University of Georgia Complete College Plan:
A Focus on Continued Success

Executive Summary

The University of Georgia has a strong, established culture of student success. *U.S. News & World Report* annually ranks more than 1,400 colleges and universities by measuring up to 15 indicators of academic quality. UGA has moved up 26 places in the graduation and retention ranking since 2004, up to 47th overall in the 2012 rankings. These results place UGA at the top of all Georgia public universities and above the mid-point of its peer comparator institutions. According to the 2011 National Survey of Student Engagement results, more than 90% of UGA students reported that their entire educational experience at the institution was either good or excellent. In addition, 83% of UGA seniors indicated that UGA courses are offered in a way that allows them to get the recommended sequence and complete their degrees "in a timely manner." The most compelling evidence of student success is our consistently strong retention and graduation rates. The current (AY 2010-2011) first-year retention rate is 94.3%, and the six-year completion rate is 83.3%.

For the last 10 years, UGA has put into place several initiatives that address barriers to access and increasing the rates of retention and graduation. UGA's overarching goal is to sustain high retention and graduation rates and use institutional data to make improvements in targeted areas while, at the same time, maintaining academic excellence. These initiatives will be aligned with the goals set forth in UGA's Complete College Georgia implementation plan:

Goal 1: Increase graduation rates to the mean of our aspirational peer institutions

Carefully focused studies will help us better understand factors related to retention, progression and graduation rates at UGA. Building on university strengths, and the commitment to high-impact educational practices, UGA recently implemented the First-Year Odyssey Seminar Program. In an effort to recruit and retain students with financial need, the university will launch the Gateway to Georgia Scholarship Campaign. UGA will enhance instructional delivery by a primary focus on existing undergraduate STEM (Science, Technology, Engineering and Mathematics) initiatives and the creation of an Office of Online Learning. Implementation of DegreeWorks will improve time to degree completion. The new Intensive Multi-Component Program will restructure learning support. These initiatives will contribute to an increase in six-year graduation rates to the average of our aspirational peer institutions while maintaining academic excellence.

Goal 2: Increase scholarship funding for student financial support

A dramatic increase has taken place in the number of UGA students seeking Pell Grants (102% increase since 2007-2008). Of students who were accepted but did not enroll, nearly half said the availability of merit-based and/or need-based aid was very important in selecting where they chose to attend college. More than one-

third of all UGA students who responded to the NSSE in 2011 (42% of freshmen and 35% of seniors) indicated that, "after all financial aid is taken into consideration, I still have unmet financial need that makes pursuing a degree difficult." Our data tell us that students with financial need have a lower six-year graduation rate than those not receiving Pell Grants or Federal Direct Student Loans. The launch of the Gateway to Georgia Scholarship Campaign will address these financial needs by increasing scholarship funding for students.

Goal 3: Support college readiness

UGA has a strong tradition of outreach and partnerships with the K-12 community. These partnerships include pre-collegiate programs aimed at college readiness, teacher preparation programs and STEM initiatives that make science and mathematics teacher production a high priority in order to address Georgia's severe shortage of teachers in STEM areas. UGA will continue pre-collegiate outreach with an emphasis on diverse populations and production of K-12 teachers, with an emphasis on preparing teachers in the STEM areas as part of our completion plan.

The University of Georgia has a strong commitment to support student success across many areas. This commitment ensures that UGA is able to sustain our initiatives to meet the needs of our students academically and financially. UGA's Complete College Georgia plan will further enable the university to meet its goals.
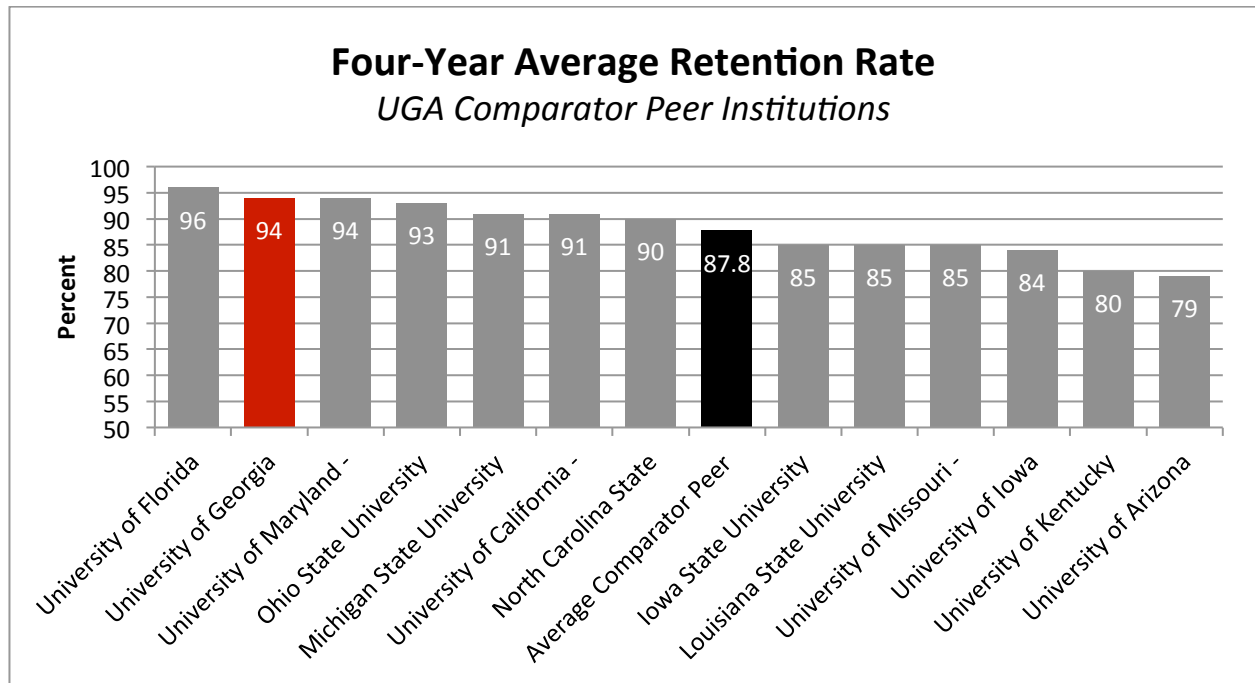
Alignment with University of Georgia Mission, Vision and Goals

The University of Georgia's motto, "to teach, to serve and to inquire into the nature of things," reflects the university's integral and unique role in the conservation and enhancement of the state's and the nation's intellectual, cultural and environmental heritage. As noted in the university mission, there is "…a commitment to excellence in a teaching/learning environment dedicated to serve a diverse and well-prepared student body, to promote high levels of student achievement, and to provide appropriate academic support services."
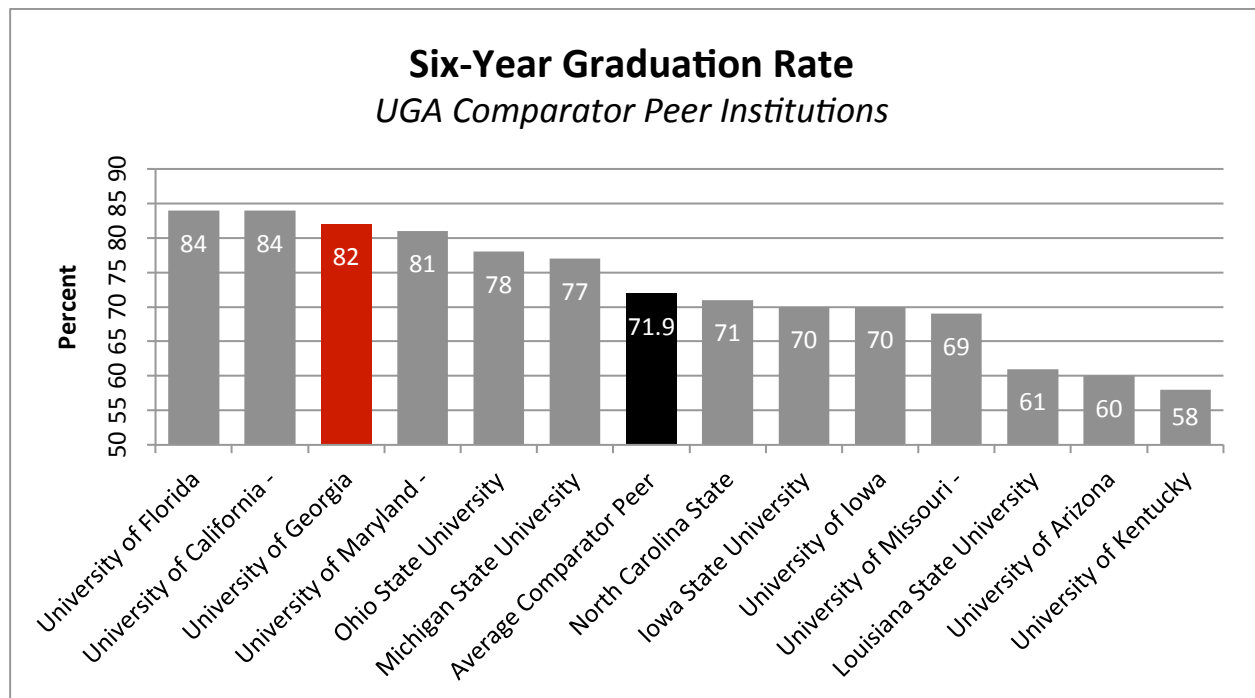
U.S. News & World Report annually ranks more than 1,400 colleges and universities by measuring up to 15 indicators of academic quality. **UGA has moved up 26 places in the graduation and retention ranking since 2004, up to 47th overall in the 2012 rankings. These results place UGA at the top of all Georgia public universities and above the mid-point of its peer comparator institutions** (See Figures 1 and 2)**.** In addition, since 1996 UGA has produced seven Rhodes scholars, five Marshall, 10 Truman, five Gates Cambridge, and 41 Goldwater scholars. These scholarship awards provide another indication of academic quality at UGA. The 2011 National Survey of Student Engagement (NSSE) showed that UGA is maintaining the gains seen in previous survey administrations and, from the national perspective, continues to fare well in comparison to respondents from Carnegie Class and UGA Peer Group schools in terms of overall student engagement. For example, UGA students reported ongoing satisfaction with their educational experiences. According to the 2011 NSSE results, more than 90% of UGA students reported that their entire educational experience at the institution was either good or excellent. In addition, 83% of UGA seniors indicated that UGA courses are offered in a way that allows them to get the recommended sequence and complete their degrees "in a timely manner."

