

CCG-Momentum Plan Update for 2023

Georgia Southwestern State University

Section 1: GSW Institutional Mission & Student Body Profile

Georgia Southwestern State University's (GSW) institutional mission is,

Georgia Southwestern State University is a state university serving a diverse population of students, offering a range of strong undergraduate and graduate programs in a vibrant learning environment. The University is a collegial community that values collaboration and community engagement with an emphasis on faculty, staff, and student interactions. An active student body and state-of-the-art amenities enhance the learning experience on a visually appealing campus located in historic Americus, Georgia.

Georgia Southwestern State University's (GSW) total enrollment in fall 2022 was 3076. At that time, the gender distribution of the student population was 66.7% women and 33.3% men. The ethnicity of the fall 2022 student population was 57.2% White, 26.2% African American, 7.7% Asian and Pacific Islander, 5.7% Hispanic, 2.5% Multiracial and less than 1.0% were Native American or Unknown. Approximately 40% of GSW undergraduates receive Pell Grants; 49% are First-Generation college students (no parent/guardian with bachelor degree or higher); 18% began college for the first-time as adults (25 years old or older); and 22% were age 25 or older. The majority of our undergraduates (62%) are classified as full-time (taking 12 or more hours); 28% live on campus; 72% are enrolled in one or more online classes; and 34% are enrolled exclusively in online classes. These populations are also representative of our recent graduates. Out of the undergraduates who were awarded bachelor's degrees in FY23, 53% had received the Pell grant while enrolled at GSW, 47% were first-generation students, and 25% were 29 or older at the time of graduation.

Section Two: GSW Student Success Inventory

GSW continues to focus its student success efforts on providing students with clear degree pathways and facilitating social belonging in its students. While the strategies we employ benefit all students, we are particularly focused on improving the success of our male students while maintaining the success of our female students.

Activity 1			
Activity/Project Name			
Updated CPR Process			
Momentum Area (replace box with "X" for all that apply)			
<input type="checkbox"/> Purpose <input checked="" type="checkbox"/> Pathways <input type="checkbox"/> Mindset <input type="checkbox"/> Change Management <input checked="" type="checkbox"/> Data & Communications			
Category (tag) [NEW for 2023] : (replace box with "X" for all that apply)			
<input type="checkbox"/> Access <input type="checkbox"/> Adult Learners <input type="checkbox"/> Advising <input type="checkbox"/> Block Schedules <input type="checkbox"/> Campus Organization <input type="checkbox"/> Career Connections/Major Exploration	<input type="checkbox"/> Credit Acceleration (AP/IB,PLA,CBE, <input type="checkbox"/> Credit Intensity <input checked="" type="checkbox"/> Curriculum Design <input checked="" type="checkbox"/> Data and Communications	<input type="checkbox"/> High Impact Practices <input type="checkbox"/> Leadership <input type="checkbox"/> Learning Communities <input type="checkbox"/> Math Pathways <input checked="" type="checkbox"/> Milestones/indicators in programs <input type="checkbox"/> Mindset <input type="checkbox"/> Open Educational Resources	<input type="checkbox"/> Predictive Analytics <input checked="" type="checkbox"/> Program Maps/Pressure Tests <input checked="" type="checkbox"/> Program Pathways <input type="checkbox"/> Reverse Transfer/Credit When It's Due

<input type="checkbox"/> Change Management	<input type="checkbox"/> Decrease Credits at Graduation	<input type="checkbox"/> Orientation and Transition Programs	<input type="checkbox"/> Student Engagement
<input type="checkbox"/> Cocurricular Pathways	<input type="checkbox"/> Early Alerts	<input type="checkbox"/> Other/Undefined	<input checked="" type="checkbox"/> Tracking Student Success
<input type="checkbox"/> Corequisite Remediation	<input type="checkbox"/> Faculty Engagement	<input type="checkbox"/> Peer/Supplemental Instruction	<input type="checkbox"/> Transforming Remediation
<input type="checkbox"/> Course Redesign	<input type="checkbox"/> Financial Aid Interventions	<input type="checkbox"/> Performance Metrics	<input type="checkbox"/> Tutoring/Student Supports
	<input type="checkbox"/> Financial Risk Alerts		<input type="checkbox"/> Other (enter below):
	<input type="checkbox"/> First Year Experience		

Activity/Project Overview or Description (what this is?)

The project is to update our CPR process to include pressure testing of our Storm Tracks using Curricular Analytics. In addition, we are working to make the CPR process more focused on student success, to make the process a student success activity.

Activity/Project Activity Status (where is this in process?) **[UPDATE for 2023]**
(replace box with "X" for all that apply)

Studying Initiating Piloting Scaling Refining/Maintaining Retiring

Evaluation/Assessment plan

Evaluation Plan and measures:

KPIs:

Baseline measure (for each KPI):

Current/most recent data (for each KPI) **[NEW for 2023]:**

Goal or targets (for each KPI):

Time period/duration

Update these sections for 2023

Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)

A Draft of the updated CPR process is ready for GSW's academic approval process.

Plan for the year ahead (What steps will you be taking in 2023)

We anticipate that the academic process will be complete during fall semester and we will be ready to implement the process in that 2024-25 academic year.

What challenges will affect your ability to do this activity?

There are no specific challenges, but one never knows how a faculty approval process will go.

What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?

We are already receiving the data support we need to make the revised process work.

Project Lead/point of contact:

Bryan Davis, Associate VPAA

Activity 2

Activity/Project Name

Social Belonging – helping students become connected and engaged on campus both socially and academically

Momentum Area (replace box with "X" for all that apply)

