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2013-2014 Campus Plan

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Georgia Southern University utilizes an active, 34-member, Complete College Georgia Team that is responsible for implementation of the 2012 Complete College Georgia Plan. This team meets monthly as a whole and more frequently in subgroups. Each team is responsible for implementing goals and collecting and analyzing data related to their goals. To date, there have been no significant deviations from the original goals and strategies captured in the 2012 Plan.

Updates, Progress, and Future Work

Goal 1

Georgia Southern articulated four goals in its plan along with partnerships and restructuring instructional delivery. The first goal strives to maintain the forward progress achieved with the institution's first-year students, ensuring that strategies in place continue to be effective in first-year student retention and progression. (See Appendix I) Much of the past year has been focused on intensifying professional advising efforts geared towards early and more intrusive interventions. A study of the benefits of Noel-Levitz's tools like the College Student Inventory™ was conducted. Georgia Southern's College of Business Administration Student Services Center piloted the College Student Inventory (CSI) for the past two years (during freshman orientation 2011 and 2012). In 2012-2013, the pilot program was expanded to the College of Science and Mathematics incoming students. The CSI identifies areas of strengths and weaknesses for incoming students as well as their dispositions towards learning. Information gleaned from the survey helps inform the type of intervention needed by advisors to motivate students to succeed.

Efforts are currently underway to analyze CSI data collected in greater detail. Preliminary findings suggest that the Inventory is identifying at-risk students earlier in their academic career which allows for advisor intervention sooner. For instance, in fall 2010, 121 College of Business Administration (COBA) majors ended the semester in academic difficulty (GPA below 2.0), representing 27% of the freshman class. Following implementation of the CSI in fall 2011, 72 majors ended the semester in academic difficulty, representing 19.3% of the freshman class—a -7.7 percentage point difference. The College of Science and Mathematics (COSM) experienced similar results. Prior to survey administration (fall 2011), 115 students earned a GPA of less 2.0 or 22% of the freshman class. After survey administration (fall 2012), 55 COSM majors had GPAs below 2.0 or 15.3% of the freshman class—a -6.7 percentage point difference. Efforts are now underway to determine what, if any, connection exists between the CSI and freshman to sophomore retention. Evidence of improved retention may argue for expanding survey implementation to all college advisement centers. (See Appendix II)

For 2013-2014, Georgia Southern will expand the CSI administration to include undeclared students as well as those of all majors participating in the University's Eagle Incentive Program (a summer provisional-admission program). Approximately, 1,900 students will be part of this expanded pilot, comprising about 54% of Georgia Southern's incoming class. Based on findings from the COBA and COSM administrations, intervention efforts will focus on using Noel-Levitz's "predicted academic difficulty" score which proved to be a particularly strong indicator.

The University is also piloting additional Noel-Levitz instruments. In 2012-2013, 237 COSM and COBA students took the Mid-Year Student Assessment™, which is a follow-up post-test to the CSI and identifies changes in students' needs at the mid-point of their freshman year. COSM piloted the Second-Year Student Assessment™ with 147 at-risk students. In both cases, advisement centers are now parsing the data and looking for the most effective way to intervene with those students who are most at-risk. If these surveys prove effective in assisting advisors, the University may extend their administration to the other college advisement centers or to students who meet certain at-risk designations.

Goal 2

Goal 2 aims to continue to assess strategies to guide an increase in the overall sophomore retention rate from 64/66% to 69%. Goal 2 efforts have focused in two areas. The first is studying the impact on second

year retention of students who connect with their major (take courses) in their sophomore year rather than waiting until the junior year. Ten majors have been identified that range from lock-step Area F majors to majors that allow a wide range of student choice under Area F. The College of Education (COE) is also tracking Pre-Professional Block students and their rates of persistence to ascertain the impact of early attachment to the major on retention. If the findings suggest a positive impact on retention, then curricular modifications will be explored that may facilitate student enrollment in major courses during their sophomore year.

A second focus under Goal 2 has been to explore data on student learning outcomes for courses utilizing supplemental instruction to determine whether supplemental instruction should be expanded to other areas/courses. In both areas, data is being collected and will be analyzed over summer 2013.

Goal 3

Goal 3 focuses on shortening time to degree by addressing inhibiting factors, getting students to enroll for full semester loads, and continuing to promote summer enrollment. Perhaps the greatest inhibitor to enrolling students for 15 credit hours per semester is the Board of Regents tuition policy that defines the full-time rate as 12 credit hours per semester. Georgia Southern University continues to advocate strongly for a change in this policy to redefine full-time for tuition purposes as a 15 credit hour load each semester. Additional work conducted this past year under Goal 3 includes examining average credit hours taken by semester disaggregated by college, department, major, classification, etc. to look for trends; surveying students on why they are not enrolling in 15 credit hours per semester; reviewing the senior curriculum to ascertain how many programs require internships or other experiences that limit the total number of credit hours a student can take for that semester; identifying bottleneck courses (e.g., high intensity courses, or high demand courses); revising the injection page (on MyGeorgiaSouthern) to communicate to students the tangible benefits of enrolling in 15 credit hours per semester; and studying early registration models at the University of Miami (Ohio) and other aspirant universities to see how the registration process might be optimized.

Work has also involved promoting summer school enrollment better. The main inhibiting factor to summer school enrollment is lack of financial aid, especially with the recent changes to Pell Grants. During 2012-2013, the Department of Human Resources promoted summer student campus employment to help counteract these changes in financial aid. Over 400 students attended a hiring fair with approximately 160 receiving jobs for the summer and many jobs for the 2013 Fall Semester. An additional summer fair was held for Eagle Dining Services. Over 275 attended that event with 215 students hired. Those departments that were represented at the fairs were able to interview and immediately hire student workers without having to advertise their positions on line. Other efforts undertaken or explored focused on enhancing intervention efforts with students, using more urgent language on the need to maintain a full load and/or take summer classes; increasing technological efficiencies and online courses so that students could return home over the summer while still enrolled in Georgia Southern classes (over 300 fully online courses were offered for Summer 2013); better assessing student summer course needs and course availability, including imposing a deadline of when courses will be canceled due to low enrollment to provide a more stable schedule of classes; strictly adhering to a four-year plan of study that includes summer school; and marketing summer school in fall semester instead of waiting until spring. Summer enrollments rose from -14% to under -1% following these efforts. (See Appendix III)

Multiple campus-wide studies continue to investigate the reasons students take six versus four years to graduate. Efforts to shorten the time to degree by addressing those students who are not graduating within six years ranged from strengthening orientation messages on taking a full load, utilizing summer classes, and expanding study abroad opportunities to improving the early alert system program for freshmen and expanding intrusive interventions for students who receive U grades. Discussion has

included expanding the early alert program to sophomores. DegreeWorks and other comprehensive advisement tools are actively being promoted to students to help them stay on track for degree completion. Other efforts include expanding articulation agreements with technical and two-year institutions and reviewing curricula for ease in transferability between programs of study.

Goal 4

Goal 4 evaluates programming to support student success, inventories all efforts, and builds upon Georgia Southern's culture where students are engaged at multiple levels through intentional delivery of in-and out-of-class engagement opportunities. The focus of this goal has been on investigating high-impact activities: (1) first-year experiences; (2) common intellectual experiences; (3) learning communities; (4) writing-intensive courses; (5) collaborative assignments and projects; (6) undergraduate research; (7) diversity/global learning; (8) service or community-based learning; (9) internships, and (10) capstones (Kuh, 2008). During 2012-2013, a comprehensive campus inventory of student engagement was developed and data gathered on the impact of the aforementioned activities. Over summer 2013, the data will be analyzed to determine the impact of the programs on retention, progression, and graduation (RPG). Pending this analysis, priorities will be identified based upon their maximum impact on RPG.