These achievements are the result of teamwork. Faculty, staff, students and administrators work collaboratively to establish, implement and attain strategic goals. A commitment to strategic planning and ongoing assessment of progress toward goals is part of the academic culture at UGA that leads to success. The most compelling evidence of this success is our consistently strong retention and graduation rates and our rankings on indicators of academic quality. The current (AY 2010-2011) first-year retention rate is 94.3%, and the six-year completion rate is 83.3%. A priority in the UGA 2000-2010 Strategic Plan was *building the new learning environment*. Facilities and a number of new programs were put in place to integrate in-class and out-of-class experiences. The university expanded its academic presence in the residence halls to include more classrooms, stronger academic support services, innovative cultural programs and state-of-the-art computing environments. Also, the university placed emphasis on actively and vigorously supporting teaching and sought to focus on the importance of excellent instructional faculty and quality instruction. These strategic actions contributed to a sustained increase in student retention and completion rates.

The UGA 2020 Strategic Plan continues the focus on the learning environment, with a continued emphasis on "building excellence in undergraduate education." Improving and expanding this excellence will require continued investments in faculty, existing programs and infrastructure as well as new investments in strategic areas. The First-Year Odyssey Seminar Program (SACS QEP plan), designed to enhance the first-year student experience, is an example of the investment being made to improve undergraduate education.

Four-Year Average Retention Rate
UGA Comparator Peer Institutions

Percent

University	Percent
University of Florida	96
University of Georgia	94
University of Maryland -	94
Ohio State University	93
Michigan State University	91
University of California -	91
North Carolina State	90
Average Comparator Peer	87.8
Iowa State University	85
Louisiana State University	85
University of Missouri -	85
University of Iowa	84
University of Kentucky	80
University of Arizona	79

Figure 1. Four-Year Average Retention Rate Compared to UGA Peer Institutions

Six-Year Graduation Rate
UGA Comparator Peer Institutions

Percent

University	Percent
University of Florida	84
University of California -	84
University of Georgia	82
University of Maryland -	81
Ohio State University	78
Michigan State University	77
Average Comparator Peer	71.9
North Carolina State	71
Iowa State University	70
University of Iowa	70
University of Missouri -	69
Louisiana State University	61
University of Arizona	60
University of Kentucky	58

Figure 2. Six-Year Graduation Rate Compared to UGA Peer Institutions

Note: First-time, Full-time Freshmen Retention Rate (4-year average, Fall 2006-2009 Cohorts) & Graduation Rate (Fall 2004 Cohort).
Source: 2012 U.S. News and World Report Rankings

PART I: Data Analysis and Observations

A Focus on Continued Success

UGA has established a strong culture of student success. We will continue to work as a campus community to address barriers to access and increase retention and graduation rates. This section focuses on key findings from our institutional and Complete College America data and an analysis of our campus strengths and directions for the future.

In fall 2011, the undergraduate population numbered 26,373 students. Ninety-four percent were full-time, and 90% were in-state residents. Twelve percent were from underrepresented groups (Black/Hispanic), and 4.6% were adult learners (25 years or older). Twenty-seven percent received Pell Grants. Of the Pell Grant recipients, 40% were from underrepresented groups and 28% were considered first generation as indicated on the Free Application for Federal Student Aid. The 2011 first-year class was one of the strongest academic classes to enroll at UGA with an average high school GPA of 3.8 and a mean SAT score of 1860. Nearly 95% of these students completed Advanced Placement or International Baccalaureate courses in high school, and the average first-year student earned nearly a full semester's worth of UGA credit based on performance on AP or IB tests. In summary, our undergraduate students are academically strong traditional college-aged students predominantly from Georgia and studying full time at UGA.

> *Students attending UGA are academically strong students. They are well prepared for a rigorous undergraduate educational experience.*

Retention and Graduation Results

The university uses a variety of data collection and assessment methods to identify the types of challenges that must be addressed in achieving optimal retention and graduation rates (Appendix A). Freshman cohorts are the population most studied with respect to these academic indicators. Cohorts are defined as first-time students who entered in the respective summer or fall terms and were full-time students in the cohort-year fall term (consistent with federal Integrated Postsecondary Education Data System [IPEDS] and Board of Regents definitions). UGA tracks completion rates as defined by IPEDS: graduation with a bachelor's degree or matriculation into a professional program (e.g., Pharmacy and Veterinary Medicine) prior to receiving a bachelor's degree.

A substantial majority (94%) of the University of Georgia's four most recent freshman classes has returned for their second year. The first-year retention rate has been at least 93% for the past ten years. Our four-year completion rate has risen to 57.7%, while our six-year rate recently reached 83.3% (up from 75% six years ago) (Appendix B). These rates are higher than most of our peer institutions' rates (Figures 1 and 2) and are among the highest in the USG. Recruiting, admitting, and enrolling students who are well prepared for success at UGA are important elements of our success.

UGA's commitment to a diverse campus community has led to high retention among diverse populations. The most recent three-year rolling averages indicate a first-year retention rate of 95.9% for Asian students, 94% for Black/African-American students, 94.7% for Hispanic students, 91.1% for American-Indian students and 93.6% for multi-racial students. These rates are similar, and in many cases higher, than the overall student population

three-year rolling average of 93.9%. In order to ensure continued access to higher education for all Georgians, the institution has a myriad of initiatives to address student college matriculation and success. For example, the Goizueta Scholarship program, the Coca-Cola First Generation Scholarship program and the Peach State Louis Stokes Alliance for Minority Participation (PSLSAMP) program all contribute to a diverse student body.

Of course, some students will experience challenges during their undergraduate careers that may delay their progress toward graduation. Our data tell us that students facing academic difficulty are less likely to be retained and graduate, and students with financial need have a lower six-year graduation rate than those not receiving Pell Grants or Federal Direct Student Loans.

Retention and graduation of students facing academic difficulty. Students who are put on academic probation are significantly less likely to be retained and graduate. Statistically, students who come in with lower academic preparation and students with need-based aid are more likely to go on academic probation at some point. Recent surveys of first-year students placed on probation following their first semester at UGA (*n* = 126) resulted in identifying a range of reasons for poor performance. Reasons included poor study habits, personal issues, lack of motivation, excessive absences, problems balancing work and school, living arrangements, lack of a major or career focus and financial difficulties.

Retention and graduation of students with financial need. A dramatic increase has taken place in the number of UGA students seeking Pell Grants (102% increase since 2007-2008). During 2011-2012, 7,087 Pell Grant awards were made for almost $28 million. Twenty-seven percent of our undergraduate students received Pell Grants in 2011-2012. Forty-four percent of 2011-2012 undergraduates received Federal Direct Student Loans totaling nearly $72 million. The average loan indebtedness for undergraduate students who graduate with debt is $18,569. More than one-third of all UGA students who responded to the NSSE in 2011 (42% of freshmen and 35% of seniors) indicated that, "after all financial aid is taken into consideration, I still have unmet financial need that makes pursuing a degree difficult." The importance of the HOPE Scholarship should not be underestimated. On the NSSE, 87% of UGA freshmen and 71% of seniors indicated that maintaining the HOPE Scholarship was *very important* or *essential* to their continued enrollment at UGA. An eligible student's HOPE Scholarship award totaled $6,363 for the 2011-2012 academic year and covered 67% of the cost of tuition and fees for the year. Seventy-five percent of UGA undergraduate students received a HOPE or Zell Miller Scholarship for a total of more than $113 million. The 2011-2012 average financial aid gap after gift assistance for resident undergraduate students was $8,102. Students receiving federally funded Pell Grants and subsidized Federal Direct Loans have a lower graduation rate (8% lower) than students who are not receiving Pell Grants or Federal Direct Student Loans (based on the 2005 Cohort of first-time, full-time freshmen).

