

4.1

Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

The Clayton State University Mission emphasizes an environment that prepares students to succeed in their lives and in their careers. [1] and the University Strategic Plan lists "Active Learning and Student Success" as the first value. [2] These principles guide the parameters for student success. The University evaluates student success through a variety of measures including learning outcomes review, program review, course completion, graduation rates, various licensure examinations, and employment rates via graduate surveys.

Learning Outcomes and Program Review

Academic units across the University continuously evaluate and document measures and indices of student achievement through ongoing course and program evaluation and assessment. Each program is required to submit a student learning outcomes assessment report to the Dean for Assessment and Instructional Development on an annual basis. [3] In addition a Comprehensive Program Review is required for each undergraduate program every 7 years and graduate program every 10 years. The Provost and the Dean of Assessment and Instructional Development set this formal review process and schedule it in consultation with academic deans. The program review process helps ensure the quality, productivity, and viability of each program in support of student achievement by providing recommendations regarding substantial program modifications as well as recommendations related to department or program resources and/or budgets [4]. For a more detailed discussion and evidence of learning outcomes assessment and program review see the response Comprehensive Standard 3.3.1.1.

Course Completion, Retention and Graduation Rates

Clayton State University regularly evaluates student achievement by analyzing student grades by major/course prefix each semester.

[5][6] Courses with low course completion rates or high DFW are monitored and reviewed by the Academic Affairs, Deans, and Department Chairs to determine areas of improvement. One strategy that is currently employed is the redesign of courses to include AAC&U's high impact practices. The Engaged Learning Initiative, started in 2012-2013, includes a 12-hour Academy on course design, assessment, and scholarship. To date, 8 faculty members have completed the Academy and begun to teach their redesigned courses. As a follow-up, each faculty member and the Dean of Assessment and Instructional Development will be conducting pedagogical research to assess the learning gains and changes in completion and DFW rates.

The Division of Enrollment Management and Academic Success leads initiatives in monitoring retention rates and program-specific graduation rates. Information is shared with the President's Cabinet, Extended Cabinet, Deans and Department Chairs and is used in collaborative planning for improvement of various activities such as advising, tutoring, and freshmen learning communities. For example, a First Year Advising and Retention Center was implemented in 2011 to address the specific challenges of first-year student retention. Several initiatives including a first-year reading requirement, first-year service projects, mandatory freshman advising, MAPWorks risk monitoring, and a redesign of the University Foundations Course (CSU 1022) have been implemented. The redesigned CSU 1022 course assists new students in their transition to college by focusing on "developing students' knowledge their goals, abilities, and interests in conjunction with practices that contribute to success in college and in their chosen field." [7]

An example of an additional method used by the University to improve retention and student success is supplemental instruction, an academic assistance program that provides peer-assisted study sessions tied to courses with high DFW rates. [8]

Information on student retention and graduation rates are reported annually to the Board of Regents and are made available to the college community and other external constituents using the Clayton State University Fact Book.[9] [10] Table 1, below, shows the retention and graduation rates for first-time, full-time freshmen from fall 2004 – fall 2012.

Table 1: Clayton State University Retention & Graduation FTFT Freshman Rates Fall 2004 - Fall 2012

Term Entered		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Mean	SAT Verbal	499	498	502	492	491	495	477	477	479
	SAT Math	496	488	500	483	480	484	480	479	466
	HSGPA	2.95	3.00	3.00	2.98	3.02	3.11	3.11	3.14	3.00
First Year	#	613	626	581	483	373	373	457	454	
Second Year	#	345	374	354	283	248	228	301	308	
	%	56.28	59.74	61.10	58.59	66.76	61.13	65.86	67.84	
Third Year	#	250	279	256	222	169	162	238		
	%	41.11	44.57	44.23	45.96	47.45	46.11	52.95		
Fourth Year	#	195	222	229	178	143	127			
	%	32.63	35.78	40.28	37.47	42.90	39.68			
Fifth Year	#	129	162	150	134	99				
	%	28.55	32.59	35.28	35.82	39.14				
Sixth Year	#	36	77	86	76					
	%	26.59	30.83	33.73	35.61					
Graduation Rate	#	41	38	55	38	46				
	4 year %	7.66	6.91	10.70	9.05	13.69				
	#	91	110	110	93					
	5 year %	17.01	20.00	21.40	22.14					
	#	117	149	142						
	6 year %	21.87	27.09	27.63						

The retention and graduation data suggest a slight decline in fourth year retention rates. Recent statistics on 4-year and 5-year graduation rates also show an increase with 6-year graduation rates remaining steady for the last two year reporting periods.

This year, the Complete College Georgia initiative required the University to set additional goals in terms of improving graduation and retention rates and reducing barriers to degree completion. [11] The annual reports that are required as part of this initiative assist the University in further assessment of objectives related to student success and help to guide future planning and improvement. [12]

Licensing Examinations and Pass Rates

For specialized accreditation programs such as Nursing, Dental Hygiene, and Teacher Education, student performance and achievement are assessed using results of the specific fields' licensing examinations. Each of these academic units tracks and documents pass rates and uses the data to implement appropriate program or course changes as needed. Tables 2 – 5, below, indicate the pass rates for licensing exams in each of these programs.

Nursing

The National Council of State Boards of Nursing (NCSBN) administers the National Council Licensure Examination (NCLEX) for Registered Nurses (RN) graduates). For the period 2006-2012, the average pass rate for CSU Nursing students taking the NCLEX examination for the first time was 96%. During this same period, the first-time pass rate for CSU Dental Hygiene students was 100%.

Table 2: National Council Licensure Examination (NCLEX) Pass Rates for CSU Nursing Students, 2006 - 2012

NCLEX RESULTS	Clayton State University Percentage Pass Rate	Number Taking NCLEX	Number Passed on First Attempt
2006 - 2007	81%	70	57
2007 - 2008	89%	82	73
2008 - 2009	94%	80	75
2009 - 2010	93%	70	65
2010 - 2011	95%	95	91
2011-2012	99%	88	87
Totals	95%	613	580

Dental Hygiene

The American Dental Associate established the guidelines for licensure that students in the Dental Hygiene program strive to achieve prior to graduation. [13] The table below indicates the pass rates for the national and regional examinations administered by the Joint Commission on National Dental Examinations and the Central Regional Dental Testing Service. The Joint Commission on National Dental Examinations (JCND E) [14] is the 15-member Commission responsible for the development and administration of the National Board Dental Examinations, which includes examination of dental hygiene students. The Central Regional Dental Testing Service, Inc. (CRDTS) [15] consists of seventeen State Boards of Dentistry who provide national standardized dental and dental hygiene clinical licensure examinations.

Table 3: Dental Hygiene National Board Examination & Clinical Examination Pass Rates for CSU Dental Hygiene Students, 2008 - 2013

	2008	2009	2010	2011	2012	2013
National Board Examination (Written exam)	84%	99%	93%	91%	100%	++
Central Regional Dental Testing Service Examination (Clinical exam) [1st & 2nd attempts]	95%	86%	89%	77%	100%	100%

++ Students take the exam during the summer and fall after May commencement

Teacher Education

Scores from the Georgia Assessment for the Certification of Educators (GACE) are sent to the Department of Teacher Education once the Georgia Professional Standards Commission certifies them. Candidate pass rate data (see table 4 below) show that Clayton State University students have had an average pass rate of 89% over the past three years with a six percent passing increase from 2009 to 2011.