<input checked="" type="checkbox"/> Purpose <input type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications			
Category (tag) [NEW for 2023] : (replace box with "X" for all that apply)			
<input type="checkbox"/> Access <input type="checkbox"/> Adult Learners <input checked="" type="checkbox"/> Advising <input checked="" type="checkbox"/> Block Schedules <input type="checkbox"/> Campus Organization <input type="checkbox"/> Career Connections/Major Exploration <input type="checkbox"/> Change Management <input type="checkbox"/> Cocurricular Pathways <input type="checkbox"/> Corequisite Remediation <input type="checkbox"/> Course Redesign	<input type="checkbox"/> Credit Acceleration (AP/IB,PLA,CBE, <input type="checkbox"/> Credit Intensity <input checked="" type="checkbox"/> Curriculum Design <input type="checkbox"/> Data and Communications <input type="checkbox"/> Decrease Credits at Graduation <input type="checkbox"/> Early Alerts <input type="checkbox"/> Faculty Engagement <input type="checkbox"/> Financial Aid Interventions <input type="checkbox"/> Financial Risk Alerts <input checked="" type="checkbox"/> First Year Experience	<input checked="" type="checkbox"/> High Impact Practices <input checked="" type="checkbox"/> Leadership <input type="checkbox"/> Learning Communities <input type="checkbox"/> Math Pathways <input type="checkbox"/> Milestones/indicators in programs <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Open Educational Resources <input checked="" type="checkbox"/> Orientation and Transition Programs <input type="checkbox"/> Other/Undefined <input checked="" type="checkbox"/> Peer/Supplemental Instruction <input type="checkbox"/> Performance Metrics	<input type="checkbox"/> Predictive Analytics <input type="checkbox"/> Program Maps/Pressure Tests <input type="checkbox"/> Program Pathways <input type="checkbox"/> Reverse Transfer/Credit When It's Due <input checked="" type="checkbox"/> Student Engagement <input checked="" type="checkbox"/> Tracking Student Success <input type="checkbox"/> Transforming Remediation <input checked="" type="checkbox"/> Tutoring/Student Supports <input type="checkbox"/> Other (enter below):
Activity/Project Overview or Description (what this is?)			
We continue to implement ways to help support students both in and out of the classroom to be successful and improve retention.			
Activity/Project Activity Status (where is this in process?) [UPDATE for 2023] (replace box with "X" for all that apply)			
<input type="checkbox"/> Studying <input type="checkbox"/> Initiating <input type="checkbox"/> Piloting <input type="checkbox"/> Scaling <input checked="" type="checkbox"/> Refining/Maintaining <input type="checkbox"/> Retiring			
Evaluation/Assessment plan			
Evaluation Plan and measures: Retention numbers, event attendance, tutoring sessions, event evaluations, DFW rates			
KPIs: Retention rates, event attendance, FYE advising and check-in meetings, tutoring participation.			
Baseline measure (for each KPI): Fall 2018 cohort retention rates. Increased participation and retention of first-year students who attend Thunder Camp. Increase student attendance at university-sponsored events. Increase in person interactions with first-year students. Increase participation in the number of students attending tutoring sessions.			
Current/most recent data (for each KPI) [NEW for 2023] : Attendance and retention of Thunder Camp participants (142 freshmen attended camp in August 2022 and 63% were retained to their sophomore year.) Attendance at student engagement events (59 events were held in the 2022-2023 academic year with 5,997 students attending). FYE advising and check-in meetings (FYE conducted 1091 in person meetings with students during the 2022-2023 academic year). Tutoring participation (179 tutoring sessions were conducted to 74 individual students during the 2022-2023 academic year).			
Goal or targets (for each KPI): increased participation in events and progress towards meeting the retention target			
Time period/duration: yearly			
Update these sections for 2023			
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)			

In Fall 2023, the first-year students in University College were placed in block schedules that included having their first-year seminar (UNIV 1000) course meeting four days a week. Our Thunder Camp extended orientation has proven successful with a higher retention rate for students who attended compared to the overall retention of the cohort. Our UNIV 1000 first-year seminar course was revamped to focus on the student's purpose, self-advocacy, self-regulation, self-awareness, and self-confidence.
Plan for the year ahead (What steps will you be taking in 2023)
This fall, all first-year students are each creating a personalized academic plan using the Student Educational Planner in Degree Works. We will continue to work on creating a sophomore/2 nd year retention plan and are in the process of planning a university-wide retention summit.
What challenges will affect your ability to do this activity?
Academic and social maturity of first-year students.
What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?
Re-evaluation of the funding model to include special funding or earmarks for academic retention initiatives.
Project Lead/point of contact:
Dr. Laura Boren, Executive Vice President for Student Engagement and Success Dr. David Jenkins, Director of First-Year Experience and Student Success

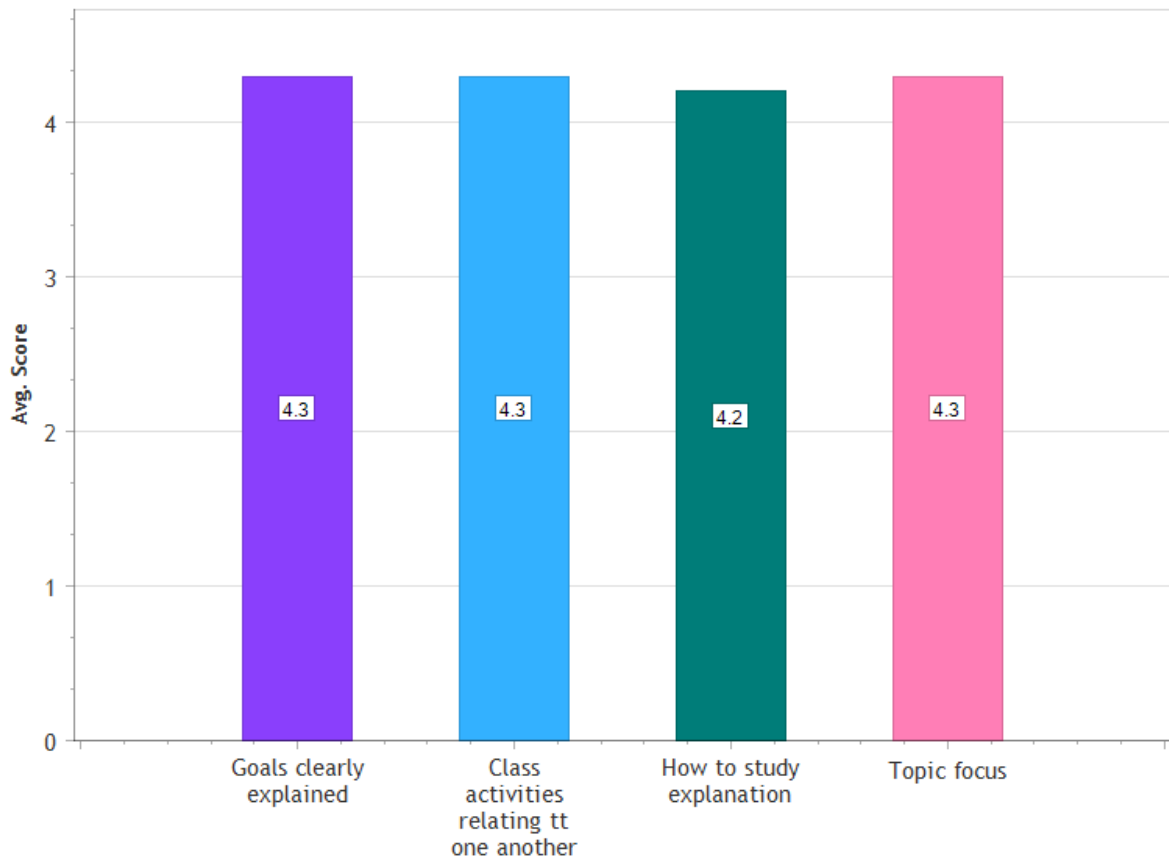
Section Three: GSW TILT Update

In spring 2021 just before GSW launched its campus-wide TILT initiative, four TILT-related questions were added to GSW's course evaluation survey. The questions were added under the head question, "was the course transparent, well planned, and organized?" Students were asked to rate the course on the following aspects of the head question:

