

Comprehensive Program Review Instructions, Reporting Vehicle, and Definitions

Reporting Vehicle

Institution: East Georgia State College

Academic Program Name: Associate of Arts, Core Curriculum (AACC) – General Education

CIP Code: 24010101 **College or School and Department:** East Georgia State College

Date of Last Internal Review: July 2016

Outcome of Previous Program Review (brief narrative statement): Progress has been made in advancing the success of students while they are enrolled at EGSC and after they transfer to other USG institutions. The College's three-year graduation rate for the associate degree has increased from 6.5 percent for the Fall Semester 2010 First-Time, Full-Time Cohort to 10.8 percent for the Fall Semester 2012 Cohort at the institutional level. Overall, the number of EGSC graduates has risen from 168 in AY 2011-12 to 354 in AY 2015-16, an increase of 110.7 percent over five years. However, we continue to face challenges related to student academic preparedness. The College continues to utilize the complementary Complete College Georgia and SACSCOC institutional effectiveness review processes to address these challenges and make substantial improvements in student success.

Program Reviewed at the Institution for this report: Associate of Arts, Core Curriculum (AACC) – General Education

Indicators of Measures of Quality:			
<i>Student Input – Undergraduate Programs</i>	AY 2013	AY 2014	AY 2015
Standardized Test Scores (if applicable), for undergraduate programs -- ACT or SAT – Choose the standardized examination used and indicate in the space provided below: <u>SAT</u>	873	875	878
Number of Students Reported (Total N):	2,110	2,001	1,862
Freshman Index (as applicable)	NA	NA	NA
Other - Institutions may substitute other measures of quality (e.g. entry scores or GPA into a degree program such as nursing, business, education) as appropriate. Please briefly discuss what the measure(s) are and how they are defined.	NA	NA	NA
Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.	Because EGSC has an access mission, it accepts all students who meet minimum USG requirements.		
<i>Student Output – Undergraduate Programs</i>	AY 2013	AY 2014	AY 2015
Average Exit scores or Pass Rate on national/state exams for licensure (as appropriate) Also indicate the number of students reporting scores for the test(s) (Total N):	NA	NA	NA
Average Graduating Major GPA or Cumulative GPA for the Academic Year. Please indicate which GPA is used: <u>Cumulative GPA</u> Also indicate the number of students reporting scores for the test(s) (Total N):	2.75 NA	2.87 NA	2.84 NA
Employment rates of graduates (if available)	NA	NA	NA
Admission into graduate programs (if available)	NA	NA	NA
Institutional Indicators of Quality – Student Output (campus determined). Please identify what Indicators are used and how they are defined.	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>
<u>Fall Semester First-Time, Full-Time 1 Year EGSC/USG Retention Rate:</u>	51/61	56/66	57/63
<u>Fall Semester First-Time, Full-Time 3 Year EGSC Graduation Rate:</u> (Fall 2014 3-year cycle is incomplete as of July 14, 2017.)	11.7	12.1	11.2

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Student Input- Graduate Programs	AY 2013	AY 2014	AY 2015
<p>Average Graduate and/or Undergraduate GPA admitted and enrolled.</p> <p>Also, indicate the number of students reported (Total N).</p>	<p>NA</p> <p>No Graduate Programs</p>		
<p>Standardized Test Scores (if applicable), for graduate programs --- GRE, GMAT, LSAT, MCAT - Choose the standardized examination and indicate in the space provided below.</p> <p>Also, indicate the number of students reporting scores for the test(s) (Total N):</p>			
<p>Institutional Indicators of Quality- Student Input (campus determined). Please define what Indicators are used and how they are interpreted.</p>			
<p>Student Output – Graduate Programs</p>			
<p>Average Exit Scores on National and State Licensure and/or Certification Exams OR Average Pass Rate (as appropriate)</p> <p>Specific Exam:</p> <p>Also, indicate the number of students reporting scores for the test(s) (Total N):</p>	<p>NA</p> <p>No Graduate Programs</p>		
<p>Graduating Major or stand-alone degree GPA scores</p> <p><i>Indicate whether Major GPA or Cumulative Graduation GPA is used:</i></p> <p>Indicate the number of students reported (Total N).</p>			
<p>External Quality Assurance (e.g., professional accreditation, surveys, market rankings)</p>			
<p>Institutional Indicators of Quality- Student Output (campus determined). Please define what Indicators are used and how they are interpreted.</p>			
<p>Narrative Section: Describe additional details as deemed appropriate (the box is expandable).</p>			
<p>NA</p> <p>No Graduate Programs</p>			

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Faculty	AY 2013	AY 2014	AY 2015
Number of Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)	49	56	56
Number of Non-Terminally Degreed Faculty in the Department (regardless of whether the faculty teach in the program)	76	73	69
Undergraduate or Graduate programs: Total amount of sponsored research funding awarded for the academic year	\$500	\$4,000	\$13,300
Undergraduate or Graduate programs: Other External funds for program support. Provide the total amount for the academic year.	\$0	\$12,750	\$15,900
Undergraduate or Graduate programs: Number of peer-reviewed publications for the academic year.	3	12	20
Undergraduate or Graduate programs: Number of faculty research fellowships awarded in the academic year.	0	2	3
Institutional Indicators of Faculty Quality- Output (campus determined) Please define what Indicators are used and how they are interpreted. -Annual Faculty Performance Plan -Annual Faculty Teaching Evaluation -Dean's Evaluation -Tenure and Promotion Process Evaluation -School Annual Ranking of Faculty	All faculty	All faculty	All faculty
External Quality Assurance (e.g. professional accreditation surveys; market rankings) Please define what Indicators are used and how they are interpreted.	<ul style="list-style-type: none"> • University System of Georgia and SACSCOC accreditation guidelines and provisions required and implemented. • Faculty participation in USG Regents' Academic Advisory Committees as appropriate • Faculty membership / leadership in regional Professional Organizations • CCSSE survey 		

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Narrative Section: Describe additional details as deemed appropriate (*the box is expandable*).

East Georgia State College is primarily an associate degree granting, liberal arts institution of the University System of Georgia providing its students access to both academically transferable programs of study and collaborative programs in occupation related fields. The College also offers targeted baccalaureate level degrees that support the University System's initiative to expand educational opportunities. The College prepares traditional and nontraditional students for success in the global 21st century through a technologically advanced teaching and learning environment that fosters personal growth by utilizing an expanding range of resources and amenities, including an on-campus student residential option. The College also continuously engages the communities it serves through public service and cultural enrichment.