Table 4: Number and Percent of Clayton State University Teacher Education Students passing the GACE 2008 - 2011 for the Unit

Teacher Education Students	2008-2009	2009-2010	2010-2011
Number tested	85	78	88
Number passed	73	70	81
Percent passing	86%	90%	92%

The pass rates by program are shown in Table 5.

Table 5: Georgia Assessments for the Certification of Educators (GACE) Licensure pass rates of Clayton State University Teacher Education students by program 2008 - 2011

Department of Teacher Education Program	2008-2009	2009-2010	2010-2011
Middle Grades			
Language Arts	92%	94%	95%
Mathematics	83%	100%	86%
Science	100%	100%	95%
Social Studies	73%	63%	95%
English		100%	80%
Mathematics		100%	100%
Music		100%	100%

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As evidenced in the data reported above, graduates of the Nursing, Dental Hygiene, and Teacher Education program exhibit strong achievement level, which illustrates the high quality of these programs.

Graduate and Employer Data

The Clayton State Graduating Student Survey identifies percentage of students who have obtained career-related employment at the time of spring semester graduation. In spring 2012, 23.4% of the respondents were employed in positions related to their programs of study and 39.3% were employed in such off-campus positions on a full-time basis. [16]

National Survey of Student Engagement (NSSE)

Clayton State utilizes NSSE data to gauge student participation and engagement in programs and services that promote student learning and development. The survey is composed of five benchmark areas: level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. The institution has collected data since 2007 and began an alternate year administration following the 2011 survey. The most recent administration, Spring 2013, will be available in the Fall of 2013. [17][18][19][20][22]

The following figures provide a summary of Clayton State University 2011 NSSE first-year freshman and senior results compared to three comparison groups – the USG , similar Carnegie Classified institutions and the NSSE 2011 cohort.

Table 6: NSSE 2011 Question Comparison Data: Lowest Performing Benchmark Items

Lowest Performing Benchmark Items Relative to Georgia System			Comparison Groups			
Question	Benchmark	Percentage of students who...	Clayton State	Georgia System	Carnegie Class	NSSE: 2011
First-Year Students						
3a.	LAC	Read more than 10 assigned books or book-length packs of readings	19%	25%	30%	32%
1b.	ACL	Worked with classmates outside of class to prepare class assignments ²	36%	47%	47%	45%
7b.	EEE	Participated in community service or volunteer work	34%	40%	39%	39%
7c.	EEE	Participated in a learning community	10%	19%	14%	18%
9d.	EEE	Spent more than 5 hours/week participating in co-curricular activities	12%	27%	28%	30%
Seniors						
3e.	LAC	Wrote more than 10 papers or reports of fewer than 5 pages	16%	25%	34%	32%
1s.	SFI	Worked with faculty members on activities other than coursework ²	13%	22%	27%	23%
7b.	EEE	Participated in community service or volunteer work	47%	61%	60%	60%
7c.	EEE	Completed foreign language coursework	26%	43%	34%	40%
9d.	EEE	Spent more than 5 hours/week participating in co-curricular activities	9%	24%	24%	26%

Table 7: NSSE 2011 Question Comparison Data: Highest Performing Benchmark Items

Highest Performing Benchmark Items Relative to Georgia System			Comparison Groups			
Question	Benchmark	Percentage of students who...	Clayton State	Georgia System	Carnegie Class	NSSE: 2011
First-Year Students						
1a.	ACL	Asked questions/contributed to class discussions ²	71%	59%	66%	60%
1b.	ACL	Made a class presentation ²	42%	34%	41%	33%
1q.	SFI	Received prompt written or oral feedback from faculty ²	66%	57%	60%	58%
10c.	EEE	Said the institution substantially encourages contacts among diverse peers ⁴	71%	60%	60%	60%
10b.	SCE	Said the institution provides substantial support for academic success ⁴	92%	79%	80%	79%
Seniors						
10a.	LAC	Said the institution emphasizes studying and academic work ⁴	90%	82%	83%	82%
10c.	EEE	Said the institution substantially encourages contacts among diverse peers ⁴	64%	53%	54%	51%
8c.	SCE	Positively rated their relationships with admin. personnel and offices ¹	66%	56%	63%	57%
10b.	SCE	Said the institution provides substantial support for academic success ⁴	80%	72%	77%	72%
10d.	SCE	Said the institution substantially helps students cope w/ non-acad. matters ¹	36%	26%	34%	28%

As described previously, Clayton State uses a variety of data sources to evaluate student achievement and inform the teaching and learning enterprise. The University has a strong commitment to helping its students achieve their academic goals.

Additional Documentation

Further discussion of the University's institutional evaluation of student success may be found in the response narratives for Core Requirement 2.5 and Comprehensive Standard 3.3.1.1.

Sources (In Order of Appearance)

- [PDF] [CSU Mission Statement April 2013](#)
- [PDF] [CSU Values - Web Page](#)
- [PDF] [CSU Office of Assessment - Continuous Strategic Planning \(Page 2\)](#)
- [PDF] [CSU Office of Assessment - Comprehensive Program Review Overview](#)
- [PDF] [CSU Institutional Research Grade-distribution-fall2009](#)
- [PDF] [CSU Institutional Research - GradE Distribution Spring2009](#)
- [PDF] [CSU_1022_Spring 2013_Syllabus](#)
- [PDF] [CSU Center for Academic Success - Supplemental Instruction](#)
- [PDF] [BOR Complete College Georgia Reporting](#)
- [PDF] [CSU Factbook 2011-2012 \(Revised\)](#)
- [PDF] [Clayton_State_Complete_College_August_22_2012](#)
- [PDF] [American Dental Association Guidelines for Licensure](#)
- [PDF] [Joint Commission on National Dental Examinations](#)
- [PDF] [Central Regional Dental Testing Services \(Ref 4.1\)](#)
- [PDF] [CSU Graduating student survey 2008 - 12](#)

- [\[PDF\] NSSE07 Executive Snapshot](#)
- [\[PDF\] NSSE08 Executive Snapshot](#)
- [\[PDF\] NSSE09 Executive Snapshot](#)
- [\[PDF\] NSSE10 Executive Snapshot](#)
- [\[PDF\] NSSE Executive Summary 2011](#)
- [\[PDF\] CSU Grade Distributions Fall 2012 \(Ref 4.1\)](#)
- [\[PDF\] CSU Grade Distributions Spring 2013 \(Ref 4.1\)](#)
- [\[PDF\] CSU Grade-distribution-fall2009](#)
- [\[PDF\] CSU Grade-distribution-spring2009](#)
- [\[PDF\] CSU Retention & Graduation FTFT Freshman Rates Fall 02 - Fall 12](#)
- [\[PDF\] NSSE11 Executive Snapshot](#)

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The following pages contain Supporting Documentation