Campus Strengths and Future Directions

Strategic actions contributed to an increase in student retention and completion rates. The percentage of UGA first-time, full-time freshmen returning for their second year has risen from 89.9% for the 1999 cohort to at least 94% for the four most recent freshman classes. The six-year completion rate for the 2005 cohort was 83.3%, after reaching 80% for the 2002 cohort. Four-year completion rates have risen from 44.2% for the 1999 cohort to 57.7% for the 2007 cohort, remaining above 50% for the most recent six cohorts (Figure 3). UGA compares very favorably to peer (Figures 1 and 2) and aspirational peer institutions (Appendix B).
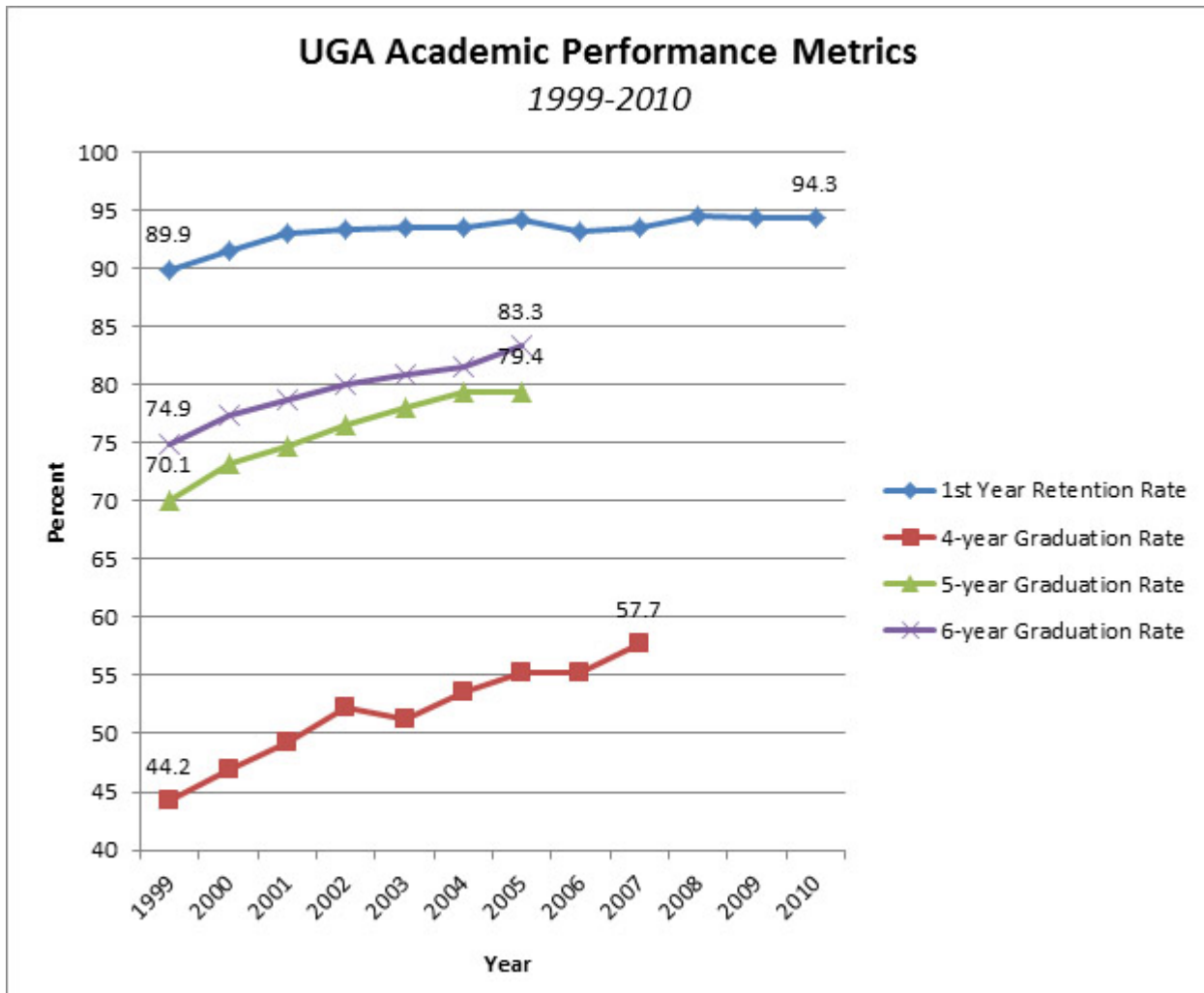
Figure 3. UGA Academic Performance Metrics 1999-2010

Sustaining successful initiatives and integrating new initiatives will help to preserve or even increase our high retention and graduation rates.

The literature on retention shows that student engagement is critical to retention and graduation. Thus, programs have been developed over the last decade that address barriers to increased retention. These programs are designed to provide a meaningful educational experience and increase the level of student engagement. Our data indicate that students who participate in these programs are generally retained at higher rates than students who do not participate. Appendix C describes UGA programs designed to increase retention and graduation. The UGA 2020 strategic plan emphasizes increased student contact with faculty and student engagement in research, service-learning and international experiences.

The higher education literature notes that one of the most important strategies that can be implemented to help students is to foster student-faculty relationships. Students who develop mentoring relationships with university faculty are much more likely to persevere and graduate. Following a reduction in the number of full-time faculty, UGA hiring initiatives in 2010 and 2011 have begun to increase the number of tenure-track faculty, lecturers and advisors. These hiring initiatives helped to strengthen the faculty and advising ranks that

are so critical to improving our retention and graduation efforts. Furthermore, a new faculty hiring initiative has been announced for 2012. In addition, a new position has been added to provide leadership, coordination and expertise in developing student academic support programs for minority students. Also, the University of Georgia Foundation (UGAF) created a $250,000 endowment, the Central Advising Support Fund, to support professional development activities for our advisors (professional development conferences, a lunch-and-learn series, and travel to professional meetings, etc.) to make a positive difference for academic advising. The UGAF is providing $10,000 in private support in FY13 for our academic advisors.

Carefully focused studies will help us better understand factors related to retention, progression and graduation rates at UGA. To that end, we plan to collect and analyze additional institutional data related to these areas. For example, studies focused on analysis of time-to-graduation and a range of student characteristics and behaviors are underway. We hope to identify factors that differentiate 4-year completers from 5-year and 6-year completers, as well as identify characteristics of students who leave after the first year. Further analysis of data related to students having academic difficulty is also proposed. Among other factors, this examination will look at unmet financial need, particular needs of first-generation students, and participation in campus initiatives relative to retention and graduation. ***We want to sustain high retention and graduation rates and use institutional data to make improvements in targeted areas while, at the same time, maintaining academic excellence.***

Part II: Goals and Strategies

Description of Goal-Setting Process

A five-member Complete College Georgia Team was appointed by the president and the provost to lead the development of the UGA Complete College Georgia Plan. The team, composed of senior administrators, faculty and staff began meeting at the Completion Summit in March 2012 and continued to meet bi-weekly throughout the spring and summer. The team engaged the UGA Retention, Progression and Graduation Partnership (RPG Partnership) in identifying goals for the plan and current campus initiatives for inclusion in the plan. A range of university offices was contacted to provide data or consultation as the plan evolved. CCG team discussion, planning meetings and dialogue with campus constituents continued throughout the spring semester and early summer. A list of the CCG team members, the RPG Partnership and other key contributors in the planning process is in Appendix D.

Goals, strategies and initiatives for the UGA Complete College Georgia (CCG) plan are based on a review of the Complete College Georgia goals, institutional data, assessment reports, strategic planning documents and planning by the CCG team members and campus constituents. Recommendations from a November 2011 task force report, *Efforts to Enhance Retention and Graduation Rates at the University of Georgia: Present and Future Initiatives,* were incorporated into this plan. Also, strategic priorities identified in the UGA 2020 Strategic Plan and the Institutional Diversity Plan, *Embracing Diversity and Inclusion at UGA*, were integrated into our CCG plan.

In keeping with our institutional priority of sustaining high quality undergraduate education and providing an academic environment with opportunities for student engagement across the instruction, research, service

and international missions of the university, we have set the following goals to support the **Complete College Georgia initiative**:

> **Goal 1: Increase graduation rates to the mean of our aspirational peer institutions**
> **Goal 2: Increase scholarship funding for student financial support**
> **Goal 3: Support college readiness**

Five primary strategies will contribute toward achieving CCG goals at UGA: 1) Improving access, opportunity and completion, 2) enhancing instructional delivery, 3) advancing partnerships with K-12, 4) improving time to degree, 5) restructuring learning support.

Overall Approach

Our CCG conceptual model is multifaceted. The model recognizes the contribution of the vision, mission and goals articulated in the UGA 2020 Strategic Plan and the Institutional Diversity Plan. Also, two new campus initiatives, ConnectUGA and the Retention, Progression, Graduation (RPG) Partnership, contribute to the model. ConnectUGA will enhance data analytics and reporting to inform our CCG goals, while the RPG Partnership will continue to serve as a campus-wide coordination and communication system. Using this model, specific CCG strategies will be developed and sustained to focus on student access and success. Figure 4 illustrates our CCG Conceptual model.
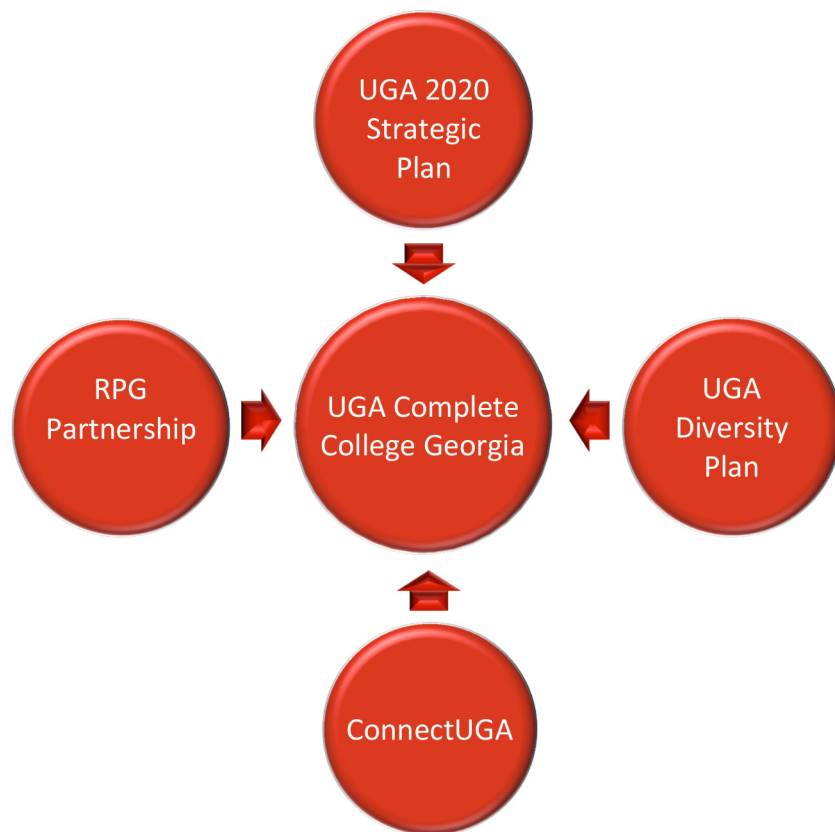
Figure 4. Conceptual Framework for UGA's Complete College Georgia Plan

An inclusive planning process was used to create the UGA 2020 Strategic Plan that involved students, faculty, staff, administrators and alumni. The UGA 2020 Strategic Plan recognizes the critical need for an educated citizenry in the state of Georgia. The plan states, "…the University of Georgia is responsive to the evolution of the state's educational, social, and economic needs." A number of strategic priorities articulated in the plan address the goals of CCG. Specific priorities include providing a meaningful first-year experience for all incoming freshmen, offering increased access to the University of Georgia through extended campus educational programs and online education, ensuring diversity is represented in the student body, and offering opportunities for students to engage in international experiences, service-learning, co-curricular activities that support the academic mission, and research and other creative works with faculty (UGA 2020 Strategic Plan).

