East Georgia State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

East Georgia State College (EGSC) is an associate degree granting, liberal arts institution providing its students access to academically transferable programs of study and targeted bachelor degrees. Two students graduated from the College's first baccalaureate program, a Bachelor of Science in Biology, at the end of Spring Semester 2014, following the program's initiation in Fall Semester 2012 and the program has produced four more graduates since then. EGSC will launch its second baccalaureate program, an online Bachelor of Arts in Fire and Emergency Services Administration (FESA), in Spring Semester 2016. The FESA program blends fire science, emergency service, and business management courses to create a career pathway for firefighter and emergency services personnel seeking an advanced credential.

Following double-digit percentage enrollment growth in the 2010 and 2011 fall semesters, EGSC experienced declining enrollments through the next two fall semesters before enrollment increased in Fall Semester 2014 by 1.9%. Enrollment further increased in Fall Semester 2015 by 3.1%.Throughout this period, EGSC's four most important demographic cohorts [African-American Females and Males; White (Non-Hispanic) Females and Males] showed a decline as a percentage of the total student body from 93.9% in Fall 2010 to 89.8% in Fall 2015. During this period, the College experienced a more moderate enrollment decline of African-American students at its home campus in Swainsboro due to the popularity of on-campus housing among these students. Student on-campus residential housing first opened on the Swainsboro campus in Fall Semester 2011 and housing capacity is scheduled to more than double to 412 beds with the opening of a second residence hall in Fall Semester 2016.

The College extends its access mission from its home campus in Swainsboro to campuses in Statesboro and Augusta. EGSC is working collaboratively with Georgia Southern University in Statesboro and Augusta University to encourage its former students to make application for their EGSC associate degree through a reverse transfer process.

83% of Fall Semester 2015 students have received some form of financial aid (61.3% who were awarded Pell grants, 22.4% who received Hope grants, and 47.9 % who secured loans). Less than 2.0% of new freshmen were aged 25 or over and the average age of all students declined, dropping the percentage of students classified as non-traditional. An academic profile of Fall Semester 2015 new freshmen by location is presented in the following table.

Fall 2015 New Freshmen	Augusta	Statesboro	Swainsboro
Full-time	80.5%	90.2%	91.4%
Part-time	19.5%	9.8%	8.6%
SAT Average Math Score	432	431	432
SAT Average Verbal Score	438	434	425
Learning Support (LS)			
Require Math LS	33.5%	33.1%	32.0%
Require English LS	15.1%	13.3%	17.7%
Require Reading LS	6.6%	8.0%	14.0%

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

EGSC is pursuing the following top five high-impact strategies, each presented below with their associated goals.

Complete College Goal	High-impact Strategies
Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.	USG Strategy 1.1: Target increases in access and completion for students traditionally underserved in postsecondary education. EGSC Strategy 1.1 Implementation: Provide a range of academic support services to remove obstacles and provide clear pathways to college completion. (Academic Center for Excellence (ACE) usage for tutoring services)
Goal 2: Increase the number of degrees that are earned "on-time" (associate degrees in 2 years, bachelor's degrees in 4 years).	USG Strategy 2.1: Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees "on time." EGSC Strategy 2.1 Implementation: The $(g2)^2$ or "Get to Graduation in Two Years" is a "15-to-Finish" program paired with the "Commit to Completion" initiative, sponsored by Phi Theta Kappa. The College received a USG Innovation Grant to assist in funding this program. [$(g2)^2$ – 15 to Finish program]

Goal 5: Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.	USG Strategy 5.4 Automatically conduct degree audits of all students with 60 or more credit hours at associate degree institutions to see if 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. EGSC Strategy 5.4 Implementation: EGSC began auditing students with 45 or more credit hours in Fall Semester 2013. (ADD – Reverse Transfer Initiative pilot)
Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.	Strategy 7.3: Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course. EGSC Strategy 7.3 Implementation: Provide academic support programs that prepare students to successfully complete college courses across the core curriculum. (Transforming Remediation – adoption of Foundations/Co-Requisite Model and Alternative Pathways)
Goal 8: Restructure instructional delivery to support educational excellence and student success.	Strategy 8.2: Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction. EGSC Strategy 8.2 Implementation: Math and Science faculty have prepared video lectures that allow them to effectively flip their classrooms. (Instructional Delivery Methods – Flipping Classroom)

SUMMARY OF GOALS. HIGH-IMPACT STRATEGIES AND ACTIVITIES

EGSC's progress on its top five CCG goals/high-impact strategies is presented below.