CSU 1022-University Foundations
COURSE SYLLABUS-SPRING 2013

Course Description

University Foundations helps new students make a successful transition to Clayton State University and prepares them to meet the challenges of higher level learning and the demands of their chosen field. The course connects students and faculty who share a common interest by building a community of learners committed to achieving excellence. University Foundations refines academic goals, encourages a greater sense of personal responsibility, creates intentional learners, and provides the information and support that students need to earn a college degree. This discussion-based seminar helps students learn how to improve their basic skills in areas such as written communication, oral communication and critical thinking. (Institutional 2 credit hours only; counts in GPA)

Learner Outcomes:

The general learning outcomes of the course and learning community program include:

- strengthening students' abilities to read, write, and speak effectively
- improving students' abilities to analyze, interpret, and communicate information in a systematic way
- developing students' knowledge of their goals, abilities, and interests in conjunction with practices that contribute to success in college and in their chosen field
- building connections between students with similar interests and between students, faculty and the university

Course Objectives:

The objectives of the course are that students will be able to:

- develop greater proficiency in oral and written communication
- demonstrate an improved ability to think critically
- use basic communication and instructional technologies
- develop learning-centered relationships with fellow students, advisors, and instructors
- set priorities, establish short and long term goals, and effectively manage time
- identify campus resources that serve various academic, psychological, and social needs
- conduct basic research and find needed research materials online and at the library
- apply knowledge of learning styles to educational tasks
- use learning strategies (reading techniques, note-taking methods, memory strategies, and test-taking strategies) effectively
- understand their majors and identify careers that suit their interests and abilities
- develop habits and strategies that promote fiscal responsibility, healthy lifestyles, stress management, and effective interactions with diverse groups of people

Required Texts:

Forni, P.M. (2002). *Choosing Civility*. New York, NY: St. Martin's.

Gardner, J.N., Jewler, A.J., & Barefoot, B.O. (2011). *Your College Experience* (9th Edition). Boston, MA: Bedford/St. Martin's

Class & Instructor Information

Class Meeting Time: Monday & Wednesday 12:45-1:35
Class Location: Natural & Behavioral Sciences (NBS) Room 125

Instructors:

Instructor: DeLandra Hunter
E-Mail: delandrahunter@clayton.edu
Telephone: (678) 466-4081
Office Hours: By Appointment & Monday-Friday, 8:00am to 5:00pm
Office Location: NBS 141

Instructor: Kimberly Colón
E-Mail: kimberlycolon@clayton.edu
Telephone: (678) 466-4089
Office Hours: By Appointment & Monday-Friday, 8:00am to 5:00pm
Office Location: NBS 141

Accommodations:

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@clayton.edu.

Evaluation:

The actual grade earned in this course will be based on completion of the following:

Activity	Points
Assignments	200
Group Presentation	100
Civility Service Project/CSU Activity	50
Academic Success Workshops/Tutoring	50
Major FOCUS Reflection	50
Civility Talk Reflection	50
Exams (2)	300
Final Exam	200
Total Points	1000

Final Grade Distribution:

The final course grade is determined as follows:

A = 90% - 100%	900-1000
B = 80% - 89%	800-899
C = 70% - 79%	700-799
D = 60% - 69%	600-699
F = 59% or below	Below 600

Operation Study

At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

Classroom Policies:

- **Basic Undergraduate Student Responsibilities:** The link below is to the Basic Undergraduate Student Responsibilities form Clayton State's online Academic Catalog: <http://a-sclayton.edu/BasicUndergraduatedStudentResponsibilities.htm>. Please familiarize yourself with these responsibilities as part of your contractual relationship with Clayton State University.
- **Computer Policy:** All students at Clayton State are required to have access to a laptop computer and to use that computer actively in all courses for e-mail access, electronic submission of papers, and other uses. Students are encouraged to bring laptops to each class.
- **Cheating:** Academic integrity is vital for true teaching and learning to take place in a scholarly community. Any form of cheating is a serious violation and will be addressed in accordance with university policy.
- **Plagiarism:** Using another person's ideas without giving due credit is plagiarism. Quotation marks should be used to denote words that are directly copied, and the original source must be cited when other people's exact language is used or their ideas are paraphrased. University policy will be followed in the event that plagiarism is detected.
- **Attendance Policy:** Students are encouraged to attend each class. Valuable information will be presented in each class in the form of lecture, discussion and class activities that cannot be supplemented. A student is allowed three absences. For each absence after the 3rd absence, 20 points will be deducted from the final grade total. Be aware that no distinction exists between excused and unexcused absences. Students are responsible for any assignments or quizzes that may occur during their absence.
- **E-Mail Communication:** Please conduct all class related communication by email through your CSU email account. Important class information will be sent to you from the beginning of the semester using this address.
- **Extra Credit:** There will be several opportunities for extra credit throughout the course. Students may earn points by attending approved "outside" activities such as guest lectures, plays and art exhibits. Students will be notified about extra credit opportunities through e-mail.
- **Late Assignments:** Under no circumstance are late assignments accepted.
- **Disruptive (Uncivil) Classroom Behavior**¹
Disruptive behavior in the classroom can negatively effect the classroom environment as well as the educational experience for students enrolled in the course. Disruptive behavior is defined as any behaviors that hamper the ability of instructors to teach or students to learn. Common examples of disruptive behaviors include, but are not limited to:
 - Eating in class
 - Monopolizing classroom discussions
 - Failing to respect the rights of other students to express their viewpoints
 - Talking when the instructor or others are speaking
 - Constant questions or interruptions which interfere with the instructor's presentation
 - Overt inattentiveness (e.g., sleeping or reading the paper in class)

- Creating excessive noise
- Entering the class late or leaving early
- Use of pagers or cell phones in the classroom
- Inordinate or inappropriate demands for time or attention
- Poor personal hygiene (e.g., noticeably offensive body odor)
- Refusal to comply with faculty direction

Students exhibiting these types of behaviors can expect a warning from the instructor or dismissal for the lesson in which the behavior occurs. Failure to correct such behaviors can result in dismissal from the course.

More extreme examples of disruptive behavior include, but are not limited to:

- Use of profanity or pejorative language
- Intoxication
- Verbal abuse of instructor or other students (e.g., taunting, badgering, intimidation)
- Harassment of instructor or other students
- Threats to harm oneself or others
- Physical violence

Students exhibiting these more extreme examples of disruptive behavior may be dismissed from the lesson or the entire course.

Students dismissed from a lesson will leave the classroom immediately or may be subject to additional penalties. Dismissed students are responsible for any course material or assignments missed.

Students dismissed from a course have the right to appeal the dismissal to the department head responsible for the course. Appeals beyond the department head may also be pursued. If no appeal is made or the appeal is unsuccessful, the student will receive a grade of WF (withdrawal – failing) regardless of the current grade in the course.

Conditions attributed to physical or psychological disabilities are not considered as a legitimate excuse for disruptive behavior.

¹ The description of disruptive behavior and listings of examples of disruptive behavior are taken from the Web sites of James Mason University, the University of Delaware and Virginia Tech.

Class Calendar of Topics, Activities & Important Dates

The agenda is subject to change at the discretion of the instructor.