ConnectUGA is a multi-year initiative to implement an integrated student information system. This initiative will improve business processes and provide greater access to student information for decision-making. As the initiative progresses, the RPG Partnership will collaborate with ConnectUGA teams to ensure that data for student analytics will be available to support access, retention, progression and graduation goals.

The RPG Partnership will continue to coordinate existing efforts related to retention, progression and graduation efforts; collect information regarding the various support services and programs aimed at increasing retention and graduation rates; assess the effectiveness of such services and programs; and make recommendations to university decision-makers. The RPG Partnership and its Steering committee will continue to meet regularly to serve as a campus-wide coordination and communication system.

Complete College Georgia Strategies

To achieve our three goals for Complete College Georgia, we have established five more specific strategies (See Figure 5):

1) **Improving Access, Opportunity and Completion**
2) **Enhancing Instructional Delivery**
3) **Advancing Partnerships with K-12**
4) **Improving Time to Degree**
5) **Restructuring Learning Support**

Each strategy will be achieved through academic initiatives on campus. It is our intention to continue supporting these initiatives and monitoring their success as it relates to access, retention and graduation over time. These initiatives derive from existing planning processes and naturally align with CCG goals and strategies. Examples of existing initiatives include the First-Year Odyssey Seminar Program, Undergraduate STEM Initiatives, Pre-Collegiate Outreach Initiatives, K-12 STEM Initiatives and Implementation of DegreeWorks.
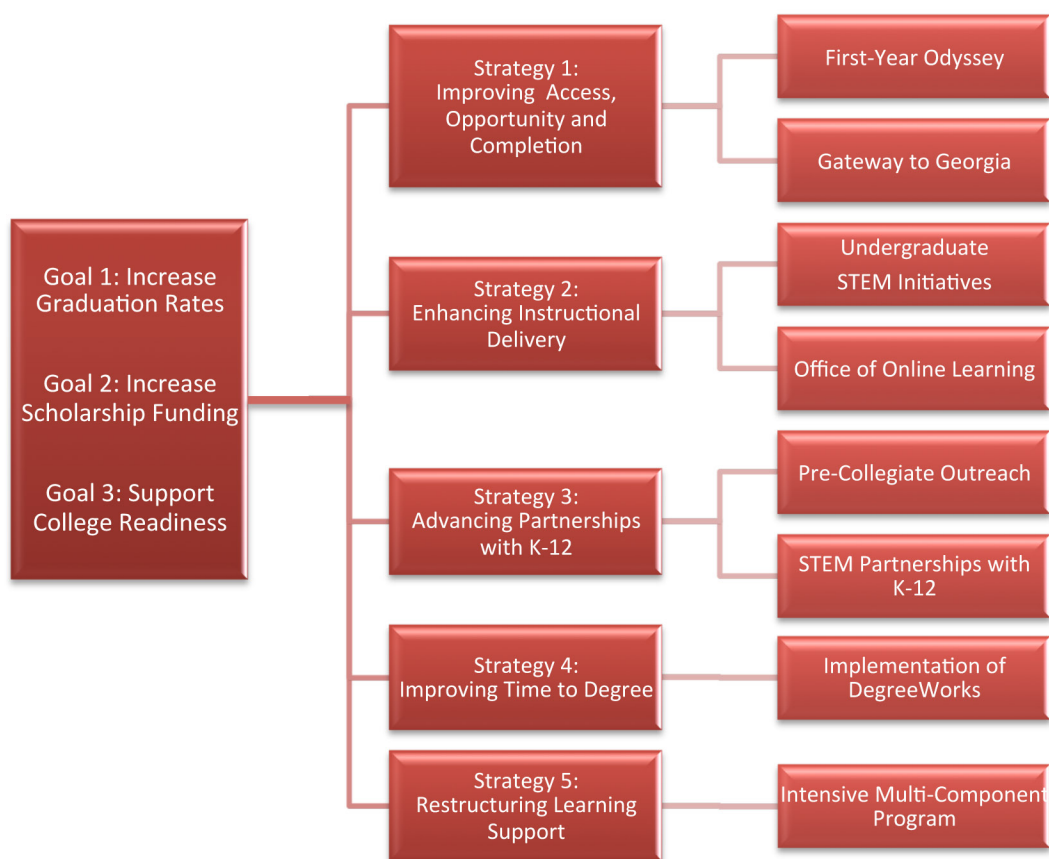
Figure 5. Complete College Georgia Strategies

Institutional data and reports provided by the USG indicate a need for additional focused studies to better understand factors related to access, retention and graduation at UGA. To that end, we plan to collect, synthesize and analyze additional institutional data related to these areas. Focused studies will move beyond univariate and classification models to bivariate and multivariate models to help us understand and pinpoint factors that promote student access and success. Studies will provide insight for implementing plans across the key CCG strategy areas: 1) improving access, opportunity and completion; 2) enhancing instructional delivery; 3) advancing partnerships with K-12; 4) improving time to degree; and 5) restructuring learning support. ***We want to sustain our high retention and graduation rates and use institutional data to make improvements in targeted areas while, at the same time, maintaining academic excellence.***

CCG Strategy 1: Improving Access, Opportunity and Completion

The literature on retention shows that student engagement is critical to retention and graduation. The UGA 2020 Strategic Plan emphasizes increased student-faculty interaction and student engagement in research, service-learning and international experiences. Building on university strengths, and the commitment to high-impact educational practices (AAC&U, 2010), UGA recently implemented the First-Year Odyssey Seminar Program. In an effort to recruit and retain students with financial need, the university will launch the Gateway to Georgia Scholarship Campaign. Both initiatives will contribute to achieving the CCG goals.

1. ***First-Year Odyssey Seminar Program.*** UGA launched the First-Year Odyssey Seminar Program in fall 2011 to transform student learning by providing all first-year students an academically challenging seminar during their first year of residence at the University of Georgia. The First-Year Odyssey Seminar Program signals a change in how the university introduces its first-year students to the academic life and culture of the university. The program was developed through an inclusive, grass-roots process spanning three years. Over 30 members drawn from a wide selection of faculty, administrators, staff, undergraduate and graduate students, and alumni comprised the team, assembled by university President Michael Adams. This program provides opportunities for first-year students to take a small seminar course to help them understand the centrality of research, instruction and service at UGA. Seminars focus on student-faculty interaction and promote discovery of the campus through attendance at academic and performing arts events. The use of tenured and tenure-track faculty is a uniqueness that connects students to faculty scholarship at a research university. Program goals will be assessed over the five-year timeframe for this initiative as outlined in the Quality Enhancement Plan approved by SACS. In the inaugural year, we met our goal of 100% participation, with 5,482 first-year students enrolled in more than 380 FYO seminars fall and spring semesters. The OVPI has administrative responsibility for the FYOS program. This campus-wide initiative engages faculty in all schools and colleges in teaching FYO seminars and involves faculty, students and key offices supporting undergraduate instruction in the on-going implementation. ***The First-Year Odyssey Seminar Program will contribute toward the goal of increasing our graduation rate to the mean of aspirational peer institutions.***

2. ***Gateway to Georgia Scholarship Campaign.*** The main priority of the Gateway to Georgia Scholarship Campaign is to recruit students to UGA and retain them by providing scholarships. UGA surveyed students who were accepted but did not enroll and found that nearly half said the availability of merit-based and/or need-based aid was very important in selecting where they chose to attend college. Gateway to Georgia will respond to student financial need and the concern expressed by more than one-third of our students that unmet financial needs make it difficult to pursue a degree. Beginning in fall 2011 a broad-based Executive Committee provided leadership for the development of the Gateway to Georgia Scholarship Campaign and included leaders from the UGA Foundation and multiple offices in the External Affairs division, including Central Development, Regional Giving, Donor Relations and Stewardship, and from the Office of the Vice President for Instruction, including the Office of Undergraduate Admissions and the Office of Student Financial Aid. Planning for a university-wide capital campaign is underway. Specific funding levels and goals for the Gateway to Georgia Scholarship will be set as part of the university-wide campaign planning process. A Gateway to Georgia Scholarship Campaign Steering Committee will provide leadership for the on-going implementation of the campaign. ***The Gateway to Georgia Scholarship Campaign will contribute toward the goal of increasing our graduation rate to the mean of aspirational peer institutions and toward the goal of increasing funds for student financial support.***

Additional initiatives in the areas of high-impact practices, academic enhancement and advising are underway to improve access, opportunity and completion and are listed in Appendix E.