Partnerships with P-12 to Improve College Readiness

Through the College of Education, Georgia Southern University has always maintained an active partnership with the local/regional P-12 community. Most recently, this partnership has been strengthened at the university level through the participation of the Provost and Vice President of Academic Affairs, along with over 25 Georgia Southern faculty from multiple Colleges, in a newly launched Bulloch County Board of Education strategic planning initiative. Working with the University's P-12 partners, a comprehensive campus inventory of current collaborative activities has been developed and efforts are now underway to develop a clearinghouse for these partnerships in order to eliminate redundancies and better connect efforts with P-12 goals. Georgia Southern faculty have begun teaching and research collaboratives with P-12 faculty, many now engaged in providing on-site courses for P-12 faculty, actively teaching STEM instructional units in P-12 classrooms, and providing intervention in at-risk or underperforming P-12 schools. An exemplar of partnerships between Georgia Southern University and local educational agencies is evidenced in university faculty who are providing professional development for teachers to improve student achievement. Faculty engage in professional development activities with local educational agencies to improve the interactions between teachers and students with the goal of increasing critical engagement in the classroom. Training teachers in Positive Behavior Interventions and Supports to improve school climate and student achievement, faculty have worked with more than 20 Georgia school districts, including Atlanta Public Schools, Appling, Bacon, Bibb, Bulloch, Candler, Camden, Clinch, Columbia, Fulton, Houston, Jeff Davis, Lamar, Liberty, McIntosh, Muscogee, Putnam, Richmond, Screven, Tattnall, Toombs, Vidalia, Ware and Wilkes counties. Leading these initiatives, Dr. Eric Landers, a College of Education faculty member, has conducted special projects to help districts and schools address specific issues related to student achievement and retention. For example, he has worked with Bacon County School District over the past three years to address disproportionate disciplinary practices with minority students. Since working with Dr. Landers, Bacon County has reduced disproportionality and increased student engagement and achievement in the district.

Improving Access and Restructuring Instructional Delivery

To improve access and restructuring instructional delivery, Georgia Southern has actively worked with advisors to support predictive modeling efforts and improve communication plans with at-risk students. Suggestions for future improvements include addressing bottleneck areas like the COMPASS exam; expanding articulation agreements with two-year feeder institutions; offering learning support communities for students who reside off campus; exploring the use of supplemental MOOCs and "flipped classrooms" where students receive the lecture and/or notes outside of class and spend class time in application of knowledge; and creating additional direct links in Folio for student success support

centers. During 2013-2014, the Online BGS program will pilot D2L Analytics to determine what useful data can be gathered on class delivery modalities and analyzed for patterns.

In support of its CCG Plan, Georgia Southern University submitted a University System of Georgia (USG) Incubator RFP to develop an Eagle Incentive Program Transitions (FYE 1200) course. Historically, students who participate in Georgia Southern's Eagle Incentive Program (EIP), a summer provisional-admission program, have considerably lower fall term GPAs than they do in the summer. This "fall crash" contributes to EIP students' losing the HOPE scholarship at significantly larger rates than their fall-admit counterparts and adversely affects their retention. The RFP proposed a summer-to-fall transition course in which all EIP students would be placed. The curriculum for the transition course, FYE 1200 (0 credit hours): EIP Transitions, would be constructed around Vincent Tinto's student departure theory and would help students (1) perform better academically in their first full semester; (2) maintain the HOPE scholarship if they enter with it; and (3) persist and graduate at higher levels. Although not funded, the University is exploring ways to implement this program in the future. (See Appendix IV)

Additionally, the University hired 15 new academic advisors, one advisement coordinator (for the Allen E. Paulson College of Engineering and Information Technology advisement center), and six new intervention advisors with responsibility for intervening solely with at-risk students. These appointments included appointments in all college advisement centers. Additionally, Georgia Southern is transitioning (2013-2014 will be the transition year) to a model of advisement where all routine advisement (e.g., developing student's schedules, assigning RAN numbers, clearing for degrees) will be conducted by the professional advisement staff located in each college's advisement center for all classifications of students (i.e., freshmen through seniors). Data from the study of our freshman NSSE (National Study of Student Engagement) results indicated a significant improvement in student reports of the quality of academic advisement among freshmen in areas where this model has already been implemented. (See Appendix V) This model will free up faculty time, thus allow them to serve as mentors to students, provide intervention to students needing additional assistance in their major courses, help students make the most of their majors, and assist students in making career decisions.

Partnerships

Georgia Southern continues to expand its impact on the local region. Prior to, and following, the Summit 2013, Georgia Southern has been actively engaged in regional educational outreach activities through our associations and, work with, entities such as the Bulloch County Board of Education, Chandler County Board of Education, and Chatham County Board of Education which were discussed earlier. Economic development partnerships with Bulloch County and the City of Statesboro Governments, Bulloch County Chamber of Commerce and Development Authority, and the Downtown Statesboro Economic Development Authority have also been developed to address the economic development needs of the local and surrounding region. The Georgia Southern University's Small Business Development Center (SBDC), housed in the College of Business Administration, has developed partnerships with for-profit businesses in a 13-county area surrounding Statesboro including Bulloch, Liberty, Candler, Screven, Emanuel, Tattnall, Evans, Toombs, Jenkins, Montgomery, Effingham, Chatham and Bryan counties. The SBDC, now an essential resource for small businesses, builds on the faculty's practical experience and educational expertise to address the challenges faced by local and regional entrepreneurs. As part of The Georgia Small Business Development Center Network, the SBDC is one of seventeen offices located throughout the state and works in partnership with the U.S. Small Business Administration and six other universities and colleges to provide business consulting and continuing education opportunities to Georgia's entrepreneurs. Georgia Southern's Herty Advanced Materials Development Center has initiated partnerships, especially with the significant manufacturing cluster growing between Statesboro and the coast. Herty partnerships, under the umbrella of Georgia Southern, has helped the University

become a driving force in accelerating the region's future economic development for the City of Savannah and Chatham County, the Savannah Economic Development Authority, World Trade Center Savannah, and Savannah Ports Authority. Academic partnerships with Ogeechee Area Technical College, Savannah State College, and Armstrong Atlantic State University have resulted in articulation agreements creating efficient pathways for students to pursue advanced education in areas such as logistics and engineering. Through these associations, Georgia Southern has expanded programming and transfer agreements designed to increase the footprint of the University in preparing the workforce for regional needs. Additionally, continuing education outreach, expanded academic programming, and student placements in internships and coops have been designed to address the regional economic development workforce needs. As only one example, graduates of the geography program will meet the current and future demand for geospatial professionals at the state level and expand workforce opportunities in southeast Georgia by creating a core of geospatial professionals with auxiliary skills in biology, climatology, demographics, economics, hazard assessment, logistics, marketing, planning, and resource management. This core of technically competent and disciplinarily focused graduates will generate ideas, drive innovation, and attract infrastructure to the region, creating a hub of geospatial expertise that will satisfy workforce demands from established business/agencies/municipalities and attract new businesses and entrepreneurs to the region.