	Monday	Wednesday
Week 1 Jan. 7 & Jan. 9	Course Introduction; Who's Who Among You Activity	Chapter 1: Exploring Your Purpose for Attending College
Week 2 Jan. 14 & Jan. 16	Campus Resource Project	Syllabus Quiz & Campus Resource Project
Week 3 Jan. 21 & Jan. 23	No Class-MLK Holiday	Chapter 2: Managing Your Time Bring laptop to class to take MAP Works Survey
MAP-Works Reflection Due January 23 by 5pm via Desire2Learn		
Week 4 Jan. 28 & Jan. 30	Chapter 6: Being Engaged in Learning	Chapter 6: Being Engaged in Learning
Freshman Frenzy; Friday, Feb. 1, Student Activities Center, Time: TBA		
Week 5 Feb. 4 & Feb. 6	Chapter 12: Making the Right Choice for Majors/Careers	Exam 1: Chapters 1, 2, 6 & 12
CARE Fair & Festival of Majors; Wed, Feb. 13, UC 10:30-1:30 and 4:30-6pm		
Week 6 Feb. 11 & Feb. 13	Chapter 4: Discovering How You Learn	Chapter 4: Discovering How You Learn
Week 7 Feb. 18 & Feb. 20	Chapter 7: Reading to Learn from College Textbooks	Chapter 7: Reading to Learn from College Textbooks
Week 8 Feb. 25 & Feb. 27	Chapter 8: Learning to Study, Comprehend and Remember	Chapter 8: Learning to Study, Comprehend and Remember Library Activity-tentative
March 1: Last Day to Withdraw & Receive a Grade of a "W"		
March 2 – March 9 Spring Break		
Week 9 Mar. 11 & Mar. 13	Chapter 9: Improving Your Performance on Exams and Tests	Chapter 9: Improving Your Performance on Exams and Tests
Week 10 Mar. 18 & Mar. 20	Exam 2: Chapters 4, 7, 8 & 9	Bring laptop to class to take MAP Works survey
Week 11 Mar. 25 & Mar. 27	Chapter 14: Establishing & Maintaining Relationships in College	Chapter 15: Appreciating Diversity
Week 12 Apr. 1 & Apr. 3	Group Presentation Planning	Group 1 & 2 Civility Presentation
Week 13 Apr. 8 & Apr. 10	Group 3 & 4 Civility Presentation	Group 5 & 6 Civility Presentation
Week 14 Apr. 15 & Apr. 17	Topic TBA	Topic TBA
Week 15 Apr. 22 & Apr. 24	Chapter 13	Chapter 16
Week 16 Apr. 29	Preparing for Finals: Stress Management, Create a Exam Study Schedule, etc.	
Academic Success Workshops/Tutoring Participation Completed: Due April 29th		
Civility Service Project/CSU Activity: Due April 29th		

Final Exam on Chapters 13, 14, 15 & 16 on Monday, May 6 at 12:30pm

Textbook Readings & Assignments: Please bring your textbook and laptop to class each day. Students are responsible for all assigned readings and other assignments by the date indicated on the Class Calendar. If a student misses an explanation of an assignment or is unclear about an assignment, it is his/her responsibility to seek clarification from the instructor, so the work can be prepared and ready for submission by the due date.

Major FOCUS Reflection Writing:

1. Complete the FOCUS assessment at <http://www.clayton.edu/fyarc/majorfocus>.
2. Answer the following questions in a reflection paper: What did I learn from the Major FOCUS assessment? How will my major prepare me for my career? What are my post graduate options for my major/career choice?

Civility Talk Reflection Writing:

1. Attend one Civility Talk workshop.
2. Using the topic of a Civility Talk, write a letter to a first-year student offering advice to support his/her success?

A List of Civility Talks

<http://www.clayton.edu/fyarc/civilitytalksworkshops>

Examples of Topics:

- Classroom Etiquette Talk: How can you encourage a student to practice civility in a classroom setting?
- Code of Conduct Talk- How can you encourage a student to practice civility by following the rules in the Student Code of Conduct?
- Plagiarism Talk- How can you encourage a student to practice civility by avoiding plagiarism?
- Campus Civility Talk- How can you encourage a student to practice civility around campus?

Writing assignments must adhere to the guidelines below.

<u>Format</u>	<u>Identification</u>
Typed	student's name
1-inch margins	date of submission
12-point font size	course number
double-spaced lines	identification of assignment
page number (upper right corner)	
2-3 pages in length	

Academic Success Workshops/Tutoring: The Center for Academic Success offers a variety of one-hour workshops on different topics. Students are required to attend two workshops, provide documentation of their attendance, and complete a few reflective questions (form will be provided). In addition, students are required to attend at minimum of **three** tutoring sessions, but strongly encouraged to attend tutoring throughout the semester.

Guidelines for Licensure

(1976:919; 1977:923; 1989:529; 1992:632; 1999:936; 2002:401; 2003:338)

Dental licensure is intended to ensure that only qualified individuals provide dental treatment to the public. Among qualifications deemed essential are satisfactory theoretical knowledge of basic biomedical and dental sciences and satisfactory clinical skill. It is essential that each candidate for an initial license be required to demonstrate these attributes on examination; a written examination for theoretical knowledge and a clinical examination for clinical skill. The clinical examination requirement may also be met by successful completion of a postgraduate program in general dentistry that contains competency assessments or in an ADA recognized specialty, at least one year in length, which is accredited by the Commission on Dental Accreditation. These guidelines suggest alternate mechanisms for evaluating the theoretical knowledge and clinical skill of an applicant for licensure who holds a dental license in another jurisdiction. Requiring a candidate who is seeking licensure in several jurisdictions to demonstrate his or her theoretical knowledge and clinical skill on separate examinations for each jurisdiction seems unnecessary duplication.

Licensure by Examination: Written examination programs conducted by the Joint Commission on National Dental Examinations have achieved broad recognition by state boards of dentistry. National Board dental examinations are conducted in two parts. Part I covers basic biomedical sciences; Part II covers dental sciences. It is recommended that satisfactory performance on Part II of the National Board dental examinations within five years prior to applying for a state dental license be considered adequate testing of theoretical knowledge. National Board regulations require a candidate to pass Part I before participating in Part II. Consequently, this recommendation excludes Part I only from the time limit.

No clinical examination has achieved as broad recognition as have National Board written examinations. Clinical examinations used for dental licensure are conducted by individual state boards of dentistry and by regional clinical testing services. It is recommended that satisfactory performance within the last five years on any state or regional clinical examination at least equivalent in quality and difficulty to the state's own clinical examination be considered adequate testing for clinical skill provided that the candidate for licensure:

- a. is currently licensed in another jurisdiction.
- b. has been in practice since being examined.
- c. is endorsed by the state board of dentistry in the state of his or her current practice.
- d. has not been the subject to final or pending disciplinary action in any state in which he or she is or has been licensed.
- e. has not failed the clinical examination of the state to which he or she is applying within the last three years.

Licensure by Credentials: The American Dental Association believes that an evaluation of a practicing dentist's theoretical knowledge and clinical skill based on his or her performance record can provide as much protection to the public as would an evaluation based on examination. Issuing a license using a performance record in place of examinations is termed licensure by credentials.