CCG Strategy 2: Enhancing Instructional Delivery

UGA has a strong tradition of instructional excellence. The university motto, "to teach, to serve and to inquire into the nature of things," reinforces the integral role of instruction in the mission of the university. Well-established centers and instructional programs are in place to support faculty and encourage instructional innovation and excellence. UGA will enhance instructional delivery by a primary focus on existing undergraduate STEM (Science, Technology, Engineering and Mathematics) initiatives and the creation of an Office of Online Learning. ***Outcomes will be an increase in the number of STEM majors and an increase in the number of undergraduate online courses/programs in high-demand areas. Enhancing instructional delivery will contribute toward the goal of increasing our graduation rate to the mean of aspirational peer institutions.***

1. ***Undergraduate STEM Initiatives.*** UGA created the Office of STEM Education (OSE) in 2008 to coordinate the on-campus activities associated with the STEM Initiative. Administratively, the OSE is housed within the Office of the Vice President for Instruction (OVPI). During its first two years, the OSE has fostered collaborative partnerships among STEM faculty at UGA and K-12 school districts; implemented the formation of K-16 STEM Learning Communities; administered the Faculty Small Grants Program that funds innovative projects to improve teaching and student learning in STEM subjects; served as a liaison between UGA and state and national STEM agencies; and assisted UGA faculty seeking external funding related to STEM education. The primary goal of the OSE has been to serve as the campus-wide resource for information about and assistance with STEM teaching and learning. The number of undergraduates majoring in STEM disciplines has risen from 3613 in 2006 to 4578 in 2011.

   In an effort to address the ongoing deficit of qualified engineers in the state of Georgia, UGA has made a significant investment in its undergraduate engineering degree programs. From 2007–2011 the number of students enrolled in various engineering degrees has risen significantly from 231 to 537. Undergraduate degrees in civil engineering, electrical and electronics engineering and mechanical engineering were approved by the Board of Regents in November 2010, and in April 2012 the College of Engineering was unanimously approved by the UGA University Council. Projections for continued increases have the number of enrolled undergraduates in engineering programs more than doubling over the next five years, reaching a high of 1300 by the fall of 2016.

   In the past decade UGA has pioneered a new model for Science Education: tenured and tenure-track faculty whose research is in the area of science pedagogy, not classical bench science, are now present in physics, chemistry and biology and focus primarily on the teaching of introductory courses in those disciplines. Science education faculty are developing new instructional methodologies, such as inquiry-based instruction in the large classroom setting in order to promote critical thinking skills. With an average enrollment of 4,400 students per year, the biological sciences program is impacting virtually every UGA undergraduate. The development of a SCALE-UP (Student-Centered Active Learning Environment for Undergraduate Programs) room in physics courses enables students to be engaged in STEM education in new ways. SCALE-UP rooms are in the planning stages for biology and chemistry. We intend to track students who are engaged in these alternative-learning environments to compare their progress and retention in the STEM disciplines to those who receive instruction in a more

conventional setting. This tracking is an example of the focused studies we propose to learn more about retention and graduation.

The Office of STEM Education, collaborating colleges and schools, and the Center for Teaching and Learning will provide leadership for the Undergraduate STEM Initiatives.

2. ***Office of Online Learning.*** Advancing online learning at UGA is a top priority for a number of reasons: 1) UGA's land-grant mission to provide access to high quality instruction for the citizens of Georgia; 2) a commitment to increase graduate education at UGA; 3) a commitment to strengthen our national reputation; and 4) a commitment to embrace and adopt new instructional strategies at UGA. UGA launched the Office of Online Learning in August 2012. The office was a result of recommendations from the 2011 Distance Education Task Force Report and subsequent planning by a Distance Education Advisory Council and Leadership Group to create an operational plan and framework for the office. UGA's strategy for the advancement of online learning is twofold. First, UGA is focusing on select graduate and professional programs with the greatest promise for attracting enrollment from a distance. Second, UGA is evaluating select undergraduate courses and programs that can meet enrollment pressure and revitalize reflection on teaching and learning. Undergraduate courses will be cohort-based and offered during the regular academic terms. The Office of Online Learning will make the UGA learning experience accessible to more of our current and future students, thereby having a positive impact on Georgia's economy. Plans include developing a targeted set of undergraduate courses for delivery in summer 2013 and graduate programs in fall 2013. The Office of Online Learning is administratively housed in the Office of the Vice President for Instruction.

Additional initiatives in the areas of STEM programs for underrepresented students, Desire2Learn adoption, and faculty grants for instructional innovation are underway to enhance instructional delivery and are listed in Appendix E.

CCG Strategy 3: Advancing Partnerships with K-12

UGA has a strong tradition of outreach and partnerships with the K-12 community. These partnerships include pre-collegiate programs aimed at college readiness, teacher preparation programs and STEM initiatives that make science and mathematics teacher production a high priority in order to address Georgia's severe shortage of teachers in STEM areas. UGA will continue pre-collegiate outreach and production of K-12 teachers with an emphasis on preparing teachers in the STEM areas as part of our completion plan. UGA graduates the greatest number of teachers in Georgia. In 2011, 747 new teachers were prepared, 321 advanced degrees were awarded to practicing teachers, and 110 endorsements were given in the areas of Gifted, Reading and ESOL. In addition, UGA offers continuing education programs, such as the Advanced Placement Summer Institute for teachers in biology and environmental science. ***Two initiatives, Pre-Collegiate Outreach and STEM Partnerships with K-12, will contribute to improving outreach to K-12.***

1. ***Pre-Collegiate Outreach.*** There are a number of UGA pre-collegiate programs that impact the K-12 community. These include, but are not limited to, academic programs for K-12 students, leadership programs, performing arts programs, programs for middle and high school groups, summer camps and

other opportunities at UGA. In 2007, the Office of the Vice President for Public Service and Outreach began exploring strategies for enhancing institution-wide support for academically-based, pre-collegiate programming provided by a number of units on campus. Program descriptions are found at https://www.admissions.uga.edu/article/precollegiate-programs.html.

Recognizing the increase in the Latino population in Georgia, an area of focus for a number of pre-collegiate outreach programs is Latino students. The Center for Latino Achievement and Success in Education (CLASE), an educational research and development center in the College of Education, and similar programs have emerged at UGA. CLASE aims to narrow the achievement gap of Latino students placed at risk due to poverty and language barriers and to improve the level of education of Latino students (PreK-16) statewide. This outreach is achieved through professional development and resources for K-12 educators working with Latinos statewide; outreach support through mentoring/tutoring of Latino students placed at risk; program support in developing a pipeline to post-secondary education for Latino students; and research to inform teachers and educators on ways to reduce the achievement gap for Latino children, especially in Georgia. For example, CLASE has developed an after-school tutoring model for Elementary English Language Learners (ELLS) in collaboration with local school districts and UGA undergraduate students. Over 150 ELLS who are rising freshmen and sophomores from local high schools have participated in CLASE's Summer Academy for Language Science and Aspirations (SALSA), which was developed and implemented in collaboration with local school districts. Local high school students participate in CLASE's after-school and online college essay writing club for ELL high school students staffed by undergraduate mentors.

Other pre-collegiate programs focused on the Latino population include: Gear Up for College and Leadership Sin Limites, which were developed by the Fanning Institute under the Office of the Vice President for Public Service and Outreach.

2. ***STEM Partnerships with K-12.*** The Office of STEM Education has two specific goals focused on K-12 partnerships: 1) advancing the *Faculty Work in the Schools Policy (BOR Policy # 8.3.15)* among UGA STEM faculty and 2) promoting and developing collaborative partnerships between STEM faculty at UGA and K-12 school districts. For example, Project FOCUS partners UGA students majoring in science-related disciplines with elementary school teachers in the Athens community to help teach science to children in grades K-5. Now in its tenth year, Project FOCUS has impacted more than 1,000 elementary school classes and nearly 20,000 public school children (http://www.caes.uga.edu/academics/focus/). The FOCUS program aims to improve science education of elementary students in the Athens area. FOCUS students are expected to bring their science backgrounds into the elementary classroom through well-designed, hands-on sciences activities for their students. The FOCUS partner will work closely with the classroom teacher in planning and designing activities that are relevant to the state-mandated science curriculum for that grade. Over 1,000 students from UGA have partnered with Clarke County elementary school teachers. Students conduct 40 hours of science teaching each semester and with an average class size of 20 students, this translates to over 800,000 pupil-hours of science teaching and learning. Project FOCUS next hopes to expand into the middle and high schools to help public school students improve performance on standardized science tests.

CCG Strategy 4: Improving Time to Degree

While UGA's time to degree completion rates have continued to increase, there remains some room for improvement. A goal is to increase UGA's six-year graduation rates to the average of our aspirational institutions while maintaining rigorous academic standards. Many factors will influence this outcome, not least among them being an improved degree audit system that will give faculty and administrators improved data with which to make informed policy decisions.

1. **Implementation of DegreeWorks.** The UGA CCG plan also includes strategies to eliminate barriers to degree completion. For example, the implementation of the new student information system should improve time to degree. The University of Georgia Office of the Registrar has implemented DegreeWorks, a web-based tool to help students and advisors monitor a student's progress toward degree completion in all 14 schools and colleges that provide courses in undergraduate programs.