Subsequent to its elevation to four-year status and the incorporation of targeted baccalaureate level degrees in its mission in early 2012 and pursuant to its Strategic Plan, East Georgia State College investigated collaborative and independent opportunities for new programs of study to meet student interest and workforce needs. EGSC has identified three target areas for bachelor degree creation, with more areas to follow in the coming years: Biology, Fire and Emergency Services Administration, and Nursing. The Associate of Arts Degree- Core Curriculum enables transfer into EGSC baccalaureate programs and those of other USG institutions.

EGSC operates two off-campus instructional sites in Augusta and Statesboro in partnership with Augusta University and Georgia Southern University and works to facilitate seamless transfer to those institutions through this program and others. The EGSC Augusta program was launched in the fall semester 2013. Students are unable to complete the degree in Augusta. EGSC Statesboro opened in the fall semester of 1997, students were first able to earn an associate's degree through the off-campus instructional site in the Fall of 2013. The first cohorts to graduate from Statesboro did so within the reporting cycle for this review. Given the relatively large enrollment in Statesboro and the relatively recent date that associate degrees were offered there, our graduation rates before 2015 are lower for the institution as a whole.

EGSCG's primary function is an access institution for those students who are unable to meet the entrance requirements of Augusta University and/or Georgia Southern University. Our two off-campus instructional sites fulfill especially important roles within this context.

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EGSC has large percentages of students requiring learning support in math, English, and reading. Table 1 below illustrates recent data for the Swainsboro and Statesboro campuses. For Augusta, the percentages for the initial semester, fall 2013, are compared to Fall 2015. Although the percentages of students requiring support have generally declined on all campuses since 2011, the numbers remain substantial.

Table 1: Percent Comparison of Students Requiring Learning Support

Learning Support (LS) Required	Swainsboro		Statesboro		Augusta	
	2011	2015	2011	2015	2013	2015
Students requiring LS Math	50.7%	35.0%	50.6%	35.3%	42.7%	44.1%
Students requiring LS English	27.0%	21.0%	29.7%	18.8%	18.8%	19.8%
Students requiring LS Reading	21.2%	10.2%	24.5%	7.9%	13.5%	5.9%

EGSC also has a very diverse student population, many of whom are also the first in their families to be attending college and over 80 percent of the students are on some form of financial aid. A large proportion of the Presented in Table 2 is the College's fall semester headcount enrollment based on USG data broken down by major gender/ethnic groups. In all three of the locations served by the College, the four most important student cohorts continue to be Black females, Black males, White females and White males. During the period examined for this review, the combination of these four cohorts made up 90.5 percent of the College's student population in Fall Semester 2015 compared to 93.4 percent in Fall Semester 2011. In contrast, the Hispanic percentage of student population increased from 2.6 percent in Fall 2011 to 4.5 percent in Fall 2015. Similarly, the multiracial percentage of student population increased from 1.9 percent in Fall 2011 to 2.9 percent in Fall 2015.

Table 2 Fall Semester Headcount Enrollment by Gender and Ethnicity

Fall Semesters	2011		2012		2013		2014		2015	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Females	1,942	56.5%	1,685	57.2%	1,632	57.1%	1,674	57.5%	1,759	58.6%
Black Females	958	27.9%	759	25.8%	739	25.9%	756	26.0%	794	26.5%
White Females	868	25.3%	807	27.4%	780	27.3%	769	26.4%	805	26.8%
Other Females	116	3.4%	119	4.0%	113	4.0%	149	5.1%	160	5.3%
Total Males	1,493	43.5%	1,259	42.8%	1,225	42.9%	1,236	42.5%	1,242	41.4%
Black Males	651	19.0%	478	16.2%	467	16.3%	519	17.8%	541	18.0%
White Males	733	21.3%	659	22.4%	642	22.5%	613	21.1%	576	19.2%
Other Males	109	3.2%	122	4.1%	116	4.1%	104	3.6%	125	4.2%
Total Students	3,435		2,944		2,857		2,910		3,001	

The percentage of students requiring learning support as well as the high percentage of under-represented students provide challenges in terms of efforts to increase graduation and retention rates. In the rest of this Comprehensive Program Review, we provide many examples of our efforts to revise our curriculum and delivery of support services to meet this challenge.

Though our graduation rates are low, as are those in the USG as a whole, the numbers of students who later

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earn baccalaureate degrees as well as the numbers of students who transfer to other institutions are important indicators of EGSC's success at preparing students in lower levels for future upper level work, especially given the work we do on the off-campus instructional sites.

Presented in the tables below is a summary of baccalaureate and associate degrees earned by former EGSC students at other institutions during the period under review, as well as available data on the number of transfer students to any USG institution.

Table 3: GSU Bachelor Degrees Earned by Former EGSC Students

Gender/Enthnicity	AY 2013	AY 2014	AY 2015
Female	161	149	163
Black	33	47	53
White	116	88	98
Other	6	7	8
Male	124	89	128
Black	21	19	23
White	93	62	91
Other	8	9	10
Total	285	238	291

Table 4: AU Bachelor Degrees Earned by Former EGSC Students

AU Graduates	AY 2013	AY 2014	AY 2015
Female	7	6	10
Black Female	2	2	2
White Female	5	3	8
Other Female		1	
Male	4	3	5
Black Male	1		2
White Male	3	3	3
Total	11	9	15

Table 5: Bachelor Degrees Earned by Former EGSC Students at Other USG Institutions

Bachelor Degrees	AY 2013	AY 2014	AY 2015
Female	37	47	53
Black	6	11	18
White	30	30	33
Other	1	6	2
Male	24	27	35
Black	2	6	4
White	20	18	27
Other	2	3	4
Total	61	74	88

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Table 6: Associate Degrees Earned by Former EGSC Students at Other USG Institutions

Associate Degrees	AY 2013	AY 2014	AY 2015
Female	24	41	31
Black	6	7	6
White	17	30	24
Other	1	4	1
Male	10	12	7
Black	3	3	1
White	6	8	6
Other	1	2	3
Total	34	53	38

Transfer Rates

The following three tables list the number of former EGSC who were enrolled at other USG institutions by demographic group during the fall semesters specified. Since Statesboro students were only able to transfer prior to 2013 as opposed to earning an associate's degree, these rates are important indicators of quality for EGSC.

