100 Georgia Public 9th Graders

59 Graduate High School

29 Start a 4-year College
21 Become Sophomores
14 Graduate Within Time

12 Start a 2-year College
6 Become Sophomores
3 Graduate Within Time

(Adapted from Complete College America; Data source: NCHEMS – “Student Pipeline - Transition and Completion Rates from 9th Grade to College” 2002 HS data, 2006 IPEDS)
Percent of Adults with Associates Degrees or Higher by Age-Group Leading OECD Countries and the U.S.

Percent of Adults with Associates Degrees or Higher by Age-Group
Selected States (Comparable Data to OECD 2008 Report)

Source: American Community Survey (2010)
The Big Goal is to increase the percentage of Americans who hold high-quality degrees and credentials to 60 percent by 2025.
Percentage of Workforce by Education Level

Source: Georgetown University Center on Education & Workforce, “Projection of Jobs and Education Requirements through 2018,” (2010)
Percentage of Occupational Categories by Education Level by 2018

Source: Georgetown University Center on Education & Workforce, “Projection of Jobs and Education Requirements through 2018,” (2010)
Education, Employment, & Earnings

Education Pays

Unemployment rate in 2011 (in %)

- Doctoral degree: 2.5%
- Professional degree: 2.4%
- Master's degree: 3.6%
- Bachelor's degree: 6.8%
- Associate degree: 8.7%
- Some college, no degree: 9.4%
- High school diploma: 14.1%

Average: 7.6%

Median weekly earnings in 2011 (in $)

- Doctoral degree: $1,551
- Professional degree: $1,665
- Master's degree: $1,263
- Bachelor's degree: $1,053
- Associate degree: $768
- Some college, no degree: $719
- High school diploma: $638
- Less than high school diploma: $451

Average: $797

### The Impact of Education on Individuals: Lifetime Earnings

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Estimated Lifetime Earnings</th>
<th>Difference Compared to High School Graduate</th>
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<tbody>
<tr>
<td>Less than 9th grade</td>
<td>$976,350</td>
<td>-$478,903</td>
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<tr>
<td>High school dropout</td>
<td>1,150,698</td>
<td>-304,555</td>
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<tr>
<td>High school graduate</td>
<td>1,455,253</td>
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<tr>
<td>Some college, no degree</td>
<td>1,725,822</td>
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<td>Associate degree</td>
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<td>Bachelor's degree</td>
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<td>Professional degree</td>
<td>5,254,193</td>
<td>3,798,940</td>
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</table>

The Impact of Education on Individuals: Lifetime Earnings

U.S. Department of Commerce-Economics and Statistics Administration-U.S. CENSUS BUREAU
Difference in Median Annual Wage Earnings Between Bachelor’s Degree-Holders and Residents with Just a High School Diploma – 25 to 64 Year Olds (2010)
Median Annual Wage Earnings by Level of Education Attained 25 to 64 Year Olds (2010)

- High School Graduate or GED
- Associate's Degree
- Bachelor's Degree

Data for various states showing median annual wage earnings categorized by level of education attained.
Percent of Population Age 25-64 with at Least an Associates Degree, 2006-10

Georgia = 36.1%, United States = 38.2%

Source: U.S. Census Bureau, 2006-10 American Community Survey 5-Year Estimates.
Percent of Population Age 25-64 with Some College but No Degree, 2006-10

Georgia = 20.8%, United States = 21.4%

Source: U.S. Census Bureau, 2006-10 American Community Survey 5-Year Estimates.
Median Annual Earnings for Population Age 25 and Over with Some College or an Associates Degree, 2007-11

Georgia = $32,485, United States = $34,045. Figures in 2011 Dollars.

Median Annual Earnings for Population Age 25 and Over with a Bachelors Degree, 2007-11

Georgia = $49,673, United States = $49,683. Figures in 2011 Dollars.

Percent of Population Age 18-64 with Some College (No Degree) or Less Living in Families Earning Less than a Living Wage, 2006-10 (Georgia Migration PUMAS)

Georgia = 26.9%

Source: U.S. Census Bureau, 2006-10 ACS 5-Year PUMS File.
Population Age 18-64 with Some College (No Degree) or Less Living in Families Earning Less than a Living Wage, 2006-10 (Georgia Migration PUMAS)

Source: U.S. Census Bureau, 2006-10 ACS 5-Year PUMS File.
Simple Message of the Completion Agenda

• The health of the U.S. and Georgia economies depends upon citizens obtaining meaningful degrees and certificates and obtaining them at a higher rate than we do today.

• Must target the emerging workforce (K-12 partnerships) as well as existing workforce.

