

8.1

Student Achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Judgment

☒ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Albany State University (ASU) is in compliance with this principle.

Albany State University identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to its mission, the nature of the students it serves, and the kinds of programs offered. The University also uses multiple measures to document student success.

A central tenet of Albany State University's mission is to "elevate its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs" [\[1\]](#). Since consolidation with Darton State College (DSC), ASU developed a Consolidated Strategic Plan and Interim Strategic Plan, both of which have commitments to increasing the enrollment, retention, and graduation of ASU students. Further, the goals associated with the ASU Strategic Plan Guiding Principles reflect an institution-wide commitment to retaining, supporting, and graduating students in a timely fashion as demonstrated by the ASU Strategic Plan Guiding Principle shown below:

- 2016-2019 Strategic Plan Guiding Principle: Expand Access to Higher Education: As an access institution, Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring [\[1\]](#).

Albany State University establishes appropriate and measurable targets and outcomes for our students based on program type, our student demographic and the overall mission of the University. The extent to which the set goals are achieved is published on the ASU Student Achievement Website [\[2\]](#). The specific measures of achievement are:

- First-year Undergraduate Retention Rate
- Six-Year First time Full-time Baccalaureate Graduation Rate
- Three-Year First time Full-time Associate Graduation Rate
- Degrees Conferred by Degree Type
- Health Science Programs National Boards Pass Rates
- Georgia Assessment for the Certification of Educators (GACE) Pass Rates

Increasing retention and graduation rates is at the crux of ASU's student achievement assessment process. To this end, ASU employs the retention and graduation rates of identified peer institutions as a standard to determine the degree to which we are successful at retaining and successfully graduating students in a timely manner. ASU reviews the retention and graduation rates from peer institutions, calculates a range or threshold of acceptability, and measure our rates against this threshold. Peer institutions include.

- Alabama State University
- Virginia State University
- Norfolk State University
- Fayetteville State University
- Winston-Salem State University
- Clayton State University
- The University of Texas of the Permian Basin
- Midwestern State University
- Louisiana State University-Shreveport
- Nicholls State University [\[3\]](#)

These institutions were selected as peer institutions for reasons including: 1) demographic makeup of student body that resembles ASU's student body demographic; 2) number of students enrolled aligns closely with the average enrollment at ASU; and/or 3) program diversity resembles the program diversity at ASU.

First Year Undergraduate Retention Rate

The University annually monitors first-year retention rate of all undergraduate first-time, full-time degree-seeking students as a measure of the success of its undergraduate programs. Table 1 reflects both pre-and post-consolidated ASU.

For the fall 2016 cohort, the range of first-year undergraduate retention rates for ASU's SACSCOC peer institutions was 59%-78%, and the average was 69%. The targets for retention rates of the first time undergraduate students at ASU are expected to exceed the median of ASU's SACSCOC peer institutions or to exceed the University's previous year's rate.

Minimal threshold for achieving student success: 60%

Table 1. Fall to Fall Undergraduate Students Retention Rates

Cohort Semester	Retention Semester	Cohort Size	Performance
Fall 2017	Fall 2018	1,386	55.4%
Fall 2016	Fall 2017	791	63.1%
Fall 2015	Fall 2016	1,193	55.0%

Source: IPEDS Fall-to-Fall Retention Rates

Six-Year Graduation Rates

The University annually monitors its six-year baccalaureate graduation rates of first-time full-time degree-seeking students as a measure of success of its undergraduate program. Table 2 reflects data for pre- and post-consolidated ASU data.

For the fall 2011 cohort, the range for six-year baccalaureate graduation rates for ASU's SACSCOC peer institutions was 28%-49%, and the average was 39%. The targets for six-year baccalaureate graduate rates at ASU are 1) to exceed the average of ASU's SACSCOC peer institutions, or 2) to exceed the University's previous year's graduation rate.

Minimal threshold for achieving student success: 39%

Table 2. ASU Six-Year Graduation Rates

Cohort Semester	Graduation Year	Cohort Size	Performance
Fall 2012	2017-2018	495	35.2%
Fall 2011	2016-2017	1,028	33.7%
Fall 2010	2015-2016	883	30.7%

Source: IPEDS Six-Year Graduation Rates

Three-Year Graduation Rates

The University annually monitors its three-year graduation rates of first-time full-time associate's degree-seeking students as a measure of success of its associate's degree programs. Table 3 reflects both pre- and post-consolidated ASU data.

The national average three-year graduation rate for associate's degree earners, 24%, was used at the minimum threshold for achieving student success. The target for the three-year graduation rates is to exceed the median of the University's previous year's three-year graduation rates.

Minimal threshold for achieving student success: 25%

Table 3. ASU Three-Year Graduation Rates

Cohort Semester	Graduation Year	Cohort Size	Performance
Fall 2015	2017-2018	713	12.3%
Fall 2014	2016-2017	776	16.9%
Fall 2013	2015-2016	901	15.0%

Source: IPEDS Three-Year Graduation Rates

Undergraduate Degrees Conferred

The University annually monitors the number of undergraduate degrees conferred as a success of its undergraduate programs. The target for undergraduate degrees conferred is to meet or exceed the average of the University's previous three years' numbers. The minimum threshold serves to ensure that our numbers don't drop below levels approximating those we have maintained over the last several years.

Minimal threshold for achieving student success: 1,362

Table 4. Undergraduate Degrees Conferred

	FY 2016	FY 2017	FY 2018
Transfer Associate	409	428	276
Career Associate	489	471	372
Bachelor	603	556	482
Total	1,501	1,455	1,130

Source: ASU Division of Institutional Effectiveness

Expected increases in degree completion were not readily seen because of enrollment declines resulting from the recent consolidation of ASU and Darton State College.

National and State Licensure Exams Pass Rates

Currently, ASU's Health Sciences programs are accredited by twelve specialized accrediting agencies [\[4\]](#). ASU tracks achievement on national and state licensure exams offered through these agencies. Where applicable, the results are also included as a part of the assessment for improvement reports where the exam scores are indicated as a measure for Student Learning Outcomes.

The target scores or minimal threshold for achieving student success was determined by the faculty of the Darton College of Health Professions and based on past student performance, requirements from specialized accrediting bodies and agencies, and state averages of effective measures.

Table 5. Health Sciences Licensure/Certification Examination Pass Rates

Licensure/Certification Examination	FY 2016	FY 2017	FY 2018	Target Pass Rate (%)
Nursing License Exam	87	87	78	80
Nursing License Exam	71	92	86	80
Advanced EMT	100	75		70
Paramedic	75	78	91	70
Dental Hygiene	87	83	100	70
Diagnostic Medical Sonography	100	100	100	60
Histologic Technology	88	88	80	80
Health Information Technology	77	83	100	88
Medical Lab Technology	80	80	80	81
Occupational Therapy Assistant	86	91	96	91
Physical Therapist Assistant	100	100	100	100
Radiologic Science	86	90	90	91
Respiratory	94	90		80

Source: ASU Division of Institutional Effectiveness

GACE is Georgia's state-approved educator certification assessment program. These computer-delivered assessments have been developed by the Georgia Professional Standards Commission (GaPSC) and Educational Testing Service (ETS). The purpose of the GACE assessments is to help the GaPSC ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia's public schools. The data below are for pre- and post-consolidated ASU. The National Council for Accreditation of Teacher Education (NCATE) has an 80% or higher pass rate requirement. ASU's minimum threshold is set according to this requirement.

Minimal Threshold for Student Achievement: 80%

Table 6. GACE Pass Rates

	2015-2016	2016-2017	2017-2018
Number Taking Assessment	57	64	37
Number Passing Assessment	57	63	36
Institutional Pass Rate	100%	98%	97%

Source: ASU Institutional Effectiveness Division and Educational Testing Service

University Initiatives to Monitor and Increase Student Achievement

The University's commitment to increasing retention, graduation, completion, and overall success of our students is reflected in several institution initiatives including those listed below. Some of these initiatives are still in their infancy stages and have not yet garnered enough data to substantiate increases in retention, graduation, and completion the focus. However, each initiative's stated purpose provides evidence of ASU's identification of multiple measures of student achievement appropriate for its mission and the types of students it serves.

Complete College Georgia

Complete College Georgia has at its central goal increasing the percentage of Georgians with post-secondary credentials to 60 percent by 2025. Within this goal, CCG also has a wide range of other goals to help institutions focus their completion efforts [6].

The USG provided explicit information linking goals, strategies, and metrics that can be used to measure progress. This guide lists key CCG Goals, associated high-impact strategies to achieve those goals, and specific metrics to determine progress. Metrics used by ASU to achieve these goals are documented in the 2017 ASU Campus Plan Update:

- Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.
- Goal 2: Increase the number of degrees that are earned "on time" (associate degrees in 2 years, bachelor's degrees in 4

- years).
- Goal 3: Decrease excess credits earned on the path to getting a degree.
 - Goal 4: Provide intentional advising to keep students on track to graduate.
 - Goal 5: Award degrees to student show have already met requirement for associate degrees via courses taken at one or more institutions.
 - Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.
 - Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
 - Goal 8: Restructure instructional delivery to support educational excellence and student success.
 - Goal 9: Improve access for under served and/or priority communities [7].

Gateways to Completion

The Gateways to Completion program is an initiative designed to help students enrolled in USG institutions achieve success early on in their academic career [8][9].












Momentum Year

Momentum Year is a suite of strategies designed to help University System of Georgia students in their crucial first year of college. Students are guided on a path to achieve their educational goals, including successful degree completion and on-time graduation [10].

Summer Success Academy

AUS's Summer Success Academy helps incoming freshman develop meaningful learning habits, providing a jump-start to a successful academic career. The academy gives students the opportunity to complete eight college credit hours in a supportive environment prior to their first fall college semester. Students work with highly effective faculty and tutors to start their college experiences off strong, integrating them into ASU's community of engaged learners [11].

Sources

-  02_Student_Achievement_Website
-  03_Alban State University_USG_Peer_Selection_3_3_2017
-  04_ASU Specialized Accrediting Agency List
-  05_GACE Title II Pass Rates_2014-2016_Alban State University_2018
-  06_CCG Goals, Strategies, Metrics
-  07_ASU_CCG_2017_Update_Campus Plan
-  08_G2C_Overview
-  09_ASU G2C Report
-  10_Momentum_Year_Overview
-  11_Summer_Success_Academy
-  ASU Website Mission_Vision_Guiding Principles

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The following pages contain Supporting Documentation



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MEMORANDUM

TO: President Art Dunning
Albany State University

FROM: Robert E. Anderson, Ph.D. *Robert E. Anderson*
Interim Executive Vice Chancellor and Chief Academic Officer

DATE: April 3, 2017

RE: Peer Institution Selections

Thank you for the time and effort your campus team put into the selection of its peer institutions. Your comparator peer selections below have been approved by USG senior leadership and Chancellor Steve Wrigley and will be presented for final approval by the Academic Affairs track of the Board of Regents at their May 16, 2017 meeting. These comparator peers will be utilized for benchmarking purposes at the system office and should be used by your campus in any peer comparison analysis for the system office.

Your institution also selected aspirational peers as part of the USG peer selection process. These do not require USG approval and are not utilized in system office benchmarking, but are noted below as having been selected during this system-wide peer selection process.