All candidates for licensure by credentials are required to fulfill basic education and practice requirements. Further it is recommended that licensure by credentials be available only to a candidate who:

- a. has graduated from a dental school accredited by the Commission on Dental Accreditation or has completed a supplementary predoctoral education program of at least two academic years in an accredited dental school and has been certified by the dean of an accredited dental school as having achieved the same level of didactic and clinical competence as expected of a graduate of the school, or has completed an educational experience that is recognized by the board as equivalent to the above.
- b. is currently licensed by a licensing jurisdiction within a state, the District of Columbia, the Commonwealth of Puerto Rico or a dependency of the United States.
- c. has been in practice or full-time dental education immediately prior to applying.
- d. is endorsed by the state board of dentistry in the state of current practice.
- e. has not been the subject of final or pending disciplinary action in any state in which he or she is or has been licensed.
- f. has not failed the clinical examination of the state to which he or she is applying within the last three years.

Additional criteria to determine the professional competence of a licensed dentist could include:

- g. Information from the National Practitioner Data Bank and/or the AADE Clearinghouse for Disciplinary Information.
- h. Questioning under oath.
- i. Results of peer review reports from constituent societies and/or federal dental services.
- j. Substance abuse testing/treatment.
- k. Background checks for criminal or fraudulent activities.
- l. Participation in continuing education.
- m. A current certificate in cardiopulmonary resuscitation.
- n. Recent patient case reports and/or oral defense of diagnosis and treatment plans.
- o. No physical or psychological impairment that would adversely affect the ability to deliver quality dental care.
- p. Agreement to initiate practice in the credentialing jurisdiction within a reasonable period of time to ensure that licensure is based on credentials that are current at the time practice is initiated.
- q. Proof of professional liability coverage and that such coverage has not been refused, declined, canceled, nonrenewed or modified.

Alternate ways that current theoretical knowledge might be documented follow. It is recommended that for a candidate who meets eligibility requirements for licensure by credentials, these methods be considered as possible alternatives to the written examination requirement.

1. Successful completion of an accredited advanced dental education program in the last ten years.
2. A total of at least 180 hours of acceptable, formal scientific continuing education in the last ten years, with a maximum credit of 60 hours for each two-year period.
3. Successful completion of a recognized specialty board examination in the last ten years.
4. Teaching experience of at least one day per week or its equivalent in an accredited dental education program for at least six of the last ten years.

Possible documentation for current clinical skill appears in the following list. Provided that eligibility requirements for licensure by credentials are met, it is recommended that these methods be considered as possible alternatives to satisfactory performance on a clinical examination.

1. Successful completion of an accredited general practice residency or dental internship within the last ten years.
2. Successful completion of an accredited dental specialty education program in a clinical discipline within the last ten years.
3. A total of at least 180 hours of acceptable clinically oriented continuing education in the last ten years, with a maximum credit of 60 hours for each two-year period.
4. Clinical teaching of at least one day per week or its equivalent in an accredited dental education program, including a hospital-based advanced dental education program, for at least six of the last ten years.
5. Presenting case histories of patients treated by the candidate in the last five years, with preoperative and postoperative radiographs, covering procedures required on the state clinical examination, for discussion with the state board.

Licensure by Credentials for Internationally Trained Dentists: It is ADA policy that internationally trained dentists, who were licensed by their respective jurisdictions prior to implementation of the requirement of a two-year supplementary education program in an accredited dental school, be granted the same benefits of freedom of movement as any other member of the Association.

Specialty Licensure: The American Dental Association urges constituent dental societies and state dental boards to implement specialty licensure by credentials and/or specialty licensure as a top priority. The Association urges states to consider the following provisions regarding specialty licensure by credentials:

- a. All specialists should be required to have passed a state dental board approved general dentistry examination and have an entry-level license issued by a state or a U.S. territory before being eligible to be credentialed or to take a specialty examination in another state.
- b. Specialists should not be required to pass an additional general dentistry examination when applying for a license to practice the specialty
- c. Specialists who have passed a specialty licensure examination in another state should be granted licensure by credentials without further examination.
- d. States should be urged to enact provisions by which a dental specialist licensed in another jurisdiction may be issued a license by credentials to allow the specialist who holds diplomate status from an ADA-recognized dental specialty certifying board or who has completed an advanced specialty education program accredited by the Commission on Dental Accreditation to practice the specific specialty.
- e. Specialists who hold Diplomate status from an ADA-recognized dental specialty certifying board or who have completed an advanced specialty education program accredited by the Commission on Dental Accreditation and meet all other state requirements for licensure should not be required to take any additional examinations.
- f. Specialty licensure examinations and criteria for credentialing should be reviewed annually for reliability and validity and updated regularly to protect the public.

Complete College Georgia Status Report

The annual CCG Status Report will consist of a narrative (five pages maximum) addressing the following areas:

Updates, Progress, and Future Work

- Institutional progress to date in meeting the goals outlined in the campus plan.
- Significant changes in the goals and strategies from the campus plan that should be noted along with plans developed or significant work undertaken not identified in original campus plan.

Partnerships

- Influence of Summit 2013 on your institution's focus on a regional approach moving forward.
- How your institution will continue to build and incorporate partnerships (P-12, community, business) to affect student completion.

Key Observations and Evidence

- How your institution is tracking and analyzing data to assess progress made to date.
- The campus-specific metrics your institution has or will monitor as indicators of success.
- The strategies that have been or will be developed to sustain data collection and evaluation of effectiveness on your campus.

Sharing Lessons Learned

- The "big lessons" learned from the campus plan process that should be shared with others, how data has informed them, and the implications for others and the USG System.

Timeline

The timeline for submission is as follows:

June 14 – Submission of draft status report

End of June through July – Peer sharing process

End of July – Feedback sent to campuses

September 1 – Final status report due to USG

October 1 – USG and TCSG submits status reports to Governor



Our Mission and Values

To provide the dental examination community with test construction and administrative standardization for national uniform dental and dental hygiene clinical licensure examinations.

These examinations will demonstrate integrity and fairness in order to assist State Boards with their mission to protect the health, safety and welfare of the public by assuring that only competent and qualified individuals are allowed to practice dentistry and dental hygiene.

Location Information

1725 SW Gage Blvd.
 Topeka, Kansas 66604-3333
 (785)273-0380 phone
 (785)273-5015 fax
info@crdts.org

What is Central Regional Dental Testing Service?

The Central Regional Dental Testing Service, Inc. (CRDTS) is a testing service made up of seventeen State Boards of Dentistry who have joined forces to develop and administer fair, valid and reliable examinations of competency to practice dentistry and dental hygiene. The members of CRDTS are the State Boards of Colorado, Georgia, Hawaii*, Illinois, Iowa, Kansas, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, South Carolina, South Dakota, Washington, West Virginia, Wisconsin, and Wyoming. (For more information on the State Boards, please visit the Contacts Page.) *Accepts CRDTS Hygiene Only

Part of the initial motivation to form Regional Boards was an effort to keep the responsibility for competency assessment in the hands of dental professionals rather than a government bureaucracy, and to enable State Boards to improve their testing methodologies. By pooling their resources, states are able to secure personnel with more expertise in tests and measurements, broaden the geographic base of the examination and offer the examination in more modern clinic facilities. The advantage to candidates is access to licensure in more states through successful completion of a standardized, objective, valid and reliable examination. More recently, there has been a great deal of national collaboration towards more uniformity in clinical licensure examinations.