Table 7: Former EGSC Students Enrolled at Augusta University

AU Enrollment	Fall 2013	F13 %	Fall 2014	F14 %	Fall 2015	F15 %
Female	35	68.6%	49	69.0%	95	72.0%
Black	11	21.6%	20	28.2%	37	28.0%
White	22	43.1%	26	36.6%	45	34.1%
Other	2	3.9%	3	4.2%	13	9.8%
Male	16	31.4%	22	31.0%	37	28.0%
Black	4	7.8%	6	8.5%	12	9.1%
White	12	23.5%	14	19.7%	16	12.1%
Other	-		2	2.8%	9	6.8%
Total	51		71		132	

Table 8: Former EGSC Students Enrolled at Georgia Southern University

GSU Enrollment	Fall 2012	F12 %	Fall 2013	F13 %	Fall 2014	F14 %	Fall 2015	F15 %
Female	689	57.4%	660	56.5%	652	54.9%	649	55.0%
Black	232	19.3%	248	21.2%	253	21.3%	252	21.4%
White	405	33.8%	367	31.4%	356	30.0%	359	30.4%
Other	52	4.3%	45	3.9%	43	3.6%	38	3.2%
Male	511	42.6%	508	43.5%	535	45.1%	531	45.0%
Black	120	10.0%	136	11.6%	156	13.1%	168	14.2%
White	354	29.5%	340	29.1%	339	28.6%	316	26.8%
Other	37	3.1%	32	2.7%	40	3.4%	47	4.0%
Total	1,200		1,168		1,187		1,180	

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Table 9: Former EGSC Students Enrolled at USG Units Other than Augusta and Georgia Southern Universities

Other USG Units	Fall 2012	F12 %	Fall 2013	F13 %	Fall 2014	F14 %	Fall 2015	F15 %
Female	406	57.9%	417	58.9%	479	61.4%	468	61.7%
Black	158	22.5%	160	22.6%	220	28.2%	212	28.0%
White	224	32.0%	222	31.4%	217	27.8%	213	28.1%
Other	24	3.4%	35	4.9%	42	5.4%	43	5.7%
Male	295	42.1%	291	41.1%	301	38.6%	290	38.3%
Black	91	13.0%	96	13.6%	104	13.3%	105	13.9%
White	182	26.0%	172	24.3%	171	21.9%	162	21.4%
Other	22	3.1%	23	3.2%	26	3.3%	23	3.0%
Total	701		708		780		758	

Other Indicators of quality: Success Rates in Gateway Courses

EGSC tracks success rates for students in the AA Core Curriculum degree through evaluation of core curriculum courses. The table below illustrates success rates in basic skills courses in Area A, as well as Learning Support Success rates. Online course success rates are provided, since the offering of online courses has impacted success rates in Learning Support and other courses, as explained below.

Table 10: Student Success Rates in Gateway Courses, Learning Support, and Online Fall 2011 through Spring 2017

Semester	Overall Success Rates	MATH 1111 Success Rates	ENGL 1101 Success Rates	HIST	Learning Support Success Rates	Online Success Rates
				2111/2112 Success Rates		
Fall 2011	57.1%	48.5%	56.0%	53.4%	34.6%	49.4%
Spring 2012	57.8%	46.9%	48.6%	52.2%	34.8%	59.5%
Fall 2012	63.7%	53.9%	56.6%	58.5%	47.6%	58.6%
Spring 2013	62.9%	44.9%	48.5%	53.4%	43.2%	57.3%
Fall 2013	68.3%	54.8%	67.2%	53.2%	49.8%	60.0%
Spring 2014	65.4%	45.7%	55.9%	58.5%	53.3%	56.1%
Fall 2014	67.0%	50.1%	66.1%	63.9%	56.4%	64.6%
Spring 2015	66.2%	42.7%	49.0%	63.4%	55.1%	62.9%
Fall 2015	67.3%	53.8%	63.5%	56.0%	57.4%	64.0%
Spring 2016	67.7%	45.5%	56.0%	54.1%	55.9%	68.1%
Fall 2016	69.6%	59.1%	66.7%	53.6%	61.5%	67.2%
Spring 2017	67.2%	46.2%	51.3%	56.3%	51.4%	66.8%

Actions Taken to Improve Success Rates:

Given the large percentages of students requiring Learning Support courses, we must improve learning support success rates in order for us to improve our overall completion rates. Learning Support success rates have indeed improved at EGSC since 2011. We have made changes to the delivery and structure of our Learning Support courses to facilitate student progress. The success rate for Composition I Support classes in

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fall of 2014 was 70%, which means that 70% of the borderline students who took regular Composition with the co-requisite Support course were successful. Unfortunately, as all three campuses have come online and more students have been enrolled in the co-requisite, the success rate has fallen but remained steady. In the spring of 2015, the overall success rate of the Support students in Composition was 56%. In fall of 2015, the success rate was 65.8%. In spring 2016, the rate of success was 52.4%.

We began the co-requisite program with a pilot in Swainsboro in fall 2014. The success rate for students in the support classes was about 20%. In spring 2015, we began teaching the co-requisite classes at all campuses. As an intended improvement in providing the support classes, we adjusted our approach by scheduling the support classes to be taught by the same instructor who was teaching the Math 1111 or Math 1001 class that was being supported. For spring 2015, the success rate for students taking the co-requisite courses grew to 35%. For spring 2016 the success improved to 41.2%. We will continue to assess our policy and strategy for teaching our learning support students in an effort to increase the success rates.

Although online learning has impacted success rates in some cases and a significant percentage of students enroll in online courses, the table below shows that very few students are enrolled entirely in online courses.

Table 11: Snapshot of Online Courses, 2015-2016 Academic Year

Online Course Enrollment	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Summer 2016
Individual students taking at least one online course	777	781	902	868	196
Individual students taking all classes online	162	189	219	226	276
Total number of students	2911	2,584	2,995	2,716	774
Percent enrolled in at least one online class	27%	30%	30%	32%	25%
Percent enrolled only in online classes	6%	7%	7%	8%	36%
Percent of EGSC Students Enrolled in our Online Classes (from one class to all classes taken per individual student)	33%	37%	37%	40%	61%

Note: In summer, EGSC typically has a large number of transient students, many of whom take online classes while involved in other summer activities such as work or travel.

Support for Learning: The Academic Centers for Excellence

In addition to changes in our Learning Support courses, we have instituted Academic Centers for Excellence

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(ACE) to provide necessary academic support for students.