Key Observations and Evidence

Georgia Southern uses a Data Warehouse (DW), Decision Support System (DSS), DegreeWorks, and specific reports in our campus toolset (Crystal Business Objects, ColdFusion web tables) as campus specific resources to monitor indicators of success. Additionally, we utilize NCES-IPEDS, NCHEMS, WICHE, and the National Student Clearinghouse as external data sources to broaden our perspective and allow us to examine benchmarks for our various goals on retention and graduation. All of these systems are directed by the Office of Strategic Research and Analysis which provides ongoing and custom analysis of data used to monitor our successful goal efforts. Georgia Southern continues to monitor retention and graduation rates, progression rates (particularly of at-risk populations), program effectiveness (as demonstrated through Comprehensive Program Reviews and College/Department Annual Reports), Advising Center tools (i.e., Noel-Levitz College Student Inventory), degree completion progress (DegreeWorks), academic course completion rates, and data related to enrollment patterns and intrusive advising strategies to assess progress on our Complete College Georgia goals. It should be noted that Blackboard Analytics software is under development to further enhance opportunities to mine data relating to campus initiatives and to allow for daily tracking of key dashboard elements.

Examples of tracking and analytic efforts to date include a recent study of First Generation students to inform and guide discussions to understand this population at Georgia Southern. It was discovered that non-first generation students represented three-fourths of the IPEDS freshmen cohort in Fall 2011, increasing by 76% between Fall 2002 to 2011. First year retention rates were generally comparable for both first generation and non-first generation groups; ranging from 77% to 80% for first generation freshmen and 78% to 83% for non-first generation freshmen cohorts in that time period.

In another example of specific monitoring metrics, Georgia Southern has used the National Student Clearinghouse (NSC) data to extend our understandings and analysis of graduation rates. Recent findings indicate that our Fall 2005 IPEDS first-time freshman cohort graduated at 59% (i.e., 47% graduated from Georgia Southern; Another 11% graduated from other USG institutions; Seven students (.2%) graduated in Georgia from non-USG institutions; Forty-one students (1.3%) graduated from out of state institutions)

Additionally, the NSC datafiles of cohort tracking supplemented by the USG Transfer Feedback Report are utilized to determine key feeder institutions as well as institutions receiving our students who transfer out. We are able to identify student patterns by USG sectors, in-state versus out-of-state institutions, and cumulative GPA before and after transfer. All of these provide insights on student performance by key groups.

Further investigation of part-time students confirmed that this is a potential area of growth for Georgia Southern. Part-time freshmen represent only 1-2% of our IPEDS freshmen cohort, while part-time freshmen transfers represent only 7-8% of our IPEDS cohort. Our report on this population informed our discussions on how to best serve part-time students, including discussion of academic programs such as our online Bachelor of General Studies (BGS). We continue to track student cohorts entering the BGS program by fall or spring term; graduation rates for the Fall 2004 to Fall 2010 cohorts range from 46% to a high of 80% for the original cohort in Fall 2004. During this same timeframe, overall enrollment has grown from 64 in the first term to a high of 647 in the Spring 2013. (See Appendix VI).

One of our main strategies to enhance our campus metrics has been to ensure that when at all possible we include reviews by academic colleges, with additional insights for undergraduate and graduate. These details were occurring throughout the campus, but through more decentralized study. We are now reviewing all reports with more intentional goals of these additional designations. Blackboard Analytics was identified as a software/tool to support metrics/dashboards in campus reporting. A campus Core Functional Team (Academic Affairs, Admissions, Financial Aid, Housing, Registrar) was appointed to work with a campus ITS team. These teams were tasked to review business practices and processes, to review/confirm BbA deliverable dashboards, to migrate existing report/metrics into the tool, as well identify additional metrics that could be developed through this tool. Georgia Southern already had a campus datawarehouse and tracking process through an automated Decision Support System campus tool and unit report/processes, allowing year to year and week to week comparisons of data and drill-downs to raw data for planning and evaluation purposes. The Blackboard environment, however, allows for more visual reviews for users, as well as more focused ease of drill-down options. One challenge in this tool has been the need for a process to compare point in time data or census data. Both of these are customizations that Blackboard is working to deliver. Phase 1 began in January 2013 involving the Office of Admissions for business review processes, data validation, and dashboard development with ITS. Efforts have been focused on dashboard metrics for administrative decision-support. September 2013 has been established as the go-live delivery date.

Sharing Lessons Learned

It is hoped that as investigations proceed, key information will emerge that can be shared more widely with our sister University System of Georgia institutions. In particular, we hope to share the aforementioned impact of our investment in Student Advisement Center personnel, including the implementation of interventionist advising efforts. (As noted, the University hired 15 new academic advisors, one advisement coordinator (for the Allen E. Paulson College of Engineering and Information Technology advisement center), and six new intervention advisors with responsibility for intervening solely with at-risk students. These appointments included appointments in all college advisement centers.)

In the Spring of 2013, Georgia Southern was invited to participate in the USG Analytics Roundtable to discuss investigations and processes that support our CCG campus discussions. Through those discussions, we were able to showcase key metrics in the initial CCG guidelines, as well as our use of shared web-data using ColdFusion software to allow our campus clients to parse data as needed for various reviews (full-time, part-time, undergraduate, graduate, college, academic program, various defined enrollment demographics, etc.) (See Appendix VII)

Resources

Kuh, G.D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. <https://secure.aacu.org/PubExcerpts/Highimp.html>.

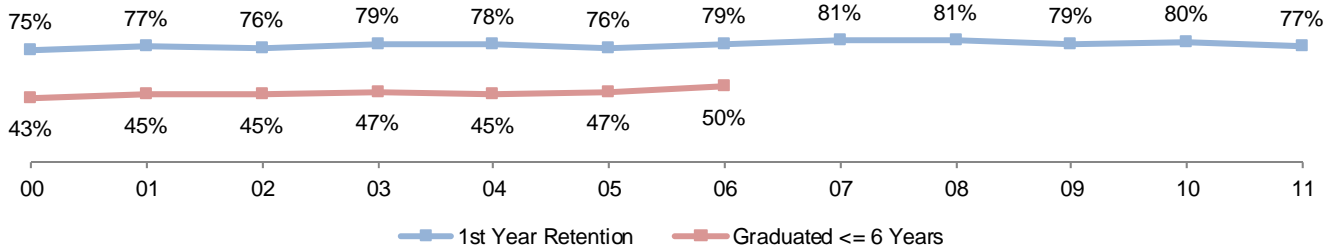
APPENDICES

Appendix I. Georgia Southern University Enrollment Analysis, Fall 2012

Table 3. IPEDS First-time Freshman Retention & Graduation Rates

| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Entering Cohort | 2,853 | 2,628 | 2,593 | 2,735 | 2,983 | 3,125 | 2,732 | 3,029 | 3,109 | 3,492 | 3,597 | 3,518 |
| Retention Rate Cohort ^a | 2,853 | 2,628 | 2,593 | 2,735 | 2,983 | 3,125 | 2,731 | 3,029 | 3,108 | 3,490 | 3,597 | 3,517 |
| 1 st Year Retention | 75% | 77% | 76% | 79% | 78% | 76% | 79% | 81% | 81% | 79% | 80% | 77% |
| 2 nd Year Retention | 61% | 63% | 63% | 66% | 61% | 63% | 66% | 67% | 68% | 65% | 65% | |
| 3 rd Year Retention | 54% | 56% | 55% | 58% | 54% | 56% | 60% | 58% | 60% | 58% | | |
| 4 th Year Retention | 37% | 36% | 35% | 37% | 32% | 33% | 33% | 30% | 30% | | | |
| Grad Rate Cohort ^b | 2,853 | 2,628 | 2,593 | 2,735 | 2,982 | 3,123 | 2,731 | n/a | n/a | | | |
| Graduated <= 4 Years | 13% | 16% | 17% | 17% | 18% | 20% | 23% | 26% | 27% | | | |
| Graduated <= 5 Years | 35% | 38% | 39% | 41% | 39% | 40% | 45% | 45% | | | | |
| Graduated <= 6 Years | 43% | 45% | 45% | 47% | 45% | 47% | 50% | | | | | |