CRDTS is one of five regional boards, or regional testing services, in the country: the Northeast Regional Board-NERB; the Central Regional Dental Testing Service, Inc.-CRDTS; the Southern Regional Testing Agency-SRTA; Council of Interstate Testing Agencies - CITA; and the Western Regional Examining Board-WREB.





Complete College Georgia Plan

Thomas J. Hynes, Jr., President

August 22, 2012

Introduction

Clayton State University (Clayton State) is located 15 miles south of downtown Atlanta in a beautiful lakeside setting, which is complemented by the resources available with its proximity to a major, vibrant metropolitan hub. Additional instructional sites provide outreach to neighboring community populations in Fayette, Henry, and Rockdale Counties.

With an enrollment of over 7,000 students, Clayton State embraces the rich cultural and socio-economic diversity of the greater Atlanta region through its diverse faculty, multi-ethnic and multi-generational student population, and approximately 60% of the alumni working in the area. The Clayton State classroom experience is led by an outstanding faculty with academic and professional expertise in their fields. The University fosters learning and excellence through integrated academic instruction encompassing a technological classroom environment, internships, and student research.

Clayton State's mission is to cultivate an environment of engaged, experience-based learning, enriched by active community service that prepares students of diverse ages and backgrounds to succeed in their lives and careers. The University offers an appropriate array of student support programs, services, and activities through the major institutional units of Academic Affairs, Student Affairs, Information Technology, and Business & Operations. Additionally, through co- and extra-curricular programming, students are challenged to think critically, communicate effectively, and develop a global awareness through participation in an array of field-specific, civic and leadership experiences at the University and within the broader community.

The Clayton State University Complete College Georgia Plan was developed in consultation with University-wide representation (Appendix 1). The plan takes into consideration not only the data provided by the University System of Georgia, but also the changing demographics of our student population and how they contribute to the current and future status of the institution. The goals, objectives, strategies, and implementation plans that follow build and expand on existing initiatives and are grounded in research-based approaches and best practices that have been shown to enhance student success and attainment of degrees.

Because of the timing of the need to create the report, the lateness in the academic year and short amount of time between the Summit, the creation of the committee, and the due date of the report, stakeholder participation was greatly limited. As cited above, the Complete College Georgia Team does contain campus-wide participation and the Provost made two reports, one to the Faculty Senate and the other to the Administrative Council, a very large body of all campus supervisors. The plan draft was also forwarded to all faculty and staff and their feedback was requested. In addition, the plan was discussed during faculty planning week meetings.

However, we have not had sufficient participation of large groups of faculty, staff, students and community members, and that step is the next one to undergo. Once the fall semester is fully underway, the CCG Team will organize a series of meetings, some town hall style, and some more focus group, of just these constituencies (faculty, staff, students, and community). We will likely fold the CCG concerns into institutional concerns about the implementation of our Strategic Plan, a plan that emphasizes highly effective teaching and learning strategies. These two concerns in our view work together with CCG thus we can profit greatly from the advice and responses that we get from our groups.

Chart of Stakeholder Participation Activity		
Activity	Date	Person Responsible
Schedule groups meetings	Sept 1	CCG Team
Town Hall Faculty/Staff	Sept 30	Provost / President
Small Focus Groups: Students	Oct 1	Mark Daddona/Elaine Manglitz
Small Focus Groups: Faculty	Oct 1	Provost/Deans
Small Focus Groups: Community	Oct 15	Provost /President
Survey to all based upon feedback	Nov 15	CCG Team
Results communicated back to all	Dec 1	Provost Office

Part I: Goals and Data Analysis

Clayton State Demographics

The changing demography of the surrounding geographic area for Clayton State has contributed to significant changes in the student population and the potential for those students to be at risk for failure and drop out from college. In particular, over the past 15 years, the demographic changes in Clayton and surrounding counties has led to a steep decline in the White/Non-Hispanic student population from 69% in 1996 to 24% in 2011 (Appendix 2). During the same period, the population of Black/Non-Hispanic students increased from 26% to 68% (Appendix 3). The number of students who are eligible for federal financial aid has also increased in a significant way. In addition, 15% of individuals in our three largest feeder counties in the area are living below the poverty level.

A review of the data tables prepared by the System Office for 2003-2009 confirms that the number of potentially at-risk Clayton State students has steadily increased. Specifically, enrollment data show the following:

- 24% increase in full-time Black/Non-Hispanic first time and continuing students,
- 45% increase in full-time Black/Non-Hispanic transfer students,
- 40% increase in Hispanic first-time and continuing students, and

- increases ranging from 29%-71% in students receiving Pell grants, with the largest increase in full-time transfer students.

Currently 62% of our students receive Pell, and a total of 79% of our students receive some form of need-based Federal financial aid. A review of HOPE Scholarship recipients revealed that 35% of the new freshmen enrolled for the first time in fall 2011 or spring 2012 received the HOPE Scholarship, but at the end of the 2011-12 academic year, approximately one fourth of them had lost their HOPE eligibility.

During the 2003-2009 reporting period, average SAT scores of first-time, full-time freshmen have generally declined. In fall 2006, the average combined SAT math and verbal score was 998, and in fall 2011 it was 960 (Appendix 4). All of the demographic, socio-economic, and scholastic aptitude data place a large percentage of Clayton State students potentially at-risk.

However, the USG Outcome Metric data show that Clayton State is doing a good job in several areas. Degree production has seen a 55% increase from 2004 to 2009 with dramatic increases in granting of degrees to traditionally at-risk, underserved and/or underrepresented populations. In particular,

- the number of degrees awarded to Black students increased by 92%,
- the number of degrees awarded to Pell recipients increased by 118%, and
- the number of degrees awarded to students who took at least one remedial course increased by 64%.

The increase in the number of degrees awarded is due, in part, to the increase in the number of four-year degree offerings. Specifically, in fall 2003, the institution offered 11 associate of applied science degrees, two transfer associate degrees, and 23 baccalaureate degrees. By fall 2011 several of the associate of applied science degrees were discontinued so that number reduced to three, but the number of baccalaureate degrees increased to 32. Over the same time period, the number of degrees conferred increased each year (Appendix 5). *In 2009-10, Clayton State awarded 949 baccalaureate degrees as compared to the average of 432 degrees awarded by 31 IPEDS comparison institutions.* Another contributing factor in the increase in the number of degrees awarded is revealed in transfer student data from the USG Context Metric #1. From 2003-2009 Clayton State experienced a 25% increase in full-time transfer students which included significant growth in key sub-populations: 45% increase in full-time Black/Non-Hispanic and 59% full-time Asian transfer students. The trend in transfer student growth has continued and will likely continue to positively impact degree productivity. In fall 2011 alone, the institution experienced a 24% increase in new transfer students, with transfer students accounting for 45% of the 1,576 new students.

Outcome and Progress Metrics

The Outcome and Progress Metrics from the System Office report indicate that Black/Non-Hispanic students performed lower than the average of all groups on the following: retention rates, graduation rates, and credit accumulation. Male students performed lower than female students on the following: retention, transfer, and graduation rates for the fall 2003 full-time and part-time cohort for each year that data could be compared. Males also performed lower than females in the six- and eight-year graduation rates of the fall 2003 full-time cohort.

