completion has been to improve fall-to-fall retention of first year students through implementation of strategies that have been shown to have high impact among low-income and first-generation college students.

National data show that improved first-year success and retention lead to higher persistence and improved graduation rates. An additional component of our retention strategies has been collection of data to identify areas of risk particular to GSW and to develop specific strategies that promise to benefit all our students.

## **2. Institutional Completion Goals and Strategies**

In order to improve the retention of first year students, which is an initial, primary goal, GSW has adopted several strategies shown to impact student retention: 1) Improved and more intrusive advising, 2) Improved student engagement, and 3) Emphasis on completing 15 credit hours each semester. These strategies are supported by several specific actions (some actions support more than one strategy):

1. Storm Spotters—a program of peer mentors who serve as co-instructors for UNIV 1000, Orientation to College Success. Storm Spotters connect first-year students to campus activities and academic support services to improve engagement and academic success.
2. DFW Reports and Redefinition of Good Academic Standing—each semester at mid-term and at the end of term all advisors are provided a report of all advisees with Ds, Fs or Ws in any classes. Advisors are asked to contact students and advise them on the best options given their standing and to direct them to appropriate resources. The retention specialist and first-year advocate intervene with first-year and sophomore students who may not yet have a relationship with their major advisor. To identify and intervene with at-risk students earlier, we changed Academic Good Standing from a graduated scale (1.5=0-15 cr., 1.65=16-30 cr., 1.75=31-60 cr., 2.0=61+cr.) to 2.0 for all students and implemented an advising hold for all students with GPAs below 2.0.
3. 15 to Finish—Beginning in Fall 2013, we increased the number of credit hours in the first-time freshmen learning communities from 12-14 hours to 14-16 hours and advisors are trained to encourage students to continue taking 15+ credits each semester. The credit hours in the learning communities for the Fall 2014 cohort have 15 or 16 hours.
4. Administration of the College Persistence Questionnaire (CPQ) to first year students – The CPQ measures student responses on several non-cognitive factors and has allowed us to identify several areas of attrition risk specific to GSW, including academic engagement, social integration, and institutional commitment.

### **Storm Spotters**

During Fall 2013 Semester, GSW implemented Project Storm Spotters with funding from the USG through an Incubator grant. This project recruited and trained upper-class students as co-instructors and peer mentors for our first-year orientation course (UNIV 1000). Research has identified a successful first-year experience as a high impact practice in the retention of low income and first generation students. Project Storm Spotters was designed to expand UNIV 1000 beyond a mainly orientation course to include much more student engagement and advisement. The Storm Spotters were very successful in engaging with first-year students, and first-year students were more likely to ask questions and take the advice of their peer mentors than their

instructors. Many students attended meetings of student organizations at the encouragement of the Storm Spotters. Storm Spotters were also successful at directing students to support services on campus. Although other activities had already had the effect of improving retention (2011 cohort – 62.6, 2012 cohort – 64.9%) current results predict an additional improvement in retention of 2-3% (2013 cohort – 67% predicted based on current data).

### **DWF Reports**

In 2012, we began distributing DFW reports to all advisors at midterm and at end of term. The reports list all advisees with grades of D, F, or W in any of their courses. Advisors are encouraged to contact advisees on their lists to discuss possible options for getting back on track (withdrawing from a course at mid-term, seeking tutoring support, repeating a course the next semester to improve a grade, etc.). We have also adjusted the academic calendar so that midterm grades are now due on the midterm date, thus giving students in trouble and advisors more time to develop success strategies for the rest of the semester.

UNIV 1000 instructors are asked to contact first-year students who may not be connected with their academic advisors yet. The Retention Specialist and First-Year Advocate in the Academic Resource Center helped students develop success plans. Through these efforts we have substantially increased the percentage of first-year students who complete the fall semester with at least a 2.0 GPA. In 2011, before these changes, only 63% of first-year students completed the first semester with a GPA over 2.0. The rate for the 2012 and 2013 cohorts was 74% and 75% respectively, a 12% increase over the 2011 cohort. The improvement in GPA is not only a result of withdrawing from courses where students were receiving low grades, but also from students successfully completing more credit hours (see below and Appendix).