The Academic Centers for Excellence (ACE) provide a wide array of services for students at each EGSC campus. The ACE is open 61 hours a week to provide outside instruction on coursework to both traditional and non-traditional students. Course texts are kept on file in each facility and are available for students to use in the event that the student does not have access to their own personal textbook. Calculators are also made available for student use and may be checked out by students for a ten-day period. These resources have been made available to students in an effort to make learning more affordable.

Academic Center for Excellence - Swainsboro

The Academic Center of Excellence located on the Swainsboro campus consists of two computer labs with 34 computers, one testing lab with 6 computers, four study carrels, and a textbook library. The facility is conducive for both group learning as well as private learning. Workshops are offered each semester covering various topics such as study skills and time management. The ACE on the Swainsboro campus is staffed by the Director of the ACE, 2 full-time ACE Coordinators, 1 part-time tutor, and 5 student tutors. As seen in the table below, students who seek support in the ACEs have shown increased success rates since Fall 2013, although success rates for those students in Learning Support classes who visit the ACEs have been uneven. The data is skewed a bit by low numbers of students, as noted below.

Table 12: Swainsboro Data: Usage and Success Rates

Semester	# Of Students	Total # Of Check-Ins	Overall Success Rate	Usage Minutes	LS Success Rate	LS Usage Minutes
Fall 2013	529	650	40.7%	N/A	N/A	N/A
Spring 2014	502	831	87.0%	348,416	74.1%	5,560
Summer 2014	92	117	77.2%	54,827	46.1%	3,643
Fall 2014	638	1,190	69.1%	417,310	54.4%	76,990
Spring 2015	323	768	60.2%	193,667	15.4%	3,180
Summer 2015	65	87	64.4%	33,960	0.0%	102
Fall 2015	470	6,535	60.0%	360,627	0.0%	531
Spring 2016	367	4,618	61.5%	308,005	57.1%	368

Notes:

1. Fall 2013 data was not tracked using the same model as the following semesters.
2. Summer 2015 – only 2 Learning Support students were tracked using ACE Data. Both students failed to complete the Learning Support course successfully.
3. Fall 2015 – 6 Learning Support students utilized tutoring services in the ACE. Only 4 of the 6 students completed the course. All 4 students received grades of either IP or F.

Academic Center for Excellence - Statesboro

The Academic Center of Excellence located on the Statesboro campus consists of 5 computers, 2 classroom areas, and a textbook library. In addition, the College's wireless network provides ample opportunity for students to use their personally-owned laptop computers and mobile devices. The space is also equipped with several whiteboards, a projector, and one private study carrel. The facility is staffed by 2 full-time ACE Coordinators and 7 part-time tutors. Statesboro students also have access to various academic services located on the Georgia Southern University campus.

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Table 13: Statesboro Data: Usage and Success Rates

Semester	# Of Students	Total # Of Check-Ins	Overall Success Rate	Usage Minutes	LS Success Rate	LS Usage Minutes
Fall 2013	688	1,484	51.8%	N/A	N/A	N/A
Spring 2014	337	1,016	81.0%	141,227	69.7%	23,336
Summer 2014	81	109	84.0%	32,204	83.3%	1,197
Fall 2014	687	1,279	76.2%	259,131	59.1%	23,642
Spring 2015	896	3,765	75.8%	303,087	63.0%	8,106
Summer 2015	72	91	73.6%	27660	50.0%	2,684
Fall 2015	557	3,009	65.6%	73414	70.4%	590
Spring 2016	442	2,723	73.1%	57864	61.5%	1,314

Note: Fall 2013 data was not tracked using the same model as the following semesters.

Academic Center for Excellence – Augusta

The Academic Center for Excellence located on the Augusta campus consists of 12 computers, 1 group study area, 1 whiteboard, and a textbook library. In addition, there is wireless network access that allows students the opportunity to use their personally-owned laptop computers and mobile devices. The facility is staffed by 1 full-time ACE Coordinator, 1 part-time tutor, and 2 student tutors.

Table 14: Augusta Data: Usage and Success Rates

Semester	# Of Students	Total # Of Check-Ins	Overall Success Rate	Usage Minutes	LS Success Rate	LS Usage Minutes
Fall 2013	60	154	64.5%	N/A	N/A	N/A
Spring 2014	89	204	73.2%	90,316	0	34,127
Summer 2014	22	30	67.7%	6,873	71.4%	1,713
Fall 2014	191	404	74.4%	70,996	68.9%	26,356
Spring 2015	193	434	73.9%	109,800	63.2%	20,733
Summer 2015	N/A	N/A	N/A	N/A	N/A	N/A
Fall 2015	95	303	N/A	6,424	N/A	N/A
Spring 2016	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

1. Fall 2013 data was not tracked using the same model as the following semesters.
2. Summer 2015 – Due to issues with incomplete data entries, data was unable to be evaluated.
3. Fall 2015 – Specific course data was not recorded in Grades First due to a glitch in the system.
4. Spring 2016 – Due to issues with Grades First, data was unable to be evaluated.

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CCSSE Survey Data

East Georgia State College strives to engage students in the learning experience through curricular and co-curricular models. We maintain a service seal of distinction for students completing 50 hours of service. East Georgia State College has participated annually in the Community College Survey of Student Engagement (CCSSE) since 2005. The standard CCSSE annual reports of key findings based on benchmark scores for the years 2011 through 2015 are summarized in the following table. Data from the administration of the CCSSE survey is informative, and generally positive while highlighting areas of concern for future work.

Table 15: EGSC CCSSE Benchmark Scores Compared to the Top 10 percent Performing Colleges Nationally

CCSSE Benchmarks (Each score is comparable to an average score of 50.0 for the entire CCSSE Cohort.)	2011		2012		2013		2014		2015	
	EGSC	10% Top Scorers	EGSC	10% Top Scorers	EGSC	10% Top Scorers	EGSC	10% Top Scorers	EGSC	10% Top Scorers
Active & Collaborative Learning	53.2	59.6	53.6	59.6	54.9	60.0	55.3	60.3	57.4	59.4
Student Effort	52.4	57.4	55.2	57.3	56.0	57.8	55.8	58.6	56.7	58.0
Academic Challenge	54.8	57.0	54.0	57.1	54.6	57.3	55.5	57.4	56.8	56.6
Student-Faculty Interaction	56.9	58.1	58.2	58.4	56.6	58.3	59.2	59.1	59.6	58.9
Support for Learners	56.4	58.6	55.4	59.2	55.8	59.7	58.6	60.2	57.0	59.8

In addition, a summary report of significant differences by survey item for each of the years of the College's participation in CCSSE also is updated annually. An important difference between the annual CCSSE reports and the EGSC eleven-year summary report is the focus of analysis. The CCSSE annual reports compare the College's results to the entire CCSSE survey cohort and to the best performing colleges. In contrast, the EGSC annual summary reports focus on significant differences between EGSC and other small colleges nationally. In addition, since the University System of Georgia (USG) has participated in CCSSE every three years since 2005, the EGSC eleven-year summary report includes tables that compare the College's results to the results of other USG access colleges for the 2005, 2008, 2011, and 2014 CCSSE administrations. Presented in Tables 15 and 16 are listings of CCSSE survey items for which the EGSC survey responses were significantly above or below those of USG access colleges in 2011 and 2014.