In addition, students receiving Pell funds upon admission to Clayton State performed lower than all students across the following outcomes: 2003 cohort six and eight year graduation rates; credit accumulation of full-time students; 2003 full-time and transfer cohort retention, transfer, and graduation for each year. However, Pell recipients experienced greater success than all students in gateway courses (one math and one English) and higher retention, transfer, and graduation for the 2003 part-time cohort for years two and three. Data cells were insufficient to determine differences for years four, five, and six for this part-time cohort. In addition, retention rates for all full-time and part-time students in the 2003 cohort decreased from years 2 to 3.

Approximately 4% of the Clayton State students are classified as Learning Support with the majority enrolled in mathematics. Of this percentage, 2% are enrolled in MATH 0097 and 1.6% are enrolled in MATH 0099. From data collected over the past three academic years, 66% of required Learning Support students who began in MATH 0099 completed their LS Math requirement within the allowed time-frame. However, only 39% of students who began in MATH 0097 were successful at the MATH 0097/0099 sequence. In addition, 62% of these students who completed their LS Math requirements earned a “C” or better in MATH 1101 or MATH 1111.

Campus Strengths

Clayton State students face a variety of academic challenges due to the academic preparation they bring to campus, either from high school or a previous institution, along with personal and financial factors influencing their academic performance. Whether students enroll full-time or part-time or enter as a traditional first-time freshman, transfer student, nontraditional student, or a dual-enrolled student, the administration, faculty, and staff are committed to supporting their success.

Through the implementation of strategic enrollment strategies, the University has experienced moderate enrollment growth over the past two years and experienced a record Fall 2011 enrollment of 6,864 students (4.0% increase over the previous fall semester), record Spring 2012 enrollment of 6,874 (1.7% increase over previous spring semester), and most recently a record Fall 2012 enrollment of approximately 7,180 (4.2% increase over previous fall).

Over the past 5-7 years, Clayton State responded to the changing student demographics and retention and graduation rates by designing a variety of academic support interventions and programs. Some of these programs include expanded tutorial and academic success programs in the Center for Academic Success, rebuilding the learning community program, identifying key faculty members to teach core classes in which first-year students enroll, creating the Division of Enrollment Management & Academic Success, and most recently opening the First-Year Advising & Retention Center. The increase in first-time, full-time retention rate of the 2010 cohort of 65.8% compared to 61.1% of the 2009 cohort (Appendix 6) and the increase in the six-year graduation rate of the 2005 cohort of 27.1% compared to 21.9% of the 2004 cohort (Appendix 7) reflect these efforts.

In addition, Clayton State has recently been identified as a military friendly institution by the University System of Georgia. With this designation, we will continue to improve access and support for our active military and veteran students.

Needed Information

Some additional data is needed so we can better identify those students who are most likely to be at-risk to ensure strategies and objectives are designed for appropriate intervention. We have not routinely collected first-generation data on our new students, and this category has not been officially defined by the BOR. Consequently we are unable to track their academic progress. However, responses to the 2011 National Survey of Student Engagement (NSSE) revealed that 31% of our first-year students indicated their father completed an associate's degree or higher and 31% also indicated the same for their mother. Seniors indicated 31% and 28%, respectively, but we do not know how these two groups intersect. For now, strategies and objectives designed for many other student populations will likely be appropriate to ensure further academic success of first-generation students.

The majority of our students are African American females. Because the Hispanic and Asian populations are so limited, we are unable to perform statistical comparisons of these subgroups with our African American and White populations.

Early planning has started to create a campus infrastructure (data warehouse) for collecting and disseminating data to support campus efforts to meet the Complete College Georgia strategies and objectives. This will include hiring a dedicated individual to work across campus to collect and communicate information to increase efficiencies and the likelihood of student success. In addition, development of the data warehouse will enable the campus to establish a comprehensive system to track students using the metrics included in Complete College America and the USG Metrics Working Group, as well as the National Student Clearinghouse and TCGS as soon as is feasible.

Areas for Improvement

To improve access, retention, and degree completion, our goals address the academic success of all students, in particular Black/Non-Hispanics, males, students receiving the Pell, first-time freshmen, active military and student veterans, and part-time and full-time transfer students.

Goals

1. Improve the first-time freshmen retention rate.
2. Expand retention initiatives for students after their second year.
3. Collaborate with K-12 to create awareness of and readiness for post-secondary education opportunities.
4. Reduce barriers to degree completion.
5. Develop stronger support mechanisms for transfer students from acceptance to degree completion.

The data reveal that our goals should be to strengthen the numbers, profile, and success rates of our incoming undergraduate class, particularly those of the freshman class. In other words, the System Office provided data reveal that our first-to-second-year retention rates and our graduate rates are not what they should be. We match those records with our data of changing demographics and the results point to risk factors: increasing levels of poverty and increasing percentage of students in a demographic designated as high risk, in particular African-American males.

Ongoing analyses of success rates of the incoming freshman classes revealed few conclusive data. However, over the past two years, results of phone calls to students who do not return for their second year reveal these students have financial difficulties due to losing their financial aid. We are trying more to incorporate financial literature into our orientation and our freshman activities to head off some students leaving. We have also invested numerous resources in our new First-Year Advising and Retention Center as is indicated in this plan.

Part II. Strategies and Objectives

The data outlined in Part I demonstrate that students who attend Clayton State fall into demographic groups that are historically high-risk. Because of the population that Clayton State serves, we are already engaged in several efforts to improve student retention and enhance progression toward graduation. In order to achieve our goals, we have developed the following objectives and strategies.

Objective 1: First Time Full- and Part-Time Freshmen

First-time freshmen often experience academic difficulty during their first and/or second semester, and some are not retained after their freshman year. By fall 2014, we will increase

the first to second year retention rate by 2% from the previous year. Specific strategies include the following:

- Strategy 1: Track students utilizing MAP-Works, a web-based retention management system designed to monitor the progress of first-year students, including two student surveys each semester, risk indicator level designations for each student, and alert and referral procedures. This program will allow the First-Year Advising & Retention Center to closely monitor and track the risk level and provide immediate support and interventions to first-year students.
- Strategy 2: Develop a Peer Mentoring Program which matches trained mentors to specific first-year learning communities in order to work with students identified as at-risk via MAP-Works and instructor referrals.
- Strategy 3: Match students' strengths, abilities and interests using MajorFocus, a major/career exploration program, which will help them select a major or reaffirm their choice of major thus reducing the likelihood that students will change their major and will take courses required for their major.
- Strategy 4: Implement a freshman common reading assigned to students prior to the start of the fall semester, with semester-long thematic activities related to the book to increase opportunities for engagement and connection to the institution.
- Strategy 5: Increase collaboration between residence life and academic support services to target the retention rate of residential students through a seamless approach toward academic success.

Objective 2: Partnerships with K-12

In order to better prepare students for college, especially first-generation students, it is important to increase partnerships with middle and high schools. Therefore, by fall 2014, we will achieve the following:

- Strategy 1: Survey current partnerships and build two additional K-12 partnerships with surrounding school districts to ensure students have opportunities to develop 21st century competencies which will translate to college readiness.
- Strategy 2: Increase college readiness and potential college success of low income and minority students in Clayton County by exploring the establishment of a Clayton State-Clayton County Public Schools Early College Academy.
- Strategy 3: Increase by 10% the number of dual enrollment students.
- Strategy 4: Collaborate with Clayton County Public Schools through the AmeriCorps National Service grant to provide academic support and inventory other current tutorial partnerships to determine possible expansion.