Figure 2. IPEDS First-time Freshmen Cohort Retention & Graduation Rates



^aRetention Rate Cohort reflects the Entering Cohort less eligible exclusions as defined by IPEDS (deceased or military withdrawal in the 1st year).

^bGrad Rate Cohort reflects the Entering Cohort less eligible exclusions as defined by IPEDS (deceased or military withdrawal). Exclusions are determined in the 6th year and made retroactive for the 4th and 5th year graduation rates.

Note. From the Student Information Reporting System files, Academic Data Mart Legacy Like Tables, and the Academic Data Mart G Records Files. Cohorts are IPEDS First-time, Full-time, Degree-seeking Freshmen as reported in the IPEDS Graduation Rate Survey. Blue shading indicates cohorts affected by exclusions.

Table 4. Fall 2011 IPEDS First-time Freshman Cohort Returning Fall 2012

| | Black | | | Other | | | White | | | Unknown | | | Total | | |
|------------------------------------|-------|-----|-------|-------|-----|-------|-------|-------|-------|---------|-----|-------|-------|-------|-------|
| | F | M | Total | F | M | Total | F | M | Total | F | M | Total | F | M | Total |
| Entering Cohort | 428 | 451 | 879 | 127 | 158 | 285 | 1,111 | 1,205 | 2,316 | 15 | 23 | 38 | 1,681 | 1,837 | 3,518 |
| Retention Rate Cohort ^a | 428 | 451 | 879 | 127 | 158 | 285 | 1,111 | 1,204 | 2,315 | 15 | 23 | 38 | 1,681 | 1,836 | 3,517 |
| 1 st Year Retention | 83% | 80% | 81% | 78% | 68% | 73% | 79% | 73% | 76% | 93% | 65% | 76% | 80% | 74% | 77% |

^aRetention Rate Cohort reflects the Entering Cohort less eligible exclusions as defined by IPEDS (deceased or military withdrawal in the 1st year).

Note. From the Academic Data Mart Legacy Like Tables. Cohorts are IPEDS First-time, Full-time, Degree-seeking Freshmen as reported in the IPEDS Enrollment Survey. Blue shading indicates cohorts affected by exclusions.

Table 5. Graduation Rate by Race and Gender - Fall 2006 IPEDS First-time Freshman Cohort

| | Black | | | Other | | | White | | | Total | | |
|-------------------------------|-------|-----|-------|-------|-----|-------|-------|-------|-------|-------|-------|-------|
| | F | M | Total | F | M | Total | F | M | Total | F | M | Total |
| Entering Cohort | 256 | 219 | 475 | 80 | 89 | 169 | 959 | 1,129 | 2,088 | 1,295 | 1,437 | 2,732 |
| Grad Rate Cohort ^a | 256 | 218 | 474 | 80 | 89 | 169 | 959 | 1,129 | 2,088 | 1,295 | 1,436 | 2,731 |
| Graduated <= 4 Years | 29% | 14% | 22% | 28% | 12% | 20% | 32% | 15% | 23% | 31% | 15% | 23% |
| Graduated <= 5 Years | 53% | 33% | 44% | 39% | 29% | 34% | 55% | 38% | 46% | 53% | 37% | 45% |
| Graduated <= 6 Years | 61% | 41% | 52% | 43% | 36% | 39% | 58% | 45% | 51% | 57% | 44% | 50% |

^aGrad Rate Cohort reflects the Entering Cohort less eligible exclusions as defined by IPEDS (deceased or military withdrawal). Exclusions are determined in the 6th year and made retroactive for the 4th and 5th year graduation rates.

Note. From the Student Information Reporting System files and SATURN.SHRDGMR. Cohorts are IPEDS First-time, Full-time, Degree-seeking Freshmen as reported in the IPEDS Graduation Rate Survey. Blue shading indicates cohorts affected by exclusions.

**Appendix II
Use of Noel-Levitz**

Fall Term GPA Differences in Colleges the Year before and the Year after Initial CSI Administration

College of Business Administration (COBA)

| Fall Term | Students Below 2.0 Term GPA | | Students Greater than or Equal to 2.0 Term GPA | |
|------------|-----------------------------|-------|--|-------|
| | # | % | # | % |
| 2010 | 121 | 27.0% | 327 | 72.9% |
| 2011 (CSI) | 72 | 19.3% | 301 | 80.6% |

College of Science and Mathematics (COSM)

| Fall term | Students Below 2.0 Term GPA | | Students Greater than or Equal to 2.0 Term GPA | |
|------------|-----------------------------|-------|--|-------|
| | # | % | # | % |
| 2011 | 115 | 22.0% | 407 | 77.9% |
| 2012 (CSI) | 55 | 15.3% | 305 | 84.7% |

Notes:

Data from YEN tables in Data Warehouse (end-of-term data) & College Student Inventory (Noel-Levitz). First term summer or fall; freshman admit codes; not learning support, post-bacs, Accel or transients. CSI years only include students who completed the CSI and completed the semester in that college. For 2011, COSM only includes the following majors: Biology, Chemistry, Geography, Geology, Mathematics, and Physics (2012 COSM majors).

Piloting “Second Year” Study in COSM, with 209 students

- Population
 - Predicted academic difficulty of 6 or higher (took CSI in summer)
 - Three plus U grades in Spring (classified as freshmen)
 - Warning or Probation (up to 60 hours)
- Follow up in April and in Summer in conjunction with “not registered” reports
- Focus will be on Institutional Impressions section of assessment

Fall 2013

- Using local resources to continue piloting CSI, 1990 students
 - Again in COBA and COSM
 - New for undeclared students and all EIP students, irrespective of college
- Designing interventions based on predicted academic difficulty

Appendix III.