The increase in GPA required for Good Academic Standing has allowed us to identify students who are at risk academically much earlier and to target institutional resources on students who are most likely to benefit from intervention (those with GPAs 1.5-2.0). Students with GPAs below 2.0 have academic standing holds and are required to meet with their academic advisers to make changes to their schedules. They are also contacted by the Retention Specialist who invites them to one-on-one sessions to develop academic success plans. These interventions apply to all students and the effects are currently difficult to disaggregate for a single cohort. Starting in Fall 2014 Semester, GSW will be employing two Campus Lab products, Beacon and Collegiate Link. Beacon will employ technology to help create “Success Networks” for students as well as make it easier to track student success. Collegiate Link will use technology to help students engage more forcefully with campus life and activities. Both systems should make tracking of students and clarifying issues and weaknesses a bit easier, allowing GSW to find more effective ways to enhance student success.

### **15 to Finish**

Beginning Fall 2013, we increased the number of credit hours first-year students take with the goal of having all students enrolled in at least 15 credits each semester. This has been highly successful in increasing the number of students on track to graduate within four years. The effect has persisted with more students enrolling in 15 or more hours in the spring term. In two years we have almost doubled the percentage of first-year students enrolled full-time in credit-earning

classes, who have successfully completed at least 28 credits by the end of the spring semester (17% of the Fall 2011 cohort did this, compared to 33% of the Fall 2013 cohort).

### College Persistence Questionnaire

Finally, in order to better tailor our efforts to the particular needs of our students, GSW administered the College Persistence Questionnaire (CPQ) to first-year students during Fall 2013. This survey measures student responses along 10 scales corresponding to non-cognitive, but predictive factors. The results of this survey showed that although GSW's students have a high degree of commitment toward possessing a college degree, their commitment to GSW is low, they have poor social integration, and they have poor academic integration. These are all factors that increase risk of attrition. GSW is in the process of implementing strategies specifically designed to address these issues (see Summary and Observations).

## 3. Summary of Goals, High-Impact Strategies and Activities

### A.

Goal	Goal 1: Improve first year student success and retention.
High-Impact Strategy	Project Storm Spotters – co-instructors/peer mentors assigned to each section of UNIV 1000.
Summary of Activities	Storm Spotters participated in presentation of orientation material for UNIV 1000, worked on activities to improve student engagement (e.g. inviting students to meetings of student organizations), and participated in outreach to at-risk students.
Interim Measures of Progress	Surveys indicated high levels of satisfaction among participating faculty, Storm Spotters, and first-year students.
Measures of Success	Improved retention of first year students – Final retention data are not yet available for Fall 2013 cohort. Interim data predict a 2-3% improvement in fall-to-fall retention for this cohort.

### B.

Goal	Goal 1: Improve first year student success and retention.
High-Impact Strategy	Improved and more intrusive advising.
Summary of Activities	Distribution of mid-term and end-of-term DFW reports. Increased minimum GPA for Good Academic Standing to 2.0 for all students. Advisers and Retention Specialist review of reports and intervene with at-risk students.
Interim Measures of Progress	GPA of first-year students at end of Fall and end of Spring.
Measures of Success	Fall-to-fall retention rate.

### C.

Goal	Goal 1: Improve first-year student success and retention. Goal 2: Improve 4-year graduation rate.
High-Impact Strategy	15 to Finish
Summary of Activities	Credits assigned to first-year students have been increased from 12-13 to at least 15 credit hours. Advisor training will emphasize the importance of taking at least 15 hours each semester (in progress).
Interim Measures of Progress	Increased number of credit hours completed by first-year students enrolled full-time in credit-earning classes. Only 17% of the Fall 2011 cohort completed 28 credits by the end of the Spring semester, compared to 33% of the Fall 2013 cohort.
Measures of Success	Improved 4-year graduation rate.