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Table 15: Favorable Comparisons with other USG access colleges		
CCSSE Survey Item	2011	2014
4b. Made a class presentation	A	
4i. Participated in a community--based project as a part of a regular course	A	
4M. Talked about career plans with an instructor or advisor		A
6c. Number of written papers of any length		A
9a. Encouraging you to spend significant amounts of time studying	A	A
9b. Providing the support you need to help you succeed at this college	A	A
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	A	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	A	
9e. Providing the support you need to thrive socially	A	
9f. Providing the financial support you need to afford your education	A	
9g. Using computers in academic work	A	
12a. Acquiring a broad general education	A	
12d. Speaking clearly and effectively	A	
12e. Thinking critically and analytically	A	
12j. Understanding yourself	A	
12l. Developing a personal code of values and ethics	A	
12n. Developing clearer career goals	A	
12o. Gaining information about career opportunities	A	
13a1. Frequency: Academic advising/planning	A	A
13a2. Satisfaction: Academic advising/planning	A	A
13d3. Importance: Peer or other tutoring	A	A
13b2. Satisfaction: Career counseling	A	
13h2. Satisfaction: Computer lab	A	
13j2. Satisfaction: Transfer credit assistance	A	
27. How would you evaluate your entire educational experience at this college?	A	

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Four of the five items listed below in Table 14 are specifically related to the academic habits of EGSC students. The College will continue to use its academic support services to improve these habits.

Table 16: Unfavorable Comparisons of EGSC with other USG access colleges		
CCSSE Survey Item	2011	2014
4u. Skipped class		A
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment		B
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)		B
10b. Working for pay		B
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?		B

Faculty strive to embed undergraduate research, study abroad, and service learning across the curriculum despite the heavy workloads described in the following section. In the future, we plan a more focused approach on high impact practices and learner-centered pedagogies to enhance engagement. Our work to reduce class sizes, reduce overloads, and to improve student/faculty ratios supports our commitment to student engagement in the core curriculum, but the CCSSE data show that we have further work to do.

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Curricular Alignment and Currency to the Discipline as well as Workforce/Occupational Need and Demand Narrative Section: Describe additional details as deemed appropriate (*the box is expandable*).

The curriculum for this degree program is aligned with the University System of Georgia requirements for the core curriculum. During the period covered by this Comprehensive Program Review and in conjunction with a system-wide core revision project, EGSC implemented a redesigned general education curriculum (2012). The primary difference between the revised core curriculum, which is the heart of the degree program, and the previous core curriculum was the ability for an institution to move credit hours from one area to another as long as the number of hours to graduation remained the same. Another area of change was in Area B, reserved for Institutional Options. Presented below is an outline of the curriculum implemented in 2012, along with the learning outcomes for each area.

Current Core - Area A

- Area A1 – Communication Skills - No Change from previous CC
- Area A2 – Quantitative Skills - No Change from previous CC

Area A Outcomes

- Outcome #1 - Students will demonstrate the ability to read and write with the competence necessary to succeed in higher education. (SLO 1)
- Outcome #2 – Students will demonstrate the ability to solve problems (a) algebraically, (b) numerically, and (c) graphically at the level necessary to succeed in higher education. (SLO 3)

Current Core – Area B

- Area B – Institutional Options - 4 hrs
- Choose One of the Following: 3 hrs
 - COMM 1110 or COMM 1120 (Interpersonal Communications)
- Choose One of the Following: 1 hr
 - CT 1101 (Introduction to Critical Thinking) (see note below on the revisions to Area B)

Area B Outcomes

- Outcome #1 – Students will demonstrate the ability to speak and listen with the competence necessary to succeed in higher education. (SLO 1)
- Outcome #2 - Students will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective decisions. (SLO 2)

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Presented below is an outline of the revision implemented.

Current Core – Area C

- Area C – Humanities 6 hrs
 - ENGL 2111 or 2112
 - Choose one of the Following:
 - ENGL 2111, 2112, 2120, 2130
 - SPAN 1002, 2001, 2002
 - FREN 1002, 2001, 2002
 - MUSC 1100
 - ART 1100, 2030, 2031
 - THEA 1100

Area C Outcomes

- Outcome #1 - Students will demonstrate the ability to analyze effectively works of (a) literature, (b) art, or (c) music. (SLO 5)
- Outcome #2 - Students will demonstrate the ability to analyze human behavior from a variety of perspectives. (SLO 6)

Current Core – Area D -

No Change

Area D Outcomes

- Outcome #1 - Students will demonstrate effective use of the scientific method. (SLO 4)
- Outcome #2 - Students will demonstrate the ability to solve problems (a) algebraically, (b) numerically, and (c) graphically at the level necessary to succeed in higher education. (SLO 3)

Current Core – Area E

- Area E – Social Sciences -
 - POLS 1101
 - HIST 2111 or 2112
 - Choose Two of the Following:
 - ECON 2105, 2106
 - HIST 1111, 1112, 2111, 2112, 2200
 - POLS 2401
 - POLS 2301 (Comparative Politics)
 - PSYC 1101
 - SOCI 1101

Area E Outcome

- Outcome - Students will demonstrate the ability to analyze human behavior from a variety of perspectives. (SLO 6)

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Overlay Perspectives

In 2012, the curriculum for EGSC supported three overlays (Global Perspectives, U.S. Perspectives, and Critical Thinking) in accord with the USG's core curriculum framework. These were discontinued in 2015. The broad learning goals of the overlays, however, continue to be supported through the EGSC General Education Student Learning Outcomes.