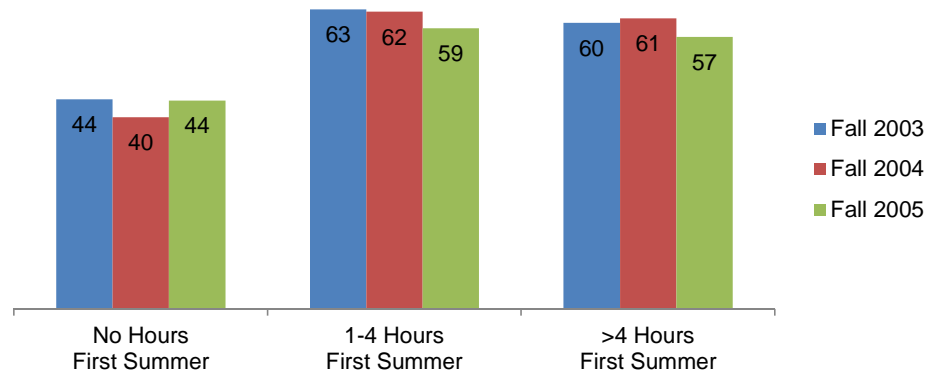
Georgia Southern University - Six Year Graduation Rates In Relation to Summer Semester Credit Hours Taken

IPEDS First-time Freshman Six Year Graduation Rates by Cohort and 1st Summer Credit Hours Taken

| Cohort | Cohort n | All Students | | | | | No Hours First Summer | | | | 1-4 Hours First Summer | | | | | >4 Hours First Summer | | | | | |
|-----------|-------------|--------------|------|------|------|-------|--------------------------|-------|------|-----|---------------------------|-----|------|------|------|--------------------------|------|-----|------|------|------|
| | | Graduated | | | | | Graduated | | | | Graduated | | | | | Graduated | | | | | |
| | | n | % | Mean | Std. | Dev. | n | % | n | % | n | % | Mean | Std. | Dev. | n | % | n | % | Mean | Std. |
| Fall 2003 | 2,735 | 1,295 | 47.3 | 16.0 | 9.9 | 2,197 | 80.3 | 967 | 44.0 | 175 | 6.4 | 110 | 62.9 | 3.2 | 0.6 | 363 | 13.3 | 218 | 60.1 | 7.4 | 2.1 |
| Fall 2004 | 2,982 | 1,342 | 45.0 | 17.5 | 10.0 | 2,313 | 77.6 | 931 | 40.3 | 218 | 7.3 | 136 | 62.4 | 3.1 | 0.9 | 451 | 15.1 | 275 | 61.0 | 7.5 | 2.1 |
| Fall 2005 | 3,123 | 1,453 | 46.5 | 17.0 | 10.1 | 2,498 | 80.0 | 1,093 | 43.8 | 180 | 5.8 | 106 | 58.9 | 3.3 | 0.6 | 445 | 14.2 | 254 | 57.1 | 7.2 | 1.9 |

Note. From the Student Information Reporting System (SIRS) files. Hours are Georgia Southern Hours only. Cohorts do not include IPEDS exclusions.

**Figure 2. Six Year Graduation Rates by Total Georgia Southern
1st Summer Credit Hours**



Appendix IV. Georgia Southern University, Eagle Incentive Program (EIP)

Fall 2004 – 2012 EIP Freshmen Who Achieved Eligibility and Returned the Following Fall Semester, by Race and Gender

Figure 1. Summer EIP Freshmen Who Achieved Eligibility and Returned in the Subsequent Fall Term, by **Race**

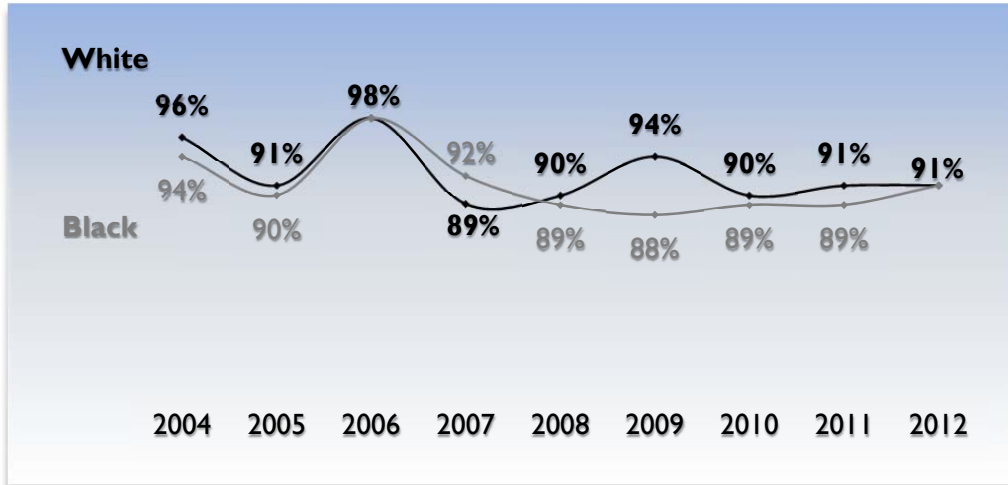
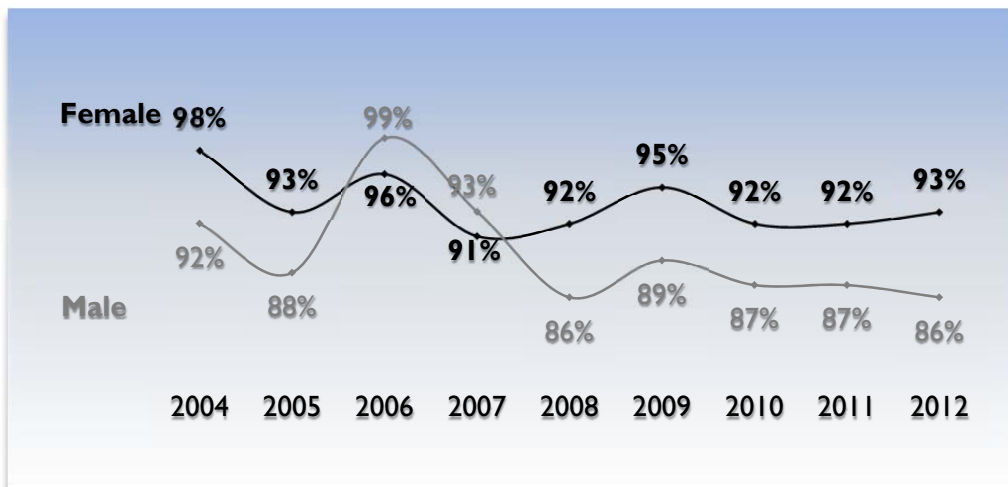


Figure 2. Summer EIP Freshmen Who Achieved Eligibility and Returned in the Subsequent Fall Term, by **Gender**



Note. Student Information Reporting System (SIRS) files, Academic Data Mart (ADM) Legacy-like Table (LLT) files, and Banner cohort table SATURN.SGRCHRT.



**Appendix V. NSSE 2011 and 2008 Mean Comparisons
University System of Georgia
Georgia Southern University**

University System of Georgia Consortium Questions

Refer to the Georgia System codebook for response option values.