Goal 1	**Increase in the number of undergraduate degrees awarded by USG institutions.**
Strategy 1.1 Implementation	Provide a range of academic support services to remove obstacles and provide clear pathways to college completion.
1.1 Summary of Activities	1. Increase student usage of tutoring and academic advising services in the Academic Center for Excellence (ACE). 2. Extend operational hours in the evening for ACE. **3.** Refine the Early Warning System and integrate it into the academic services of the ACE. Utilize intrusive advising techniques, with assistance from course instructors, to assist students.
1.1 Interim Measures of Progress	**1.** In Swainsboro, most of the students coming to the ACE were looking for math assistance, but in Fall 2014 came to the ACE for 44 different courses. In Statesboro, most were also in math and 44 different courses (some from GaSoU). In Augusta, most were in math and 27 different courses. In Swainsboro, Statesboro, and Augusta the most common course was MATH 1111. A study of the usage shows the accompanying success of students who utilize the ACE for tutoring. Student (academic) success is measured by the percentage of students who receive A,B, or C grades in a course or a set of courses. **Students/Hrs/Success Rates in Fall 2014:** • Swainsboro – 638 (54% of all students at Swainsboro)/6,960 hrs/71.9% • Statesboro – 687 (49% of all students at Statesboro)/4,319 hrs/76.2% • Augusta – 191 (61% of all students at Augusta)/1,183 hrs/74.4% **Students/Hrs/Success Rates in Spring 2015:** • Swainsboro – 419 (59% of all students at Swainsboro)/5640 hrs/66.4% • Statesboro – 498 (43% of all students at Statesboro)/5051 hrs/73.0% • Augusta – 193 (62% of all students at Augusta)/1830 hrs/76.4% Although the success rates are better than the overall success rates of all students, there was a decline in the ACE success rates due to a delay in hiring tutors because of an inadequate number of qualified tutors and the need to reduce the number of tutors because of funding. In addition, it was found that the overall math utilization of the ACE in Fall 2014 was 29%, highest among all disciplines, and the success rate of those students was only 56%, lowest among all disciplines. We showed an overall increase in percentage of our students who used the ACE in Swainsboro, but a slight decline in the percentage in Statesboro and Augusta when compared to last academic year. 2. Hours in ACE have been expanded in Swainsboro to Monday-Friday 8-6; in Statesboro to Monday-Thursday 8-8, Friday 8-5; in Augusta to Monday-Thursday 7-8, Friday 7-5, and Saturday 8-5. 3. In Fall 2014, all students who come to the ACE for assistance were tracked to compare their early-warning grades to their final grade. The students showed a substantial improvement in their final grades. At the time of the early-warning grades the success rates of those students was 48%. By end-of-term, the success rate for those students had increased to 74%.

4. There were a number of academic success measures which have shown the overall success of these activities. The academic success data shows an increase in the percentage of students making Dean's List, a flattening in the overall course success rate, a decline in the success rate in gateway mathematics (MATH 1111) and gateway English (ENGL 1101), a good increase in the success rate in gateway history (HIST 2111/2112), an increase in student success in learning support classes, and an increase in student success in online classes.

Measures of Success

The following table shows the academic success data for the fall and spring semesters for the last three years. The usage of ACE is a factor leading to the success of students in individual courses and ultimately their success in completing their degree. Collection of the academic success data which includes data on the Dean's List, overall course success rates, and success rates in gateway courses, learning support classes, and online classes is vital to assess activity success.

Term	Dean's List %	Overall Course Success Rates	MATH 1111 Success Rates	ENGL 1101 Success Rates	HIST 2111/2112 Success Rates	Learning Support Success Rates	Online Course Success Rates
Fall 2012	8.3%	63.7%	53.9%	56.6%	58.5%	47.6%	58.6%
Spring 2013	7.5%	62.9%	44.9%	48.5%	53.4%	43.2%	57.3%
Fall 2013	9.8%	68.3%	54.8%	67.2%	53.2%	49.8%	60.0%
Spring 2014	9.1%	65.4%	45.2%	55.9%	58.5%	53.3%	56.1%
Fall 2014	8.1%	67.0%	50.1%	66.1%	63.5%	56.4%	64.3%
Spring 2015	10.8%	66.2%	42.7%	49.0%	63.4%	55.1%	62.9%

Goal 2

Increase the number of degrees that are earned "on-time" (associate degrees in 2 years, bachelor's degrees in 4 years).