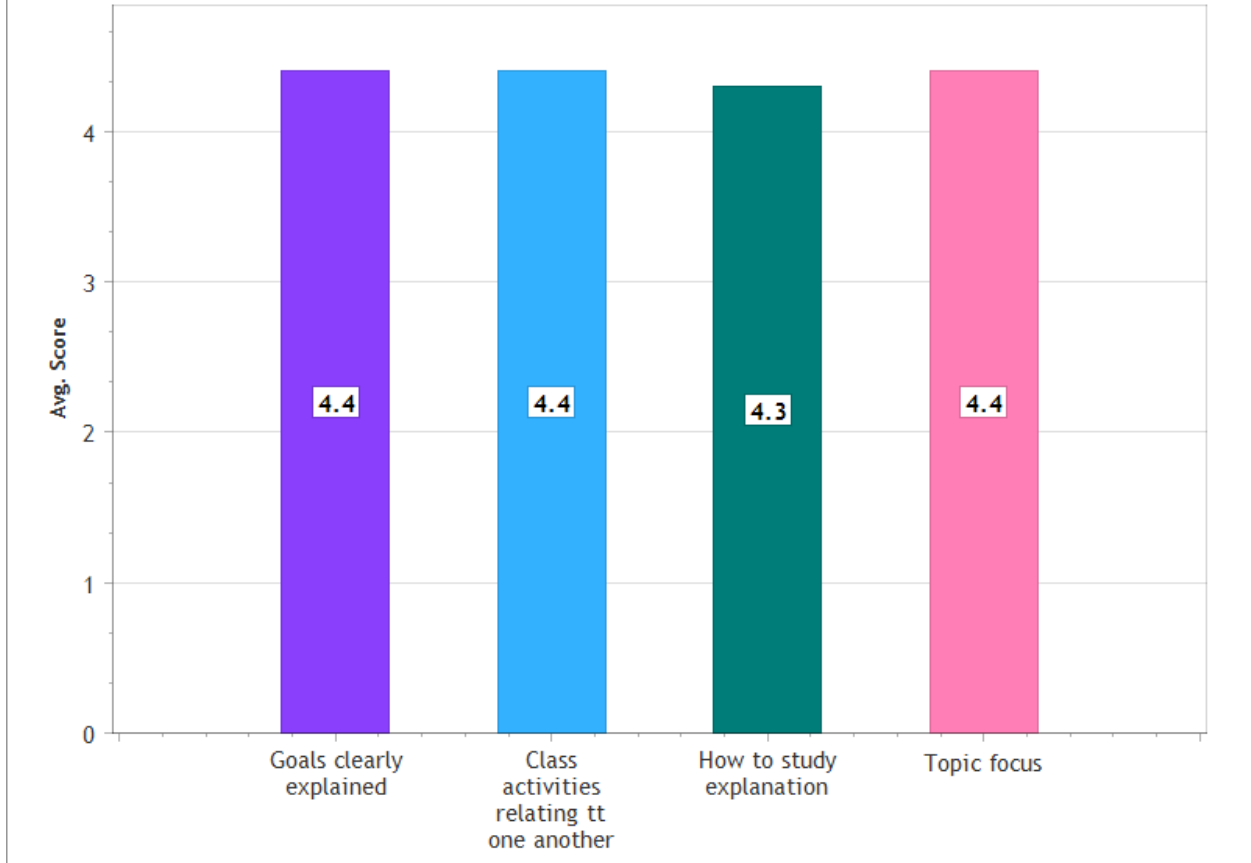
- Clearly explained the goals and requirements of the course.
- Clearly explained how the class activities, reading, and assignments related to each other.
- Clearly explained how to learn or study course materials and content.
- Clearly explained why the class focused on the topics presented.

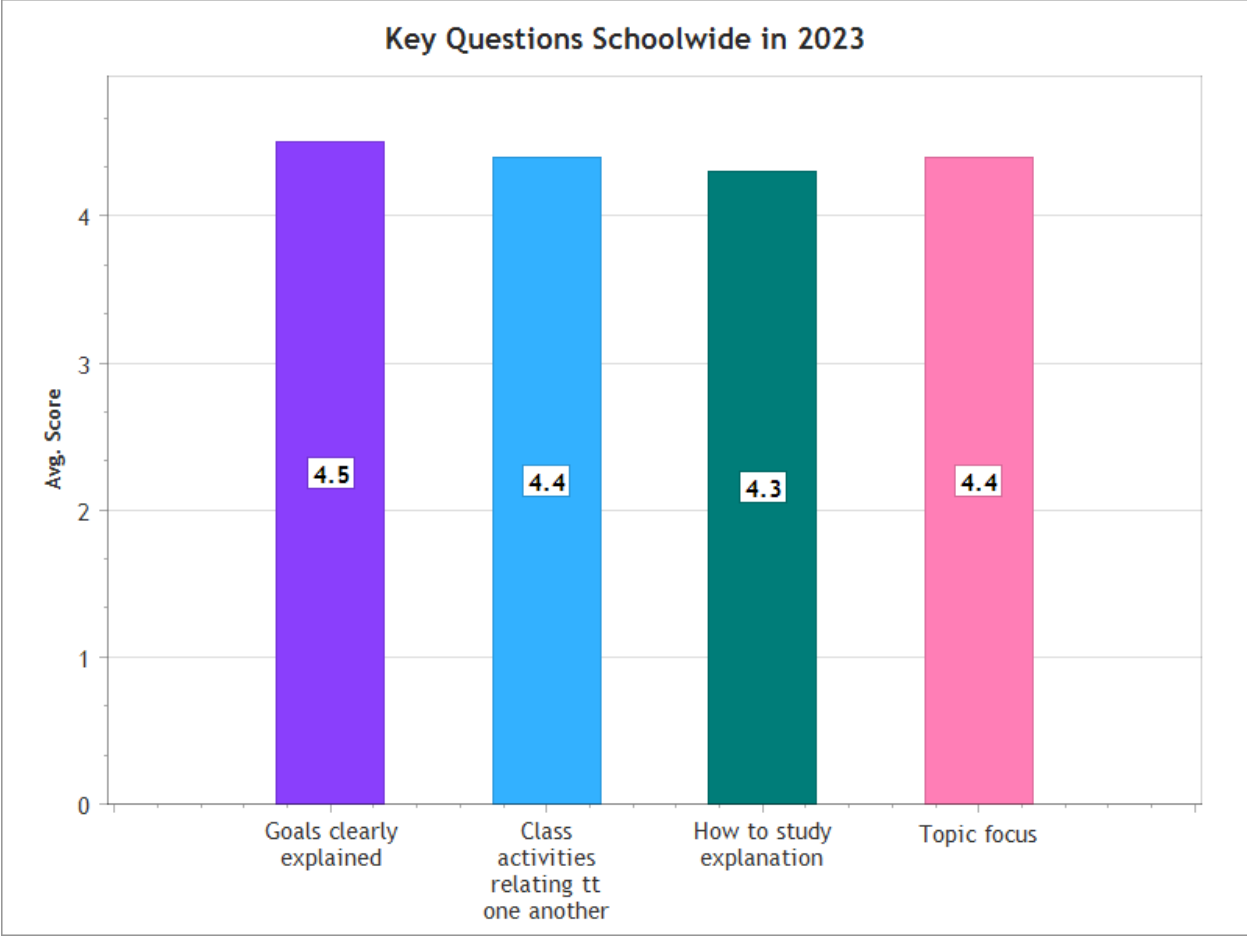
For each aspect the students were able to answer strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) with answers scored 5-1 to achieve numerical mean for each aspect. The spring 2021 scores acted as a baseline for comparison with post-TILT development scores. In general, the scores have increased steadily each academic year.