**D.**

Goal	Goal 1: Improve first-year student success and retention. Goal 3: Improve student success, progression, and graduation rates.
High-Impact Strategy	Implementation of Collegiate Link software to improve student engagement (a risk specific to GSW based on CPQ data).
Summary of Activities	Collegiate Link software has been purchased and key administrative personnel have been trained. Training for student group advisors is planned for August 2014. Full implementation of software planned for Fall 2014.
Interim Measures of Progress	Increased student participation in extra-curricular activities.
Measures of Success	Improved retention, progression, and graduation.

**E.**

Goal	Goal 1: Improve first-year student success and retention.
High-Impact Strategy	Implementation of Beacon early warning software to address academic integration (a risk specific to GSW based on CPQ data).
Summary of Activities	Beacon software has been purchased and key administrative personnel have been trained. Training for advisors and other personnel is planned for August 2014. Full implementation of software planned for Fall 2014.
Interim Measures of Progress	Improved first-year student success and retention: 2011 cohort – 62.6%; 2012 cohort – 64.9%; 2013 – 69.4%.
Measures of Success	Improved first-year student success and retention.

#### 4. Observations

In the current climate of limited resources it is impractical to implement every strategy that might positively affect retention or graduation rates. GSW elected to focus on a few related strategies that together have high probability of addressing one particular issue – success and retention of first-year students. Together these strategies have resulted in improvements in the fall-to-fall retention rate, the GPA of first-year students, and the number of hours successfully completed by first-year students. We believe that these results will ultimately lead to improvements in progression and graduation rates as more students are completing the first year on track and are familiar with campus resources for success. GSW is committed to continuing the strategies already implemented.

Some of the strategies already in place will be enhanced during the upcoming academic year. To improve advising and early intervention with at-risk students, GSW will implement additional adviser training, including use of Beacon, our early alert software system. These initiatives improve our ability to intervene early with all students at-risk and should result in additional improvements to student success and retention.

As part of GSW's overall plan to improve progression and graduation, we have collected data in an attempt to identify institutional challenges to retention and progression. Results of the College Persistence Questionnaire showed that students have fairly low commitment to GSW and poor social integration as well as poor academic integration. Improvements in advising will help address issues of academic integration. To improve institutional commitment and social integration we will be implementing Collegiate Link software beginning Fall 2014. This software will improve communication with students regarding student organizations and will help track student participation in extra-curricular activities. We expect this to enhance extra-curricular participation leading to greater institutional commitment and improved social integration.

GSW is aware that challenges to progression and graduation exist beyond the first year of college. Now that a robust program to promote success and retention of first-year students is in place, we fully expect in time to shift our emphasis to progression of students through our academic programs. Discussions have already begun regarding the use of degree maps and predictive analytics to promote progression. In addition, GSW will have Degree Works fully implemented for student use starting this fall (GSW was among the last of the USG institutions to be on-boarded). In addition, our review of the data indicates we need to address the risk factors of special populations like transfer students. In May 2014, GSW held a two-day retention retreat involving key personnel from across all sectors of the campus. Participants reviewed institutional data, identified problem areas, developed strategies, and analyzed strategies for those most likely to have an impact. Over the next two years, we expect to implement a series of strategies judged to have the most impact and to be within our means.

The goals and strategies listed in this report are not an exhaustive list of activities undertaken to improve student success. Indeed, perhaps the most important change we are making at GSW is a shift in our thinking about student success. During the past two years we have held a series of university-wide convocations to share retention data, propose institutional policies to address

roadblocks to student success, and to solicit input on problem areas and strategies we might implement. The retention retreat held in May generated a greater sense of responsibility for retention across campus and has fostered some collaborative efforts that we believe will greatly improve the student experience at GSW. These have been well-attended events and have led to productive conversations outside of silos that are leading to a number of changes, big and small, but most significantly, they are leading to a change in our overall culture. Given the student population we serve, the stakes are high not just for GSW but also for our region and our state. We are looking forward to continuing our efforts to improve student success with the momentum gained over the last two years.