Comparator Peer Institutions

1. Cameron University
2. Minnesota State University Moorhead
3. Arizona State University-West
4. California State University-San Marcos
5. Clayton State University
6. Dixie State University
7. Midwestern State University
8. Western New Mexico University
9. Chicago State University
10. Fayetteville State University
11. Indiana University-South Bend
12. Norfolk State University
13. Northern Michigan University
14. Washburn University
15. University of Arkansas at Monticello

Aspirational Peer Institutions

1. North Carolina A&T State University
2. Tennessee State University
3. University of North Georgia
4. University of West Florida
5. University of Tennessee at Chattanooga

cc: Dr. Tau Kadhi, Provost and Vice President for Academic Affairs
Dr. Steve Wrigley, Chancellor
Shelley Nickel, Executive Vice Chancellor of Strategy and Fiscal Affairs
Tricia Chastain, Executive Vice Chancellor of Administration
Charlie Sutlive, Vice Chancellor for Communications and Governmental Affairs
Dr. Angela Bell, Associate Vice Chancellor of Research and Policy Analysis

List of Accrediting Organizations

Accrediting Agency (Acronym)

Accredited Program


Darton College of Health Profession

Accrediting Commission for Education in Nursing (ACEN)	Associate of Science in Nursing
ACEN	Bachelor of Science in Nursing, RN to BSN
ACEN	Bachelor of Science with a Major in Nursing
ACEN	Master of Science in Nursing
ACEN	Post Master's Certification in Nursing
Georgia Addiction Counselors Association (GACA)	Addiction Counseling Certificate
Commission on Dental Accreditation (CODA)	Associate of Science in Dental Hygiene
Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)	Associate of Science in Diagnostic Medical Sonography
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Associate of Science in Diagnostic Medical Sonography
Committee on Accreditation for the EMS Professions (CoAEMSP)	Associate of Science in Emergency Medical Services
CoAEMSP	Certificate in Emergency Medical Services
CoAEMSP	Certificate in Emergency Medical Technician
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Associate of Science in Emergency Medical Services
CAAHEP	Certificate in Emergency Medical Services
CAAHEP	Certificate in Emergency Medical Technician
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	Associate of Science in Health Information Technology
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Associate of Applied Science in Histologic Technician
NAACLS	Certificate in Histologic Technician

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Associate of Science in Medical Laboratory Technology
Accreditation Council for Occupational Therapy Education (ACOTE)	Associate of Science in Occupational Therapy Assistant
Commission on Accreditation in Physical Therapy Education (CAPTE)	Associate of Science in Physical Therapist Assistant
Joint Review Committee on Education in Radiologic Technology (JRCERT)	Associate of Science in Radiologic Science
Commission on Accreditation for Respiratory Care (CoARC)	Associate of Science in Respiratory Care
College of Arts and Sciences	
Forensic Science Education Programs Accreditation Commission (FEPAC)	Bachelor of Science in Forensic Science
American Chemical Society (ACS)	Bachelor of Science in Chemistry
Georgia Addiction Counselors Association (GACA)	Addiction Counseling Certificate
College of Professional Studies	
Council on Social Work Education (CSWE)	Bachelor of Social Work
CSWE	Master of Social Work
Accreditation Council for Business Schools and Programs (ACBSP)	Bachelor of Science in Management
ACBSP	Bachelor of Applied Science with a Major in Technology Management
ACBSP	Bachelor of Science with a Major in Accounting
ACBSP	Bachelor of Science with a Major in Business Information Systems
ACBSP	Bachelor of Science with a Major in Marketing
ACBSP	Bachelor of Science with a Major in Supply Chain & Logistics Management
ACBSP	Master of Business Administration
Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	Master of Public Administration
Council for Accreditation of Educator Preparation NCATE/CAEP*	Master of Education with a Major in English (Teaching Field)
NCATE/CAEP*	Bachelor of Music Education
NCATE/CAEP*	Master of Education with a Major in Music (Teaching Field)
NCATE/CAEP*	Master of Education with a Major in Education Administration and Supervision
NCATE/CAEP*	Education Specialist with a Major in Education Administration and Supervision

NCATE/CAEP*	Bachelor of Science with a Major in Science (Teaching Field)
NCATE/CAEP*	Master of Education with a Major in Science (Teaching Field)
NCATE/CAEP*	Master of Education with a Major in Mathematics (Teaching Field)
NCATE/CAEP*	Bachelor of Science with a Major in Health and Physical Education (Teaching Field)
NCATE/CAEP*	Master of Education with a Major in Health and Physical Education (Teaching Field)
NCATE/CAEP*	Bachelor of Science with a Major in Early Childhood Education
NCATE/CAEP*	Master of Science with a Major in Early Childhood Education
NCATE/CAEP*	Bachelor of Science With a Major in Middle Grades Education
NCATE/CAEP*	Master of Education with a Major in Middle Grades
NCATE/CAEP*	Bachelor of Science With a Major in Special Education
NCATE/CAEP*	Master of Education with a Major in Special Education
<i>*NCATE and TEAC merged into the new organization referred to as CAEP.</i>	

Summary Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program Within IHE*

		HEOA - Title II 2015 - 2016 Academic Year				
Institution Name		Albany State University				
Institution Code		005210				
State		Georgia				
					February 17, 2017	
				Statewide		
Group	Number Taking Assessment¹	Number Passing Assessment²	Institutional Pass Rate	Number Taking Assessment¹	Number Passing Assessment²	Statewide Pass Rate
All program completers, 2015-16	57	57	100%	3444	3426	99%
All program completers, 2014-15	80	80	100%	4126	4090	99%
All program completers, 2013-14	97	95	98%	4408	4345	99%

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

¹ Number of completers taking one or more assessments within their area of specialization.

² Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.

Completion toolkit

Math Pathways

Math Pathway Recommendations by Program of Study or Major

Beyond Financial Aid

Beyond Financial Aid is a toolkit designed to help two- and four-year institutions close attainment gaps for low-income students.

Advising

Many students need help to identify an appropriate degree program and remain on track to complete their post-secondary credential. Proactive advising provide meaningful, credible, timely support to students on selecting a program that will meet a student's academic and career goals and provide support when they become off track in their program. The role of advising with relation to student success cannot be underemphasized.

As a primary point of contact for students on campuses, academic advisors are responsible for developing lasting relationships with students to help them navigate college and graduate. Professional advisors, faculty, and even other students serve as advisors at USG institutions, working to provide accurate, appropriate, and timely information to students as they progress through programs of study. In recent years, changing needs among students and new technology have influenced the role of advisors and highlighted a need for additional skills within the profession.



Shortening Time to Degree

Among the goals of Complete College Georgia is shortening the time to degree through

Goals

Complete College Georgia has as its central goal increasing the percentage of Georgians with post-secondary credentials to 60 percent by 2025. This ambitious objective would place the state at a competitive position nationally and globally, and help Georgians

CCG began with the idea that college completion is an imperative for a prosperous economic future in Georgia. In reality, this future is not distant, but sooner than a decade away, requiring an immediate unprecedented effort. The state requires a mix of workers with a college certificate, associate's degree, or bachelor's degree to meet the needs of the changing economy.

At 47 percent of the state's young workers educated to such a level today, it will take a tremendous effort to reach 60 percent by 2025, surpassing Canada and Japan at 56 percent, and coming close to Korea at 63 percent, all assuming other nations stand still, which they will not. Georgia can achieve this goal through recognizing the value of higher education, not just for filling and creating jobs, but also for creating a more civically engaged and free people, improving the quality of life for all in the state. These new graduates will form a competitive workforce with the broad base of skills, adaptability, and critical-thinking acquired through quality higher education.

Within the overarching goal of **increasing the number of undergraduate degrees awarded by USG institutions**, CCG has a wide range of other goals that help institutions focus their efforts and tailor their work. These goals are:

Access	Increase Access for underserved and/or priority communities.
	Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.
Persistence & Progression	Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
	Decrease excess credits earned on the path to getting a degree
	Provide intrusive advising to keep students on track to graduate.
	Restructure instructional delivery to support educational excellence and student success.
Success	Increase the number of degrees that are earned "on time" (associate degrees in 2 years, bachelor's degrees in 4 years).

Inbox (12,901) - sms07v@gmail.co

Little Gloria Happy At Last1982Part

Goals and Strategies | Complete Co

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Completion toolkit

Math Pathways

Math Pathway Recommendations by Program of Study or Major

Beyond Financial Aid

Advising

Goals and Strategies

The work of Complete College Georgia is focused on increasing the number of undergraduate degrees awarded by USG institutions.

This objective represents the overarching goal for the initiative, and provides the focus for our work. To achieve this goal, institutions have opportunities to approach their work in a manner that is consistent with their student body profile, institutional mission, and internal capacity. By working on specific, high-impact activities, institutions can build a stronger foundation for total student success. Complete College Georgia has identified a number of goal areas that have shown promise elsewhere. The list below provides an overview of these and their related strategies.

Institutions can and should have goals and strategies that they develop that differ from this list, and not every campus is expected to work on every one.

Complete College Georgia Goals and Strategies

Overall Goal: Increase in the number of undergraduate degrees awarded by USG institutions

(all strategies and other activities should align to this goal)

Area	Goal	Associated Strategies
Access	Increase Access for underserved	<ul style="list-style-type: none"> Targeted recruitment Parent & community outreach

Beyond Financial Aid

Beyond Financial Aid is a toolkit designed to help two- and four-year institutions close attainment gaps for low-income students.

Advising

Many students need help to identify an appropriate degree program and remain on track to complete their post-secondary credential. Proactive advising provide meaningful, credible, timely support to students on selecting a program that will meet a student's academic and career goals and provide support when they become off track in their program. The role of advising with relation to student success cannot be underemphasized.

As a primary point of contact for students on campuses, academic advisors are responsible for developing lasting relationships with students to help them navigate college and graduate. Professional advisors, faculty, and even other students serve as advisors at USG institutions, working to provide accurate, appropriate, and timely information to students as they progress through programs of

responsible for developing lasting relationships with students to help them navigate college and graduate. Professional advisors, faculty, and even other students serve as advisors at USG institutions, working to provide accurate, appropriate, and timely information to students as they progress through programs of study. In recent years, changing needs among students and new technology have influenced the role of advisors and highlighted a need for additional skills within the profession.



Shortening Time to Degree

Among the goals of Complete College Georgia is shortening the time to degree through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.



15-to-Finish

15 to Finish is a Complete College Georgia initiative that emphasizes the fact that students need to take 15 (or more) credits per semester to finish degrees "on time." "On time" means associate degrees are completed in two years and bachelor's degrees are completed in four years.





Degree completion is important because students with bachelor's degrees can expect to earn 84% more over a lifetime than students without bachelor's degrees. Students with "some college, no degree" do not enjoy this advantage and may have incurred substantial educational debt with little or no increased earning power.



Associate Degree You Deserve

Within the USG, it is common for students to transfer out of associate degree institutions

Area	Goal	Associated Strategies
Access	Increase Access for underserved and/or priority communities.	<ul style="list-style-type: none"> Targeted recruitment Parent & community outreach Dedicated admissions counselors Specialized marketing Partnerships with targeted schools Summer access institutes African American Male Initiative Go Back, Move Ahead Latino RAC
	Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.	<ul style="list-style-type: none"> Participate in Move on When Ready for high school students. Award credit based on ACE credit recommendations. Award credit based on portfolio review. Sponsor an Early College. Award credit based on Advanced Placement or International Baccalaureate scores/exams. Award credit based on assessment of prior learning via CLEP or DSST scores.
Persistence & Progression	Increase the likelihood of degree completion by transforming the way that remediation is accomplished.	<ul style="list-style-type: none"> Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support. Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course. End the practice of requiring students to withdraw from all collegiate courses when they withdraw from Learning Support courses.
	Decrease excess credits earned on the path to getting a degree	<ul style="list-style-type: none"> Provide program maps that plot the path to a degree and reduce choice through constrained choice. Program maps should define the appropriate mathematics pathway for each major and drive students to complete Area A1 English requirements in the first year and the Area A2 mathematics requirements in the first

<p>bachelor's degrees. Students with "some college, no degree" do not enjoy this advantage and may have incurred substantial educational debt with little or no increased earning power.</p> <div>  <div> <h3>Associate Degree You Deserve</h3> <p>Within the USG, it is common for students to transfer out of associate degree institutions prior to completing the requirements for the degree. In some cases, students will be successful in earning bachelor's degrees.</p> </div> </div> <div>  <div> <h3>Go Back, Move Ahead</h3> <p>"Go Back. Move Ahead" is a part of Governor Nathan Deal's <i>Complete College Georgia</i> initiative, which launched in 2011.</p> </div> </div> <div>  <div> <h3>Guided Pathways to Success</h3> <p>Guided Pathways to Success is an initiative of Complete College America to ensure that students receive guidance to complete degree programs efficiently, without taking excessive courses that will not count toward degrees.</p> </div> </div> <div>  <div> <h3>Transforming Remediation</h3> <p>Nationally, and in Georgia, relatively few students who begin college requiring remediation ever complete their degrees.</p> <p>As part of Complete College Georgia, Georgia aims to change these statistics so that more students who enter in Learning Support are able to complete degrees. Across the nation and within the state of Georgia, dozens of pilot projects show that by transforming the way that we do remediation, we can dramatically increase success rates in collegiate gateway</p> </div> </div>	<p>Decrease excess credits earned on the path to getting a degree</p> <p>Provide intrusive advising to keep students on track to graduate.</p>	<h3>Learning Support courses.</h3> <ul style="list-style-type: none"> Provide program maps that plot the path to a degree and reduce choice through constrained choice. Program maps should define the appropriate mathematics pathway for each major and drive students to complete Area A1 English requirements in the first year and the Area A2 mathematics requirements in the first semester. Provide academic focus areas or "meta-major" maps for students who have not decided on majors that provide them with courses that are likely to count toward their majors when chosen. Meta-major maps should define the appropriate mathematics pathway for each meta-major and drive students to complete Area A1 English requirements in the first year and the Area A2 mathematics requirements in the first semester. Create default schedules for students in majors or meta-majors; students cannot register for other courses without permission. Offer block schedules for students in meta-majors or majors for the first semester or first year. Require students to select majors or programs of study by the end of the first semester (two-year institutions) or first year (four-year institutions). Provide students with exposure to majors and careers within the first semester or year of study to facilitate selection of appropriate programs of study or majors. Establish regional partnerships to provide degree pathways that match workforce needs. Align the gateway mathematics course with the degree program Establish milestones as part of program maps to facilitate defining when students are "off track." Use predictive analytics (EAB, D2L, Oracle, Ellucian, local solutions, or others) to help identify students who are off track and to
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change these statistics so that more students who enter in Learning Support are able to complete degrees. Across the nation and within the state of Georgia, dozens of pilot projects show that by transforming the way that we do remediation, we can dramatically increase success rates in collegiate gateway courses and beyond, *without compromising the integrity of the content*.

		the degree program
	Provide intrusive advising to keep students on track to graduate.	<ul style="list-style-type: none"> Establish milestones as part of program maps to facilitate defining when students are "off track." Use predictive analytics (EAB, D2L, Oracle, Ellucian, local solutions, or others) to help identify students who are off track and to help students understand their likelihood of success in particular programs. Use Degree Works to track student progress. Establish criteria for identifying students who may need special interventions in the semester (e.g., lack of attendance, poor performance on early assignments). Ensure that students who meet off-track criteria receive timely and targeted advising intervention.
	Restructure instructional delivery to support educational excellence and student success.	<ul style="list-style-type: none"> Promote and support the use of high-impact instructional practices across institution. Increase participation of underrepresented students in high-impact practices. Expand completely online opportunities. Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.
Success	Increase the number of degrees that are earned "on time" (associate degrees in 2 years, bachelor's degrees in 4 years).	<ul style="list-style-type: none"> Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees "on time." Create financial incentives (through tuition plans) to encourage students to take full course loads and finish on time. Default students into schedules with 15 or more credits a semester. Provide information to students on the benefits of taking 15 credits a semester..