Strategy 2.1 Implementation

The (g2)^2 or "Get to Graduation in Two Years" is a "15-to-Finish" program. To expand the program, it was paired with the "Commit to Completion" initiative, sponsored by Phi Theta Kappa. The (g2)^2 program began in Fall 2013 and the College received a 2014-2015 USG Innovation Grant to assist in funding this program.

2.1 Summary of Activities

The (g2)^2 program is for those students who plan to finish an associate degree in two years. The mission of the program is to assist students to achieve that plan by (1) providing active attention from the Academic Affairs staff and direct assistance from the faculty and staff mentors, (2) providing assistance in developing and following an academic plan focused on graduation, (3) waiving of the graduation fee for (g2)^2 students, (4) providing a learning community of like-minded students to support each other, and (5) recognizing those students who successfully achieve their (g2)^2 goals.

2.1 Interim Measures of Progress

The percentage of enrolled students taking 15 or more credit hours increased from 13.7% for Fall Semester 2014 to 16.5% for Fall Semester 2015.

An analysis of the data for EGSC graduates for the last three years (Fall 2012 - Summer 2015) corresponding to the year before the (g2)^2 began, the first year of the program, and the second year the program which was funded by the USG grant shows approximately 8% of our graduates finished a degree in two years from entry and 25% finished a degree within three years of entry prior to the introduction of the (g2)^2 program. The program's first year produced a two-year graduation percentage of 12% and a three-year graduation percentage of 41%. After the completion of the grant period, 29% of our graduates completed an associate degree in two years and 62% completed the degree in three years.

Term	Total Grads	AY Grads	(g2)^2 Grads	(g2)^2 %	AY (g2)^2 Grads	AY (g2)^2 %	3-Yr Grads	3-Yr %	AY 3-Yr Grads	AY 3-Yr %
Fall 12	58		0	0.0%			18	31.0%		
Spring 13	94	173	10	10.6%	14	8.1%	20	21.3%	43	24.9%
Sum 13	21		4	19.0%			5	23.8%		
Fall 13	77		2	2.6%			33	42.9%		
Spring 14	110	208	14	12.7%	25	12.0%	43	39.1%	85	40.9%
Sum 14	21		9	42.9%			9	42.9%		
Fall 14	92		30	32.6%			57	62.0%		
Spring 15	117	253	31	26.5%	73	28.9%	77	65.8%	157	62.1%
Sum 15	44		12	27.3%			23	52.3%		

The total number of graduates for each academic year (fall-to-summer) has increased from 173 graduates in AY 12-13 (fall 2012-summer 2013) to 253 in AY 2014-2015 (fall 2014-summer 2015), perhaps being spurred on by the program to increase the number of two-year and three-year graduates.

EGSC has plans to continue the (g2)^2 program even though the funding for the program was just for a single year. The entire College has actively supported the (g2)^2 program and has agreed to waive the $35 graduation fee for (g2)^2 graduates.

An additional success measure of the program may be the reduction in the number of hours students are getting in order to graduate. The following table shows the reduction of the number of hours to graduate before the program and during the program.

	Fall 12	Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
Total Graduates	58	94	77	110	92	117
Average Hours to Graduate	73.8	72.2	73.4	73.9	70.5	70.7
(g2)^2 Graduates			2	14	30	31
Average Hours to Graduate			66.5	67.2	70.3	67.2

This may also be due in part to the work of the Academic Advising Centers to focus on graduation. They have developed program maps for almost all of the associate degree fields of study and those have been used by the academic advisors.

2.1 Measures of Success

The most important measure of success will be the number of graduates who complete their degrees in two years followed by the number of graduates who complete their associate degree in three years. The goal of the original (g2)^2 project was to increase the average number of students completing a degree in two years from 15 to 30 per academic year by the end of the innovation grant period (Spring 2015). The actual number was 61 for Fall 2014 and Spring 2015, 73 with the addition of Summer 2015. The goal was changed to a percentage rather than a number. The goal is for 25% of the graduates to graduate in two years and for 60% to graduate in three years. In addition, a goal was developed to decrease the average hours to graduation to less than 70 hours.