   DegreeWorks, which is replacing the Degree Audit Reporting System, combines the UGA degree requirements and the coursework completed into an easy-to-read worksheet that helps students and advisors see how courses completed count toward degree requirements. When fully implemented in spring 2013, DegreeWorks will allow students and advisors to get timely, relevant, and accurate information regarding degree progress. DegreeWorks helps students understand the range of degree choices available to them. Students will have better information so they will be better prepared to make sound judgments before adding or dropping courses or changing majors. The four-year planning tool in DegreeWorks will help students plan their programs of study and enable the institution to have necessary courses and resources available for students to help them achieve their educational goals. The Office of the Registrar is leading the implementation of DegreeWorks with support from the Office of Curriculum Systems and technology support from EITS. To complement DegreeWorks we are evaluating systems that aid with early intervention of academically at risk students. ***The implementation of DegreeWorks will contribute toward the goal of increasing our graduation rate to the mean of aspirational peer institutions. An outcome will be improved time to degree through better planning tools for students, faculty and advisors.***

CCG Strategy 5: Restructuring Learning Support

The Division of Academic Enhancement will pilot a new Intensive Multi-Component Program (IMP) for Learning Support Students in fall 2012. The new program aims to 1) avoid creating a situation where students incur additional costs and delay their graduation as a result of how academic assistance is structured, 2) make it possible to complete the exit requirements in one semester rather than the allotted two semesters, 3) adopt ways to foster early detection of academic-related problems so that immediacy governs the application of any intervention, and 4) incorporate multiple avenues of learning and academic support into the new program.

1. ***Pilot the Intensive Multi-Component Program (IMP) for Learning Support Students***. The IMP represents an inclusion of previous strategies that were found effective and new strategies not previously utilized. It is important to note that the previous strategies incorporated are modified to better fit the goal of allowing students to acquire the skills needed to exit learning support in one

semester. IMP has six components which are: 1) enrollment in elective-credit UNIV courses, 2) completion of the MyFoundationLab's individualized learning path, 3) transition information and assistance provided by licensed professional counselors, 4) weekly meetings with a faculty member to assess and assist student progress, 5) bi-weekly electronic updates (i.e., monitor report) of the student's UNIV course performance distributed to those working directly with the student, and 6) bi-weekly meetings with academic specialists and the student to distribute and discuss individual monitor reports and to make referrals to the counselor or learning support faculty member, as needed.

A restructuring of the learning support program will accomplish several things: allow faculty to provide a stronger foundation of skills for learning support students in a shorter period of time; provide learning support students the opportunity to earn elective credit hours rather than participate in a remedial program; and, due to its intense nature, greatly increases the chance for learning support students to exit the program in one semester. Finally, another outcome is that the program will eliminate the negative stigma experienced by learning support students resulting from enrollment in remedial courses while residing among a large pool of first-year students who often represent the academic elite of their former high schools.

The new program is congruent with a trend occurring in learning support programs at the national level; that is, to move away from the traditional model of using non-credit, remedial classes and move toward a model that is customized to better fit the needs of today's students. Such a model promises to enhance the retention and progression of students who may begin college in learning support, but who will graduate in a timely manner with the same acquired knowledge and set of career-related skills as those students who were regularly admitted. ***The IMP Program will contribute toward the goal of increasing our graduation rate to the mean of aspirational peer institutions. A specific outcome will be an increase in the number of learning support students completing the program's requirements in one semester.***

Part III: Planning and Implementation

Sustaining successful initiatives and integrating new initiatives is central to our plan. Figure 6 illustrates the relationship between our goals, strategies and initiatives. Further detail describing the implementation of our goals, strategies, and initiatives is included in Appendix F.

As described in our CCG conceptual framework, two new campus initiatives, ConnectUGA and the Retention, Progression, Graduation (RPG) Partnership, will support our implementation plan. ConnectUGA will enhance data analytics and reporting to inform our CCG goals, and the RPG Partnership will support and promote campus-wide coordination and communication.

Planning for the ConnectUGA initiative has been underway since fall 2010. The project timeline includes a campus kick-off held in July 2012 with a project end date of June 2015. Milestones include "Go Live" dates for admissions, financial aid, registration and records, and student accounts throughout the three-year project

	Strategy 1		Strategy 2		Strategy 3		Strategy 4	Strategy 5
	First-Year Odyssey	Gateway to Georgia	Under-graduate STEM Initiatives	Office of Online Learning	Pre-Collegiate Outreach	STEM Partnerships with K-12	Implemen-tation of DegreeWorks	Intensive Multi-Component Program
Goal 1	x	x	x	x			x	x
Goal 2		x						
Goal 3			x		x	x		

Goal 1: Improve graduation rates to the mean of our aspirational peer institutions

Goal 2: Increase scholarship funding for student financial support

Goal 3: Support college readiness

Strategy 1: Improving access, opportunity and completion

Strategy 2: Enhancing instructional delivery

Strategy 3: Advancing partnerships with K-12

Strategy 4: Improving time to degree

Strategy 5: Restructuring learning support

Figure 6. UGA's Goals, Strategies and Initiatives

time frame. This initiative provides an opportunity to improve business processes and identify ways to better serve students and campus units by providing greater access to student information for decision-making.

The RPG Partnership was initiated in fall 2011. A steering committee provided guidance on university-wide membership and initial actions. The RPG Partnership will continue its efforts to coordinate existing retention/graduation efforts; collect information regarding the various support services and programs aimed at increasing retention and graduation rates; assess the effectiveness of such services and programs; and make recommendations to university decision-makers. The partnership will monitor RPG via careful data analysis, refine strategies, and recommend new strategies as appropriate.

Part IV: Ongoing Feedback/Evaluation

The Office of Academic Planning (OAP) provides leadership for evidence-based decision making at UGA. The OAP collaborates with campus units to plan and implement strategies to assess the extent to which the university achieves its mission and strategic goals. The OAP provides the structure and expertise for ongoing studies to meet USG and federal reporting requirements. The Office of Institutional Research (OIR), a unit of OAP, provides ongoing analyses of faculty, staff, student, facilities, course offerings, credit-hours, degrees, majors and a wide variety of other operational data and topics of institutional concern.

Our plan for ongoing data collection, analysis and reporting will integrate with the existing work of the OAP. This system has helped the university achieve its current level of success. The first-year retention rate has been at least 93% for the past ten years. Our four-year completion rate has risen to 57.7%, while our six-year rate recently reached 83.3% (up from 75% six years ago).

Our CCG conceptual model recognizes the contribution of the UGA 2020 Strategic Plan, the Institutional Diversity Plan and two new campus initiatives, ConnectUGA and the RPG Partnership. The implementation of

the new student information system with leadership from ConnectUGA will enhance the planning and evaluation process by serving as an integrated data source for student information. To monitor our plan, ConnectUGA will support focused analytics and reporting to inform our CCG goals, and the RPG Partnership will support and promote campus-wide coordination and communication. The RPG Partnership members, in collaboration with the OAP, will recommend and conduct focused studies to better understand factors related to access, retention and graduation at UGA.

Communication systems are in place to disseminate data and information about access, retention and completion to the campus community and other stakeholders. OIR distributes institutional data through publications such as *The University of Georgia Fact Book*, the OIR web site (http://www.oir.uga.edu/) and the periodic release of routine and ad hoc reports. The RPG will promote campus-wide communication using UGA websites and *Columns,* a faculty and staff weekly newspaper. In addition, we are planning presentations each semester to the University Council, the Provost's Advisory Council, the Diversity Advisory Council and the Academic Advisors Coordinating Council. Student Government Association leaders will participate on the RPG Partnership and provide advice on communication strategies to keep students informed. Faculty engagement will occur via interaction with faculty governance groups such as the University Curriculum Committee and the Educational Affairs Committee as well as through presentations to the Teaching Academy and at the annual Academic Affairs Symposium.

Conclusion

The University of Georgia has a strong, established culture of student success and is at the top of all Georgia public universities and above the mid-point of its peer comparator institutions. We are constantly working as a campus community to address student needs, and we will continue to focus on key findings from our institutional and Complete College America data to support our current goals and establish priorities among future goals.

References

Association of American Colleges and Universities. (2010). Five high-impact practices: Research on learning outcomes, completion, and quality. Washington, DC: Brownell, J.E., & Swaner, L.E.

Appendix A

UGA Data Collection and Assessment Methods Focused on Retention and Graduation

The university uses a variety of data collection and assessment methods to identify the types of challenges that must be addressed before we can achieve higher levels of retention and graduation. These include:

- **Yearly retention and graduation tracking reports of new freshmen and transfer students**
- **Studies focused on subsets of students**
  - Students on academic probation
  - Non-resident students
- **National assessment surveys**
  - National Survey of Student Engagement (NSSE) – Freshmen and Seniors
  - Faculty Survey of Student Engagement (FSSE)
  - Beginning College Survey of Student Engagement (BCSSE) – Freshmen
  - The Freshmen Survey (CIRP), national study by the Higher Education Research Institute at UCLA
  - Educational Benchmarking Inc. (EBI) satisfaction and benchmarking assessments
  - National College Health Assessment (NCHA)
  - Core Survey on Alcohol and Other Drugs
- **Internal assessments conducted at UGA**
  - Advisor satisfaction survey
  - Questionnaires from students who withdraw from UGA prior to midpoint of the term
  - Information from consultations with students who seek or inquire about a hardship withdrawal
  - Questionnaires completed by students participating in UGA's CARE program
  - Disability Resource Center Student Profile Report
  - Student Affairs Student Needs Assessment Profile
  - Analysis of the impact of UGA's plus/minus grading system
  - Analysis of the effect of changes to UGA's withdrawal policy
  - Tracking of previously enrolled students using National Student Clearinghouse data