• The great majority of the adults in the U.S. and Georgia (24-64 years old) have no postsecondary degree but a large segment have made significant progress toward a degree or credential.
COMPLETE COLLEGE GEORGIA

The University System of Georgia’s Commitment to the Completion Agenda
More individuals getting more meaningful degrees and obtaining them at a higher rate than today.

(Based on data from Georgetown CWD, IPEDS, American Community Survey, and System data)
Complete College Georgia

Areas of Emphasis

• Partnerships with K-12 for College Readiness
• Commitment to Collegiate Access, Affordability, & Value
• Development of New and Flexible Pathways for Degree Completion
• Ensure Student Support for At-risk Student Populations
• Maintain and Improve the Quality of Teaching and Learning
Beyond the Completion Focus

Broader importance of higher education in transfer of knowledge, fostering creativity and innovation, increasing global engagement, committing to research, entrepreneurship, and community development.
Bridging the Completion Agenda to a Broader Public Agenda and Strategic Plan
Commitment to Academic Excellence and Degree Completion

The University System of Georgia will mobilize its resources and strengthen educational partnerships to ensure that Georgians have a seamless educational system that is both affordable and of the highest quality.
Commitment to Academic Excellence and Degree Completion

- Partnerships with K-12 for College Readiness
- Commitment to Collegiate Access & Affordability
- Develop New & Flexible Pathways for Degree Completion
- Ensure Student Support for At-risk Student Populations
- Maintain & Improve the Quality of Teaching & Learning
Commitment to Economic Development and World Class Research

The University System of Georgia will ensure that Georgia remains a leader in an increasingly competitive and complex global economy and that the system spurs research and creativity that make the state a center of innovation, discovery, and entrepreneurship.
Commitment to Economic Development and World Class Research

- Focus on Economic & Workforce Development
- Commitment to International Education & Relations
- Stewardship of Community Development Partnerships
- Excellence in Research & Graduate/Professional Education
Commitment to Accountability & Efficiency and Leadership in Higher Education Innovation

The University System of Georgia will ensure that the research, teaching and service resources and assets in higher education are efficiently and effectively utilized and serve as an investment in the future of Georgia.
Commitment to Accountability & Efficiency and Leadership in Higher Education Innovation

Ensure a Commitment to Performance & Accountability

Commitment to Operational Efficiencies

Relevance and Currency of Policies
Strategy One
Enhance Partnerships with K-12
Target
• UNG top feeder counties

• Rates of low post-secondary enrollment, high drop-out, and low college completion
How will we move the finish line from graduation to post-secondary completion and career success for our students?
UNG Complete College Georgia

• **Strategy 1: Increase K-12 Partnerships**
  
  – **Theme A:** Too many students are leaving K-12 not academically prepared for college and require academic support
  
  – **Theme B:** At-Risk population need better preparation for connecting to, engaging in, and navigating college
K-12 Partnerships

• GACHE has current partnerships with a number of USG, TCSG, private and community colleges in the region through:
  – the At-Promise Scholarship Program
  – collaboration with college recruiters to read and evaluate high school grant proposals
  – personalized campus visits

• GACHE also has partnerships with 5 Regional Education Service Agencies serving 37 Appalachian counties in Regions 1, 2, 4, and 5
  – North Georgia RESA,
  – NE Georgia RESA,
  – NW Georgia RESA
  – Pioneer RESA
  – West Georgia RESA
K-12 Partnerships

- Current UNG MOU's include agreements with 19 county and city school systems in the region for Early Childhood Education and Early Childhood Education and Care programs

- UNG has many Elementary and Middle School Professional Development Communities (PDC)

- The Near Peer Program with Gainesville High School
UNG Complete College Georgia

Strategy 1: Enhance Partnerships with K-12

Goal 1.1 Expand Efforts to Increase the Regional College Participation for Underserved Populations
Enhancing K-12 Partnerships

- Expand efforts for UNG and K-12 to identify and serve under-represented populations, i.e., Hispanic, black, and economically disadvantaged students
- Expand early intervention outreach programs through Near Peer mentorships and Professional Development Communities (PDCs)
- Institute a comprehensive, collaborative, K-12/Higher Education regional summit focused on improving communication and student preparation
- Collaboratively develop roadmaps for student success from high school career pathways into and through higher education
- Develop a comprehensive academic summer program targeting a variety of student groups
By working together on the strategies in the UNG Complete College Georgia plan, we will move the finish line from high school graduation to post-secondary completion and career success!
Strategy Two

Improve Access and Completion for Students Traditionally Underserved
Goal 2.1: Improve Access for the Economically Disadvantaged

- Tuition and fee model that preserves access
- Financial Aid workshops
- Increased scholarship funds
Goal 2.2: Increase the number of students in each underserved population