Degree Requirements

In order for a student to complete all requirements for the Associate of Arts degree at East Georgia State College, students must complete an additional 4-6 hours consisting of:

- 1-hour Student Success course (see discussion below of changes to Area B and to this Student Success Course)
- 2-hour Health course and (2) 1-hour physical activity courses or a 1-hour physical activity course and 1-hour First Aid course.

General Education Student Learning Outcomes (SLOs)

Prior to its decennial review by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 2011, the College used a set of twelve general education learning outcomes to assess progress in student learning. Based on the advice of the SACSCOC on-site peer review committee, the faculty of the College adopted a new set of seven general education learning outcomes in May 2011. These outcomes and their associated college level competencies are presented in the following table.

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Table 17 General Education College Level Competencies and Student Learning Outcomes

General Education		
No.	College Level Competencies	Student Learning Outcomes
1	Communication Competencies	Students will demonstrate the ability to (a) read, (b) write, (c) speak, and (d) listen with the competence necessary to succeed in higher education.
2	Critical Thinking Competencies	Students will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective decisions.
3	Mathematical Competencies	Students will demonstrate the ability to solve problems (a) algebraically, (b) numerically, and (c) graphically at the level necessary to succeed in higher education.
4	Scientific Competencies	Students will demonstrate effective use of the scientific method.
5	Cultural Competencies	Students will demonstrate the ability to analyze effectively works of (a) literature, (b) art, or (c) music.
6	Behavioral Competencies	Students will demonstrate the ability to analyze human behavior from a variety of perspectives.
7	Physical Fitness Competencies	Students will take responsibility for their (a) health and (b) physical activity.

The core curriculum area outcomes map onto the general education outcomes. Given the degree requirements for health/physical education, East Georgia has retained its general education outcome related to this requirement.

Core Curriculum Program and Transfer Pathways

Transfer pathways provide the first two years of course work toward the completion of a baccalaureate degree at a four-year institution. The following transfer pathways support more advanced work in the majors:

- Art
- Biology
- Business Administration & Economics
- Chemistry
- Communication Arts
- Computer Science
- Criminal Justice
- English
- Exercise & Health Science
- Foreign Language
- History
- Mathematics
- Political Science
- Psychology

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- Sociology
- Teacher Education

Reduced Time to Completion/Area B Revisions

It will be noted that the average time to completion for this degree program has been reduced from 3.47 in 2013 to 2.72 in 2015, and for transfer students from 3.52 in 2013 to 3.31 in 2015. We continue to make efforts to reduce the time to graduation through further revision of Area B of the Core Curriculum to combine a one-hour course in Area B with a one-hour course in our institutional graduation requirements. The new course CAT 1101 combines the CRIT 1101 (Critical Thinking) and EGAC 1100 (Student Success). This will reduce the number of hours for students to graduate in the Fall of 2017.

Discipline Specific Associate's Degrees

East Georgia State College will implement discipline specific associate's degrees, converting the pathways above into more discipline-specific work in Area F. This change is intended to better align with the curriculum of transfer institutions and facilitate student progress towards the baccalaureate.

Indicators of Measures of Viability:			
Internal Demand for the Program	AY 2013	AY 2014	AY 2015
Number of students who completed an application to the program (if an applicable process is in place)- Institution determines the milestone for reporting purposes (e.g. point in time formal applications are reviewed and acceptances are granted)	2,294	2,125	2,617
Number of students who are admitted to the program --- Institution determines the milestone for reporting purposes (e.g., formal admittance to a degree program)	1,105	1,051	1,273
Number of students in the degree program --- Institution determines the milestone for reporting purposes	<u>Fall 2012</u> 2,936	<u>Fall 2013</u> 2,843	<u>Fall 2014</u> 2,889
Standard Faculty Workload for the degree program (example: 3/3, 4/3, etc.)	5/5	5/5	5/5
Number of Faculty (tenured/track and non-tenured) supporting the degree program within the department (Note: The AACC Program is supported by all 3 EGSC schools: Humanities; Mathematics and Natural Sciences; and Social Sciences)	124	128	128
Number of Faculty (tenured/track and non-tenured) supporting the degree program outside the department	NA	NA	NA
Number of Full-Time faculty teaching in the program	73	76	75
Number of Part-Time faculty teaching in the program	51	52	53
Narrative Section: Describe additional details as deemed appropriate (the box is expandable).			
Full-time faculty, whether tenured, tenure-track, or non-tenure-track, teach 15-16 credit hours each semester at EGSC, keep at least 10 office hours per week, do college and community service, and develop professionally. A portion of the required college service for full-time faculty is academic advisement of students and service on college committees. In order to reduce the advisement load on full-time faculty and to improve student success, the college established Academic Advisement Centers in Fall 2012 at its Swainsboro site, in Fall 2013 at its Statesboro site and in Fall 2014 at its Augusta site. Beginning Fall Semester 2014, the advisement load for the Advisement Centers was increased as all learning support students and all athletes began to be advised by the			

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academic advising staff. In addition, the centers see around 400-500 drop-ins for advisement each semester. This has reduced the average number of advisees assigned to each full-time faculty member to 25-30. Before the Academic Advisement Centers were created, the average advisee load per faculty member was 50-60.

Committee assignments are widely distributed among full-time faculty to assure broad representation and to guard against overburdening a few faculty members with administrative work. As indicated in the previous paragraph, full-time faculty serve on college committees at East Georgia State College as part of their workload and to ensure that the instructional faculty not only have adequate input into the governance of the college, but also gain insight into the operational policies and procedures of the college. EGSC currently has forty-one standing committees, five reporting to the President, thirty-four reporting to the President's Cabinet, and two reporting to the Faculty Senate. The standing committees have fifty-three membership slots assigned specifically to instructional faculty. For Academic Year 2015-2016, fifty-one of the seventy-one instructional faculty are on standing committees.