| | | Georgia Southern | | | Georgia System | | | System compared with GSU 2011 | | | |
|---|---|------------------|------|-------|----------------|-------|-------|-------------------------------|--------------------------|-----|------|
| | | 2011 | 2008 | Diff. | 2011 | 2008 | Diff. | Sig. ^b | Effect size ^c | | |
| | | Mean | Mean | Diff. | Mean | Mean | Diff. | | | | |
| 1. | During this academic year, how many times have you participated in academic advising at this college? | USG1101 | FY | 3.19 | 3.23 | -0.04 | 2.85 | 2.81 | .04 | *** | .32 |
| | | | SR | 3.24 | 3.14 | 0.10 | 3.16 | 3.00 | .16 | | .06 |
| 2. Respond to the following sfour tatements based on the academic advising you have participated in at this college this year. | | | | | | | | | | | |
| 2a. | The academic advising I received on course requirements, selection, and scheduling was helpful. | USG1102a | FY | 3.37 | 3.16 | 0.21 | 3.19 | 3.15 | .04 | *** | .24 |
| | | | SR | 3.07 | 3.15 | -0.07 | 3.12 | 3.10 | .01 | | -.05 |
| 2b. | The academic advising I received on selecting, changing, or modifying my major field of study was helpful. | USG1102b | FY | 3.30 | 3.09 | 0.21 | 3.10 | 3.07 | .04 | *** | .26 |
| | | | SR | 3.04 | 3.11 | -0.07 | 3.07 | 3.02 | .05 | | -.03 |
| 2c. | The academic advising I received on my career preparation, employment opportunities, and/or graduate school was helpful. | USG1102c | FY | 3.23 | 2.95 | 0.28 | 3.00 | 2.97 | .02 | *** | .28 |
| | | | SR | 2.85 | 2.98 | -0.13 | 2.91 | 2.93 | -.03 | | -.06 |
| 2d. | The academic advising I received helped me overcome academic difficulties. | USG1102d | FY | 3.14 | 2.80 | 0.34 | 2.90 | 2.86 | .04 | *** | .28 |
| | | | SR | 2.80 | 2.86 | -0.06 | 2.79 | 2.80 | -.01 | | .01 |
| 3. | Courses at this college are offered in such a way that I can take them in the recommended sequence and still complete my degree in a timely manner. | USG1103 | FY | 3.25 | 3.04 | 0.21 | 3.05 | 2.99 | .06 | *** | .30 |
| | | | SR | 2.87 | 3.00 | -0.13 | 2.81 | 2.80 | .01 | | .07 |
| 4. Since entering this college, how often have you felt: | | | | | | | | | | | |
| 4a. | That your job responsibilities interfered with your coursework | USG1104a | FY | 2.29 | 2.31 | -0.02 | 2.43 | 2.61 | -.18 | | -.14 |
| | | | SR | 2.51 | 2.58 | -0.07 | 2.74 | 2.79 | -.06 | *** | -.23 |
| 4b. | That your family responsibilities interfered with your coursework | USG1104b | FY | 2.02 | 1.96 | 0.05 | 2.16 | 2.27 | -.11 | * | -.14 |
| | | | SR | 2.14 | 2.19 | -0.05 | 2.43 | 2.48 | -.06 | *** | -.29 |
| 4c. | That financial difficulties interfered with your coursework | USG1104c | FY | 2.24 | 2.13 | 0.11 | 2.30 | 2.35 | -.05 | | -.06 |
| | | | SR | 2.40 | 2.45 | -0.04 | 2.49 | 2.50 | -.01 | | -.08 |
| 4d. | That your social life interfered with your coursework | USG1104d | FY | 2.40 | 2.54 | -0.14 | 2.21 | 2.31 | -.10 | *** | .20 |
| | | | SR | 2.28 | 2.35 | -0.08 | 2.13 | 2.18 | -.05 | ** | .16 |
| 4e. | That you lacked the computer skills necessary to complete your assignments | USG1104e | FY | 1.48 | 1.46 | 0.02 | 1.44 | 1.48 | -.04 | | .05 |
| | | | SR | 1.46 | 1.44 | 0.02 | 1.43 | 1.46 | -.03 | | .05 |

^a Weighted by gender and enrollment status (and size for comparisons)

^b * p<.05, ** p<.01, ***p<.001

^c Mean difference divided by the pooled SD

^d Resp. set is categorical



NSSE 2011 and 2008 Mean Comparisons ^a
University System of Georgia
Georgia Southern University

University System of Georgia Consortium Questions

Refer to the Georgia System codebook for response option values.

| | Variable | Class | Georgia Southern | | | Georgia System | | | System compared with GSU 2011 | | |
|-----|---|----------------------|------------------|------|-------|----------------|------|-------|-------------------------------|--------------------------|------|
| | | | 2011 | 2008 | Diff. | 2011 | 2008 | Diff. | Sig ^b | Effect size ^c | |
| 4f. | That you lacked the math skills necessary to complete your assignments | USG1104f | FY | 1.89 | 1.72 | 0.16 | 1.81 | 1.86 | -.05 | | .08 |
| | | | SR | 1.63 | 1.60 | 0.03 | 1.61 | 1.62 | -.01 | | .02 |
| 4g. | That you lacked the writing skills necessary to complete your assignments | USG1104g | FY | 1.64 | 1.66 | -0.02 | 1.65 | 1.70 | -.05 | | -.01 |
| | | | SR | 1.54 | 1.51 | 0.03 | 1.46 | 1.48 | -.03 | * | .11 |
| 5. | What is the primary source you use to pay for your educational expenses (tuition, fees, room, and board)? (Choose one.) | USG1105 ^d | FY | | | | | | | | |
| 6. | After all financial aid is taken into consideration, I still have unmet financial need that makes pursuing a degree difficult. | USG1106 | FY | 2.55 | 2.40 | 0.15 | 2.50 | 2.49 | .01 | | .05 |
| | | | SR | 2.49 | 2.43 | 0.06 | 2.51 | 2.50 | .01 | | -.02 |
| 7. | How much student loan debt do you expect to have when you leave college? (Choose one.) | USG1107 | FY | 2.46 | 2.30 | 0.16 | 2.48 | 2.29 | .19 | | -.02 |
| | | | SR | 2.79 | 2.71 | 0.08 | 2.83 | 2.66 | .17 | | -.02 |
| 8. | Which one of the following statements best describes the influence of the HOPE Scholarship on your decision to attend this college? (Choose one.) | USG1108 ^d | FY | | | | | | | | |
| | | | SR | | | | | | | | |
| 9. | How important is maintaining the HOPE Scholarship for your continued enrollment at this institution? | USG1109 | FY | 3.61 | 3.30 | 0.31 | 3.48 | 3.35 | .13 | *** | .17 |
| | | | SR | 3.04 | 2.86 | 0.18 | 3.08 | 2.98 | .11 | | -.04 |
| 10. | What was your primary reason for attending this college? (Choose one.) | USG1110 ^d | FY | | | | | | | | |
| | | | SR | | | | | | | | |
| 11. | How satisfied are you with this college in general? (Choose one.) | USG1111 | FY | 4.33 | 4.14 | 0.19 | 4.06 | 4.04 | .02 | *** | .31 |
| | | | SR | 4.29 | 4.33 | -0.04 | 4.10 | 4.09 | .01 | *** | .21 |

IPEDS: 139931

^a. Weighted by gender and enrollment status (and size for comparisons)

^b. * p<.05, ** p<.01, ***p<.001

^c. Mean difference divided by the pooled SD

^d. Resp. set is categorical

Appendix VI.
Georgia Southern University
Bachelor of General Studies (BGS), Student Enrollment and Progression