**Appendix**

**Table 1: Fall Undergraduate Special Populations Enrollment**

	Fall Term								
	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Total Undergraduate Enrollment	2238	2222	2221	2420	2659	2847	2811	2749	2667
Number of Undergraduates with Record of Parents' College Level	1297	1508	1520	1910	2250	2492	2469	2413	2376
Number of First Generation Undergraduates	723	898	945	1279	1439	1521	1439	1379	1345
% of All Undergraduates who are First Generation	32.3	40.4	42.5	52.9	54.1	53.4	51.2	50.2	50.4
Received Pell Grant Fall term	907	890	885	941	1134	1335	1377	1292	1254
Percent Undergraduates with Pell	40.5	40.1	39.8	38.9	42.6	46.9	49.0	47.0	47.0
Number of Non-traditional Undergraduates (25 or older at first matriculation)	453	444	454	512	612	650	643	620	633
Percent Non-traditional Undergraduates	20.2	20.0	20.4	21.2	23.0	22.8	22.9	22.6	23.7
Number of Non-traditional Undergraduates (age 25 or older)	655	647	648	705	808	848	855	837	837
Percent of Undergraduates Age 25 or Older	29.3	29.1	29.2	29.1	30.4	29.8	30.4	30.4	31.4

**Table 2: Fall First-time Full-time Freshmen Cohort Special Populations Enrollment**

	Fall Term								
	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Total First-time Full-time (FTFT) Cohort	357	399	388	418	435	474	404	374	351
Number of FTFT Cohort with Record of Parents' College Level	347	354	275	411	409	445	364	338	328
Number of First Generation FTFT Cohort	199	233	184	268	222	217	181	172	176
% of All FTFT Cohort who are First Generation	55.7	58.4	47.4	64.1	51.0	45.8	44.8	46.0	50.1
Received Pell Grant Fall Term	144	159	160	162	204	230	195	182	160
Percent FTFT Cohort with Pell	40.3	39.8	41.2	38.8	46.9	48.5	48.3	48.7	45.6
Number of Non-traditional FTFT Cohort	32	22	18	10	22	20	18	2	4
Percent of Non-traditional FTFT Cohort	9.0	5.5	4.6	2.4	5.1	4.2	4.5	0.5	1.1