Complete College Georgia

The University System of Georgia

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Completion toolkit

Math Pathways

Math Pathway Recommendations by Program of Study or Major

Beyond Financial Aid

Beyond Financial Aid is a toolkit designed to help two- and four-year institutions close attainment gaps for low-income students.

Advising

Many students need help to identify an appropriate degree program and remain on track to complete their post-secondary credential. Proactive advising provide meaningful, credible, timely support to students on selecting a program that will meet a student's academic and career goals and provide support when they become off track in their program. The role of advising with relation to student success cannot be underemphasized.

As a primary point of contact for students on campuses, academic advisors are responsible for developing lasting relationships with students to help them navigate college and graduate.

Professional advisors, faculty, and even other students serve as advisors at USG institutions, working to provide accurate, appropriate, and timely information to students as they progress through programs of

Strategies and Metrics

Georgia's future depends on a diversity of talents and thinking, and the adaptability and broad base of skills acquired through quality higher education. To properly set plan objectives, an analysis of workforce requirements will be conducted in order to inform completion goals as to the level of degree. System and campus-level goals will then be set and aligned based on participation from target populations and informed by Georgia's workforce requirements.

The metrics setting process will be a continuing cooperative effort among the University System of Georgia, the Technical College System of Georgia, and each system's institutions. Private colleges and universities will also be invited to partner in the effort. Measures of success and allocation of goals will be developed to best suit the mission and capabilities of each System and their campuses. Both Systems will deliver campus-level metrics during early 2012.

Institutions have requested more guidance from the System Office as to what should be included in Complete College Georgia progress reports/updates. As a part of this response, we are providing more explicit information linking goals, strategies, and metrics by which progress can be measured. This guide lists key CCG Goals, associated high-impact strategies to achieve those goals, and specific metrics to determine progress.

This guide is intended as a planning tool for institutions as they develop their updates. The System Office will be collecting information from institutions on their use of and experiences with the highlighted strategies and soliciting input on goal-oriented strategies that are not listed. Collecting some of this information will enable the aggregation of data across the system about strategies that are being implemented and impact they are having. We are also hoping that this compendium of completion goals and strategies will serve as inspiration for thinking about how institutions might refocus (if necessary) their goals and strategies in the coming year.

Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.

and even other students serve as advisors at USG institutions, working to provide accurate, appropriate, and timely information to students as they progress through programs of study. In recent years, changing needs among students and new technology have influenced the role of advisors and highlighted a need for additional skills within the profession.



Shortening Time to Degree

Among the goals of Complete College Georgia is shortening the time to degree through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.



15-to-Finish

15 to Finish is a Complete College Georgia initiative that emphasizes the fact that students need to take 15 (or more) credits per semester to finish degrees "on time." "On time" means associate degrees are completed in two years and bachelor's degrees are completed in four years.

Degree completion is important because students with bachelor's degrees can expect to earn 84% more over a lifetime than students without bachelor's degrees. Students with "some college, no degree" do not enjoy this advantage and may have incurred substantial educational debt with little or no increased earning power.



Associate Degree You Deserve

Within the USG, it is common for students to transfer out of associate degree institutions prior to completing the requirements for the degree. In some cases, students will be successful in earning bachelor's degrees.

Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.

Related Strategies

Strategy: Target increases in completion for students traditionally underserved in post-secondary education.

For example:

- Part-time students
- Adult learners (undergraduate students 25 or older)
- Military and former military students
- First generation
- Underserved minority
- Gender
- Low income (Pell recipients)

Students with disabilities

Related Metrics

Progress metrics

1.1: 5-year history of one-year retention rates for the institution as a whole.

1.2: 5-year history of one-year retention rates for students who begin as full-time students.

1.3: 5-year history of one-year retention rates for students who begin as part-time students.

1.4: 5-year history of one-year retention rates for students entering on federal financial aid (Pell-eligible).

1.5: 5-year history of one-year retention rates for students entering on Learning Support.

Outcome Metrics

1.1: Number of college credits awarded to dual enrollment students or joint enrollment students in each of the past 5 academic years.

1.2: Number and percentage of students completing 15, 30, 60, and 90 or more collegiate credit hours as of the end of Spring 2014 term.

1.3: 5-year history of number of associate degrees conferred by institution

1.4: 5-year history of number of bachelor's degrees conferred by institution

1.5: 5-year history of number of associate degrees conferred, by underserved population to include: (see list of underserved populations above)

1.6: 5-year history of number of bachelor's degrees conferred, by underserved population.

Strategy: Increase degree completion in STEM fields

Outcome Metrics



**GO BACK.
MOVE AHEAD.**
Advancing college completion in Georgia

Ahead



Guided Pathways to

Nationally, and in Georgia, relatively few students who begin college requiring remediation ever complete their degrees.

As part of Complete College Georgia, Georgia aims to change these statistics so that more students who enter in Learning Support are able to complete degrees. Across the nation and within the state of Georgia, dozens of pilot projects show that by transforming the way that we do remediation, we can dramatically increase success rates in collegiate gateway courses and beyond, *without compromising the integrity of the content.*

Outcome Metrics

1.8: 5-year history of % (and number) of students completing bachelor's degrees in STEM fields (mathematics, physics, agricultural science, environmental science, chemistry, biology, engineering, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education).

Related Strategies

Strategy: Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees "on time."

Related Metrics

Process Metrics

2.1: Does the institution have a well-defined program to encourage on-time graduation?

Outcome Metrics:

2.1: 5-year history of % (and number) of students completing associate degrees in 2 years.

2.2: 5-year history of % (and number) of students completing bachelor's degrees in 4 years.

2.3: 5-year history of % (and number) of students enrolling for 15 or more

		<p>number) of students completing bachelor's degrees in 4 years.</p> <p>2.3: 5-year history of % (and number) of students enrolling for 15 or more credit hours per semester (fall semesters)</p> <p>2.4: 5-year history of % (and number) of students successfully completing between 15 and 29 collegiate credit hours in their first academic year.</p> <p>2.5: 5-year history of % (and number) of students successfully completing 30 or more collegiate credit hours in their first academic year.</p>	
<p>Strategy: Create financial incentives (through tuition plans) to encourage students to take full course loads and finish on time.</p>		<p>Process metric</p> <p>2.2: Does the institution have a tuition structure that provides clearly defined financial incentives for full-time course-taking and on-time completion?</p>	
<p>Goal 3: Decrease excess credits earned on the path to getting a degree.</p>			
Related Strategies		Related Metrics	
<p>Strategy: Provide "program maps" that plot the path to a degree and reduce choice through "choice architecture." Program maps should define the appropriate mathematics pathway for each major and drive students to complete Area A1 English requirements in the first year and the Area A2 mathematics requirements in the first semester.</p>		<p>Process Metric</p> <p>3.1: % of programs of study (majors) for which programs maps (must include appropriate mathematics pathways) have been established.</p>	
<p>Strategy: Provide "meta-major" maps for students who have not decided on majors that provide them with courses that are likely to count toward their majors when chosen. Meta-major maps should define the appropriate mathematics pathway for each meta-major and drive students to complete Area A1 English requirements in the first year and the Area A2 mathematics requirements in the first semester.</p>		<p>Process Metrics</p> <p>3.2: Have meta-majors been defined for the institution?</p> <p>3.3: Have meta-major maps been created for the first semester (associate degree institutions) or first year (bachelor's degree institutions) for all meta-majors (must include appropriate mathematics pathways)?</p>	

https://completega.org/content/strategies-and-metrics	
<p>Strategy: Create default schedules for students in majors or meta-majors; students cannot register for other courses without permission.</p>	<p>Process Metric</p> <p>3.4: Does the institution have default schedules such that students must receive permission to deviate from the default schedule?</p>
<p>Strategy: Offer block schedules for students in meta-majors or majors for the first semester or first year.</p>	<p>Process Metric</p> <p>3.5: Does the institution offer block scheduling in at least the first semester?</p> <p>Progress Metrics</p> <p>3.1 What percentage of first-time first-semester students are enrolled in block schedules?</p>
<p>Strategy: Require students to select majors or programs of study by the end of the first semester (two-year institutions) or first year (four-year institutions).</p>	<p>Process Metric</p> <p>3.6: Does the institution require students to select a major by the end of the first semester (associate degree programs) or first year (bachelor's degree programs)?</p> <p>Progress Metrics</p> <p>3.2: For the 2014-2015 academic year, percentage of students with declared majors by the beginning of the second semester (associate degree programs)</p> <p>3.3: For the 2014-2015 academic year, percentage of students with declared majors by the beginning of the second semester second year (bachelor's degree programs)</p>
<p>Strategy: Provide students with exposure to majors and careers within the first semester or year of study to facilitate selection of appropriate programs of study or majors.</p>	<p>Process Metric</p> <p>3.7: Does institution have an operational mechanism to encourage career/major exploration in the first semester or first year?</p>
<p>Strategy: Establish regional partnerships to provide degree pathways that match workforce needs.</p>	<p>Process Metrics</p> <p>3.: List and describe up to three important academic partnerships between your institution and other institutions in your region.</p> <p>3.11: List and describe up to three important partnerships between your institution and businesses in your region.</p>

<p>or majors.</p>		<p>exploration in the first semester or first year?</p>
<p>Strategy: Establish regional partnerships to provide degree pathways that match workforce needs.</p>	<p>Process Metrics</p> <p>3.: List and describe up to three important academic partnerships between your institution and other institutions in your region.</p> <p>3.11: List and describe up to three important partnerships between your institution and businesses in your region.</p>	
	<p>Outcome Metrics</p> <p>3.1: 5-year history of number of collegiate credits earned at degree conferral for students earning associate degrees .</p> <p>3.2: 5-year history of number of collegiate credits earned at degree conferral for students earning bachelor's degrees</p>	
<p>Goal 4: Provide intentional advising to keep students on track to graduate.</p>		
Related Strategies	Related Metrics	
<p>Strategy: Establish milestones as part of program maps to facilitate defining when students are "off track."</p>	<p>Process Metrics</p> <p>4.1 Are milestones included in programs maps?</p>	
<p>Strategy: Use predictive analytics (EAB, D2L, Ellucian, or other) to help identify students who are off track and to help students understand their likelihood of success in particular programs.</p>	<p>Process Metrics</p> <p>4.2: Does the institution use predictive analytics to help students understand their likelihood of success in particular courses or programs of study?</p> <p>4.2.1 What form of predictive analytics is available at the institution? (EAB, D2L, Ellucian, other) If "other" please explain.</p>	
<p>Strategy: Establish criteria for identifying students who may need special interventions in the semester (e.g., lack of attendance, poor performance on early assignments).</p>	<p>Process Metrics</p> <p>4.3: Does the institution have clear criteria for identifying students who are "off-track" in their programs?</p> <p>4.3.1: If yes, what are the criteria for being off-track?</p> <p>4.4: Does the institution have clear criteria for identifying</p>	