Goal 5	**Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.**
Strategy 5.4 Implementation	EGSC audits all students with at least 45 or more credit hours each fall semester.
5.4 Summary of Activities	EGSC annually conducts degree audits and contacts students who can complete their associate degree within one term. In addition, students who plan to transfer are informed about reverse transfer. This is facilitated within the Records Office, through the Academic Advising Centers, and through the faculty advisors.
	East Georgia State College has made preliminary contact with GaSoU and AU to develop a formal agreement to simplify the reverse transfer process. EGSC begins tracking students for reverse transfer when they get close to transfer to the university. The Advising Center develops a graduation plan which focuses on reverse transfer and begins working with the student. Both GaSoU and AU do special transfer information sessions for EGSC students prior to transfer during their last term as EGSC students. Students will be asked to commit to doing reverse transfer and will be tracked by EGSC advising personnel into the university if they agree to commit. The university will provide access to information about the student to EGSC during the tracking. In addition, university students who have not been successful at the university will be informed of the option to transfer to East Georgia to finish an associate degree. An MOU has been developed between EGSC and AU to formalize the process. Negotiations are currently in progress to develop a similar MOU with GaSoU.
5.4 Interim Measures of Progress	According to USG Summary data for EGSC, the number of students reaching credit hour benchmarks increased from FY 2008 to FY 2013: • 15 hour benchmark from 774 (FY 2008) to 1,126 (FY 2013) • 30 hour benchmark from 579 (FY 2008) to 884 (FY 2013) • 60 hour benchmark from 132 (FY 2008) to 289 (FY 2013) In Fall 2014, the number of students reaching credit hour benchmarks • 15 hour benchmark – 876 students • 30 hour benchmark – 1,002 students • 60 hour benchmark – 389 students 79 of the students reaching the 60 hour benchmark graduated at the end of Fall 2014 and 111 of the students graduated in Spring 2015.
	Fifteen former EGSC students have been successfully reverse transferred back to receive their associate degrees from EGSC between Fall Semester 2012 and Summer Semester 2014 (Academic Year 12-13 and Academic Year 13-14). This is 3.9% of our graduates during those terms. While this percentage is small, prior to those terms it was less than 2% during an academic year.
	Reverse transfer is defined by EGSC as a student voluntarily transferring classes back from a receiving institution and completing their degree without returning to EGSC. The literature suggests that the definition of reverse transfer could also include those students who transfer hours from another institution and finish their associate degree before transferring again. A study of the Fall 2014 graduates found two graduates who fit into our traditional definition of reverse transfer, sixteen graduates who transferred courses to EGSC and finished their associate degree, and four graduates who transferred from EGSC after completing 30 hours and returned to EGSC bringing with them some hours they could use to finish their associate degree. All of the twenty graduates who did not fit into our traditional definition of reverse transfer were having difficulties being successful at their previous institution and returned to EGSC to complete their associate degree.
	On July 15, 2014 EGSC was chosen to partner with GaSoU and AU for a USG pilot program in reverse transfer called ADD (Associate Degree you Deserve). A MOU was developed between EGSC and AU this past year. A MOU with GaSoU is still in progress. Funded by the Lumina Foundation, the initiative will begin this Fall 2015 term.
5.4 Measures of Success	The most important measure of success will be the number of graduates who complete their degrees. Other indicators of success will be a reduction in the number of extra hours beyond 65 students complete before the awarding of their degree and the number of students who reverse transfer courses to complete a degree.

| Goal 7 | **Increase the likelihood of degree completion by transforming the way that remediation is accomplished.** |

Strategy 7.1 Implementation

Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support. The College is continuing to refine the alternative pathway through mathematics.

7.1 Summary of Activities

In fall 2014 EGSC began development of the learning support corequisite model in English and mathematics on the Swainsboro and Augusta campuses. In Spring 2015, the mathematics program was expanded to all campuses. In Summer 2015, all campuses had fully implemented the corequisite model.

7.1 Interim Measures of Progress

The table below outlines the status of the College's corequisite learning support model. The goal is to reach the point where more than 50% of the students in an area of learning support are in the corequisite track. In Spring 2015, the percentage of learning support English students was 43% and the percentage of learning support mathematics students was 56%. Considering this model was not available in learning support English in Statesboro in Spring 2015, we can surmise we made our goal.