**Table 3: Demographic Information for Bachelor's Degrees Awarded in an Academic Year**

		FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	1 Year Change	10 Year Change	
Females	Asian	1	1	0	1	4	3	2	6	4	4	4	0.00	300.00	
	Black or African American	53	55	56	73	73	80	68	93	92	88	99	12.50	80.00	
	Hispanic/Latino	1	2	1	3	3	0	3	6	5	4	6	50.00	200.00	
	American Indian or Alaska Native	1	0	2	1	0	2	3	2	0	0	0			
	White	163	167	157	170	170	160	195	255	229	243	258	6.17	54.49	
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	1	0	0		
	Multiracial	1	1	0	0	4	2	2	6	4	6	4	-33.33	300.00	
	Non-resident Alien	5	1	6	6	3	2	2	5	10	9	2	-77.78	100.00	
	Race/Ethnicity Unknown	0	0	0	0	0	0	0	1	0	0	1			
	subtotal	225	227	222	254	257	249	275	374	345	354	374	5.65	64.76	
Males	Asian	1	0	0	1	0	2	3	3	2	1	5	400.00		
	Black or African American	13	19	20	21	14	32	29	25	24	33	26	-21.21	36.84	
	Hispanic/Latino	0	0	1	0	0	0	3	3	4	4	1	-75.00		
	American Indian or Alaska Native	0	0	0	1	0	0	1	0	1	0	1			
	White	78	85	79	92	85	101	91	111	137	102	123	20.59	44.71	
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0			
	Multiracial	0	0	1	0	3	0	2	2	4	0	4			
	Non-resident Alien	2	3	5	1	3	1	2	5	8	17	6	-64.71	100.00	
	Race/Ethnicity Unknown	0	0	0	0	0	0	0	0	1	0	1			
	subtotal	94	107	106	116	105	136	131	149	181	157	167	6.37	56.07	
Total		319	334	328	370	362	385	406	523	526	511	541	5.87	61.98	
Number Received Pell Grant (at any time at GSW)		174	182	183	187	182	199	199	284	295	301	311	3.32	70.88	
%		54.5	54.5	55.8	50.5	50.3	51.7	49.0	54.3	56.1	58.9	57.5			
Number of First Generation		51	63	50	114	108	138	213	280	297	253	256	1.19		
%		16.0	18.9	15.2	30.8	29.8	35.8	52.5	53.5	56.5	49.5	47.3			
# Graduates with First Generation Data		70	116	96	221	224	226	310	436	443	423	475			

**Table 4: Demographic Information for Bachelor's Degrees Awarded in an Academic Year Continued**

	FY04	FT05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	1 Year Change	10 Year Change
Age 17-19 at graduation	0	0	0	0	0	0	0	0	1	0	0		
Age 20-22	81	76	91	105	100	103	98	155	114	124	132	6.45	73.68
Age 23-24	107	103	109	112	118	105	109	133	160	142	162	14.08	57.28
Age 25-26	35	49	32	46	40	44	49	46	55	61	59	-3.28	20.41
Age 27-28	18	31	26	23	28	26	28	38	38	33	32	-3.03	3.23
Age 29-30	13	12	11	16	14	18	15	26	38	22	22	0.00	83.33
Age 31-34	22	21	20	24	21	23	33	45	39	42	48	14.29	128.57
Age 35-39	17	21	16	28	18	28	30	32	29	40	35	-12.50	66.67
Age 40 +	25	21	23	16	23	38	44	48	52	47	51	8.51	142.86
Average	27.2	27.2	27	26.7	26.7	27.9	28.6	27.9	28.1	27.7	27.3		

**Table 5: Number of Bachelor’s Degrees Awarded in an Academic Year**

School or Department	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	1 Year Change	10 Year Change
Biology	6	6	13	10	9	6	9	5	11	13	14	9	7	-22.2	-30.0
Chemistry	12	9	4	9	7	3	6	2	6	8	2	0	3		-66.7
English and Foreign Languages	8	6	7	2	5	4	4	9	6	16	5	7	7	0.0	250.0
Art	7	10	7	9	5	6	3	8	5	7	9	6	4	-33.3	-55.6
Dramatic Arts				2	2	2	4	3	2	2	7	3	4	33.3	100.0
Music				1	1	2	2	1	5	1	2	0	3		200.0
Geology	6	1		4	3		1	2	2	3	2	1	4	300.0	0.0
History	8	9	10	12	11	19	18	13	15	12	10	13	15	15.4	25.0
Political Science	1	6	6	0	6	4	7	2	2	7	9	4	6	50.0	
Mathematics	2	0	4	3	7	3	2	9	8	7	9	8	4	-50.0	33.3
Psychology	44	27	46	27	34	41	33	39	32	33	34	41	49	19.5	81.5
Sociology	17	17	19	13	15	18	19	10	15	8	10	11	15	36.4	15.4
Business	85	89	97	88	109	107	125	148	141	197	208	201	208	3.5	136.4
Computer and Information Science	25	21	7	13	16	17	8	10	9	13	10	11	20	81.8	53.8
Education	68	62	64	87	51	76	76	66	72	108	96	72	76	5.6	-12.6
Health and Human Performance	13	19	14	35	23	31	15	28	22	29	34	36	30	-16.7	-14.3
Nursing	9	22	21	19	24	31	30	30	53	59	67	90	91	1.1	378.9
Total	311	304	319	334	328	370	362	385	406	523	528	513	546	6.4	63.5