Key Questions Schoolwide in 2021



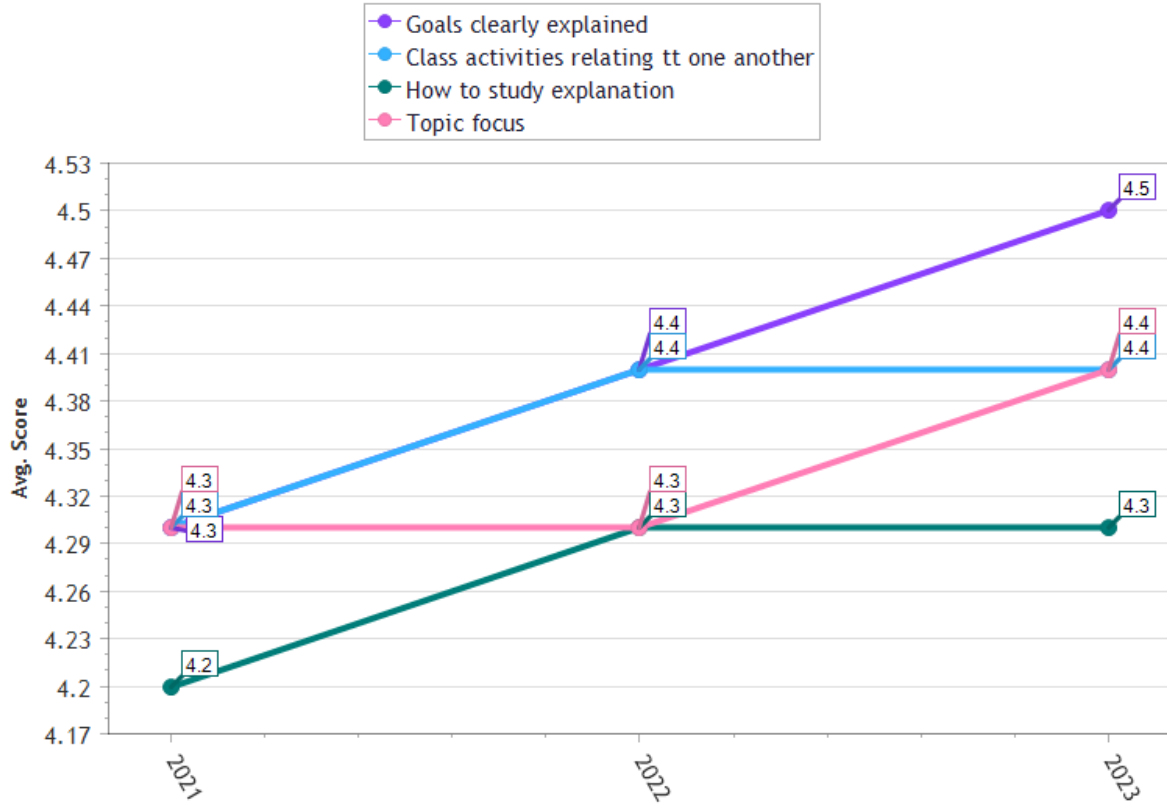
Key Questions Schoolwide in 2022



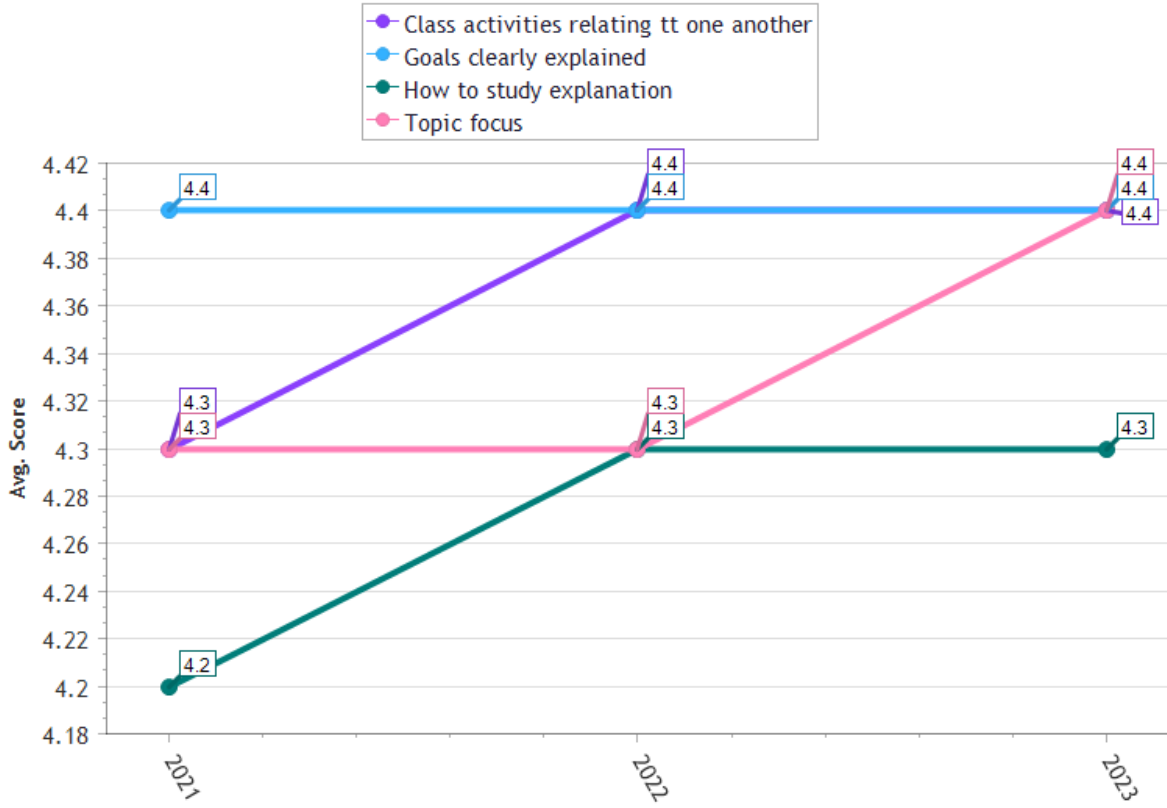


The results are largely consistent when disaggregated by college.