- African American, Asian, Latino
- First generation college students
- Veteran and military personnel
- Adult learners
Recruiting Minority Students

- Goizueta scholars program
- African American Male initiative
- Outreach by student organizations
  - Latino Student Assoc.
  - Asian Student Assoc.
  - Black Student Assoc.
  - Students for a Progressive Society
Adult Learners & Military

GOAL: Georgia Opportunities for Adult Learners

SOC: Service members Opportunity College
Goal 2.3: Support for Completion to Underserved Populations

• Clubs and organizations
• Financial Management Workshops
• Support for Military and Adult Learners
Strategy Three

Improve Time to Degree Completion
Goal 3.1: Identify and Eliminate Barriers to Completion

• Reviewed policies regarding:
  – Credit for prior learning
  – Course scheduling
Credit for Prior Learning

• Prior Learning Assessment
  – Adult learners and military
  – Assessment of learning attained through experiences
  – Assessment methods
    • CLEP
    • DSST
    • FLATS
    • Official military transcript
    • Portfolio
Credit for Prior Learning: How are we moving forward?

- Expanded PLA credit limit
- Honor credit by exam coursework from sister institutions
- Student may earn CLEP/DSST credit even if enrolled in a course
- Aligned credit for CLEP and DSST tests with ACE guidelines
How are we moving forward?

• Established CALM Center
  – Soldiers 2 Scholars and Adult Learning Consortium
• Credit options at earliest point in admissions process
• Adult and Military Resource Centers
• Liaison with other departments
Dual Enrollment

• Allows high school students to earn college credit
  – ACCEL
  – MOWR

• UNG and partner high schools working together to expand dual enrollment
  – Suggest needed courses for approval
  – Offer 7 a.m. courses in Cumming
  – Moving toward online options
Course Scheduling

• Factors for more than 3-year enrollment at Gainesville State:
  – Part-time status
  – Work schedule
  – Insufficient time
  – Course selection

• Difficulty to create appropriate schedules, especially in the evening
Course Scheduling: How are we moving forward?

• NOW Program: Nights, Online, Weekends
  – Guaranteed 3-year evening course schedule

• Degree Sequence Maps
Goal 3.2: Decrease Excess Credits Earned at Degree Completion through Enhanced Early Intervention Protocols

• Excess credits associated with lower completion rates
  – Time and money
  – Lack of progress toward degree
  – Inability to meet program entrance requirements
Targeted Advising: How are we moving forward?

- Students in Highly Competitive Majors
  - Partner with advisors in major areas that have competitive entrance requirements
  - Analyze key courses and freshmen GPA’s
How are we moving forward?

• Students who are Not Progressing
  – Essential Skills (math/English) 30-hour standard
    • Identity and provide intrusive advising
  – Academic Success Plan Program for NGS students expanded University-wide
    • 2010 cohort one-semester retention rate 61% vs. 39% non-participants
    • 2010 cohort one-year retention rate 47% vs. 36% non-participants
Strategy Four
Restructure Instructional Delivery
Strategy Four: Restructure Instructional Delivery

The intent of restructuring instructional delivery is

1) to increase learning through the use of high impact practices;

2) to provide access to those who are unable to attend traditional instruction, particularly working adults; and

3) to use innovative pedagogies and support to target those courses with high DWF rates, particularly in the sciences and gateway courses.
Strategy Four: Restructure Instructional Delivery

Goal 4.1: Expand Online Courses and Programs

Goal 4.2: Expand the Use of Supplemental Instruction, particularly in STEM and Gateway Courses to Improve Completion

Goal 4.3: Expand the Implementation of High Impact Practices
   Undergraduate Research Opportunities
   Service-Learning Opportunities
   Student and Faculty Participation in Study Abroad
   Implement First Year Experience across UNG
Strategy Five
Transform Remediation
Objective 1: Identify and eliminate barriers to completion of remediation

• COMPASS Exit scores less predictive of success in subsequent college-level courses than grades earned in LS
• Continue to pilot innovative LS pathways for completion in order to help students master material and move on to college-level coursework in one attempt
• Continue to provide substantial COMPASS Test Preparation for students enrolled in traditional LS courses
Objective 2: Establish enhanced non-credit remediation programs

• Pilot Goizueta-funded pre-matriculation Summer Bridge program Summer 2013

• Create a pre-orientation program that intercepts students between first COMPASS Placement Test and COMPASS retesting
Objective 3: Provide multiple and flexible pathways with support to satisfy remediation requirements

• Implement UNIV 1101, Study Skills for the College Student, as a required course in students’ first semester of READ 0099 and/or MATH 0097.
  ➢ Self-efficacy; learning styles; active learning, engagement, and participation; time- and task-management; study strategies; test-taking strategies; problem-solving; and financial literacy.
Objective 3 - continued

- UNG will continue to offer to non-STEM, non-Business majors the alternative LS math, MLCS 0099. The three-semester pilot, funded by Carnegie Foundation, is in its final semester.