Term	Metric	English or Combined Learning Support	Reading Learning Support	Mathematics Learning Support
Fall 2014	Students Requiring Remediation	184	44	516
	Students in Corequisite Remediation	54	0	76
Spring 2015	Students Requiring Remediation	91	12	351
	Students in Corequisite Remediation	39	0	195

The English corequisite option has been very successful producing an success rate of 69% in Fall 2014 and 56% in Spring 2015. The math corequisite option was not as successful, with a 20% success rate in Fall 2014, rebounding to a 35% success rate in Spring 2015. A change was made in the spring term to assign the corequisite learning support class (Math 0999, Math 0997) to the instructor of the core math class (Math 1111, Math 1001).

In January, 2011 East Georgia State College, along with seven other institutions in Georgia, New York, and Ohio, became part of a collaboration with the Carnegie Foundation for the Advancement of Teaching to develop an alternative pathway through learning support mathematics. Called Quantway, the program focused on funneling non-stem majors to the Math 1001 class through a special learning support math class (MLCS 0099). The MLCS 0099 course began in Fall 2012 and lasted through Spring 2014 when EGSC shifted to the development of the corequisite model. During the time frame for MLCS 0099, the success rate in that course was 63.0% compared to 48.3% for the traditional learning support math class. With the new corequisite model, a Math 0997 class was developed in spring 2015 to be a corequisite for the Math 1001, the alternative non-stem pathway through Area A2 in math. The stem pathway consists of the Math 0999 corequisite with Math 1111. The Math 0999 was developed in fall 2014. The following table gives a breakdown of the success rates of the various options.

Course	Total Students	Successful	Success Rate
Math 0989 (Foundations)	156	81	51.9%
Math 0997	11	6	54.5%
Math 0999	260	84	32.3%
Math 1001 (3 yrs.)	183	100	54.6%
Math 1111 (3 yrs.)	4361	2189	50.2%
MLCS 0099 (2 yrs.)	138	87	63.0%

Clearly the non-stem pathway does provide a greater opportunity for success, but the number of students choosing this pathway is very small because of a reluctance on the part of students. They choose the safer stem pathway which would give more options for students who may choose a program of study which requires Math 1111 in Area A2.

7.1 Measures of Success	An increase in the percentage of students exiting learning support English and mathematics and being successful in the gateway courses.
Strategy 7.2 Implementation	Combine remediation in English and reading.
7.2 Summary of Activities	In Fall 2014, the English and reading learning support classes were merged into English 0989 and the course was taught on the Swainsboro and Augusta campuses. In Summer 2015, the course was expanded and taught on the Statesboro campus.
7.2 Interim Measures of Progress	In Fall 2014, 54 students placed in the corequisite English learning support option. The students showed a success rate of 69% in the English 1101 course which accompanied the corequisite Engl 0999. In Spring 2015, the 39 students in the corequisite English learning support model had a 56% success rate in the English 1101 course.
7.2 Measures of Success	An increase in the percentage of students exiting learning support English.
Strategy 7.3 Implementation	Provide academic support programs that prepare students to successfully complete college courses across the core curriculum.
7.3 Summary of Activities	1. Promoted all components of the Academic Center of Excellence (ACE), including tutoring services and academic advising services. 2. Implemented the Intensive Academic Program (IAP) directed at successful COMPASS testing. The IAP is a program of intensive tutoring by our ACE staff in which the student is given 20 hours of intensive instruction in math, English, and/or reading before being allowed to retake a COMPASS exam. 3. Implemented a Jump Start Summer Academy – a summer-bridge program to college. The Jump Start program is not appropriate for fall and spring term, but will be continued each summer. The program is for students who are not eligible to attend EGSC because of low COMPASS scores. Currently the program is focused on mathematics, English/reading, student success class, and an additional elective if required. Depending on their COMPASS scores, students are allowed to enroll for learning support English or English composition; learning support math, college algebra, or pre-calculus; student success; and another core course. The results from this program are used to allow students to be admitted or become eligible for admissions to EGSC who previously had been denied admissions.
7.3 Interim Measures of Progress	1. In a previous section it was noted the use of all ACE services has declined this year compared to previous years because of challenges with hiring tutors in a timely fashion. The ACE still appears to be the major factor in increasing success rates, especially in gateway courses. 2. In this academic year 15 of 17 (88%) of IAP students were able to increase COMPASS score to be successful. The average increase in COMPASS scores was 10.4 pts. 3. The number of Jump Start students increased to 21 in Summer 2015. The overall exit rate from learning support English classes in Summer 2015 was 89%, with 88% from the foundations English class (Engl 0989) and 100% from the corequisite class (Engl 0999). In math learning support, the overall exit rate was 50%, 72% from the foundations math class (Math 0989), and 0% from the corequisite math option (Math 0999). All 21 Jump Start students did very well in the courses which accompanied the learning support math and English classes.
7.3 Measures of Success	The overall usage of ACE, the use of IAP opportunities, and the availability and usage of the Jump Start program are measures of success for the academic support services.
Goal 8	**Restructure instructional delivery to support educational excellence and student success.**
Strategy 8.2 Implementation	Math and Science faculty have prepared video lectures that allow them to effectively flip their classrooms.
8.2 Summary of Activities	For the past five years various EGSC faculty have been experimenting with new ways to restructure delivery. One key activity has been to provide instructional material for the student that is available anywhere and anytime. Tablet PCs with video production software were made available to most instructors in the School of