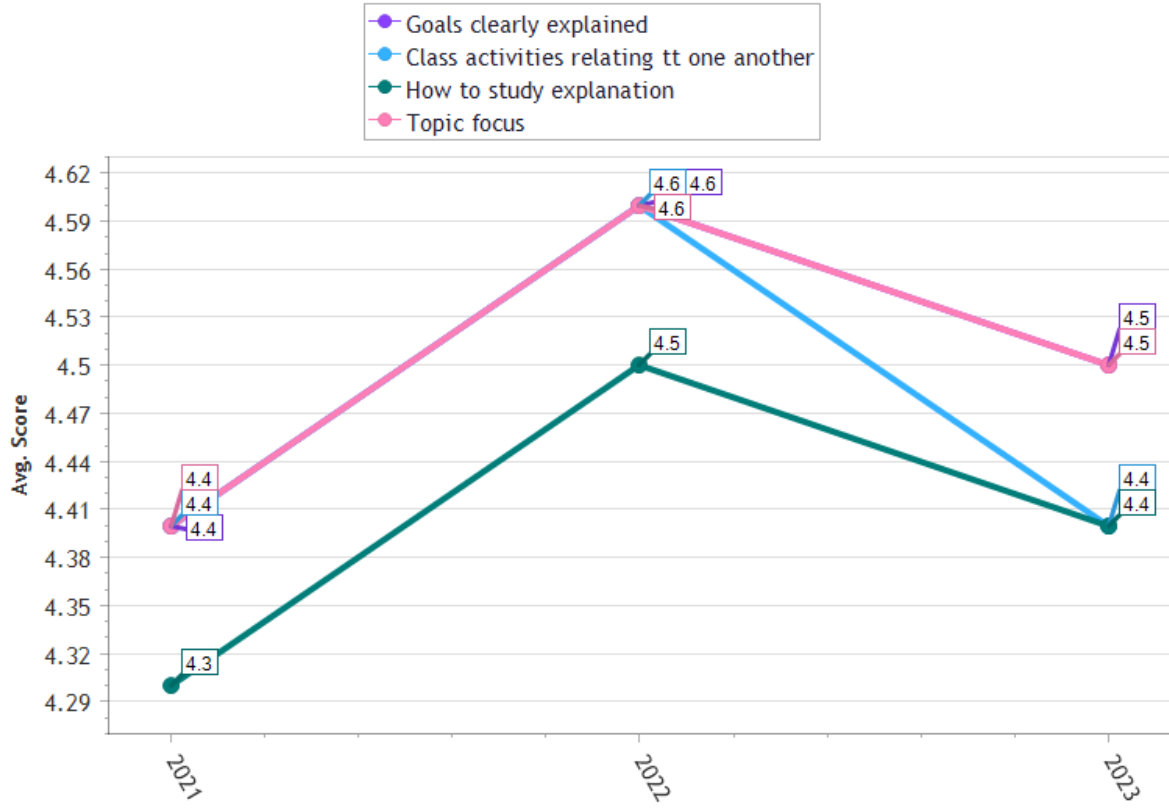
Key Questions in the College of Arts and Sciences



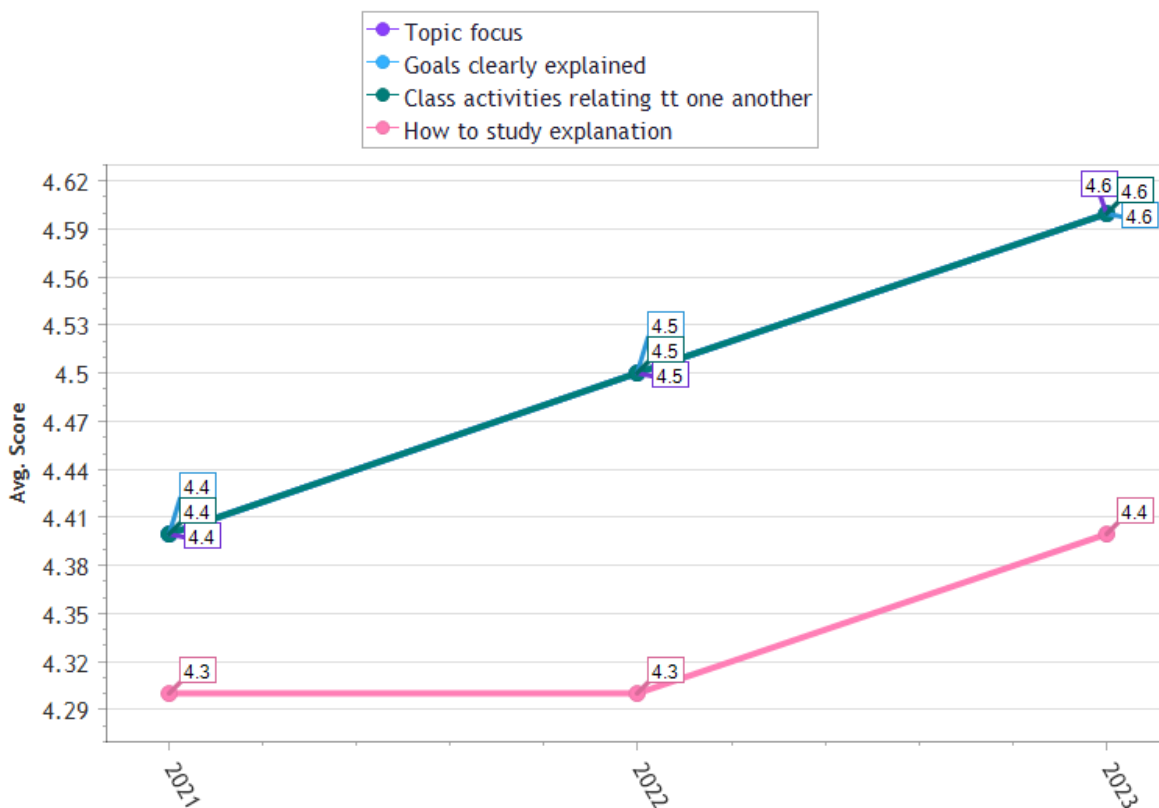
Key Questions in the College of Business and Computing



Key Questions in the College of Education



Key Questions in the College of Nursing and Health Sciences



One notable finding from these data is that the explanation of how to study lags behind the other the other aspects of TILT as measured by these questions. Therefore, GSW will continue to provide faculty development opportunities aimed at ways of guiding students on how to study. A survey will also be administered to faculty during spring 2024 to gather data on what faculty have used TILT principles to revise course materials, in what courses, and what types of course material have been revised. These data will be used to examine grade distributions for evidence that specific interventions have had positive effects.

Overall, the TILT initiative has had a positive impact on teaching and learning across GSW's campus, including helping faculty understand the importance of transparency when communicating with students. Still there is much room for growth by ensuring that more faculty are aware of the possibilities that TILT offers.