Retention, Progression, and Graduation Rates of BGS Majors by Semester

| Retention/ Progression to: | BGS Cohorts (<i>follow each cohort vertically down the column</i>) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|--|----------|----------------|----------|--------------|----------|----------------|----------|--------------|----------|----------------|----------|---------------|----------|----------------|----------|---------------|----------|-----------------|----------|---------------|----------|----------------|----------|---------------|----------|-----------------|----------|---------------|----------|-----------------|----------|---------------|----------|-----------------|----------|----------|----------|----------|----------|--|--|--|--|-----|--|
| | F04 n= 64 | | Spr05 n= 45 | | F05 n= 59 | | Spr06 n= 53 | | F06 n= 97 | | Spr07 n= 80 | | F07 n= 128 | | Spr08 n= 97 | | F08 n= 123 | | Spr09 n= 110 | | F09 n= 107 | | Spr10 n= 83 | | F10 n= 144 | | Spr11 n= 156 | | F11 n= 236 | | Spr12 n= 204 | | F12 n= 251 | | Spr13 n= 195 | | | | | | | | | | | |
| | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | | | | | | | | | | |
| Spring 2005 | 49 | 76.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2005 | 31 | 48.4 | 26 | 57.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2006 | 17 | 26.6 | 16 | 35.6 | 48 | 81.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2006 | 9 | 14.1 | 7 | 15.6 | 32 | 54.2 | 41 | 77.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2007 | 4 | 6.3 | 6 | 13.3 | 30 | 50.8 | 32 | 60.4 | 86 | 88.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2007 | 0 | 0.0 | 1 | 2.2 | 17 | 28.8 | 23 | 43.4 | 62 | 63.9 | 55 | 68.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2008 | 1 | 1.6 | 2 | 4.4 | 8 | 13.6 | 17 | 32.1 | 49 | 50.5 | 47 | 58.8 | 102 | 79.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2008 | 2 | 3.1 | 0 | 0.0 | 6 | 10.2 | 5 | 9.4 | 23 | 23.7 | 33 | 41.3 | 76 | 59.4 | 56 | 57.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2009 | 1 | 1.6 | 0 | 0.0 | 5 | 8.5 | 5 | 9.4 | 10 | 10.3 | 17 | 21.3 | 57 | 44.5 | 47 | 48.5 | 107 | 87.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2009 | 1 | 1.6 | 1 | 2.2 | 3 | 5.1 | 6 | 11.3 | 8 | 8.2 | 12 | 15.0 | 29 | 22.7 | 31 | 32.0 | 73 | 59.3 | 85 | 77.3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2010 | 0 | 0.0 | 0 | 0.0 | 2 | 3.4 | 1 | 1.9 | 6 | 6.2 | 8 | 10.0 | 22 | 17.2 | 20 | 20.6 | 58 | 47.2 | 76 | 69.1 | 83 | 77.6 | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2010 | 1 | 1.6 | 0 | 0.0 | 2 | 3.4 | 1 | 1.9 | 2 | 2.1 | 4 | 5.0 | 11 | 8.6 | 5 | 5.2 | 29 | 23.6 | 40 | 36.4 | 56 | 52.3 | 54 | 65.1 | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2011 | 2 | 3.1 | 0 | 0.0 | 3 | 5.1 | 3 | 5.7 | 3 | 3.1 | 4 | 5.0 | 8 | 6.3 | 3 | 3.1 | 18 | 14.6 | 30 | 27.3 | 49 | 45.8 | 40 | 48.2 | 117 | 81.3 | | | | | | | | | | | | | | | | | | | | |
| Fall 2011 | 0 | 0.0 | 0 | 0.0 | 1 | 1.7 | 3 | 5.7 | 2 | 2.1 | 3 | 3.8 | 3 | 2.3 | 1 | 1.0 | 6 | 4.9 | 11 | 10.0 | 39 | 36.4 | 18 | 21.7 | 77 | 53.5 | 102 | 65.4 | | | | | | | | | | | | | | | | | | |
| Spring 2012 | 1 | 1.6 | 1 | 2.2 | 1 | 1.7 | 1 | 1.9 | 3 | 3.1 | 2 | 2.5 | 3 | 2.3 | 1 | 1.0 | 4 | 3.3 | 10 | 9.1 | 27 | 25.2 | 18 | 21.7 | 65 | 45.1 | 92 | 59.0 | 185 | 78.4 | | | | | | | | | | | | | | | | |
| Fall 2012 | 0 | 0.0 | 0 | 0.0 | 1 | 1.7 | 0 | 0.0 | 1 | 1.0 | 0 | 0.0 | 3 | 2.3 | 0 | 0.0 | 3 | 2.4 | 3 | 2.7 | 9 | 8.4 | 6 | 7.2 | 29 | 20.1 | 55 | 35.3 | 123 | 52.1 | 137 | 67.2 | | | | | | | | | | | | | | |
| Spring 2013 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 1.9 | 2 | 2.1 | 1 | 1.3 | 4 | 3.1 | 2 | 2.1 | 2 | 1.6 | 3 | 2.7 | 9 | 8.4 | 7 | 8.4 | 18 | 12.5 | 38 | 24.4 | 93 | 39.4 | 98 | 48.0 | 199 | 79.3 | | | | | | | | | | | | |
| Fall 2013 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 2.1 | 0 | 0.0 | 1 | 0.8 | 0 | 0.0 | 2 | 1.6 | 3 | 2.7 | 3 | 2.8 | 0 | 0.0 | 7 | 4.9 | 12 | 7.7 | 51 | 21.6 | 62 | 30.4 | 115 | 45.8 | 122 | 62.6 | | | | | | | | | | |
| Graduated | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | <u>n</u> | <u>%</u> | | | | | | |
| | 51 | 79.7 | 22 | 48.9 | 34 | 57.6 | 36 | 67.9 | 59 | 60.8 | 37 | 46.3 | 79 | 61.7 | 49 | 50.5 | 77 | 62.6 | 69 | 62.7 | 65 | 60.7 | 44 | 53.0 | 80 | 55.6 | 75 | 48.1 | 94 | 39.83 | 50 | 24.5 | 30 | 12 | | | | | | | | | | | n/a | |

Note. From the Census Enrollment Files and Banner Degrees Awarded table. BGS majors are undergraduates with >=45 total hours (earned and transferred) and degree code equal BGS. Students do not duplicate across years. Retained is enrolled and not having graduated as of the semester of retention. Graduated is awarded a BGS degree as of Spring 2013 plus applied for a BGS degree for Spring 2013 as of 5/31/2013.

Top Five Counties, States, and International Countries, Fall 2012

| <u>Georgia Counties of Origin</u> | <u>States of Residence</u> | <u>Non - U.S. Countries of Citizenship</u> |
|-----------------------------------|----------------------------|--|
| 1. Gwinnett | 1. Georgia | 1. Nigeria |
| 2. Bulloch | 2. Florida | 2. Honduras |
| 3. Fulton | 3. South Carolina | 3. China |
| 4. Cobb | 4. North Carolina | 4. Canada |
| 5. Chatham | 5. Virginia | 5. India |

Top Five Georgia Feeder High Schools of Beginning Freshmen, Fall 2012

| <u>School</u> | <u>Location</u> |
|------------------|-----------------|
| 1. Statesboro | Statesboro |
| 2. Collins Hill | Suwanee |
| 3. Milton | Alpharetta |
| 3. Richmond Hill | Richmond Hill |
| 3. Roswell | Roswell |
| 4. Lambert | Suwanee |
| 5. Brookwood | Snellville |
| 5. Effingham | Springfield |
| 5. Mill Creek | Hoschton |

High School and Transfer Students' GPA, Fall 2012

| <u>High School</u> | <u>Transfer Students</u> |
|--------------------|--------------------------|
| 3.21 | 2.87 |

Note. Transfers are first-time, degree-seeking.