<p>Inbox (12,901) - sms07v@gmail.co X</p> <p>Little Gloria Happy At Last1982Part X</p> <p>Strategies and Metrics Complete X</p>		<p>https://completega.org/content/strategies-and-metrics</p>
<p>Share</p>	<p>Strategy: Establish criteria for identifying students who may need special interventions in the semester (e.g., lack of attendance, poor performance on early assignments).</p>	<p>institution? (EAB, D2L, Ellucian, other) If "other" please explain.</p> <p>Process Metrics</p> <p>4.3: Does the institution have clear criteria for identifying students who are "off-track" in their programs?</p> <p>4.3.1: If yes, what are the criteria for being off-track?</p> <p>4.4: Does the institution have clear criteria for identifying students who are off-track in courses during the semester?</p> <p>4.4.1: If yes, what are the criteria for being off-track in a course?</p>
	<p>Strategy: Use Degree Works to track student progress.</p>	<p>Process Metrics</p> <p>4.5: Number of times Degree Works is used by faculty, advisors, and students (track separately) in the 2014-2015 academic year.</p>
<p>NESS DAILY</p> <p>M 19</p>	<p>Strategy: Ensure that students who meet off-track criteria receive timely and targeted advising intervention.</p>	<p>Process Metrics</p> <p>4.6: What number and percentage of students were off-track on their programs of study in Fall 2014?</p> <p>4.7: Please list up to five types of interventions your institution has in place for student in need of additional support as indicated by predictive analytics data.</p> <p>4.8: Of those off-program-track students, what number and percentage were seen by an advisor within one semester of going off track?</p> <p>4.9: What number and percentage of students were off-track in one or more of their courses in Fall 2014?</p> <p>4.10: Of the students who were off-track in their semester course work, what number and percentage received interventions within one week of the off-track notification?</p> <p>Outcome Metric</p> <p>Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each</p>

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	<p>Outcome Metric</p> <p>Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester for the past 5 years.</p>
<p>Goal 5: Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.</p>	
Related Strategies	Related Metrics
Strategy: Add information at matriculation about automatic degree award for all institutions, with opt-out option (so that degrees may be awarded when earned).	<p>Process Metric</p> <p>5.1: Does institution require students to sign document at matriculation indicating that associate degrees may be awarded automatically when requirements are met?</p>
<p>Strategy: Eliminate requirements to apply for associate degrees. (Could still be required to apply to participate in graduation ceremony.)</p> <p>Strategy: Eliminate graduation application fees for associate degrees. (Could wrap into another fee OR charge only for students who wish to participate in graduation ceremony.)</p>	<p>Process Metric</p> <p>5.2: Does the associate degree institution require students to apply to graduate?</p> <p>5.3: Does the associate degree institution charge a fee to graduate??</p> <p>If yes:</p> <p>5.3.1: Fee charged to all students for award of degree?</p> <p>5.3.2: Fee charged only to student who wish to participate in graduation ceremony?</p>
Strategy: Automatically conduct degree audits of all students with 60 or more credit hours at associate degree institutions to see whether they have met requirements for degrees. If so, an associate degree would be awarded unless students have opted out or did not have the opportunity to sign off on the initial permission for automatic award of degree.	<p>Process Metric</p> <p>5.4: Does associate degree institution automatically audit all students with 60 or more credit hours to determine degree eligibility?</p>
Strategy: Add information about "reverse transfer" opportunities when students matriculate at transfer institutions. Students must "opt in" to have their	<p>Process Metric</p> <p>5.5: Does institution ask students transferring in to opt-in to allow receiving</p>

Strategy: Add information about “reverse transfer” opportunities when students matriculate at transfer institutions. Students must “opt-in” to have their information sent back to associate degree institutions and to have degree awarded, if eligible.

Process Metric

5.5: Does institution ask students transferring in to opt-in to allow receiving institution to send academic information back to the sending institution for the purpose of awarding associate degrees?

Strategy: Publicize the idea of degree completion via “reverse transfer” within the institution and locally.

Process Metric

5.6: Does the institution publicize the possibility of earning associate degrees via reverse transfer to its students and the community?

Outcome Metrics

5.1: Number of students enrolled at associate-degree-granting institution with 60 or more collegiate credits and no degree in 2014-2015 (Applicable only to institutions that grant associate degrees.)

5.2: Number of students that transferred 15 or more credits from an associate degree institution that had accumulated 60 or more collegiate credits and no degree in 2014-2015.

5.3: 5-year history of number of associate degrees awarded through reverse transfer of credit.

Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

Related Strategies

Strategy: Participate in dual enrollment or joint enrollment programs for high school students.

Related Metrics

Process Metric

6.1: Does the institution award credit to high school students via dual enrollment or joint enrollment?

Strategy: Sponsor an Early College.

Process Metric

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<p>← → ↺</p> <p>https://completega.org/content/strategies-and-metrics</p>	<p>students.</p>	<p>award credit to high school students via dual enrollment or joint enrollment?</p>	
	<p>Strategy: Sponsor an Early College.</p>	<p>Process Metric</p> <p>6.2: Does the institution sponsor an Early Learning Academy or Early College?</p> <p>Outcome Metrics</p> <p>6.1: Number of college credits awarded to Early College or Early Learning Academy students in each of the past 5 academic years.</p> <p>6.2: Number of Early College students that have graduated from high school in each of the past 5 academic years.</p> <p>6.3: Number of Early College students that have graduated from your institution as part of their Early College experience in each of the past 5 academic years.</p>	
	<p>Strategy: Award credit based on Advanced Placement scores/exams.</p>	<p>Process Metric</p> <p>6.3: Does the institution award credit for Advanced Placement scores/exams?</p> <p>Outcome Metric</p> <p>6.4: Number of credits awarded by institution awarded based on AP exams in each of the past 5 academic years.</p>	
	<p>Strategy: Award credit based on International Baccalaureate scores/exams.</p>	<p>Process Metric</p> <p>6.4: Does the institution award credit for International Baccalaureate scores/exams?</p> <p>Outcome Metric</p> <p>6.5: Number of credits awarded by institution awarded based on International Baccalaureate exams/degree completion in each of the past 5 academic years.</p>	
	<p>Strategy: Award credit based on assessment of prior learning via CLEP scores.</p>	<p>Process Metric</p> <p>6.5: Does the institution award credit based on CLEP scores?</p> <p>Outcome Metric</p> <p>6.6: Number of credits</p>	

<p>CLEP scores.</p>		<p>6.5: Does the institution award credit based on CLEP scores?</p> <p>Outcome Metric</p> <p>6.6: Number of credits awarded by institution awarded based on CLEP scores in each of the past 5 years.</p>
<p>Strategy: Award credit based on assessment of prior learning via DSST scores.</p>	<p>Process Metric</p> <p>6.6: Does the institution award credit based on DSST scores?</p> <p>Outcome Metric</p> <p>6.7: Number of credits awarded by institution awarded based on DSST scores in each of the past 5 years.</p>	
<p>Strategy: Award credit based on ACE credit recommendations.</p>	<p>Process Metric</p> <p>6.7: Does the institution follow ACE recommendations for awarding credit (including those based on CLEP or DSST scores)?</p>	
<p>Strategy: Award credit based on portfolio review.</p>	<p>Process Metric</p> <p>6.8: Does the institution award credit based on portfolio review?</p>	
<p>Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.</p>		
<p>Related Strategies</p>		<p>Related Metrics</p>
<p>Strategy: Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support.</p>		<p>Process Metric</p> <p>7.1: Number of students requiring remediation in Fall 2014 in English (or combined English/reading), reading, and mathematics.</p>
<p>Strategy: Combine remediation in English and reading.</p>		<p>7.2: Number of students receiving corequisite remediation in Fall 2014 in English (or combined English/reading), reading, and mathematics.</p>
<p>Strategy: Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.</p>		
<p>Strategy: End the practice of requiring students to withdraw from all collegiate courses when they withdraw from Learning Support courses.</p>		<p>Outcome Metrics</p> <p>7.1: Number of students starting in Fall 2014 that were placed in</p>

<p>they withdraw from Learning Support courses.</p> <p>Strategy: Students have unlimited "attempts" to complete corequisite remediation.</p>		<p>were placed in remediation/learning support.</p> <p>7.2: % and number of students starting in corequisite remediation in Fall 2014 that complete the college course within 1 semester; 2 semesters, 3 semesters, more than 3 semesters in English (or combined English/reading), reading, and mathematics.</p> <p>7.3: % and number of students starting in stand-alone (not corequisite) remediation in Fall 2014 that complete the entry-level college course within 2 semesters; 3 semesters, 4 semesters, more than 4 semesters in English (or combined English/reading), reading, and mathematics.</p> <p>Outcome Metrics to be used in the future as data becomes available:</p> <p>7.4: % of students that start in corequisite remediation that complete degrees on time.</p> <p>7.5: % of students that start in corequisite remediation that complete degrees within 150% of time.</p> <p>7.6: % of students that start in stand-alone (not corequisite) remediation that complete degrees on time.</p> <p>7.7: % of students that start in stand-alone (not corequisite) remediation that complete degrees within 150% of time.</p>
<h2>Goal 8: Restructure instructional delivery to support educational excellence and student success.</h2>		
Related Strategies		Related Metrics
Strategy: Expand completely online opportunities.		<p>Process Metric</p> <p>8.1: Are fully online courses offered to students at the institution?</p> <p>Outcome Metric</p> <p>8.1: Number of credits successfully completed in Fall 2014 (A, B, C, P, S grade)</p>

		<p>institution?</p> <p>Outcome Metric</p> <p>8.1: Number of credits successfully completed in Fall 2014 (A, B, C, P, S grade) for courses offered completely online.</p> <p>8.2: Number of credits attempted in Fall 2014 (A, B, C, P, S, F, U, W, WF grade) for courses offered completely online.</p> <p>8.3: Number and % of degrees conferred in which at least one course has been fully online in the 2014-2015 academic year.</p> <p>8.4: Number and % of degrees conferred in which 50% of more of the instruction has been via fully online courses in the 2014-2015 academic year.</p> <p>8.5: Number and % of degrees conferred on time in which 50% of more of the instruction has been via fully online courses in the 2014-2015 academic year.</p>	
	<p>Strategy: Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.</p>	<p>Process Metric</p> <p>8.2: Are alternative delivery models implemented at the institution?</p> <p>Outcome Metric</p> <p>8.6: Number of credits successfully completed in Fall 2014 (A, B, C, P, S grade) for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).</p> <p>8.7: Number of credits attempted in Fall 2014 (A, B, C, P, S grade) for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).</p>	
<p>Goal 9: Improve access for underserved and/or priority communities.</p>			
<p>Related Strategies</p>		<p>Related Metrics</p>	

flipped classrooms, and emporium-model instruction).

8.7: Number of credits attempted in Fall 2014 (A, B, C, P, S grade) for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).

Goal 9: Improve access for underserved and/or priority communities.

Related Strategies	Related Metrics
Strategy: Target recruitment and enrollment for priority communities.	<p>Access Metrics</p> <p>9.1: 5-year history of number of entering students, by underserved population to include:</p> <ul style="list-style-type: none"> Part-time students Adult learners (undergraduate students 25 or older) Military and former military students First generation Underserved minority Gender Low income (Pell recipients) Students with disabilities <p>9.2: Number of students enrolled in dual enrollment or joint enrollment programs at the institution in each of the past 5 academic years.</p>



Complete College Georgia is a program of the University System of Georgia

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- Location

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Albany State University

INSTITUTION'S MISSION AND STUDENT BODY PROFILE

The consolidation of Albany State University (ASU) and Darton State College (DSC) was approved by Southern Association of College and Schools Commission On Colleges (SACSCOC) and the Board of Regents (BOR) of the University System of Georgia (USG) in December 2016, with an effective date of January 1, 2017. The mission of the consolidated institution, approved by the BOR in March 2016, follows.

Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

Following SACSCOC and USG BOR approval in December 2016, an expanded Level IV Albany State University (ASU) was formed by the consolidation of two independent SACSCOC-accredited USG member institutions: Albany State University (ASU) (Level IV) and Darton State College (DSC) (Level II). The consolidated ASU offers certificates, transfer associate degrees, career associate degrees, bachelor's degrees, master's degrees, and specialist degrees. Curricular consolidations were necessary only in the overlapping Core Curriculums and the RN to BSN degree programs of the two institutions. Other active educational programs of ASU and DSC prior to consolidation are largely complementary and will continue to be offered at the new ASU. The three Schools at DSC and the four colleges at ASU were consolidated into five colleges at the new ASU.