Appendix B

UGA Freshmen Retention and Completion Rates

UGA Freshmen Retention Rates

Cohort	N	Retention Rates (as of Fall Terms)					
		1Yr	2Yrs	3Yrs	4Yrs	5Yrs	6Yrs
1999	4375	89.9%	83.4%	81.3%	78.2%	77.1%	77.8%
2000	4203	91.5%	84.9%	82.3%	79.5%	79.2%	79.7%
2001	4454	93.1%	87.3%	84.2%	81.0%	80.4%	81.0%
2002	4281	93.3%	87.5%	85.1%	82.3%	81.4%	82.2%
2003	5156	93.5%	88.3%	85.5%	82.7%	82.2%	83.0%
2004	4500	93.6%	88.1%	85.6%	82.7%	83.0%	83.3%
2005	4654	94.2%	89.2%	87.1%	84.8%	84.3%	84.6%
2006	5059	93.2%	89.0%	87.2%	83.9%	83.8%	
2007	4675	93.6%	89.2%	87.7%	84.3%		
2008	4778	94.5%	90.5%	87.9%			
2009	4675	94.4%	90.4%				
2010	4667	94.3%					

UGA Freshmen Completion Rates

Cohort	N	(Cumulative Completion Rates (through Summer Terms)				
		2Yrs	3Yrs	4Yrs	5Yrs	6Yrs
1999	4375	0.8%	2.6%	44.2%	70.1%	74.9%
2000	4203	0.7%	2.5%	46.9%	73.3%	77.3%
2001	4454	0.5%	2.6%	49.2%	74.8%	78.7%
2002	4281	0.9%	3.1%	52.3%	76.6%	80.1%
2003	5156	0.7%	2.9%	51.2%	76.8%	80.8%
2004	4500	0.7%	2.7%	53.6%	78.0%	81.6%
2005	4654	0.7%	2.6%	55.3%	79.4%	83.3%
2006	5059	0.7%	3.0%	55 2%	79.4%	
2007	4675	0.8%	3.0%	57.7%		
2008	4778	0.8%	3.3%			
2009	4675	0.6%				

NOTE: Completion is defined as graduating with a bachelor's degree or matriculating into a professional program at UGA (federal IPEDS definition).

Four-Year Average Retention Rate
UGA Aspirational Peer Institutions

Bar chart showing Four-Year Average Retention Rate (Percent) for:
- University of North Carolina - : 97
- University of California - : 97
- University of California - Los : 97
- University of Virginia : 97
- Cornell University : 96
- University of Michigan : 96
- Aspirational Peer Average : 94.6
- University of Georgia : 94
- University of Illinois : 94
- University of Wisconsin - : 94
- Pennsylvania State University : 93
- University of Washington : 93
- University of Texas - Austin : 92
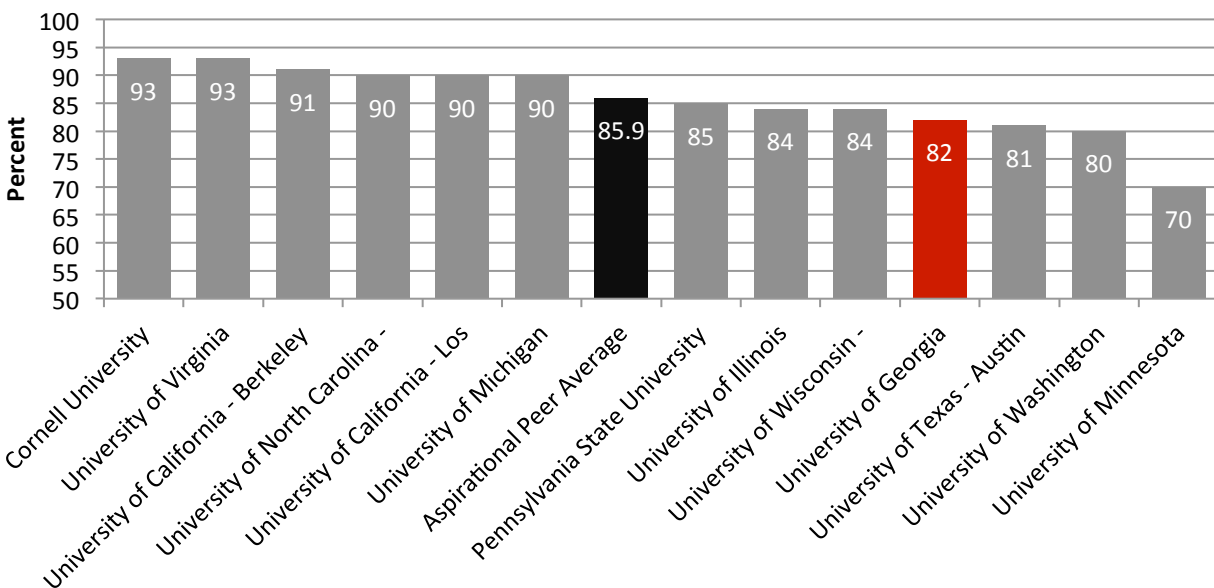- University of Minnesota : 89

Note: First-time, Full-time Freshmen Retention Rate (4-year average, Fall 2006-2009 Cohorts)
Source: 2012 U.S. News and World Report Rankings

Six-Year Graduation Rate
UGA Aspirational Peer Institutions

Bar chart showing Six-Year Graduation Rate (Percent) for:
- Cornell University : 93
- University of Virginia : 93
- University of California - Berkeley : 91
- University of North Carolina - : 90
- University of California - Los : 90
- University of Michigan : 90
- Aspirational Peer Average : 85.9
- Pennsylvania State University : 85
- University of Illinois : 84
- University of Wisconsin - : 84
- University of Georgia : 82
- University of Texas - Austin : 81
- University of Washington : 80
- University of Minnesota : 70

Note: First-time, Full-time Freshman Graduation Rate (Fall 2004 Cohort)
Source: 2012 U.S. News and World Report Rankings

Appendix C

Sample of UGA Programs Designed to Increase Retention and Graduation

- *Freshman College Summer Experience* (http://freshmancollege.uga.edu) – Started in 2001, the Freshman College Summer Experience provides regularly-admitted students the opportunity to enroll during July; complete 6 hours of academic credit; be exposed to a wide range of cultural, academic, and social programs; and become familiar with the expectations of faculty and college life in a living-learning environment. In 2011 the program was expanded to accommodate 300 students. Data in Table 1 indicate higher first-year retention rates and six-year completion rates among students participating in this program.

Table 1. Retention rates and graduation rates for participants in the Freshman College Summer Experience.

Year	Freshman College Enrollment	Freshman College Retention Rate	Overall UGA Retention Rate	Freshman College 4-year Graduation Rate	Overall UGA 4-year Graduation Rate	Freshman College 6-year Graduation Rate	Overall UGA 6-year Graduation Rate
2001	268	98 %	93.1	57 %	49.2%	79 %	78.7%
2002	273	96 %	93.3	61 %	52.3%	82 %	80.1%
2003	271	94 %	93.5	60 %	51.2%	83 %	80.8%
2004	259	96 %	93.6	61 %	53.6%	84 %	81.6%
2005	274	96 %	94.2	62 %	55.3%	86 %	83.3%
2006	274	94 %	93.2	62 %	55.2%		
2007	275	96 %	93.6	62 %	57.7%		
2008	274	98 %	94.5				
2009	269	98 %	94.4				
2010	274	98 %	94.3				
2011	280	98 %					
2012	217						

Note. UGA percentages obtained via <https:/facts.oir.uga.edu/facts/Ret-FTF-R.cfm>

- *Dawg Camp* (http://dawgcamp.uga.edu/) – This program features a series of summer programs that facilitate the transition from high school to college by providing participants with exposure to student life at UGA before move-in day. Dawg Camp participants are mentored by upper-class student leaders and have the chance to make connections and get a head start on their college careers by learning about leadership, service, and involvement opportunities.

- *First-Year Odyssey Seminars (*http:// fyo.uga.edu) – Initiated in 2011, FYOS are required one-credit-hour courses taught by some of the best faculty members on campus. Seminars are designed to introduce first-year students to the importance of learning and academics and engage them in the academic culture of the university; give first-year students an opportunity for meaningful dialogue with a faculty member to encourage positive, sustained student-faculty interactions; and introduce first-year students to the instruction, research, public service and international missions of the university and how they relate to teaching and learning in and outside the classroom.

- *Learning Communities* (http://learningcommunities.uga.edu) – Learning Communities are groups of 20 students who are interested in the same topic (e.g., Business, Global Engagement, Life Sciences, Family and consumer Sciences, Music and Pre-Law) and who live and study together. Students take a special seminar designed to focus on the group's interests plus two other specified courses. Assessment data indicated that students who participated in the Learning Communities felt a greater connection to campus and were more likely to interact with faculty outside of class and become involved in campus organizations.

- *Academic Enhancement Initiatives* (www.uga.edu/dae)
  - *Academic Support Services* – undergraduate and graduate peer tutors, as well as faculty, provide support for students who are taking courses such as math, chemistry, biology, accounting, economics, statistics, and foreign languages. Test review sessions are held for math, chemistry, and statistics. Instruction on study strategies is available for subject areas. Also, specialists are available to assist students with writing theses, projects, papers, and statements of purpose.
  - *Collaborative Academic and Retention Effort (CARE)* – an early intervention program that addresses the individual needs of first-year students on academic probation after their first semester of enrollment.
  - *Early Alert* – provides a resource for faculty and staff who have academic concerns about a student. Faculty and staff can visit the Division of Academic Enhancement website to submit their concerns in a simple, online form. An academic specialist will contact the student within 48 hours to help the student assess the reasons for his or her academic difficulty.

- *Center for Undergraduate Research Opportunities (CURO)* (http://curo.uga.edu) – CURO encourages and supports undergraduate students who want to conduct research with faculty. Through CURO, as early as their first year, undergraduates can pursue faculty-mentored research, regardless of discipline, major or GPA. CURO's purpose is simple: facilitating opportunities for undergraduate students to pursue research with premiere faculty mentors and share their accomplishments with the campus community and beyond.