**Table 6: One Term and One Year Retention Rates of First-time Full-time Freshmen Cohort**

<u>Fall Cohort</u>	<u>First-time Full-time Freshmen</u>	<u>Institution-specific Retention Rates</u>	
		<u>1-Term</u>	<u>1-Year</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	64.97
2013	351	92.02	68.9% preliminary

**Table 7: Freshmen Cohort\* Term Grade Point Average (GPA) at end of First Fall Term**

	Cohort Year															
	2006		2007		2008		2009		2010		2011		2012		2013	
Fall Term GPA	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%
3.50 to 4.00	61	13.8	75	17.6	109	22.8	82	16.7	91	18.1	59	14.3	77	19.3	74	19.7
3.00 to 3.49	76	17.2	95	22.3	87	18.2	102	20.8	97	19.3	63	15.3	74	18.5	78	20.7
2.50 to 2.99	73	16.6	81	19.0	81	16.9	83	16.9	93	18.5	70	16.9	81	20.3	70	18.6
2.00 to 2.49	63	14.3	61	14.3	71	14.9	70	14.3	63	12.5	70	16.9	65	16.3	62	16.5
1.50 to 1.99	42	9.5	34	8.0	40	8.4	42	8.6	42	8.4	59	14.3	38	9.5	33	8.8
0.00 to 1.49	99	22.4	68	16.0	67	14.0	79	16.1	102	20.3	87	21.1	60	15.0	56	14.9
No GPA**	27	6.1	12	2.8	23	4.8	32	6.5	14	2.8	5	1.2	5	1.3	3	0.8

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

**Table 8: 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	Fall 2013
Principles of Biology I	34.9	59.4	28	46.1	30.8	43.3	50.0
Essentials of Biology I	71.4	64	69.4	70.2	56.7	74.4	60.2
Principles of Chemistry I	87.6	57.2	77.8	71.4	83.3	70.6	50.0
Earth, Mat., Processes, & Env.	-	71.5	53.6	81	65.5	38.9	53.8
College Algebra	68	57.6	52.7	63.8	59.5	75	52.6
Math Modeling	-	-	-	-	66.7	92.3	57.1
American Government	69.8	71.9	75.3	53.1	48	44.8	58.1
World Civilization I	71.2	93.4	65.2	38.8	66.7	76.5	44.4
World Civilization II	78	65.5	41.2	50.5	45.6	60.3	73.5
US History I	81.3	-	90.2	72.8	-	--	--
US History II	83.3	68.2	75	75.4	75.8	56.4	73.3
Introduction to Psychology	67.3	83	68.1	72.8	68.7	72.5	72.7
Human Growth and Development	-	79.4	85.2	77.1	69.6	91.8	78.5
Introduction to Sociology	76.5	57.3	53	57.2	64	46.3	78.0
English Composition I	77.7	77.3	78.4	81.2	62.2	73.3	72.6

<b>Table 9: Credit Hours Attempted and Earned by the First-time Full-time Freshmen Cohort</b>					
	Cohort Year				
	2009	2010	2011	2012	2013
Number First-time Full-time Freshmen Cohort	435	474	404	374	351
Number Attempted 15 or more Hours in Fall Term	68	98	81	62	174
Percent Attempted 15 or more Hours in Fall Term	15.6	20.7	20.0	16.6	49.6
Number Earned 15 or more Hours at end of Fall term	34	45	29	31	80
Percent Earned 15 or more Hours at end of Fall Term	7.8	9.5	7.2	8.3	22.8
Number Earned 30 or more Hours in Fall/Spring Terms	22	28	23	39	49
Percent Earned 30 or more Hours in Fall/ Spring Term	5.1	5.9	5.7	10.4	14.0

Note: Hours = institutional hours only. Hours earned for Fall 2009-2012 were not extracted until 2013. As a result of repeated classes, these numbers under-represent the actual hours earned at the end of the term because credit hours from repeated courses repeated are excluded from the total hours earned.