The consolidated university's main campus is the former ASU's campus on College Drive in Albany, Georgia (Dougherty County), and is known as ASU East Campus. ASU East Campus is currently the home of four of the university's five colleges: College of Arts and Humanities, College of Business, College of Sciences and Technology, and College of Education. The ASU West Campus, 5.3 miles away, and also in Albany, Georgia (Dougherty County), is a full-service instructional site of the consolidated ASU. ASU West is also home of the new Darton College of Health Professions, the fifth College of Albany State University. Learning Support programs continue to be offered at ASU West, along with core curriculum courses. The consolidated ASU offers a small number of degree programs at four additional off-campus instructional sites at the Cordele Center (Cordele, Georgia), South Georgia State College (Waycross, Georgia), Southern Regional Technical College (Cairo, Georgia), and Oconee Fall Line Technical College (Sandersville, Georgia).

The consolidated ASU serves more than 6,300 traditional and non-traditional students. On average, seven out of ten students are women and minorities. On-campus student housing at full capacity totals approximately 2,361 residents. The consolidated institution retains ASU's selective standards for freshman admission to baccalaureate programs, but also incorporates former DSC's standards for freshman admission to the new ASU's certificate and associate degree access pathways. Admission to some associate degree programs offered at the new Darton College of Health Professions at ASU will continue to be selective.

FALL 2017 STUDENT PROFILE SUMMARY

2017 ASU Total Enrollment	Fall 2017	Fall 2016	Fall 2015	% Change from 2016 to 2017
Freshman	2897	2608	3546	11.08%
Sophomore	1403	2768	3320	-49.31%
Junior	1062	541	611	96.30%
Senior	883	797	985	10.79%
Graduate	355	447	501	-20.58%
N	6600	7161	8963	-7.83%

ASU First-Time Freshmen	Fall 2017	Fall 2016	Fall 2015	% Change (2016 to 2017)
N	*1456	862	1296	66.36%

*= Preliminary Data

ASU STUDENTS	Fall 2017	Fall 2016	Fall 2015
African American/Black	87%	80%	70%
White	3%	14%	23%
Other	10%	6%	7%

ASU Students by Gender	Fall 2017	Fall 2016	Fall 2015
Male	31%	34%	38%
Female	68%	66%	62%
Unknown	1%	0%	0%
Total	100%	100%	100%

Average Age of 2017 ASU Undergraduate FTF Student	Average Age of 2016 ASU Undergraduate FTF Student	Average Age of 2015 ASU Undergraduate FTF Student
18	19	21

AVERAGE FTF CREDIT HOURS (13.68)		
	Fall 2017	Fall 2016
The students are registered for 15 or more credit hours	38%	47%
The students are registered for less than 15 credit hours	62%	53%
Total	100%	100%

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES & ACTIVITIES

HIGH IMPACT STRATEGY 1: PEER TUTORS IN COURSES WITH HIGH DFW RATES

Albany State University has assigned peer tutors to assist students enrolled in courses with high rates of failure through recorded grades: D, F, or W. Peer tutors primarily work in a designated tutoring or learning center and conduct one-on-one or small group (fewer than 3 students) tutoring.

COMPLETION GOAL:

This strategy aligns with the USG goal of restructuring instructional delivery to support educational excellence and student success.

DEMONSTRATION OF PRIORITY OR IMPACT:

Retention and progression are major concerns for the consolidated institution. This strategy is designed to assist students who are experiencing difficulty in completion of courses, which in turn, delays completion of a credential. The strategy is implemented to provide academic support to improve student performance in courses with high failure rates.

SUMMARY OF ACTIVITIES:

During the 2016-2017 academic year, Albany State University modified its peer tutoring program in an effort to consolidate services that prior to the 2016-2017 academic year had been inconsistently delivered. Currently, peer tutors work in a centralized tutoring or learning center. Peer tutors conduct one-on-one or small group sessions in courses associated with high rates of recorded failing grades: D, F and W. The tutoring centers are open from 4:00 p.m. to 8:00 p.m. every Monday through Thursday. Friday is reserved for training for the peer tutors. Students in need of assistance that cannot attend tutoring during these times are encouraged to make appointments directly with a tutor.

MEASURE OF PROGRESS AND SUCCESS:

During Fall 2016, there were 140 unique visits to the tutoring centers. The passing rate, at midterm, of students who attended tutoring was 53.96%. The passing rate at the end of the semester (i.e. final grade) was 77.14 %.

Midterm Grade	Final Grade
Total A, B, C, S- 75	Total A, B, C, S- 108
Total D, F, U- 64	Total D, F, U- 32
Total W, WF, WU-0	Total W, WF, WU-0
Total - 139	Total - 140
Passing Rate- 53.96%	Passing Rate- 77.14%

During Spring 2017, there were 129 unique visits to the tutoring centers. The passing rate, at midterm, of students who attended tutoring was 40.94%. The passing rate at the end of the semester (final grade) was 79.07%.

Midterm Grade	Final Grade
Total A, B, C, S- 52	Total A, B, C, S- 102
Total D, F, U- 75	Total D, F, U- 27
Total W, WF, WU-0	Total W, WF, WU-0
Total - 127	Total - 129
Passing Rate- 40.94%	Passing Rate- 79.07%

LESSONS LEARNED: T

his has proven to be a very successful strategy for students who take advantage of peer tutoring. We have learned that most students are not aware of the services offered. To address this issue, more targeted messaging has been distributed in first year experience classes. The website for Academic Advising has also been updated to provide more details on the program and to encourage participation. Locations in which peer-tutoring services are offered have been strategically consolidated to make it easier for students to gain access.

PRIMARY POINT OF CONTACT:

Ms. Wendy Kennedy; 229-430-4767 or wendy.kennedy@asurams.edu

HIGH IMPACT STRATEGY 2: IMPLEMENTATION OF ONLINE SCHOLARSHIP APPLICATION PORTAL

Albany State University has implemented a scholarship process that promotes student access and retention through the award of financial assistance based on both need and merit. The multi-pronged approach provides better access to scholarship information, applications, and assistance through collaborative efforts of multiple departments. This new strategy enables electronic and paper copy applications to be submitted, reviewed, and awarded in an efficient manner.

COMPLETION GOAL:

This strategy supports the ASU and USG strategic goal of increasing the number of undergraduate degrees awarded by providing assistance to students with financial barriers to continuous enrollment and progression.

DEMONSTRATION OF PRIORITY OR IMPACT:

This activity aligns directly with the university's strategic plan, specifically ASU Institutional Goal 4, which states: ***Expand** Access to Higher Education - Albany State University will promote student success for all by welcoming students from *varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.** It is also directly related to Institutional Goal Five (5), which states: ***Elevate Historically Underserved Populations - Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first generation students, students from low socioeconomic backgrounds, and others from underserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.***

SUMMARY OF ACTIVITIES:

During the 2016-2017 year, ASU elevated its scholarship application and award process in order to streamline application procedures, create opportunities for more students to apply for assistance, and document student receipt of scholarship awards in order to study the correlation between scholarship awards and students' success. On the heels of consolidation, the university appointed a dedicated person to assist students with application for university scholarship opportunities. ASU also began preparation to integrate an online scholarship portal, which allowed for identification and review of available scholarships by students and more effective matching of students' applications to appropriate opportunities. Matching of students to appropriate scholarships was accomplished through incorporation of an online scholarship application process that took into account student demographics including but not limited to desired course of study, current academic standing, and ability to finance education. The online application portal is linked to the Financial Aid tab of the university's website under "Types of Financial Aid." Furthermore, scholarship opportunities were marketed through faculty, staff, and student email accounts; announcing deadlines, and locations of the scholarship portal as well as hard-copy applications. The opportunities were also distributed by the Office of Financial Aid. Awards were made in a timely fashion as a result of collaboration among the Office of Institutional Advancement, institutional Foundation and Office of Financial Aid.

MEASURE OF PROGRESS AND SUCCESS:

In the Fall 2016, Spring 2017, and Summer 2017 semesters, Albany State University allowed the continued use of the paper submission process. In April 2017, the university launched its AwardSpring online portal for scholarship applications. The application serves as a central location for applying for all scholarships available from the Albany State University Foundation and Darton State College Foundation. It included a three-part questionnaire (General questions, academic questions, scholarship specific questions). The chart below is a summary of awards made in the reporting period and indicates an increase in applicants as a result of introduction of the paper application and implementation of the software.

Term	Scholarships	Amount
Fall 2016	167	\$ 150,089.25
Spring 2017	228	\$ 121,585.96
Summer 2017	40	\$ 17,999.51
Totals	435	\$289,674.72

LESSONS LEARNED:

There have been numerous lessons learned from implementation of the online scholarship portal. One of the most important is the need for adequate marketing, training, and orientation for students and parents. This would include informing them of the availability of the online applications and the necessary documentation for consideration of an award. The Office of Institutional Advancement will collaborate with the Enrollment Management unit to include a session on the AwardSpring portal in the schedule for new student orientation sessions. More direct communications will be distributed via email.

PRIMARY POINT OF CONTACT:

Mr. Randae Davis; 229-317-6330 or randae.davis@asurams.edu

HIGH IMPACT STRATEGY 3: IMPLEMENTATION OF ELECTRONIC FINANCIAL AID DOCUMENT SUBMISSION PORTAL

To address complaints from students related to document submission to the Office of Financial Aid, Albany State University instituted an electronic document submission process for all applications for federal financial aid. This process streamlines the financial aid process by simplifying financial aid forms and allowing students to upload requested documentation online. Documents are also stored and can be reviewed by financial aid counselors from this site.

COMPLETION GOAL:

This strategy aligns with the ASU and USG goal of increasing the number of undergraduate degrees awarded by USG institutions by removing barriers to timely review and award of financial aid funds, where students are eligible. This award of funds to eligible students, in turn, allows student to continue progression toward timely completion of a credential.

DEMONSTRATION OF PRIORITY OR IMPACT:

This process increased efficiency of document submission and packaging for financial aid review and verification; thereby reducing complaints that previously submitted paperwork was lost or misplaced.

SUMMARY OF ACTIVITIES:

During the 2016-2017 academic year, there were 703 students processed for verification, which is a Department of Education requirement to verify income, asset and household information for students and parents. Once the university receives the Institutional Student Information Record (ISIR)/Free Application for Federal Student Aid (FAFSA), the student is notified by the system that there are outstanding requirements. The system provides step by step instructions to the student regarding how to access the document submission website and create an account. Once all documentation is uploaded into the portal and submitted electronically, the file goes into a virtual workflow that can be retrieved and reviewed by the institution's financial aid counselors.

MEASURE OF PROGRESS AND SUCCESS:

Adoption of the portal has resulted in a 100% paperless environment for verification of hundreds of files, reducing stress and frustration for students submitting documentation. An additional consequence has been more successful audit and compliance results because the paperless system streamlines documentation requested, prevents conflicting information from being accepted and stores documentation for easy retrieval.

LESSONS LEARNED:

This has proven to be very successful in streamlining the document submission process. We have learned that many students submitted documentation that was not requested because they did not fully understand the instructions. To address this issue, we will create how-to videos to walk students through the process of verification, submission of documents via this portal, and how to use the help features on the site to ensure they are submitting the appropriate documentation.

PRIMARY POINT OF CONTACT:

Ms. Stephanie Lawrence; 229-430-4650 or stephanie.lawrence@asurams.edu

HIGH IMPACT STRATEGY 4: LAUNCH OF A UNIVERSITY CALL CENTER TO PROVIDE DIRECT CUSTOMER SERVICE TO STUDENTS

Albany State University launched a call center for the Office of Admission and Recruitment in response to feedback from students that call wait times were too long in critical offices at the institution. The call center's primary function is to provide intrusive customer service to prospective and current students as well persons in need of general and detailed information related to admissions and recruitment procedures.

COMPLETION GOAL:

This strategy aligns with the ASU and USG strategic goal of improving access for underserved and/or priority communities.

DEMONSTRATION OF PRIORITY OR IMPACT:

The call center has a direct impact on recruitment and retention of students by providing high-touch guidance, technical assistance and support to callers/students. Center staff are liaisons and first responders to prospective students and others who are attempting to communicate with the institution.

SUMMARY OF ACTIVITIES:

The call center was launched on May 19, 2017. Center staff immediately began to respond to callers by either directly addressing the caller's inquiry/concern or routing the call to the proper department within the university to address the inquiry/concern. During the peak enrollment season for Fall 2017 (June 1 – September 1), the call center had a handle ratio of ninety-five percent (95%) on over nine thousand calls (9000) received during that time frame.

MEASURE OF PROGRESS AND SUCCESS:

The call center measures throughput based on metrics generated by an independent partner, Cisco Unified Intelligence Center. From May 19th to June 30th, the call center handled 2,001 calls. From July 1st to August 30th, the call center handled 7,432 calls. With the assistance of the call center, the Office of Admissions and Recruitment was able to enroll over 1,600 first time freshmen, in addition to assistance provided to returning students.