- *Coca-Cola First Generation Scholars Program* (http://www.uga.edu/ovpi/ccfgs.htm) – This program includes up to 50 first-generation students who are provided financial support, a special seminar to facilitate their transition to college, and other academic enhancement opportunities. Data from this group indicated the cumulative (UGA) grade point average was 3.44. Thirteen of the 50 students have cumulative GPAs of 3.7 or above. In addition to their academic accomplishments, the students have participated in a wide range of co-curricular activities, such as the Arch Society, Demosthenian and Phi Kappa Literary Societies, UGA HEROs, Pandora Yearbook, Student Government Association, and the Redcoat Marching Band. In 2011, the Coca-Cola Foundation renewed its support for this program through 2015.

- *The Center for Teaching and Learning (CTL)* (http://ctl.uga.edu) – This center provides campus-wide leadership on matters relating to instruction by providing training for effective teaching, creative technology, and classroom support.

- *Honors Program* (http://honors.uga.edu) – UGA has one of the strongest and most well-established honors programs in the country.

Appendix D

Leadership for the UGA Complete College Georgia Plan and Key Initiatives

Complete College Georgia Planning Team	
CCG Team Members	**Title, Department**
Laura Jolly	Vice President for Instruction
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Appendix E

Additional Initiatives to Meet Selected Complete College Georgia Goals

CCG Strategy 1: Improving Access, Opportunity and Completion

Support for High-Impact Educational Practices. The literature on retention shows that student engagement is critical to retention and graduation (AAC&U 2010). UGA is committed to high-impact educational practices. The UGA 2020 Strategic Plan outlines a commitment to increasing international experiences for our students, opportunities to participate in research, and opportunities for community engagement via service-learning. Students who participate in these programs are generally retained at higher rates than students who do not participate. The Office of International Education, the Center for Undergraduate Research Opportunities, and the Office of Service-Learning have on-going programs to support faculty professional development and student learning using these high-impact educational practices. UGA will continue to support these offices to increase the level of student participation and engagement in high impact practices.

Academic Enhancement Initiatives. The Division of Academic Enhancement (DAE) will continue to provide services to all UGA students. However, emphasis will continue to be placed on supporting students who are placed on warning or academic probation. For example, the Collaborative Academic and Retention Effort (CARE) is an early intervention program that addresses the individual needs of first-year students on academic probation after their first semester of enrollment. Analysis of 2010 data found GPAs for students using these services increased at a statistically significant level ($p < .05$). In addition, TutorTrac, a computerized scheduling and reporting system for the Division of Academic Enhancement's academic services, was recently implemented. Pre- and post-tutoring GPAs were compared, and a general student profile was obtained. Data analysis found the GPA increase from pre- to post- tutoring was statistically significant ($p < .05$). Assessment of DAE programs will continue and provide information to improve academic support for students.

Academic Advising Coordinating Council (AACC). The Academic Advising Coordinating Council (AACC), provides leadership and professional development for undergraduate advising at UGA. During 2010, thirty faculty and staff completed the Advising Certificate Program. The program was developed by advisors and is jointly administered by OVPI, the AACC, and Training and Development. The AACC's Professional Development Subcommittee introduced a Lunch and Learn series to initiate dialogue about strategies for successful advising. An annual online Advisor Survey system provides input on student advising experiences. Results of the 2011 NSSE indicated higher ratings for the quality of advising compared to 2008. AACC Programs designed to support academic advisors will continue. Members of the AACC will be kept informed of CCG goals and outcomes and be invited to collaborate in CCG initiatives.

CCG Strategy 2: Enhancing Instructional Delivery

STEM initiatives for underrepresented students. Increasing the number of majors in STEM disciplines and increasing the graduation rate are goals of the CCG plan. The Peach State Louis Stokes Alliance for Minority Participation (PSLSAMP) aims to increase the number of underrepresented minority (URM) students who earn bachelor's degrees in the STEM disciplines significantly and to encourage more of our degree

recipients to pursue graduate studies in these fields. Now in its sixth year, the PSLSAMP has supported nearly 260 UGA undergraduates, 66 of whom have earned a bachelor's degree in one of the STEM disciplines (most others are still enrolled at UGA). In 2006 UGA had nearly 400 URMs enrolled in STEM disciplines. By 2011 that number had jumped to more than 700. In 2006 UGA awarded 56 bachelor's degrees in STEM to URM students; in 2010 that number had increased dramatically to 124. UGA serves as the lead institution for PSLSAMP and will continue to provide support for this program. This year the PSLSAMP program instituted better student tracking measures to document the effectiveness of the program in producing URM students with degrees in STEM. The Office of STEM Education will work collaboratively with the PSLSAMP program to increase STEM majors and degrees.

Desire2Learn (D2L) Learning Management System Adoption. The Center for Teaching and Learning (CTL) created a faculty professional development program to encourage adoption of the new Desire2Learn (D2L) Learning Management System. UGA, along with other USG system institutions, will transition to a new learning management system, Desire2Learn (D2L) beginning in fall 2012 and continuing through summer 2013. An early adopter program will begin in fall 2012 to support a small group of faculty (n=200 for the fall and spring semester) interested in beginning to use D2L prior to university-wide adoption. The Center for Teaching and Learning, Enterprise Information Technology Services, and college/unit staff will collaborate with early adopters to adapt and enhance their course content for D2L and provide support. Workshops and events are planned to engage faculty and assist them in creating course sites in Desire2Learn. This D2L Early Adopter program supports UGA's goal of enhancing instructional delivery and encouraging faculty reflection on teaching and learning using instructional technology. Following an assessment of the program and a review of outcomes, other initiatives to support faculty use of instructional technology will be proposed.

Summer Instructional Grants Program. The Office of the Vice President for Instruction provided summer innovative instructional grants for faculty. These grants provide an opportunity for faculty to improve teaching and learning through innovative instructional projects. Proposals focused on improving instruction in high-demand courses (large lecture classes, courses involving multiple sections, general education courses), as well as proposals that integrate instructional technology in courses, were encouraged. Twenty-two proposals were funded in summer 2012. Projects will be completed in FY13. Following a review of the outcomes, a second initiative will be implemented. This grants program supports the CCG goal of enhancing instructional delivery.

Appendix F

Implementation of Complete College Georgia Strategies

CCG Strategy	UGA Initiative	Implementation	Outcomes/Benchmarks
Improve Access, Opportunity and Completion	First-Year Odyssey Seminar Program	Initiated Fall 2011 and continuing. Annual report of outcomes. Five-year SACS assessment report in 2016.	• Increase graduation rate to the mean of aspirational peers o Initial target of 86% (6-year graduation rate of aspirational institutions) o Track changes in 6-year graduation rates and compare to aspirational peers
	Gateway to Georgia Scholarship Campaign	Initiated Fall 2012 and continuing through duration of capital campaign. Annual report of outcomes.	• Increase graduation rate to the mean of aspirational peers o Initial target of 86% (6-year graduation rate of aspirational institutions) o Track changes in 6-year graduation rates and compare to aspirational peers • Increase scholarship funding for student financial support o Track private funding for scholarships (target to be set during capital campaign) o Track levels of unmet need • Increase the graduation rate of UGA students who are receiving federally funded Pell Grants and subsidized Federal Direct Loans o Initial target of 2% increase in graduation rate
Enhancing Instructional Delivery	Undergraduate STEM Initiatives	Initiated 2008 and continuing. Annual report of outcomes.	• Increase graduation rate to the mean of aspirational peers • Increase the number of majors enrolled in STEM disciplines o Track number of STEM majors (Initial target is 5000 STEM majors) o Track number of Engineering majors (Initial target is 1300 Engineering majors)
	Office of Online Learning	Initiated August 2012 and continuing. Annual report of outcomes.	• Increase graduation rate to the mean of aspirational peers o Initial target of 86% (6-year graduation rate of aspirational institutions) o Track changes in 6-year graduation rates and compare to aspirational peers • Increase the number of online undergraduate courses/programs to meet enrollment pressure and revitalize teaching and learning o Track increases in number of new online courses and programs developed o Track student enrollment growth in online courses and programs

CCG Strategy	UGA Initiative	Implementation	Outcomes/Benchmarks

Advancing Partnerships with K-12	Pre-Collegiate Outreach	Initiated in 2006 and continuing. Annual report of outcomes.	• Maintain the number of pre-collegiate programs
			  ○ Track number of pre-collegiate programs
			• Increase UGA student involvement in pre-collegiate programs
			  ○ Track student involvement in pre-collegiate programs

	K-12 STEM Initiatives	Initiated in 2008 and continuing. Annual report of outcomes.	• Increase UGA student involvement in pre-collegiate programs ○ Track student involvement in pre-collegiate programs • Maintain project FOCUS in the Athens Clarke County elementary schools • Expand Project FOCUS into the Athens Clarke County middle and high schools as resources become available

Improving Time to Degree	Implementation of DegreeWorks	Initiated Fall 2010. All undergraduate colleges/schools participating Fall 2012 and continuing. Quarterly updates and annual report of outcomes.	• Increase graduation rate to the mean of aspirational peers
			  ○ Initial target of 86% (6-year graduation rate of aspirational institutions)
			  ○ Track changes in 6-year graduation rates and compare to aspirational peers

Restructuring Learning Support	Intensive Multi-Component Program	Pilot Fall 2012. Initiated Fall 2012. Continuation based on assessment of pilot project.	• Increase graduation rate to the mean of aspirational peers
			  ○ Initial target of 86% (6-year graduation rate of aspirational institutions)
			  ○ Track changes in 6-year graduation rates and compare to aspirational peers
			  ○ Track student completion of IMP program