**Table 10: Retention Rates for GSW First-time Full-time Freshmen Cohort**

Rate	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Institution-Specific</b>	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)	65.0 (n=374)
Disaggregated Institution-Specific								
Traditional-aged	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)	65.1 (n=372)
White, Non-Hispanic	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)	61.3 (n=230)
African American or Black, Non- Hispanic	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)	70.2 (n=124)
Other	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)	77.8 (n=18)
Male	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)	62.6 (n=155)
Female	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)	66.8 (n=217)
White, Female	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)	61.5 (n=130)
Black, Female	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)	73.7 (n=76)
White, Male	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)	61.0 (n=100)
Black, Male	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)	64.6 (n=48)
Initially enrolled as Commuting Students	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)	65.0 (n=100)
Initially enrolled as On-campus Residents	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)	65.1 (n=272)
Initially enrolled in Learning-support classes <sup>1</sup>	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)	54.6 (n=22)
Non-traditional <sup>2</sup>	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)	50.0 (n=2)
Pell Recipients	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)	62.1 (n=182)

<b>Table 11: Six Year Bachelor's Graduation Rates for GSW First-time Full-time Freshmen Cohort</b>					
<b>Rate</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Institution-Specific</b>	35 (n=323)	30.7 (n=352)	30.1 (n=356)	29.3 (n=399)	35.8 (n=388)
Disaggregated Institution-Specific					
Traditional-aged	37.7 (n=300)	31.8 (n=321)	32.7 (n=324)	31.0 (n=377)	37.6 (n=370)
White, Non-Hispanic	40.4 (n=161)	34.3 (n=201)	35.2 (n=210)	34.5 (n=220)	37.5 (n=240)
African American or Black, Non-Hispanic	35.8 (n=120)	29.4 (n=109)	31.1 (n=90)	28.6 (n=126)	37.1 (n=105)
Other	26.3 (n=19)	9.1 (n=11)	16.7 (n=24)	16.1 (n=31)	40.0 (n=25)
Male	29.4 (n=102)	26.4 (n=106)	22.4 (n=152)	22.4 (n=156)	34.3 (n=134)
Female	41.9 (n=198)	34.4 (n=215)	41.9 (n=172)	37.1 (n=221)	39.4 (n=236)
White, Female	41.7 (n=96)	39.8 (n=123)	44.4 (n=108)	41.0 (n=122)	40.4 (n=141)
Black, Female	42.9 (n=91)	27.9 (n=86)	40.7 (n=54)	35.4 (n=82)	38.5 (n=78)
White, Male	38.5 (n=65)	25.6 (n=78)	25.5 (n=102)	26.5 (n=98)	33.3 (n=99)
Black, Male	13.8 (n=29)	34.8 (n=23)	16.7 (n=36)	15.9 (n=44)	33.3 (n=27)
Initially enrolled as Commuting Students	31.5 (n=111)	24.0 (n=121)	31.8 (n=110)	31.3 (n=115)	30.9 (n=97)
Initially enrolled as On-Campus Residents	41.3 (n=189)	36.5 (n=200)	33.2 (n=214)	30.9 (n=262)	39.9 (n=273)
Initially enrolled in Learning- support classes <sup>1</sup>	28.6 (n=28)	28.8 (n=59)	27.7 (n=47)	18.5 (n=54)	27.3 (n=55)
Non-traditional <sup>2</sup>	0 (n=23)	19.4 (n=31)	3.1 (n=32)	0.0 (n=22)	0.0 (n=18)
Pell Recipients	32.6 (n=138)	23.7 (n=152)	22.4 (n=143)	26.4 (n=159)	28.8 (n=160)