LESSONS LEARNED:

The call center has proven to be successful in providing direct guidance to thousands of prospective and newly admitted students. As a crucial function of recruitment and admissions processes, the lesson has been learned that effective communication with "live" operators, in parallel with efficient online systems, is vital to a successful enrollment strategy as well as overall student success.

PRIMARY POINT OF CONTACT:

Dr. B. "Donte" Truss; 229-420-7090 or Brenclaveton.Truss@asurams.edu

REFLECTIONS, OBSERVATIONS & PLANS FOR NEXT YEAR

As the consolidated institution continues to enhance systems and processes that will promote successful student recruitment, retention, progression and completion of a credential, adjustments will be made to goals, strategies and associated measures for optimal alignment with locally identified needs and resources. Also, the high impact strategies identified by USG and other national thought-leaders who promote college completion (Lumina Foundation, etc.) will be integrated into the operations of various divisions at the institution as much as possible in the next year. This will lend itself to more strategic measurement of impact and reporting on standardized performance indicators.

Other strategies will be implemented starting in Fall 2017 in a number of departments across the university, including the following:

1. Distribution of program maps for all majors
2. Realignment of professional advisors to better meet the needs of freshman and sophomore students
3. Mandatory orientation for students taking university-based online courses
4. Implementation of an enhanced academic summer bridge program
5. Targeted support to assist military students who have stopped out to achieve reinstatement
6. Offer additional workshops and training for prospective and current students and parents related to online financial aid systems
7. Offer additional outreach to high schools to promote pursuit of higher education and the importance of being college-ready.

8. Integration and increased utilization of platforms that track student performance “real time” in classes to allow for early intervention during the semester.
9. Restructuring of student support services to provide optimal guidance and assistance to students who exhibit signs of either distress in academic performance or mal-adjustment to college life.
10. More targeted study of the factors and barriers that inhibit retention, timely progression and completion.

Strategies will be evaluated on a quarterly basis through Summer 2018 to determine level of impact and/or to remove any barriers that may arise that impede progress toward achievement of completion goals. Those strategies that lead to greatest progression and completion by students will be scaled up and possibly included in future reports.



perspective. Cohort I began the three-year process in 2015. Cohort II will be launched in 2017.

What is Gateways to Completion (G2C)?

The Gateways to Completion program is an exciting initiative to help students enrolled in USG institutions achieve success early on in their academic career. "Developed with insight of a distinguished national Advisory Committee, the comprehensive G2C approach provides faculty with a structured, evidence-based course self study process with unparalleled advice and support from the nation's leader in higher education student success." The G2C process improves planning and offers engaging pedagogues, analytic tools, and expertise from the [John N. Gardner Institute](#).

What is a Gateways course?

Cohort I

In 2015, ten USG institutions began a three-year collaboration with the John N Gardner Institute on Gateways to Completion:

East Georgia State College
Georgia Highlands State College
Georgia Southern University
Georgia Southwestern State University
Gordon State College
Middle Georgia State University
[Kennesaw State University](#)
South Georgia State College
University of West Georgia
Valdosta State University

Cohort 2

In 2018, the remaining USG institutions and eCore joined the collaboration with Gateways to Completion

Abraham Baldwin State College
Albany State University
Atlanta Metropolitan State College
Augusta University
Clayton State University
College of Coastal Georgia
Dalton State College
East Georgia State College
eCore
Fort Valley State University
Georgia College & State University
Georgia Gwinnett College
Georgia Highlands College
Georgia Institute of Technology
Georgia State University
Savannah State University
University of Georgia
University of North Georgia



Gateways to Completion® Comprehensive Report

Albany State University

2/26/2019

Executive Summary

Albany State University (ASU), a Historically Black Institution located in rural SW Georgia, is a coeducational liberal arts institution that offers undergraduate and graduate curricula that build on a strong liberal arts foundation. In 2018, ASU chose the following courses: MATH 1001, MATH 1111, ENGL 1101 and ENGL 1102 based on the DFW rates and the number of students enrolled in the course (high enrollment). The four course-specific committees used the six G2C Principles and related Key Performance Indicators (KPIs) to evaluate institutional and/or unit performance using the KPIs and will make recommendations as needed for change related to their respective course. In line with the Gateway to Completion Course Redesign Framework ASU has chosen to do mostly (b) Curricular changes and some (c) Course structure changes in the first round of course redesign.

Introduction

Albany State University (ASU), a Historically Black Institution located in rural SW Georgia, is a coeducational liberal arts institution that offers undergraduate and graduate curricula that build on a strong liberal arts foundation. In December 2016, the University System of Georgia granted approval for the creation of the new ASU from the consolidation of Albany State University an HBCU and Darton State College (DSC) an access institution, effective January 2017. The new ASU builds upon the HBCU mission to serve an increasingly diverse student population and will continue to serve the access mission, offering workforce related degrees.

In pursuit of the fulfillment of ASU's Guiding Principle "Elevate Historically Underserved Populations," we are participating in the University System of Georgia (USG) initiated Gateways to Completion (G2C) project to increase success rates in gateway courses.

G2C@ASU

ASU is in the second cohort of USG institutions to join USG's collaboration with the John N. Gardner Institute's (JNGI) Gateways to Completion process. *G2C is designed to provide institutions – more specifically, faculty – with processes, instructional and curricular guidance, and analytics tools to redesign teaching, learning and success in gateway courses. Faculty will address failure in gateway courses and the challenges associated with passing those courses (USG, 2019).*

In 2018, ASU chose the following courses: MATH 1001, MATH 1111, ENGL 1101 and ENGL 1102 based on the DFW rates and the number of students enrolled in the course (high enrollment). Table 1 shows the DFW rates for the four courses.

Table 1. Overall DFWI rates for G2C Courses

Courses	%	DFW	Total
ENGL 1101 – English Composition	29%	456	1571
ENGL 1102 – English Composition	29%	122	420
MATH 1001 – Quantitative Reasoning	34%	64	187
MATH 1111 – College Algebra	39%	525	1344

For our G2C work, we selected the 4 courses listed above because they are:

1. Foundational in nature
2. High-risk and/or
3. High-enrollment

as defined in the G2C Guidebook.

Studies have shown that if a student receives an “F” in one course during the first year his/her chances of graduating decreases by 50%. And if a student receives an “F” in two courses during the first year his/her chances of graduating decreases by 80%. Any efforts that will improve these DFW rates will have an impact on student success, retention, progression and graduation. Therefore, Gateways to Completion is a very important initiative for Albany State University.

As per the G2C Guidebook, the four course-specific committee used the six G2C Principles and related Key Performance Indicators (KPIs) to evaluate institutional and/or unit performance using the KPIs and will make recommendations as needed for change related to their respective course.

After completing each set of two G2C principles, we conducted a joint meeting of the Steering Committee and Course-Specific Committees so that the Steering Committee was informed about the efforts of the G2C team to preview institution-wide issues and recommendations for improving the gateway courses examined in the G2C process.

Student Learning Gains Survey

In Fall 2018, we administered the Student Learning Gains Survey. This survey consists of 18 questions that focus on student perceptions of how the course being evaluated promotes gains in learning.

Table 1. Results of the Student Learning Gains Survey: Fall2018 – Baseline data

Q #	Questions	Courses							
		ENGL 1101 N= 300		ENGL 1102 N=103		MATH 1001 N= 137		MATH 1111 N=313	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD

	The Class Overall								
1	How the class topics, activities, reading and assignments fit together	4.0	1.03	4.2	0.94	4.1	1.04	4.0	1.07
2	The pace of the class	3.9	1.13	4.3	0.89	4.0	1.14	3.8	1.25
	Class Activities								
3	Participating in discussions during class	3.9	1.07	4.2	1.05	4.3	0.97	4.0	1.14
4	Participating in group work during class	3.7	1.22	4.1 1.12	1.12	4.1	1.15	3.9	1.18
5	Doing hands-on class activities	4.1	1.07	4.3	0.98	4.3	0.96	4.0	1.21
	Assignments, graded activities and tests								
*7	Graded assignments (overall) in this class	3.8	1.20	4.3	0.86	4.1	1.03	4.0	1.10
8	The number and spacing of tests	4.0	1.19	4.4	0.86	4.2	1.07	4.0	1.18
9	The way the grading system helped me understand what I needed to work on	3.8	1.21	4.2	0.98	4.1	1.06	3.9	1.23
10	The feedback on my work received after tests or assignments	4.1	1.12	4.3	0.99	4.1	1.12	4.0	1.19
	The information you were given								
11	Explanation of how the class activities, reading and assignments related to each other	4.0	1.05	4.2	0.98	4.2	1.01	4.0	1.06
12	Explanation given by instructor of how to learn or study the materials	4.0	1.11	4.3	0.91	4.1	1.11	4.0	1.14
13	Explanation of why the class focused on the topics presented	3.9	1.09	4.3	0.96	4.1	1.02	4.0	1.16
	Support for you as an individual learner								
14	Working with peers during class	3.9	1.20	4.2	0.99	4.1	1.03	3.9	1.20
15	Working with peers outside of class	3.6	1.35	3.8	1.31	3.9	1.18	3.8	1.26
	Your understanding of class content								
16	The main concepts explored in this class	3.9	1.10	4.2	0.95	4.1	1.00	3.9	1.10
17	The relationships between the main concepts	3.9	1.16	4.2	0.92	4.1	1.04	3.9	1.10

	Class impact on your attitudes								
18	Willingness to seek help from others (teacher, peers, TA) when working on academic problems	4.2	1.06	4.4	0.91	4.2	1.01	4.3	0.98

Note: Question number 6 is an open-ended question.

Total number of students in selected courses:

Total number provided access to the survey:

Total number of respondents: 853

Legend: 0 = not applicable 1 = no help 2 = a little help 3 = moderate help 4 = much help 5 = great help

Section 3: Section Narrative on General Situation

A. Cross-Course

The faculty across all 4 course committees met a few times along with the department chairs to discuss the general situation of the four commons. The common themes that emerged in these discussions were the need to:

1. Update the Common Course syllabus to reflect current initiatives in G2C and HIPs
2. Initiate training workshops with Student Advising Center for EAB Alerts and supplemental instruction.
3. Initiate departmental norming sessions to facilitate more consistent evaluation of student work.

B. Course-Level

Analysis of Gateways to Completion Principles and Key Performance Indicators (KPI)

First Set of Principles: Learning, Faculty / Instructors

MATH 1001

Key Findings

Strengths: ASU provides a plethora of support for students in mathematics (multiple Math Centers on both campuses with tutors).

Learning outcomes for MATH 1001 are outlined clearly in the syllabus for the course.

Students receive early feedback through the SSC Program (Student Success Collaborative).

Many MATH 1001 faculty teach the follow-up mathematics course (MATH 2411-Introduction to Statistics). This alignment allows instructors to determine weaknesses from the previous course sequence.

Weaknesses: No common grading scales

Need common rubrics to measure student learning outcomes.

Unable to determine the effectiveness of feedback provided to students and how students use the provided feedback to improve

Opportunities: Strengthen faculty collaboration for instructors of MATH1001 (common assignments, syllabus, and common exams)

Development of common rubrics that utilize Bloom's Taxonomy.

MATH 1111

Key Findings

There are multiple methods for assessing a course and determining effectiveness of the course.

Build a common course syllabus.

Create common final exam

Increasing academic support opportunities

Use EAB student alerts.

ENGL 1101

Key Findings

The importance of comprehensive student support and consistent classroom instruction.

Ideas for classroom strategy.

Research on pedagogical methods.

Examples of integration of student support services.

ENGL 1102

Key Findings

Work to improve the course syllabi and learn how to reach students better academically so more could pass the course.

Create a new syllabus so we can decide how 1102 works in the sequence.

Second Set of Principles: Improvement, Academic Policy and Practice

MATH 1001

Key Findings

No entry placement exams to determine how prepared the student is for MATH 1001.

Need faculty to work collaboratively on understanding student learning outcomes for MATHH 1001.

Based on the above, come up with a cohesive plan to help students

MATH 1111

Key Findings

DFWI rates are improving but there is room for improvement.

The demand for co-requisite options at our institution is very high with over 50% of MATH 1111 sections attached to a co-requisite.

Placements (MPI) do not always correspond well to course performance, the inclusion of a supplemental placement exam could help in identifying at risk students.

ENGL 1101

Key Findings

Need to make comparisons of DFWI rates among sections of the course.

Efforts to assure that assessment of writing samples are normalized. Create double courses and simply labeling them as learning communities, in ways that promote student agency.

Study how this course fits into undergraduate curriculum.

ENGL 1102

Key Findings

Instructors require more training for academic advisement, not only for English, but we need to know the requirements for other disciplines.

Academic policies need to be clearly communicated to all instructors.

Third Set of Principles: Students, Support

MATH 1001

Key Findings

First Year Experience course and support through the Math Center on campus provide support for students.