Mathematics & Sciences and a number of instructors have produced several hundred videos that are short, to the point, address areas in which students struggle, and are available on-line 24/7 for access by the students.

Examples of flipping the classroom include:
- Flipping the classroom in Biology requires students to utilize a wide variety of resources (e.g. short videos, scientific articles, podcasts, websites), in addition to their textbook, to learn key concepts and supporting subject information. During class, students actively participate in their own learning by completing tasks that focus on critical thinking, problem-solving, and practical application of concepts.
- Calculus students viewed videos before class and class sections were devoted to working calculus problems that involved critical thinking in problems setup and discussion and further elaboration on calculus concepts. In Calculus I classes, it was noted that students struggled with certain concepts in Calculus ("The Chain Rule", "Relative Rates", "The Fundamental Theorem of Calculus"). Videos were created summarizing many of these concepts. The class was "flipped" by creating a YouTube Channel entitled "Calculus In a Nutshell."
- The general chemistry I and II classes were flipped last year. The organic chemistry I class was flipped this year. Videos of all chemistry lectures were developed and students were required to view the videos BEFORE class. Students were given a short (~10 minute) quiz based on the video(s) at the beginning of class and the class time was used to answer questions, do demonstrations relevant to the topics, and emphasize particular points that students seem to be missing.

The "flipped classroom" method of instruction continues to expand to other math/natural science areas, as well as into the social sciences and humanities areas. Faculty are being trained in the use of the "flipped classroom" in our Teaching and Learning Center.

8.2 Measures of Progress

The chemistry instructor transitioned to fully "flipped" courses in general chemistry I, general chemistry II, and organic chemistry I this year. As can be seen by the following table the success rates increased from the prior year (2013), with a non-flipped format, to this year (2014).

Flipping Chemistry	2013		2014	
	Spring	Fall	Spring	Fall
Chem I Success Rate	42%	36%	50%	57%
Chem II Success Rate	48%	62%	63%	71%

The instructor noted an increase in overall student success rates, an increase in student completion of assignments, an increase in exam scores, a more relaxed atmosphere in class, and an increase in student engagement and group work.

In the table below the evolution of the process to "flip" the Calculus I class is shown. The resulting success rates and the class GPA for these students can be seen as the class transitioned from traditional lecture to various phases of being totally flipped. No traditional lectures were delivered in class starting in AY2013. The classroom session involved hands on problem solving and discussion of various calculus concepts. After an initial period of adjustment, the students began to realize the value of the flipped classroom. All comments were positive and the students were pleased with their improved understanding of the concepts learned in the course.

Flipping Calculus I	AY 2012		AY 2013		AY 2014	
	Fall Un-Flipped	Spring Un-Flipped – Special Videos	Fall – Flipped	Spring - Flipped With DVDs	Fall - Flipped + DVDs	Spring – Flipped + DVDs
Success Rate	63.3%	80.0%	83.3%	86.2%	76.7%	NA
Class GPA	2.26	2.82	2.8	3.07	2.89	NA

8.2 Measures of Success

Ultimately the success of restructuring instructional delivery is tied to the success of students taking the classes and the expansion of the delivery methods to courses in other academic disciplines.