## Study 1 Measures of Student Engagement



### Office of Student Affairs Residence Life Programing Summary 2013 - 2014

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#### 1 Residence Life Programming Model

- The department executes its programming through a Five Star Programming model. The five star topics are:
  - Community Development; Leadership; Social; Educational; Philanthropy

#### 2 How programs are implemented (RA Requirements)

- Each resident assistant is required to plan and implement 4 programs per semester. These programs must fit into the five star programming model (Community Development, Leadership, Social, and Educational). The residence hall works together as a staff to complete the philanthropy project once per semester.
- Program proposals are submitted to the RLC/HD for the building. Once the RLC/HD has made any corrections or suggestions, they will approve the program. Once the program is approved, the RA will proceed with implementation of the program. Once the program is completed, the RA must complete an outcome summary, complete with the amount spent, number of attendees, and outcome. Monthly program reports are submitted to the Director of Residence Life.

#### 3 Programming Summary 2013 - 2014

- This academic year we had 172 programs with attendance of approximately 4500 students.

	Oaks	Pines	Magnolia	Total
Community Development	23	11	10	<b>44</b>
Leadership	13	12	12	<b>37</b>
Social	26	9	10	<b>45</b>
Educational	19	10	13	<b>42</b>
Philanthropy	2	1	1	<b>4</b>
<b>Total</b>	<b>83</b>	<b>43</b>	<b>46</b>	<b>172</b>

## **Study 2**

### **Measures of Student/Family Engagement and Support**

#### **Office of Student Affairs**

#### **Noel-Levitz Assessment**

#### **2013 - 2014**

During the 2013-2014 academic year, there were 1110 members of the parents' email list. This was an increase of 30% from the 846 members during the 2012-13 academic year. 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. Ninety-two parents completed the survey at the end of the Spring 2014 semester. From Noel Levitz's analysis of the parents' responses, the challenges facing our campus are quality of instruction, getting help from staff members, and academic advising. The report highlights that our strengths from the parents' perspective are the safety and security of the campus, the easily accessible medical care, and the atmosphere of the campus.

The survey was sent to 1100 (Parents Association members); 92 participated, giving an 8% response rate. This is similar to the past two years, with 88 and 86 responding then.

Both of these reports list Noel Levitz's analysis of our campus's strengths and challenges.

This year the individual items on the survey that were determined to reflect our STRENGTHS were:

- 3. The campus is safe and secure.
- 49. If needed, my child can readily access medical care, either on campus or in the community.
- 60. Campus item: My student is comfortable with the atmosphere of this campus.
- 48. The institution keeps me informed (i.e., newsletters, Websites, etc.).
- 18. Parking lots are well-lighted and secure.
- 58. Campus item: My child is developing skills that will serve him/her well in life beyond school.
- 13. Living conditions in the residence halls are comfortable for my child.

Noel Levitz's analysis shows the following items from the survey to be CHALLENGES:

- 36. The quality of instruction my child receives in most of his/her classes is excellent.
- 1. The campus staff are caring and helpful.
- 10. Academic advisors help my child to set goals to work toward.
- 17. There are sufficient courses within my child's program of study available each term.
- 21. Academic advisors are knowledgeable about requirements for majors within their area.
- 24. My child receives the help he/she needs to apply academic major to career goals.
- 16. Academic advisors are available when my child needs help.
- 38. My child receives ongoing feedback about his/her progress toward academic goals.
- 35. My child seldom gets the "run-around" when seeking information on this campus.
- 40. Faculty are usually available to my child outside of class (during office hours, by phone or by e-mail).
- 11. Financial aid counseling is available for my child as needed.
- 23. My child is able to register for classes he/she needs with few conflicts.
- 32. Faculty provide timely feedback about the progress of my child in their courses.