The SSC portal identifies students that are struggling in the course and provides alerts to students.

Faculty must be able to identify student needs early in the course.

Early assessments should be used to identify weaknesses to provide the needed support.

Make faculty aware of academic support available to students at ASU.

MATH 1111

Key Findings

The focus on efforts beyond the departmental efforts, e.g. addressing advising needs for students with less than 45 credit hours for both before and after classes begin have been positive steps to improving retention rates in MATH 1111.

Institutional efforts are great, however East Campus math center moved locations to another building, staff report that few students visiting center.

Ensure that ASU website has information on the current locations and hours of operation for all support services.

ENGL 1101

Key Findings

Need for summer bridge programs.

We need to promote more concrete connections between in-class learning and the student's total university experience. We would like to incorporate High Impact Practices in the classroom.

ENGL 1102

Key Findings

Classroom pedagogy is individually based for the instructor and academic advisement is performed by the advisement office.

Need input from G2C colleagues about the 1101 syllabus.

G2C has provided a foundation to work upon.

Need for professional development for ENGL 1102 professors.

Need to work on revamping the syllabus and reiterating the syllabus throughout the course.

Have discussions at the department level about DFWI rates and examine solutions.

ENGL 1102 faculty need to stress the relevance and importance of this class to our students, especially if they are not English Majors. Secondly, the goals and objectives of this course need to be more concrete and specific and clearly outlined on the syllabus. Thirdly, the students have the writing labs and computer labs to go to across both campuses, but that information is not stressed in all Composition II syllabi and the courses, but it needs to be. Lastly, the access students have issues with basic writing and reading skills.

Section 4: Recommendations for Action

The Gateways to Completion Course Redesign Framework recommends that institutions engage in one or more of the following (a) Pedagogic changes; (b) Curricular changes; (c) Course structure changes and (d) Integration of academic success initiatives or high impact practices. ASU has chosen to do mostly (b) Curricular changes and some (c) Course structure changes.

Curricular changes “involves course transformation efforts that address changes to the learning outcomes and the content that students will be expected to know, value, and do differently as a function of taking the course” (G2C, 2019). ASU course-committees are planning to develop a common course syllabus as well as rewrite student learning outcomes.

Course structure changes involves “course transformations that change the structure of course delivery (where, when, and how learning happens), who and how one gains access to a course (pre-requisites, placements, co-requisites, etc.), and how learners access course content/learning materials /assessment of learning outcomes” (G2C, 2019). The course-specific committees are looking at how co-requisites and transitions from one course to the required next course affects student learning. In addition, faculty will use early assessments, EAB alerts; common assessments and common grading rubrics across the various sections of the course. Students will be provided access to on campus and online learning support resources.

A. Cross-Course

These recommendations came from the four course-specific committees based on discussions of the 4 teams along with their department chairs.

Recommendation 1: Update Common Course Syllabus

Recommendation 2: Increased application of existing student support programs, i.e. EAB Alerts and Tutoring Services

Recommendation 3: Increased application (or development) of common grading rubrics.

Recommendation 4

: Initiate training workshops with Student Advising Center for EAB Alerts and supplemental instruction

3. Initiate departmental norming sessions to facilitate more consistent evaluation of student work

B. Course-Level

MATH 1001

Recommendation 1: Offer more formative assessments that would count for a small percentage of the overall grade in the course (< 10% of the overall grade). These assessments can be simple Khan Academy questions to be completed before class or use something like a short 3-2-1 quiz/writing assignment before leaving class (3 things students learned that day, 2 things they found interesting, and 1 thing they still have a question about).

Recommendation 2: Develop common learner outcomes and assessments and then create common exams and assessments.

MATH 1111

Recommendation 1: Create common Student Learner Outcomes (SLOs) for all sections of MATH 1111

Recommendation 2: Create common semester assessment tool for select SLOs.

Recommendation 3: Decrease delay in identifying at risk students, after class begins, and when academic support is issued.

ENGL 1101

Recommendation 1: Rewrite the syllabus in co-ordination with the 1102 committee, the composition committee, and the HIPs committee

Recommendation 2: a) Include opportunities for earlier assessment; b) Include opportunities for low stakes assessments; c) With the HIPs committee, explore the possibility of a shared intellectual experience with ASU 1100

Recommendation 3: To facilitate early assessment we want to establish a new grade at week four (mid-way to midterm).

Recommendation 4: Require EAB training for faculty and require EAB use at set times during the semester.

ENGL 1102

Recommendation 1: Updated syllabus that closely aligns to 1101 that provides clear objectives and assignments.

Recommendation 2: Learning support especially for access students.

Section 5: Discuss Strategies for Implementing the Recommendations

MATH 1001

Recommendation 1: Develop formative assessments to utilize in the classroom or via GAView, our USG version of D2L. A common master shell in GAView will be developed for faculty teaching the redesigned MATH1001. Uploaded links to the formative assessments would be included. A meeting will be convened during Spring 2019 for discussing the common learner outcomes for MATH1001. The development of the master shell will be completed at the end of

the Spring 2019 semester or during Summer 2019 semester. Implementation would occur in the Fall 2019 semester.

Recommendation 2: The committee will meet in Spring 2019 create common learner outcomes. Once this is established and a consensus has been obtained from the group, the faculty will create common exams and quizzes. Faculty will contribute items for the assessments, namely the exams and the quizzes. And this will be completed during late Spring 2019/Summer 2019. Implementation would occur in the Fall 2019 semester.

MATH 1111

Recommendation 1: Committee has outlined five SLOs for MATH 1111. Faculty teaching MATH 1111 will have until the end of spring 2019 to review and comment on listed SLOs. Committee recommends department reviews SLOs after 3 – 5 years of data generation.

Recommendation 2: Committee has identified two of the five recommended SLOs and created a list of common questions which faculty teaching MATH 1111 will be expected to include in their final exam and track the results for departmental and SACS reporting.

Recommendation 3: Implementation involves two areas: (a) identifying at risk students (b) connecting at risk students to academic support options. For the former concern: Increase faculty usage of EAB system for tracking student attendance and issuing alerts for students that reach “at risk of failing course” status – as defined as a student’s current course grade sinking below 70%. For the latter concern: Implement projects in MATH 1111 and/or MATH 0999 which require students to utilize on campus tutoring centers. The initial goal here is to increase student presence at appropriate support centers, a future goal may be to create a collection of support materials (guides, practice sets, etc.) which support staff could use to assist students with specific skill objective concerns.

ENGL 1101

We will need to establish a joint ENGL 1101 and ENGL 1102 committee to rewrite the syllabus. That committee should also take the advice of the HIPs committee where appropriate. We will need to ask IT to add a new grade column into GAView so that we can post a new grade at week four. We will need to set up regular training sessions for EAB. Finally, we may need to co-ordinate with the annual faculty seminar committee to include these trainings at our regular August assembly. We will also ask the writing center to create a set of norming essays for use in faculty norming sessions.

ENGL 1102

Recommendation 1: Committee will work throughout the Spring 2019 semester to evaluate and update the 1102 syllabus and provide clear objectives and assignments.

Recommendation 2: Committee will work with the Student Success Center to provide on campus and online learning support.

Student Achievement

Commensurate with our commitment to “excellence in teaching and learning, Albany State University offers a “broad array of graduate, baccalaureate, associate, and certificate programs”. In line with the mission of the University, the specific ASU Goals to “Aspire to Excellence” and “Expand Access to Higher Education”, reflect an institution wide commitment to retaining, supporting, and graduating our students in a timely fashion.

To that end, ASU establishes appropriate and measurable targets and outcomes for our students based on program type, our student demographic and the overall mission of the University.

Criterion for Achievement: Retention Rates

The University annually monitors first-year retention rates of undergraduate first-time, full-time degree-seeking students as a measure of the success of its undergraduate programs. The data below reflects both pre-and post-consolidated ASU.

The target for the retention rate of first time undergraduate students at ASU are 1) to exceed the median of ASU's SACSCOC peer institutions, or 2) to exceed the University's previous year's rate.

For the Fall 2016 cohort, the range of first-year undergraduate retention rates for ASU's SACSCOC peer institutions was 59%-78%, and the average was 69%.

Minimal threshold for achieving student success: 60%

Cohort Semester	Retention Semester	Cohort Size	Performance
Fall 2017	Fall 2018	1,386	55.4%
Fall 2016	Fall 2017	791	63.1%
Fall 2015	Fall 2016	1,193	55.0%

Source: IPEDS First-Time Full-Time Retention Rates

Criterion for Achievement: Six-Year Graduation Rates

The University annually monitors its six-year baccalaureate graduation rates of first-time full-time degree-seeking students as a measure of success of its undergraduate program. The data below are for pre- and post-consolidated ASU data.

For the Fall 2011 cohort, the range for six-year baccalaureate graduation rates for ASU's SACSCOC peer institutions was 28%-49%, and the average was 39%.

The target for the six-year baccalaureate graduate rates are 1) to exceed the average of ASU's SACSCOC peer institutions or 2) to exceed the University's previous year's graduation rate.

Minimal threshold for achieving student success: 39%

Cohort Semester	Graduation Year	Cohort Size	Performance
Fall 2012	2017-2018	495	35.2%
Fall 2011	2016-2017	1,028	33.7%
Fall 2010	2015-2016	883	30.7%

Source: IPEDS Six-Year Graduation Rates

Criterion for Achievement: Three-Year Graduation Rates

The University annually monitors its three-year graduation rates of first-time full-time Associate degree-seeking students as a measure of success of its Associate degree programs. The data below reflect both pre- and post-consolidated ASU data. The national average three-year graduation rate for Associate degrees earned in community colleges was used at the minimum threshold for achieving student success.

The targets for the three-year graduation rates are to exceed the median of the University's previous year's three-year graduation rates.

Minimal threshold for achieving student success: 25%

Cohort Semester	Graduation Year	Cohort Size	Performance
Fall 2015	2017-2018	713	12.3%
Fall 2014	2016-2017	776	16.9%
Fall 2013	2015-2016	901	15.0%

Source: IPEDS Three-Year Graduation Rates

Degrees Conferred

The University annually monitors the number of undergraduate degrees conferred as a success of its undergraduate programs. The target for undergraduate degrees conferred is to meet or exceed the average of the University's previous three years' numbers. The minimum threshold serves to ensure that our numbers don't drop below levels approximating those we have maintained over the last several years

Minimal threshold for achieving student success: 1,362

Table 6. Undergraduate Degrees Conferred

	FY 2016	FY 2017	FY 2018
Transfer Associates	409	428	276
Career Associate	489	471	372
Bachelor's	603	556	482
Total	1,501	1,455	1,130

Source: ASU Division of Institutional Effectiveness

Health Sciences State and National Board Pass Rates

Currently, ASU's Health Sciences programs are accredited by twelve specialized accrediting agencies (9). Albany State University tracks achievement on National and State licensure exams offered through these agencies. Where applicable, the results are also included as a part of the Assessment for Improvement Reports where the exam scores are indicated as a measure for Student Learning Outcomes.

The target scores or minimal threshold for achieving student success was determined by the faculty of the Darton College of Health Professions and based on: 1) past student performance, 2) requirements from specialized accrediting bodies and agencies, and 3) state averages of effective measures.

	FY 2016	FY 2017	FY 2018	Target Pass Rate (%)
Nursing (RN)	87	87	78	80
Nursing (BSN)	71	92	86	80
Advanced EMT	100	75		70
Paramedic	75	78	91	70
Dental Hygiene	87	83	100	70
Diagnostic Medical Sonography	100	100	100	60
Histologic Technology	88	88	80	80
Health Information Technology	77	83	100	100
Medical Lab Technology	80	80	80	80
Occupational Therapy Assistant	86	91	96	96
Physical Therapy Assistant	100	100	100	100
Radiologic Science	86	90	90	90
Respiratory Therapy	94	90		80

Source: ASU Division of Institutional Effectiveness

Georgia Assessments for the Certification of Educators (GACE) Pass Rates

GACE is Georgia's state-approved educator certification assessment program. These computer-delivered assessments have been developed by the Georgia Professional Standards Commission (GaPSC) and Educational Testing Service (ETS). The purpose of the GACE assessments is to help the GaPSC ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia's public schools. The data below are for pre- and post-consolidated ASU.

The National Council for Accreditation of Teacher Education (NCATE) has an 80% or higher pass rate requirement. ASU's minimum threshold is set according to this requirement.

Minimal Threshold for Student Achievement: 80%

	2015-2016	2016-2017	2017-2018
Number Taking Assessment¹	57	64	37
Number Passing Assessment²	57	63	36
Institutional Pass Rate	100%	98%	97%

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

* The data provided in this row (or column) represents combined data from Albany State University and Darton State College. These institutions were officially consolidated in January 2017 into one university, named Albany State University, by the University System of Georgia.