Another issue that potentially affects outcomes is the use of part-time faculty. The data above suggest that the proportion of full-time faculty members to part-time faculty members is adequate at EGSC and is, in fact, stronger than is found at many institutions for work in the core. The table below provides detailed information on the numbers of full-time to part-time faculty teaching in the disciplines of the core are illustrated below:

Table 18: Fall 2015 Distributions of Semester-Credit-Hours by Full-Time and Part-Time Faculty by Discipline by Campus and Delivery Method

Fall 2015	Swainsboro		Statesboro		Augusta		Online	
	FT	PT	FT	PT	FT	PT	FT	PT
Discipline Area	SCH%	SCH%	SCH%	SCH%	SCH%	SCH%	SCH%	SCH%
Art	27.6%	72.4%	0.0%	100.0%	0.0%	100.0%	49.5%	50.5%
Biology	89.5%	10.5%	49.4%	50.6%	78.0%	22.0%	100.0%	0.0%
Biology BS	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Business	96.3%	3.7%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%
Chemistry	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Communications	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Computer Science	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Criminal Justice	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
English	87.6%	12.4%	97.8%	2.2%	97.8%	2.2%	100.0%	0.0%
Fire Science BA	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foreign Language	100.0%	0.0%	100.0%	0.0%	0.0%	100.0%	100.0%	0.0%
Health/PE	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	41.7%	58.3%
History	64.2%	35.8%	78.9%	21.1%	100.0%	0.0%	100.0%	0.0%
Mathematics	89.3%	10.7%	88.6%	11.4%	54.6%	45.4%	100.0%	0.0%
Political Science	79.1%	20.9%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Psychology	100.0%	0.0%	87.2%	12.8%	52.5%	47.5%	100.0%	0.0%
Sociology	89.5%	10.5%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Teacher Education	68.3%	31.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
All Discipline Classes	88.5%	11.5%	88.7%	11.3%	71.4%	28.6%	91.9%	8.1%
Fall 2015 All Classes	83.4%	16.6%	81.8%	18.2%	69.3%	30.7%	89.8%	10.2%

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An analysis of Table 18 shows for all but one of the discipline areas, the percentage of semester credit hours taught by full-time faculty is adequate and appropriate. In the case of art, a majority of the classes offered by the part-time faculty are Art Appreciation classes. The Art Appreciation course is only used as a Humanities elective and is not required in the courses for transfer to a baccalaureate degree in art. The art courses used by those students planning to follow the transfer pathway in art are taught by the full-time faculty member. The average full-time faculty usage for all disciplines is well above 80%, 86.6% in Fall 2015 and 86.7% in Spring 2016. When all classes are considered, the average percentage is above 80%, 81.7% in Fall 2015 and 84.7% in Spring 2016.

There are seven disciplines (art, criminal justice, business, chemistry, computer science, fire science and emergency services administration, and teacher education) in which there is a single full-time faculty member and the faculty member coordinates the discipline. Even though we have multiple campuses, the transfer pathway for those seven disciplines can only be completed on the Swainsboro campus and the discipline coordinator is on that campus. In some disciplines, such political science, psychology, sociology, and history, students can complete the transfer pathway at the Swainsboro and Statesboro campus. The discipline coordinators and faculty are stationed on both campuses. Based on the utilization of part-time faculty in the various disciplines and at all locations and through all delivery methods, East Georgia State College has adequate full-time faculty to carry out the instructional program of the College.

Because of the difficulty of increasing the number of part-time faculty due to the local availability of qualified faculty, the college began to use volunteer full-time faculty in Fall 2004 to teach overloads. The maximum overload usage was seen in Fall 2011 and Spring 2012 (Table 19). The policy for assigning overloads to full-time faculty is included on the Policies and Procedures page on the college website and in the *East Georgia State College Faculty Handbook*. The policy outlines the conditions for assigning faculty overloads, the extra compensation for the overloads, the method of requesting an overload, the criteria for assigning overloads, and an outline of the monitoring process to assure the overload does not interfere with the normal workload of the faculty member.

Due to concern over compliance with SACSCoC Standard 2.8, the deans and the Vice President for Academic Affairs developed a plan in November 2014 and set goals to reduce the number of full-time faculty teaching overloads. As shown in Table 20, the Academic Affairs Staff set three-year goals (Spring 2015 – Fall 2017) for the total overload hours and for the faculty teaching overloads. EGSC based the plan upon a modest enrollment growth of 3-5% each year; movement to increase the number of full-time faculty by filling currently open faculty positions and requesting new faculty positions where needed; shifting some learning support course offerings to college credit courses with co-requisites because of new USG learning support admissions standards; and aggressive recruitment of part-time faculty. We have greatly reduced the number of overloads since 2011, but we are not yet meeting the goals.

Table 19 – Faculty Overloads Historical Data

Semester	Total Overload Hours	Faculty with Overloads
Fall 2011	160	44
Spring 2012	107	37
Fall 2012	96	38
Spring 2013	39	17
Fall 2013	132	40
Spring 2014	84	28
Fall 2014	107	39

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Indicators of Measures of Productivity:			
<i>Time to Degree</i>	AY 2013	AY 2014	AY 2015
Undergraduate student time to degree (average, in years) for non-transfer students graduating in the academic year (AY)	3.47	2.84	2.73
Undergraduate student time to degree (average, in years) for transfer students graduating in the academic year (AY)	3.52	3.30	3.31
Institution specific factors impacting time to degree. Describe additional details as deemed appropriate.	Throughout this three-year period, close to 60% of EGSC's students were located at instructional sites in Augusta and Statesboro. At both sites, student focus was on preparing to transfer to the USG university in that city.		
Graduate student time to degree (average, in years) graduating in the academic year.	NA	NA	NA
Institution specific factors impacting time to degree Describe additional details as deemed appropriate.	NA	NA	NA
<i>Graduation - Only provide data for the level of program being reviewed.</i>	AY 2013	AY 2014	AY 2015
Number of degrees awarded in the program for the academic year.	175	211	241

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Provost/VPAA Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

Program MEETS Institution's Criteria

 X Program is critical to the institutional mission and will be retained.

 Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program DOES NOT MEET Institution's Criteria

 Program will be placed on a monitoring status.

 Program will undergo substantive curricular revisions.

 Program will be deactivated.

 Program will be voluntarily terminated.

 Other (identify/add text): _____

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Contextual Closing Narrative: In the space provided below (*and can be expanded*), provide a summative narrative concerning the academic program. The final statement, among other points, includes information concerning the academic program's achievements, benchmarks of progress, and areas of distinction, challenges, and aspirations, in addition to plans for action. Please share how comprehensive program review results were used for continuous improvement. The closing statement also is an opportunity to highlight shifting trends and market forces that might impact program demand (1,500 word limit).

The Associate of Arts- Core Curriculum represents some of our most foundational and important work at East Georgia State College. Several issues remain to be addressed:

1. Though we have improved our three-year graduation rates, a deeper look at the data reveals an achievement gap with respect to minority students, as illustrated in the table below.