Average Age of Students, Fall 2012

| | |
|---------------|----|
| Undergraduate | 21 |
| Graduate | 32 |

SAT Average for Fall Term Beginning Freshmen, Fall 2008-12

| <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> |
|-------------|-------------|-------------|-------------|-------------|
| 1111 | 1106 | 1106 | 1112 | 1115 |

Note. ACT average was 23 for Fall 2008-12.

% of Beginning Freshmen who had a High School Class Rank, Fall 2012

| | |
|-----------------------------------|-----|
| Top tenth of high school class: | 17% |
| Top quarter of high school class: | 42% |
| Total who submitted a class rank: | 51% |

% of Degree-seeking Undergraduates On Versus Off Campus, Fall 2012

| | |
|-------------|-----|
| On Campus: | 28% |
| Off Campus: | 72% |

First-time, Degree-seeking Transfers to GSU, Fall 2008-12

| <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> |
|-------------|-------------|-------------|-------------|-------------|
| 914 | 1,080 | 1,033 | 1,160 | 1,083 |

% of Total Enrollment, Fall 2008-12

| | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> |
|-----------|-------------|-------------|-------------|-------------|-------------|
| Undergrad | 87% | 86% | 87% | 87% | 87% |
| Graduate | 13% | 14% | 13% | 13% | 13% |

First-time, Degree-seeking Transfers from Top 5 Institutions to GSU, Fall 2012

1. East Georgia College
2. Georgia Perimeter College
3. Middle Georgia College
4. Armstrong Atlantic State University
5. Valdosta State University

Enrollment Demographics, Fall 2008-12

| | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> | <small>Red = Min Blue = Max</small> |
|----------------------|-------------|-------------|-------------|-------------|-------------|---|
| Total | 17,764 | 19,086 | 19,691 | 20,212 | 20,574 | |
| Undergraduate | 15,490 | 16,486 | 17,044 | 17,525 | 17,993 | |
| Graduate | 2,274 | 2,600 | 2,647 | 2,687 | 2,581 | |
| Male | 8,742 | 9,378 | 9,580 | 9,788 | 9,949 | |
| Female | 9,022 | 9,708 | 10,111 | 10,424 | 10,625 | |
| Black | 3,874 | 4,218 | 4,682 | 5,059 | 5,291 | |
| White | 11,864 | 13,113 | 13,111 | 13,247 | 13,224 | |
| All Other Races | 1,107 | 1,370 | 1,548 | 1,601 | 1,705 | |
| Unknown | 919 | 385 | 350 | 305 | 354 | |
| Freshmen (IPEDS) | 3,109 | 3,492 | 3,597 | 3,518 | 3,576 | |
| Freshmen (All Other) | 1,523 | 1,440 | 1,458 | 1,364 | 1,361 | |
| Sophomore | 3,598 | 3,853 | 3,932 | 4,171 | 3,997 | |
| Junior | 3,131 | 3,231 | 3,374 | 3,549 | 3,758 | |
| Senior | 3,229 | 3,614 | 3,754 | 3,965 | 4,246 | |
| Other Undergraduate | 900 | 856 | 929 | 958 | 1,055 | |
| Masters | 1,409 | 1,707 | 1,768 | 1,835 | 1,817 | |
| Specialist | 208 | 260 | 268 | 300 | 241 | |
| Doctorate | 531 | 517 | 510 | 482 | 451 | |
| Non-Degree Graduate | 126 | 116 | 101 | 70 | 72 | |

First-time Freshmen 1st Year Retention Rates, Fall 2007-11

| <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> |
|-------------|-------------|-------------|-------------|-------------|
| 81% | 81% | 79% | 80% | 77% |

First-time Freshmen Six-Year Graduation Rates, Fall 2002-06

| <u>2002</u> | <u>2003</u> | <u>2004</u> | <u>2005</u> | <u>2006</u> |
|-------------|-------------|-------------|-------------|-------------|
| 45% | 47% | 45% | 47% | 50% |

Degrees Awarded FY, 2009-10 - 2011-12

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> | <small>Red = Min Blue = Max</small> |
|--------------------------------|----------------|----------------|----------------|---|
| Bachelor's | 2,630 | 2,679 | 2,788 | |
| Master's | 601 | 708 | 732 | |
| Post-master's certificates/EDS | 78 | 96 | 77 | |
| Doctoral | 69 | 73 | 78 | |
| Total Degrees | 3,378 | 3,556 | 3,675 | |

Top Five Most Popular Majors, FY 2011-12

| <u>Bachelor's</u> | <u>Master's</u> |
|--|--|
| 1. Business/marketing | 1. Education |
| 2. Education | 2. Business/marketing |
| 3. Engineering Technologies | 3. Parks and recreation |
| 4. Health professions and related programs | 4. Health professions and related programs |
| 5. Liberal arts/general studies | 5. Social sciences |

| | |
|---------------------------|---|
| Dr. Kathy Albertson | Associate Professor, Writing and Linguistics |
| Dr. Joannis Barkoulas | Associate Professor, Finance & Quantitative Analysis |
| Dr. Jean Bartels | Provost and Vice President for Academic Affairs |
| Dr. Greg Brock | Professor, Economics |
| Dr. Christopher Caplinger | Director, First Year Experience |
| Dr. Diana Cone | Associate Provost |
| Ms. Pam Deal | Director, Center for Academic Technology |
| Dr. Francis Desiderio | Associate Director, University Honors Program |
| Dr. Steve Engel | Director, Honors Program |
| Ms. Azell Francis | Southern Student Ambassador |
| Ret. Col George Frederick | Director, Military Affairs |
| Ms. Candace Griffith | Assistant Provost for Academic Programs and Policies |
| Mr. Chad Harmon | Vice-President for Academic Affairs, Student Government Association |
| Ms. June Joyner | Instructor, Writing and Linguistics, Georgia Southern Writing Project |
| Dr. Eric Landers | Assistant Professor, College of Education, Teaching and Learning |
| Dr. Christine Ludowise | Associate Dean, College of Liberal Arts and Social Sciences |
| Dr. Nancy Malcom | Associate Professor, Sociology |
| Dr. Susan Moore | Professor, Anthropology |
| Dr. Nate Pennington | Principal, Bulloch County School System |
| Dr. Jayne Perkins Brown | Senior Associate Vice President for Student Affairs and Enrollment Management and Director, Office of Strategic Research and Analysis |
| Mr. Dominique Quarles | President, Student Government Association, Graduate Student |
| Mr. Marshall Ransom | Lecturer, Mathematical Sciences |
| Dr. Sonya Shepherd | Librarian Professor |
| Dr. Ronnie Sheppard | Chair, Department of Teaching and Learning |
| Ms. Fran Stephens | Bulloch County Board of Education P-12 Representative |
| Mr. Benjy Thompson | CEO, Development Authority of Bulloch County; Alumna |
| Ms. Chris Thompson | Coordinator, Academic Advisement, College of Education |

| | |
|------------------------|--|
| Dr. Teresa Thompson | Vice President for Student Affairs and Enrollment Management |
| Dr. Caren Town | Professor, Literature and Philosophy |
| Ms. Lisa Vance | Coordinator, Academic Advisement, College of Science and Mathematics |
| Dr. Mark Welford | Professor, Geography |
| Ms. Bobbie Williams | Coordinator, Academic Advisement, College of Business Administration |
| Ms. Stephanie Williams | Advisor, College of Business Administration |
| Mr. Alan Woodrum | Assistant Provost; Alumna; Georgia Southern University Staff Development Council |