Section Four: GSW Observations and Next Steps

GSW has put significant time and effort into its Storm Track degree pathways, but the evidence from a pilot of pressure testing and from usage by students and faculty suggest that they are less effective than they could be. This situation apparently results from a number of factors, including students entering with significant amounts of dual enrollment credits and students in the sciences who are not ready for their Core Math requirements. GSW does not plan to abandon Storm Tracks, but we will take a revised approach to their use. We will continue to use

them as templates for the Student Educational Planner (SEP), and we will be updating them to include the revised USG Core curriculum before fall term 2024. During fall 2023, however, a new intervention was added to UNIV 1000 the GSW Experience. Both instructors and Storm Spotters (peer mentors) have been trained in the use of SEP so that they can teach their students how to use the tool so that each student can create an individualized graduation plan that shows what they need to do to graduate on a term by term basis.

Appendix

Table 1: Fall Undergraduate Special Populations Enrollment

	Fall Term									
	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Total Undergraduate Enrollment	2667	2527	2435	2558	2606	2467	2498	2634	2467	2479
Number of Undergraduates with Record of Parents' College Level	2376	2350	2208	2453	2469	2289	2183	2309	2229	2183
Number of First Generation Undergraduates (no parent/guardian with a bachelor degree or higher)	1345	1346	1243	1331	1285	1237	1179	1228	1171	1204
% of All Undergraduates who are First Generation	50.4%	53.3%	51.0%	52.0%	49.3%	50.1%	47.2%	46.6%	47.5%	48.6%
Received Pell Grant Fall term	1254	1152	1072	1072	1037	968	927	994	927	986
Percent Undergraduates with Pell	47.0%	45.6%	44.0%	41.9%	39.8%	39.2%	37.1%	37.7%	37.6%	39.8%
Number of Non-traditional Undergraduates (25 or older at first matriculation)	633	556	524	504	469	413	409	392	399	437
Percent Non-traditional Undergraduates	23.7%	22.0%	21.5%	19.7%	18.0%	16.7%	16.4%	14.9%	16.2%	17.6%
Number of Non-traditional Undergraduates (age 25 or older)	837	749	666	665	631	542	517	516	535	548
Percent of Undergraduates Age 25 or Older	31.4%	29.6%	27.4%	26.0%	24.2%	22.0%	20.7%	19.6%	21.7%	22.1%

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

	Fall Term									
	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Total First-time Full-time (FTFT) Cohort	351	386	374	475	445	406	382	462	375	467
Number of FTFT Cohort with Record of Parents' College Level	328	381	372	471	416	371	355	436	360	455
Number of First Generation FTFT Cohort (no parent/guardian with a bachelor degree or higher)	176	194	198	242	218	211	202	260	198	299
% of All FTFT Cohort who are First Generation	50.1%	50.3%	52.9%	50.9%	49.0%	52.0%	52.9%	56.3%	52.8%	64.0%
Received Pell Grant Fall Term	160	183	173	241	214	213	202	265	224	287
Percent FTFT Cohort with Pell	45.6%	47.4%	46.3%	50.7%	48.1%	52.5%	52.9%	57.4%	59.7%	61.5%
Number of Non-traditional FTFT Cohort	4	4	2	6	1	2	1	1	2	4
Percent of Non-traditional FTFT Cohort	1.1%	1.0%	0.5%	1.3%	0.2%	0.5%	0.3%	0.2%	0.5%	0.9%

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

		FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	1 Year Change	10 Year Change
Females	Asian	4	4	5	3	4	6	3	1	3	2	2	0%	-50%
	Black or African American	88	99	100	82	75	64	79	73	61	61	53	-13%	-40%
	Hispanic/Latino	4	6	17	8	7	13	12	11	17	17	10	-41%	150%
	American Indian or Alaska Native	0	0	0	1	0	0	1	0	1	0	1		
	White	243	258	211	192	192	225	186	195	160	182	139	-24%	-43%
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	2	1	0	0	0	0		
	Multiracial	6	4	7	3	4	4	6	6	11	2	4	100%	-33%
	Non-resident Alien	9	2	5	2	3	4	4	3	3	7	2	-71%	-78%
	Race/Ethnicity Unknown	0	1	0	1	0	0	2	0	0	0	0		
	subtotal	354	374	345	292	285	318	294	289	256	271	211	-22%	-40%
Males	Asian	1	5	2	1	1	6	0	2	5	2	3	50%	200%
	Black or African American	33	26	32	26	31	32	29	25	28	25	28	12%	-15%
	Hispanic/Latino	4	1	8	9	4	9	3	6	6	7	5	-29%	25%
	American Indian or Alaska Native	0	1	0	0	1	0	0	0	0	0	0		
	White	102	123	122	98	93	103	93	74	78	91	84	-8%	-18%
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	1		
	Multiracial	0	4	1	3	0	1	3	2	8	3	7	133%	
	Non-resident Alien	17	6	7	1	5	4	4	5	2	3	5	67%	-71%
	Race/Ethnicity Unknown	0	1	0	2	0	0	0	0	0	0	1		
	subtotal	157	167	172	140	135	155	132	114	127	131	134	2%	-15%
Total		511	541	517	432	420	473	426	403	383	402	345	-14%	-32%
Number Received Pell Grant (at any time at GSW)		301	311	324	260	241	256	221	206	208	203	183	-10%	-39%
%		58.9	57.49	62.67	60.19	57.38	54.12	51.88	51.12	54.31	50.4	53.0		
Number of First Generation		253	256	268	246	227	248	221	213	196	205	163	-20%	-36%
%		49.51	47.32	51.84	56.94	54.05	52.43	51.88	52.85	51.17	50.99	47.25		
# Graduates with First Generation Data		423	475	465	399	394	452	414	388	383	375	306		

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

	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	1 Year Change	10 Year Change
Age 17-19 at graduation	0	0	0	0	0	0	1	1	2	0	0		
Age 20-22	124	132	118	94	115	139	130	171	143	173	112	-35%	-10%
Age 23-24	142	162	149	136	125	112	117	86	100	102	100	-2%	-30%
Age 25-26	61	59	61	38	42	46	45	39	40	35	26	-26%	-57%
Age 27-28	33	32	34	33	28	39	22	21	18	16	20	25%	-39%
Age 29-30	22	22	38	20	16	23	22	9	16	13	9	-31%	-59%
Age 31-34	42	48	29	26	30	48	28	23	16	17	21	24%	-50%
Age 35-39	40	35	43	30	25	20	23	19	13	18	23	28%	-43%
Age 40 +	47	51	45	55	39	46	38	34	35	28	34	21%	-28%
Average	27.7	27.3	27.7	28.8	27.8	28.0	27.0	26.4	26.2	25.7	27.3	6%	-1%