Table 22: EGSC and USG System-wide First-Time, Full-Time Three-Year Graduation Rates (NR: Not Reported) Reported by Demographic Populations

FTFT 3 Year Graduation Rates	Overall		Black Female		Black Male		White Male		White Female	
	EGSC	USG	EGSC	USG	EGSC	USG	EGSC	USG	EGSC	USG
Fall 2010	6.5%	6.9%	NR	4.3%	NR	NR	8.3%	8.3%	8.9%	9.6%
Fall 2011	6.0%	6.2%	5.2%	5.4%	NR	NR	3.7%	3.7%	12.8%	13.1%
Fall 2012	10.8%	11.0%	12.1%	12.1%	5.5%	5.5%	10.4%	11.2%	12.8%	13.1%

Thanks in part to the College's African American Male Initiative program over the last three years, the number of Black Males graduating has increased from 7 or 4.2 percent of all graduates in AY 2011-12 to 43 or 12.1 percent of all graduates in AY 2015-16. Similarly, the number of Black Females graduating has increased from 28 or 16.7 percent of all graduates in AY 2011-12 to 82 or 23.2 percent of all graduates in AY 2015-16. We are currently working to expand the AAMI across the main campus and our two off-campus instructional sites, and we are exploring other similar initiatives for future work.

Though graduation rates diverge for the various demographic populations, retention rates for the various are relatively equivalent. Presented in the following table are the first-time, full-time (FTFT) one-year retention rates overall and broken down by the four largest demographic groups that the College serves.

Table 31: EGSC and USG System-wide First-Time, Full-Time One-Year Retention Rates

FTFT 1 Year Retention Rates	Overall		Black Female		Black Male		White Male		White Female	
	EGSC	USG	EGSC	USG	EGSC	USG	EGSC	USG	EGSC	USG
Fall 2010	54.6%	63.3%	58.0%	63.7%	56.3%	61.8%	46.6%	56.2%	56.4%	68.2%
Fall 2011	43.6%	54.2%	41.1%	50.6%	32.9%	40.4%	47.2%	58.6%	53.1%	67.7%
Fall 2012	50.8%	61.0%	52.3%	60.7%	47.0%	52.5%	47.6%	58.8%	54.7%	69.1%
Fall 2013	56.4%	66.0%	54.4%	66.1%	54.5%	61.0%	48.1%	58.9%	64.6%	73.4%
Fall 2014	54.2%	63.2%	61.7%	65.7%	42.3%	51.8%	50.2%	60.8%	59.2%	70.8%
Fall 2015	53.3%	62.9%	53.4%	59.8%	52.4%	58.7%	55.9%	64.0%	53.7%	69.4%

We have implemented an early warning system, which continues to need refinement, and begun to

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implement a professional advising system complemented by faculty advising in the major. We have implemented the African-American Male Initiative to address these issues, and it is showing early signs of success.

Action Plans:

- a. We continue to try to improve success rates in Gateway Courses. The College established a Center for Teaching and Learning in 2013 to deliver pedagogical and other support. The institution's level of funding makes it challenging to support professional development that might prompt innovative curricular approaches, but we support annual study abroad courses and other creative endeavors that enhance student engagement and success rates.

The College currently is a member of the first USG cohort of the Gateways to Completion Project under the auspices of the John N. Gardner Foundation for Excellence in Undergraduate Education and the University System of Georgia. Our project focus is on revisions to the MATH 1111 College Algebra course, and our success rates increased in the Fall 2016, but saw a dip again in the Spring 2017.

- b. Average class sizes have improved, but remain larger in some areas than others. For example, history courses have an average class size of 40, while courses with writing intensive approaches, such as English Composition, average around 22. Though this is not a departure from the norm on most campuses, it does create challenges for expanding high impact practices in some areas. We will continue to reduce class sizes through flipped classroom approaches and strategic hiring of more full-time faculty.
 - c. Provide faculty development and create a cohort of faculty fellow to embed high impact practices and learner-centered pedagogies in core courses with the goal to enhance student engagement and success rates.
 - d. Develop a mandatory tutoring policy in basic skills courses and in key Area D STEM courses to enhance student success. This will require funds for tutors, but will build on the successful work of the ACEs as indicated by previous data.
 - e. EGSC is engaged in the Complete College Georgia program, and is examining more closely a Guided Pathways approach and the possibility of block scheduling to enhance completion rates. Our two-year degree plans will need to be revised for all programs, especially in light of our new emphasis on Associate Degrees with disciplinary requirements in Area F. Further alignment of Area F with four-year programs at our partner institutions and stronger advising should improve our transfer and completion rates.
1. One of the biggest areas in need of further refinement is our assessment program. Although assessment of core course outcomes occurs on an annual basis, program level assessment is weaker. The AA Core Curriculum was the subject of an internal review in 2016 in preparation for our SACSCOC 5th Year Interim Report, but we need to ensure that program-level assessment of student learning outcomes occurs on a regular basis. Moreover, we need to do a more diligent job of closing the assessment loop on the program level.

Action Plans:

- a. Consideration and adaptation of a nationally normed instrument, a portfolio approach or other method to assess the core area outcomes and/or our general education outcomes is imperative

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at the present time. The College needs to make better use of annual academic assessment on the program level. A weakness is our assessment of general education outcomes and core curriculum area outcomes. Assessment of learning outcomes presently occurs within the courses that make up the program, rather than on the program-wide level. Over the next few months, we will be exploring models for effective program assessment with plans to implement the selected strategies over the coming year.


- b. Creation of an assessment plan that includes departmental coordinators for annual assessment projects and a faculty development plan to enhance work in the Scholarship of Teaching and Learning.
2. Approaches to advisement and learning support vary across the main campus and two off-campus instructional sites. EGSC recently appointed an Associate Vice President for External Campuses to better coordinate our work and to establish a more uniform approach.

Action Plans:

- a. Development of an advisement plan to be submitted to the USG and to be followed on all campuses.
- b. Training of faculty advisors in best practices.
- c. Assignment of Athletes to a half-time Coordinator of Athletic Advisement. Athletes remain of concern in terms of academic progress and the need to maintain a twelve-credit hour load to be in compliance with division rules.

Our commitment to student success in the AA Core Curriculum program is unwavering, as demonstrated through continuous improvements made during this reporting period, but our work remains challenging.

Provost/VPAA Signature and Date: _____

 7-19-17

----- OR -----

Provost/VPAA's Designee Signature and Date: _____