- Preliminary data are promising:
  - The two-semester completion rate for LS math (MLCS 0099) and Area A math (MATH 1001) is 49%, whereas the current 3-semester completion rate for students beginning in MATH 0097 and finishing MATH 1111 or MATH 1001 is 19%.
Objective 3 - continued

• UNG is piloting this spring an Accelerated Learning Program for completion of ENGL 0099 and ENGL 1101 in one semester.

• The demographics of the current ALP cohort are:
  ➢ ENGL 0099 repeaters: 5; COMPASS Placement scores: 18-51.
  ➢ First-time in ENGL 0099: 7; COMPASS Placement scores: 17-68.
  ➢ Includes two non-native English speakers.
Objective 3 - continued

• In addition to MLCS 0099, in Spring 2014, UNG will pilot LS math courses for student groups identified from consolidated data regarding LS and gateway success. Piloted sections will take into consideration, among other things, unique populations, campus cultures, specific remediation needs.

  ➢ E.g., a co-curricular model (3+1) for students whose SAT-M is 440 or 450, or who score between System cut-off and UNG cut-off; a stretch (2-semester) model for students who need more than a refresher course, but less than an entire semester of remediation.
Objective 3 - continued

- UNG will continue to deliver to students in their final attempt in LS a targeted intervention that includes intrusive/developmental advising; resource referral; goal-setting; action steps; and accountability.

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<th></th>
<th>TOTAL *</th>
<th>APPT</th>
<th>PASSED</th>
<th>W/D</th>
<th>FAILED</th>
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<th>PASSED</th>
<th>W/D</th>
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<td>15</td>
<td>6</td>
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<td>1 (17%)</td>
<td>9</td>
<td>6 (67%)</td>
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<td>FA 2011</td>
<td>36</td>
<td>15</td>
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<td>3 (20%)</td>
<td>3 (20%)</td>
<td>21</td>
<td>11 (52.4%)</td>
<td>4 (19%)</td>
<td>6 (28.6%)</td>
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<td>SPR 2012</td>
<td>28</td>
<td>11</td>
<td>10 (91%)</td>
<td>0</td>
<td>1 (9%)</td>
<td>17</td>
<td>6 (35%)</td>
<td>1 (6%)</td>
<td>10 (59%)</td>
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<td>TOTALS</td>
<td>79</td>
<td>32</td>
<td>24 (75%)</td>
<td>3 (9%)</td>
<td>5 (16%)</td>
<td>47</td>
<td>23 (49%)</td>
<td>5 (11%)</td>
<td>19 (40%)</td>
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Institutional Data
Informing the Plan

• Importance of the use of data
  – USG CCG institutional data
  – Institutional knowledge

• Quantway success for students in select majors
Informing the Plan

• Four key data themes
  – Theme 1: Too many students coming out of K-12 not academically prepared for college and requiring academic support
    • Characteristics and success
  – Theme 2: At-risk populations needed better preparation for connecting to, engaging in, and navigating college
    • Retention, progression, and graduation
  – Theme 3: A high number of students, especially Hispanic and non-traditional, accrued substantially more hours at time of degree completion than required
    • Average credits to degree
  – Theme 4: Financial reasons were a significant contributor to student drop-out/stop-out
    • Financial aid and loan default
CCG Strategies

• Strategy 1: Enhance Partnerships with K-12
• Strategy 2: Improving Access and Completion for Students Traditionally Underserved
• Strategy 3: Improve Time to Degree Completion
• Strategy 4: Restructure Instructional Delivery
• Strategy 5: Transform Remediation
Metrics to Track Success at UNG

• Institutional level metrics
  – USG annual data
    • Enrollment, retention, progression, and graduation
    • By race, gender, full/part-time, 2/4 year institutions
  – Replicating USG data for UNG
    • By campus
    • More recent and relevant
Metrics to Track Success at UNG

• Initiative level metrics
  • Strategy 1: Enhance Partnerships with K-12
    • Enrollment and partnerships
  • Strategy 2: Improving Access and Completion for Students Traditionally Underserved
    • Applied, accepted, and enrolled students
  • Strategy 3: Improve Time to Degree Completion
    • Student progress
  • Strategy 4: Restructure Instructional Delivery
    • Online courses, study abroad, and FYE participation
  • Strategy 5: Transform Remediation
    • Semesters to complete college level courses