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

School or Department	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	1 Year Change	10 Year Change
Biology	11	13	14	9	7	9	4	5	8	2	4	6	5	4	-20%	-56%
Chemistry	6	8	2	0	3	0	2	1	3	1	1	2	3	1	-67%	
English and Foreign Languages	6	16	5	7	7	12	9	8	8	8	4	4	8	7	-13%	0%
Art	5	7	9	6	4	3	4	6	4	3	7	4	6	5	-17%	-17%
Dramatic Arts	2	2	7	3	4	8	9	6	3	9	6	4	2	2	0%	-33%
Music	5	1	2	0	3	3	2	2	2	4	1	4	8	2	-75%	
Geology	2	3	2	1	4	3	1	2	3	2	2	3	2	0	-100%	-100%
History	15	12	10	13	15	13	7	8	10	8	6	6	7	10	43%	-23%
Political Science	2	7	9	4	6	6	3	3	4	6	4	6	3	3	0%	-25%
Mathematics	8	7	9	8	4	4	2	2	2	5	0	3	2	2	0%	-75%
Psychology	32	33	34	41	49	32	43	42	32	42	31	44	45	29	-36%	-29%
Sociology	15	8	10	11	15	16	6	13	18	10	7	14	8	9	13%	-18%
Criminal Justice									1	3	10	10	10	10	0%	
General Studies									2	3	9	7	5	9	80%	
Business	141	197	208	201	208	197	171	167	176	171	148	140	125	143	14%	-29%
Computer and Information Science	9	13	10	11	20	22	13	15	19	20	16	13	16	10	-38%	-9%
Education	72	108	96	72	76	80	57	57	59	47	59	44	69	41	-41%	-43%

Health and Human Performance	22	29	34	36	30	39	26	33	34	9	2	2	0	0		
Health Sciences										25	33	31	29	14	-52%	
Nursing	53	59	67	90	91	80	73	52	87	53	54	41	52	44	-15%	-51%
Total	406	523	528	513	546	527	432	422	475	431	404	388	405	345	-15%	-33%

Note: Exercise Science moved from Health and Human Performance to Health Sciences in FY19.

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> (1st Fall to 1st Spring)	<u>1-Year</u> (1st Fall to 2nd Fall)
2001	266	92.1%	71.8%
2002	331	91.2%	65.6%
2003	326	90.2%	65.6%
2004	360	87.5%	70.3%
2005	357	88.8%	64.7%
2006	399	88.5%	63.9%
2007	388	93.3%	76.0%
2008	418	91.4%	68.9%
2009	435	92.2%	66.4%
2010	474	90.5%	64.8%
2011	404	89.1%	62.6%
2012	374	91.2%	65.0%
2013	351	92.0%	69.8%
2014	386	91.7%	73.8%
2015	374	91.4%	69.5%
2016	475	91.8%	65.1%
2017	445	89.4%	61.6%
2018	406	91.6%	68.5%
2019	382	88.2%	66.2%
2020	462	82.9%	53.9%
2021	375	83.7%	59.7%
2022	467	86.7%	62.5% preliminary

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

	Cohort Year																	
	2014		2015		2016		2017		2018		2019		2020		2021		2022	
Fall Term GPA	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	77	19.6	78	20.5	91	18.8	77	17.1	79	19.0	77	19.6	95	19.9	72	18.7	102	20.9
3.00 to 3.49	86	21.9	95	24.9	121	25.0	92	20.4	106	25.5	82	20.9	98	20.5	76	19.7	90	18.5
2.50 to 2.99	68	17.3	81	21.3	104	21.4	81	18.0	86	20.7	77	19.6	60	12.6	47	12.2	89	18.3
2.00 to 2.49	65	16.5	48	12.6	68	14.0	79	17.5	53	12.8	43	11.0	54	11.3	41	10.6	62	12.7
1.50 to 1.99	36	9.2	30	7.9	41	8.5	53	11.8	40	9.6	37	9.4	44	9.2	29	7.5	39	8.0
0.00 to 1.49	56	14.2	41	10.8	54	11.1	58	12.9	46	11.1	65	16.6	110	23.1	100	26.0	73	15.0
No GPA**	5	1.3	8	2.1	6	1.2	11	2.4	5	1.2	11	2.8	16	3.4	20	5.2	32	6.6

*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 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Principles of Biology I	37.9	29	42.9	21	62.5	16	33.3	15	39.1	23	50.0	14	66.7	12	25.0	16	15.0	20
Essentials of Biology I	56.3	80	33.8	80	61.7	128	42.0	138	42.3	123	35.9	106	34.4	131	31.6	117	52.5	101
Principles of Chemistry I	91.7	12	88.9	9	92.9	14	77.8	18	66.7	12	80.0	10	47.1	17	66.7	12	73.3	15
Earth, Mat., Processes, & Env.	--	--	55.6	18	67.5	40	43.2	44	53.8	13	50.0	12	70.0	10	57.1	7	16.7	6
College Algebra	67.8	146	71.8	181	62.3	215	67.3	101	78.2	119	58.4	101	43.5	115	49.6	111	63.2	136
Math Modeling	64.7	34	58.3	12	64.7	17	-	-	-	-	-	-	-	-	-	-	-	-
Quantitative Analysis	-	-	-	-	-	-	75.6	123	73.3	75	73.8	80	50.4	121	39.2	102	50.0	122
American Government	50.0	64	52.1	71	57.6	106	53.4	131	56.9	65	45.6	90	43.3	90	66.1	62	51.6	126
World Civilization I	80.8	78	91.6	71	58.6	29	75.4	65	83.3	24	-	-	90.9	11	76.0	25	75.0	36
World Civilization II	70.0	10	63.1	65	68.7	83	70.0	50	61.8	34	59.1	22	79.3	29	52.2	23	48.1	54
US History I	--	--	65.8	38	69.6	23	91.9	37	75.6	45	76.1	46	44.2	43	50.0	36	55.8	43
US History II	77.6	49	--	--	68.1	91	62.7	51	77.4	53	66.1	56	53.9	89	76.7	30	71.9	32
Introduction to Psychology	80.8	177	85.5	166	87.1	171	79.1	220	81.5	130	73.1	130	73.1	156	61.2	152	60.0	195
Human Growth & Development	85.9	61	93.8	32	97.3	37	84.6	26	89.0	82	78.5	65	91.1	79	86.7	60	86.8	91
Introduction to Sociology	61.4	88	78.4	139	81.8	154	86.6	119	82.5	103	81.7	71	53.8	93	54.6	33	59.7	62
English Composition I	80.2	243	70.7	225	77.0	239	69.8	162	80.9	230	70.5	210	61.0	241	54.3	243	62.7	279

Table 9: Credit Hours Attempted and Earned by the First-time Full-time Freshmen Cohort

	Cohort Year							
	2015	2016	2017	2018	2019	2020	2021	2022
Number First-time Full-time Freshmen Cohort	374	475	445	406	382	462	375	467
Number Attempted 15 or more Hours in Fall Term	279	309	249	260	220	199	193	262
Percent Attempted 15 or more Hours in Fall Term	74.6%	65.1%	56.0%	64.0%	57.6%	43.1%	51.5%	56.1%
Number Earned 15 or more Hours at end of Fall term	154	183	118	163	100	88	77	102
Percent Earned 15 or more Hours at end of Fall Term	41.2%	38.5%	26.5%	40.1%	26.2%	19.1%	20.5%	21.8%
Number Earned 30 or more Hours in Fall/Spring Terms	105	126	83	116	69	62	54	60
Percent Earned 30 or more Hours in Fall/ Spring Term	28.1%	26.5%	18.7%	28.6%	18.1%	13.4%	14.4%	12.8%

Note: Hours = institutional hours only for the fall and spring terms.