OBSERVATIONS

Most Successful Strategies:

One of our most successful strategies is encouraging and increasing the usage of our ACE. The combination of tutoring and academic advising has helped to show an improvement in our course success rates. The $(g2)^2$ program appears to be having a substantial impact on the number of students who graduate in two years and three years. The financial support from the USG Innovation Grant was greatly appreciated and efforts are being made to continue the program even with substantially less funding. Success rates in learning support classes have increased and it appears this is due to increased usage of tutoring in ACE and to intrusive use of the early-warning grades. The ACE still is the centerpiece of our Complete College Plan because it facilitates faculty and staff contact with students.

We continue to restructure instructional delivery to increase student success. Most of the activity is focused on "flipping" courses. Success from the restructuring is evident from the increase in the overall and gateway course success rates.

We have implemented the co-requisite strategy for learning support. The strategy is working very well in English/reading and is being adjusted in mathematics to be more effective. We have reached our goal of having at least a 50% placement rate into the co-requisite option, and we have seen an increase in the overall learning support success rates.

We developed a D2L Faculty Manual, a Basic Instructor Training Manual, and tutorial handouts to assist faculty with D2L, and all of those materials have been very effective.

Least Effective Strategies:

We have studied our online classes and initially adopted Quality Matters to assure the quality of our online courses. The program was not embraced by our faculty, and we are now using the Illinois Online Network (ION) Rubric to assess our online offerings via a three-part process: rubric evaluation by the associate dean of e-learning, rubric evaluation by the online instructor's academic dean, and self-evaluation by the instructor using the rubric.

EGSC participated in a pilot of the Desire2Learn Analytics and Student Success System (S3) software. Initially planned for Spring 2014, the USG OIT moved the pilot to summer 2014. Six professors participated, with eight courses in the pilot. The USG closed the use of Insights Analytics after the pilot. EGSC is now using GradesFirst to identify and track an array of issues which cause students to be unsuccessful. The GradesFirst program allows immediate student notification (via text and email) when they are flagged "at risk" by an instructor or academic advisor.

Adjustments Made to Completion Activities:

We continue to expand our promotion of the ACE as we realized its potential to assist students to succeed. Although we have some 50-60% of our students visiting the ACE, those students are usually in learning support or English and/or math. We need to expand the usage to other non-English, non-math classes.

We have increased and will continue to increase our utilization of the early warning grade. We added GradeFirst to our process to expand our early warning system to assist students in being successful.

We have increased our focus on graduation, not only for on-time graduation but also to reverse transfer and to graduation within three years. We will continue the $(g2)^2$ program and are looking forward to the ADD reverse transfer initiative.

We have seen a decline in the percentage of students who have an unsatisfactory academic standing as we increase the various student success activities. It is still not at the level we want and we have focused our discussions on college completion and other college enrollment studies to students not making satisfactory academic progress (SAP). With 85% of our students on some form of financial aid, SAP is a significant factor in their decision to stay in college. The following table shows the SAP data for the last four years.

Term Code	Students Not Making SAP	Term Enrollment	% NOT Making SAP
Fall 2011	486	3436	14%
Fall 2012	247	2944	8%
Fall 2013	232	2857	8%
Fall 2014	216	2910	7%
Fall 2015	224	3001	7%
Spring 2012	762	3130	24%
Spring 2013	604	2670	23%
Spring 2014	405	2618	15%
Spring 2015	423	2567	16%
Summer 2012	113	922	12%
Summer 2013	80	904	9%
Summer 2014	37	729	5%
Summer 2015	87	776	11%

With the increase in the number of online offerings and the number of faculty involved in teaching online classes, a need was seen to assure the quality of those classes delivered in the online format. We began the process of making sure we are 508 compliant via a series of training documents. An online training course for faculty and staff is also being developed. We are now using the Illinois Online Network (ION) Rubric to assess our online courses.

EGSC participated in a pilot of the Desire2Learn Insights Analytics and Student Success System (S3) software, a predictive algorithm which alerts the professor to students who are "at risk" or "trending downward" during each week of the course. After the USG ended the pilot, EGSC switched to GradesFirst to identify and track which cause students to be unsuccessful. The GradesFirst program allows immediate student notification (via text and email) when they are flagged "At risk" by an instructor or academic advisor. National data show a 5-7% increase in retention with GradesFirst, and our outcome goal is similar.