¹ Number of completers taking one or more assessments within their area of specialization.

² Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.

› Vision, Mission, & Guiding Principles

› Student Achievement

› Student Athlete Graduation Rates

› SACSCOC Liaison

› Strategic Planning

› Assessment

› Fact Books

› Surveys

› Data Request Form

› Survey Request Form

› IPEDS Feedback Reports

› Common Data Set

› Degree Conferred

› IE Staff

› IE Services

WHAT IS A MOMENTUM YEAR?

Momentum Year is a suite of strategies designed to help University System of Georgia students in their crucial first year of college. We work with students to guide them on a path to achieve their educational goals, including successful degree completion and on-time graduation.

We know that:

- Predictive analytics and proactive advising help keep struggling students on track toward graduation, saving students money in the long term.
- Changes in remedial education that include intensive tutoring in conjunction with courses being taken for credit have led to big jumps in student success rates.
- First-year students who take at least three courses connected to what they think they want to study are 40 percent more likely to graduate than students who do not.
- Taking 15 hours a semester improves student success as well as shortening the time to graduation.

Evidence-based research confirms that college students are most successful when they:

START	ENTER	FOLLOW		
their college careers by making a purposeful choice in a focus area or program	with a productive academic mindset	a clearly sequenced program maps that include:		
		1 core English and math	2 9 credits in the student's academic focus area	3 30 credits in the first year

Put together, these three elements create a Momentum Year for students—a starting point that helps students find their path, get on that path and build velocity in the direction of their goals.

There is considerable logic in this. By helping students make a purposeful choice about what they wish to study, institutions help narrow the thousands of course options to a manageable level and align the

work a student undertakes in college with their goals, interests and expectations. Such an approach does not preclude student exploration. Indeed, for many students, the process of discerning the program path will be one of exploration. And for students who are undecided, institutions can assist them in understanding how their interests, goals and dreams intersect with programs of study and future careers.

Academic Focus Areas

Supporting this work are academic focus areas—sometimes referred to as meta-majors—that group programs together so that students groping with uncertainty can pursue coursework from the start that contributes to college completion and also provides exposure to potential majors, helping them refine their post-secondary path. Courses a student pursues in their first year in an academic focus area should count across all programs under the focus area umbrella and offer an informative exposure to the subject field. These courses should be broadly applicable across a wide range of majors within the area, helping students avoid unnecessary credits as they narrow their program choice.



Program maps help structure the choices students must make to reach their academic and personal goals in college, graduating on time and without wasted credits. These maps sequence courses for students by semester, eliminate uncertainty about what courses students should take and when, identify prerequisite and corequisite courses, and highlight key academic and non-academic milestones students should satisfy along the way.

In the first year, program maps should include:

- the completion of core English and the aligned mathematics course (including any required learning support courses),
- nine credit hours (three courses) in a student’s selected major or academic focus area,
- and at least 30 credit hours.

While the Momentum Year addresses the challenges of students making the transition to college, the benefits persist, with students accruing more credits across all student subgroups and preparation levels and demonstrating greater persistence to graduation.¹

Taking a Fuller Schedule

Research using propensity score matching to assess the success of essentially identical students in the University System of Georgia distinguished only whether they took a first-term momentum course load (15+ credits) underscores the importance of increased credits in the first term and year. Students with this momentum course load in their first term are 6.2 percentage points more likely to graduate within six years compared to statistically similar students taking 12-14 credits in their first term. If these students maintain this course load for the first full year (attempting 30 or more credits), they are 12 percentage points more likely to graduate within six years compared to those who attempt 24-29 credits. Likewise, first-term momentum students earn 7.5 more credit hours on average than non-momentum students, while first-year momentum students earn 15 more credit hours on average.

Students who attempted a 15+ credit course load in both the fall and spring terms earned 95 percent of their attempted hours in the first term, earned an average of 97.3 credit hours in six years, and had a six-year graduation rate of 68.0 percent. However, it seems to be more important for students to end the first year with momentum rather than simply begin the year with momentum. Students who took 12-14 hours in the fall and at least 15 in the spring (increasing momentum) earned 96 percent of the hours attempted in their first term, earned on average 91.9 credit hours within six years, and 63.7 percent students graduated in six years. Students with a 15+ credit course load in the fall but a 12-14 credit course load in the spring (decreasing momentum) earned only 88 percent of their first-term attempted hours, earned an average of 84.4 hours in six years, and 55.4 percent graduated in six years.

Credits attempted	Additional Credits Earned after 6 Years*	Increased Likelihood of Graduation in 6 years (percentage points)*
15+ credits in first term	7.5	6.2
30+ credits in the first year	15	12.0

*compared to students attempting 12-14 credits in their first term and 24-29 credits in their first year.

Outcomes by First Term and First Year Course Load

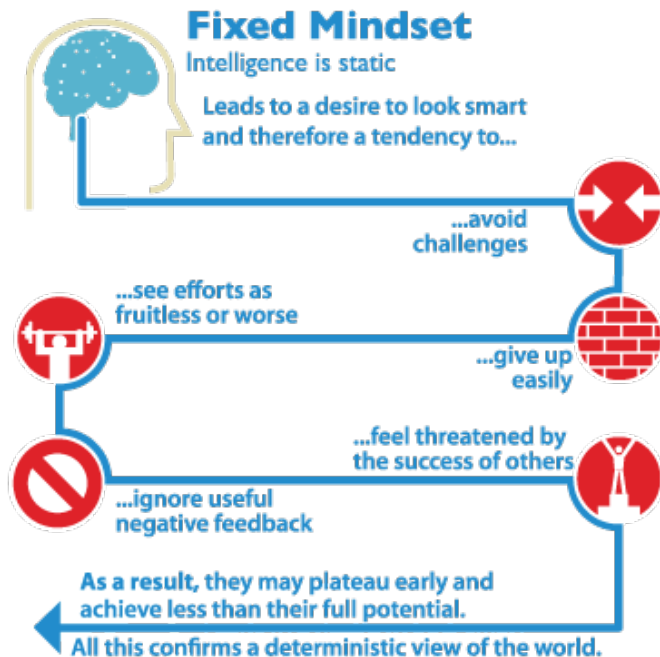
	Non-Momentum	Momentum at some point in year 1		Full Momentum
	12-14 Credits fall; <30 credits first year	Decreasing Momentum: (15+ credits fall; <30 credits first year)	Increasing Momentum (12-14 credits fall; 30+ credits first year)	15+ credits fall; 30+ credits first year
Average Hours attempted in term 1	12.8	15.4	13.2	17.3
Average Hours earned in term 1	11.4	13.0	12.7	16.1
% grad in 6 yrs	50.0%	50.6%	66.4%	67.9%
Average Hours earned in term 18 (6 yrs)	73.3	75.0	93.1	95.1

Note: Only students enrolled for a full first academic year are included (fall and spring, or fall, spring, and summer); includes data for all institutions.

These findings replicate and extend those of the Community College Research Center for Tennessee (Belfield, Jenkins, Lahr, 2016), in which university students who took at least 30 credits in their first year earned 27 additional credits and were 19 percentage points more likely to graduate than their peers who did not.

Academic Mindset

Finally, supporting students in college to reach their full potential demands promotion of a growth mindset around academics, supporting students' resilience in the face of setbacks. A mounting body of evidence supports the benefits of small interventions that encourage students to view intelligence as malleable, helping them build resilience in the face of setbacks and avoid becoming demotivated and disengaged with their academic pursuits.²



Based on Nigel Holmes' illustration of research by Carol Dweck; brain created by Harryarts - Freepik.com

¹ Clive Belfield, Davis Jenkins and Hana Lahr, Momentum: The Academic and Economic Value of a 15-Credit First Semester Course Load for College Students in Tennessee, Community College Research Center, Teachers College, Columbia University, New York, June 2016.

² Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47, 302–314.

Program

Albany State University's Summer Success Academy helps incoming freshman accepted into the access to pathway program develop meaningful learning habits, providing a jump-start to a successful academic career.

The Academy gives students the opportunity to complete eight (8) college credit hours in a supportive environment prior to their first fall college semester.

Students work with highly effective faculty and tutors to start their college experience off strong, integrating them into ASU's community of engaged learners.

Academic Coursework

MATH TRACK– 8 Credit Hours Total		
MATH 1001 MATH 1111	Quantitative Reasoning or College Algebra	5 CH
ASU 1101	FYE: Pathway to Success	1 CH
HIST 1002 POLS 1105	African Diaspora or Current World Problems	2 CH
ENGLISH TRACK– 8 Credit Hours Total		
ENGL 1101	English Composition I	3 CH
ENGL 0999	Support for English 1101	1 CH
ASU 1101	FYE: Pathway to Success	2 CH
ARTS 1100	Art Appreciation	3 CH

Opportunities

The Summer Success Academy consists of engaging programs, activities, and services that work together – and with you- to build a pathway to your academic success:

- Individualized study skills and learning style assessments
- Academic skills workshops including, time management, note taking, and how to engage with your professors
- Introduction to key faculty, staff, and administrators
- Individualized guidance and support from Academic Advising, Financial Aid, Career Services, and more
- Financial literacy training, including money management, understanding of financial aid loans and grants
- Social, community service and networking events
- Engagement with University alumni and community leaders
- Residential living-learning community (optional)

Program Fees

Each Applicant must complete both a **2018-2019 FAFSA** and a **2019-2020 FAFSA** to secure Financial Aid and Pell Grant.

Resident – \$2,686.36

Includes tuition, fees, books, housing and meal plan

Commuter– \$1,806.36

Includes tuition, fees, books, and a beginning option of 25 meals (additional costs for meals added)

Parking Fee: \$5.00 (Optional)

Note: Tuition, fees, housing and meal plan charges may be covered by Federal Financial Aid. To apply, complete both the FAFSA for 2018/2019 and the FAFSA for 2019/2020 at www.fafsa.ed.gov.

Benefits

Summer Success Academy provides a comprehensive program of orientation and academic support designed to ease the transition from high school to college while building a solid academic foundation.

- Tour campus facilities and the local community
- Meet key University faculty, staff, and administrators who will become part of their support system
- Meet campus student leaders to learn more about resources that the University has to offer
- Participate in cultural enrichment activities
- Have fun and make lifelong friends

Building Pathways to Academic

SUCCESS

Register

Once admitted, students can register for the Summer Success Academy by completing the online form at:
<https://www.asurams.edu/wss/forms/summersuccess/>

For more details about the Summer Success Academy

Email: summersuccessacademy@asurams.edu

Call: 229-500-4358

Mail: Office of Enrollment Management
504 College Drive | Albany, GA 31705

Website: www.asurams.edu

Important Dates

Applications Deadline for Admissions,
Financial Aid, and Campus Housing

Monday, April 1, 2019

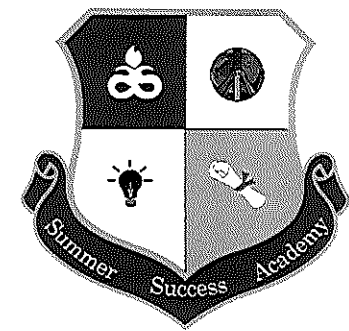
Summer Success Academy
Participation Form Deadline

Wednesday, April 10, 2019

Summer Success Academy Orientation

Saturday, June 22, 2019

Albany State University



June 24 – August 1, 2019



**Building Pathways to
Academic Success.**

Albany State
University 
UNIVERSITY SYSTEM OF GEORGIA



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Vision, Mission, and Guiding Principles

Vision Statement

Albany State University will be a world-class comprehensive university and a powerful catalyst for the economic growth and development of Southwest Georgia. ASU will be recognized for its innovative and creative delivery of excellent educational programs, broad-based community engagement and public service, and creative scholarship and applied research, all of which enrich the lives of the diverse constituencies served by the University.

Mission Statement

Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University’s faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

Guiding Principles

Aspire to Excellence

Albany State University will aspire toward excellence in teaching and learning, thus becoming the first-choice institution for students from southwest Georgia and garnering recognition as a premier southern regional university.

Embrace Diversity

As a historically black institution and led by a highly-diverse faculty and staff, Albany State University will embrace diversity in all its forms – including age, gender identity, race and ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status – and seek to foster a similar acceptance and celebration of that diversity.

Expand Access to Higher Education

As an access institution, Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.

Elevate Historically Underserved Populations

Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first generation students, students from low socioeconomic backgrounds, and others from underserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.

Promote Economic Development

As part of its commitment to teaching and learning, Albany State University will promote economic development in Albany and throughout southwest Georgia by engaging in applied research, aligning its resources in support of identified needs, developing and enhancing academic programs to meet evolving needs, forming broad strategic partnerships, supplying a trained workforce, and fostering a sense of entrepreneurship.

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2400 Gillionville Rd
Albany, GA 31707



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