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

Rate	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Institution-Specific	73.8 (n=386)	69.5 (n=374)	65.1 (n=475)	61.6 (n=445)	68.5 (n=406)	66.2 (n=382)	53.9 (n=462)	59.7 (n=375)
Disaggregated Institution-Specific								
Traditional-aged	73.8 (n=382)	69.6 (n=372)	65.0 (n=469)	61.5 (n=444)	68.6 (n=404)	66.1 (n=381)	54.0 (n=461)	59.6 (n=374)
White, Non-Hispanic	75.0 (n=252)	68.9 (n=238)	63.6 (n=310)	62.8 (n=277)	68.6 (n=261)	71.4 (n=224)	55.0 (n=229)	63.3 (n=177)
African American or Black, Non-Hispanic	71.6 (n=102)	69.1 (n=97)	65.8 (n=114)	57.8 (n=109)	70.2 (n=94)	60.0 (n=110)	50.0 (n=178)	56.0 (n=141)
Other	71.4 (n=28)	75.7 (n=37)	73.3 (n=45)	62.1 (n=58)	65.3 (n=49)	55.3 (n=47)	63.0 (n=54)	57.1 (n=56)
Male	70.9 (n=151)	67.5 (n=151)	59.8 (n=179)	56.7 (n=180)	63.7 (n=146)	60.3 (n=151)	49.7 (n=151)	55.1 (n=136)
Female	75.8 (n=231)	71.0 (n=221)	68.3 (n=290)	64.8 (n=264)	71.3 (n=258)	70.0 (n=230)	56.1 (n=310)	60.5 (n=238)
White, Female	76.5 (n=149)	70.5 (n=129)	68.9 (n=193)	68.1 (n=160)	71.6 (n=169)	74.2 (n=132)	58.3 (n=151)	66.7 (n=105)
Black, Female	76.1 (n=67)	69.1 (n=68)	67.6 (n=74)	58.8 (n=68)	76.2 (n=63)	65.7 (n=70)	50.8 (n=124)	56.0 (n=100)
White, Male	72.8 (n=103)	67.0 (n=109)	54.7 (n=117)	55.6 (n=117)	63.0 (n=92)	67.4 (n=92)	48.7 (n=78)	58.3 (n=72)
Black, Male	62.9 (n=35)	69.0 (n=29)	62.5 (n=40)	56.1 (n=41)	58.1 (n=31)	50.0 (n=40)	48.1 (n=54)	56.1 (n=41)
Initially enrolled as Commuting Students	68.1 (n=94)	69.8 (n=116)	65.0 (n=117)	69.9 (n=136)	68.6 (n=153)	67.0 (n=118)	55.1 (n=167)	62.0 (n=129)
Initially enrolled as On-campus Residents	75.7 (n=288)	69.5 (n=256)	65.1 (n=352)	57.8 (n=308)	68.5 (n=251)	65.8 (n=263)	53.4 (n=294)	58.4 (n=245)
Initially enrolled in Learning-support classes ¹	52.6 (n=19)	64.7 (n=17)	52.4 (n=21)	34.8 (n=23)	53.8 (n=13)	54.7 (n=75)	32.4 (n=108)	45.0 (n=100)
Non-traditional ²	75.0 (n=4)	50.0 (n=2)	66.7 (n=6)	100.0 (n=1)	50.0 (n=2)	100.0 (n=1)	0.0 (n=1)	100.0 (n=1)
Pell Recipients	70.5 (n=183)	64.2 (n=173)	64.3 (n=241)	58.4 (n=214)	68.1 (n=213)	63.8 (n=202)	46.8 (n=265)	53.8 (n=225)

Table 11: Six Year Bachelor’s Graduation Rates for GSW First-time Full-time Freshmen Cohort

Rate	2010	2011	2012	2013	2014	2015	2016
Institution-Specific	32.1 (n=473)	25.1 (n=387)	28.9 (n=374)	38.1 (n=349)	36.3 (n=386)	34.0 (n=374)	36.5 (n=474)
Disaggregated Institution-Specific							
Traditional-aged	33.3 (n=453)	26.2 (n=370)	28.8 (n=372)	38.3 (n=345)	36.4 (n=382)	34.1 (n=372)	36.8 (n=468)
White, Non-Hispanic	35.7 (n=297)	29.4 (n=221)	33.9 (n=230)	43.4 (n=221)	40.1 (n=252)	37.4 (n=238)	39.5 (n=309)
African American or Black, Non-Hispanic	28.6 (n=126)	22.3 (n=112)	21.0 (n=124)	29.5 (n=95)	25.5 (n=102)	26.8 (n=97)	30.7 (n=114)
Other	30.0 (n=30)	18.9 (n=37)	16.7 (n=18)	27.6 (n=29)	42.9 (n=28)	32.4 (n=37)	33.3 (n=45)
Male	22.6 (n=177)	21.2 (n=151)	28.4 (n=155)	29.0 (n=138)	32.5 (n=151)	24.5 (n=151)	32.4 (n=179)
Female	40.2 (n=276)	29.7 (n=219)	29.0 (n=217)	44.4 (n=207)	39.0 (n=231)	40.7 (n=221)	39.4 (n=289)
White, Female	42.4 (n=184)	33.3 (n=123)	36.9 (n=130)	48.9 (n=135)	45.6 (n=149)	47.3 (n=129)	41.1 (n=192)
Black, Female	33.3 (n=78)	26.0 (n=73)	18.4 (n=76)	35.0 (n=60)	25.4 (n=67)	26.5 (n=68)	35.1 (n=74)
White, Male	24.8 (n=113)	24.5 (n=98)	30.0 (n=100)	34.9 (n=86)	32.0 (n=103)	25.7 (n=109)	36.8 (n=117)
Black, Male	20.8 (n=48)	15.4 (n=39)	25.0 (n=48)	20.0 (n=35)	25.7 (n=35)	27.6 (n=29)	22.5 (n=40)
Initially enrolled as Commuting Students	35.3 (n=133)	28.8 (n=118)	31.0 (n=100)	36.1 (n=97)	29.8 (n=94)	31.9 (n=116)	36.2 (n=116)
Initially enrolled as On-Campus Residents	32.5 (n=320)	25.0 (n=252)	27.9 (n=272)	39.1 (n=248)	38.5 (n=288)	35.2 (n=256)	36.9 (n=352)
Initially enrolled in Learning-support classes ¹	21.1 (n=38)	25.5 (n=47)	9.1 (n=22)	29.2 (n=24)	15.8 (n=19)	35.3 (n=17)	19.0 (n=21)
Non-traditional ²	5.0 (n=20)	0.0 (n=17)	50.0 (n=2)	25.0 (n=4)	25.0 (n=4)	0.0 (n=2)	16.7 (n=6)
Pell Recipients	31.7 (n=230)	21.0 (n=195)	23.7 (n=186)	33.1 (n=160)	30.1 (n=186)	27.2 (n=173)	31.1 (n=241)