Objective 3: Improving Access and Completion for Students Traditionally Underserved

The demographic data in Part I show that the majority of Clayton State students are traditionally underserved. Improving access and completion for these students, as well as some other groups, is a high priority. By 2014, we will use the following strategies:

- **Strategy 1:** Expand efforts to identify needs and increase access to University programs and degree completion for active military and student veterans. Although Clayton State is currently designated as military friendly, additional assessment, planning, and intentional programs and services are needed.
- **Strategy 2:** Identify and implement means to address students' financial needs. Proposed efforts will include seeking outside funds, changing policies on campus, and providing financial literacy education.
- **Strategy 3:** Identify and address barriers that prevent traditionally underserved students from progression and completion. We will continue to assess additional support service needs of our students.
- **Strategy 4:** Expand student engagement and involvement opportunities, and identify the most salient nonacademic factors that contribute to degree completion among various student populations.

Objective 4: Shorten Time to Degree

By shortening the time it takes students to complete their degree, we will increase the number of degrees awarded by 5% from 2012 to 2014:

- **Strategy 1:** Improve the academic advising process for all students to ensure students are taking the appropriate courses, proper course sequence, and reasonable course load each semester to reduce the likelihood that students will enroll in courses that are not needed for their degree program.
- **Strategy 2:** Improve the process for transfer students from time of acceptance to approval of transfer credit and class registration in an effort to make it as seamless and easy to navigate as possible.
- **Strategy 3:** Establish alternative methods for earning class credit such as prior learning assessments, including CLEP examinations and ACE credit, which will reduce the number of required courses for some students.
- **Strategy 4:** Implement academic intervention programs to improve success for seated and online classes thus reducing the number of D, F, W grades.

Objective 5: Restructuring Instructional Delivery

Since research has shown that students who are actively engaged in learning have a higher likelihood for success, we will employ several research-based high impact practices (HIPs) to restructure instructional delivery by 2015 to increase student access and success. The Liberal Education and America's Promise (LEAP) initiative and the Association of American Colleges and

Universities (AAC&U) have presented evidence that these HIPs have a positive impact on the learning and personal development of students (Brownell and Swaner, 2010). The campus action plan for High Impact Practices for Student Success can be viewed under separate cover.

- Strategy 1: Increase high impact practices in instruction to increase active student engagement.
- Strategy 2: Redesign online and hybrid course/program delivery.
- Strategy 3: Redesign instruction for courses that traditionally have a high DFW rates.

Objective 6: Redesign of Learning Support

A student's failure to succeed in mathematics is often a significant barrier to success in college. While there are a number of reasons why students may not be successful in mathematics, Clayton State is committed to providing pathways to success for students who are underprepared for college-level mathematics. At Clayton State, there are two student populations served by learning support mathematics courses. While nontraditional students are placed into Learning Support mathematics via the COMPASS Test (roughly 4% of total enrollment), some traditional freshmen and transfer students place into learning support mathematics via the ACCUPLACER Test. Therefore, by Fall 2013, we will implement instructional redesign of learning support mathematics courses in order to improve success by 10% over a two-year period by:

- Strategy 1: Exploring the computer-based laboratory approach based upon the (Virginia Institute of Technology) Emporium model as well as other successful models of redesign of learning support.
- Strategy 2: Developing co-requisite courses that provide just-in-time remediation for students who place (via ACCUPLACER) into learning support mathematics.

Part III. Planning and Implementation

Objective 1: First Time Full- and Part-Time Freshmen

Strategy 1: Implementing MAP-Works

Responsibility: First-Year Advising & Retention Center, Faculty of First-Year Students, Administrative Systems Office, Residence Life Staff

Timeline: 2012-2013 academic year

Action Steps:

- Purchase site license for one year.
- Train CSU 1022 instructors, peer mentors, resident assistants, First-Year Advising & Retention Center staff, and other instructors of first-year students.
- Create program parameters and links to Banner.
- Assign students to complete survey (week 3 and week 10) as part of CSU 1022.
- Monitor risk level of each student; provide appropriate referrals and interventions as needed throughout their first year.

- Determine accuracy of program after one year; compare risk levels and first-year student success and retention.

Strategy 2: Developing a Peer Mentoring Program

Responsibility: Orientation & New Student Programs, First-Year Advising & Retention Center, CSU 1022 Instructors

Timeline: 2012-2013 academic year

Action Steps:

- Advertise, interview, and select 15-18 peer mentors.
- Conduct three-day summer training.
- Assign mentors to first-year learning communities CSU 1022 sections.
- Assist and monitor mentors throughout their work with individual students and small groups.

Strategy 3: MajorFocus - major/career exploration

Responsibility: First-Year Advising & Retention Center

Timeline: 2012-2013 academic year, FYE/CSU 1022 Instructors

Action Steps:

- Purchase Program in the First-Year Advising & Retention Center (FYARC).
- Train FYARC staff in use and interpretation of program.
- Email post-card to all admitted first-year students with directions to program.
- Interpret results with students during new student orientation in August.
- Continue discussing career/major options during advising sessions throughout first year.

Strategy 4: Freshman common reading

Responsibility: First-Year Advising & Retention Center, CSU 1022 Instructors

Timeline: 2012-2013 academic year

Action Steps:

- Select and purchase book for all first-year students (Choosing Civility)
- Distribute books with reading schedule during Freshmen Premiere events.
- Assign assessment and conduct small group discussions of book during new student orientation.
- Conduct CSU 1022 class discussions and follow-up book talks during first semester.

Strategy 5: Collaborate between residence life and academic success units

Responsibility: Housing & Residence Life, First-Year Advising & Retention Center, Center for Academic Success

Timeline: 2012-2013 academic year

Action Steps:

- Develop a plan for bring academic support services such as tutoring and workshops to the residence hall/campus apartments.
- Schedule on site academic advising with the FYARC.

Objective 2: Partnerships with K-12

Strategy 1: Build upon partnership with Rex Mill Middle School (RMMS) in Clayton County.

Responsibility: A cross-disciplinary team of Clayton State faculty and administrators (Computer Science, Honors Program, Mathematics, Natural Sciences, and Teacher Education) will work closely with faculty and administrators at RMMS, administrators from Clayton County Public Schools, and the RMMS community stakeholders.

Timeline:

- A Race to the Top (RT3) Innovation Fund proposal was submitted in July 2012 (with anticipated notification in September). If the RT3 grant is funded, planning will begin immediately with faculty training/development scheduled for summer 2013 and implementation of the first 6th grade cohort of the Early College Academy in August 2013. If the RT3 grant is not funded, additional funding opportunities will be sought out. The leadership of Clayton State University and Clayton County Public Schools are supportive of establishing an Early College either as a stand-alone charter school or “school within a school” at RMMS.
- The Clayton State Foundation submitted a proposal for a Best Buy Community Grant in July that, if funded, will support after school Lego Robotics activities for Clayton County middle school students. If this grant is not funded, faculty and students will participate in these activities as community outreach and funding will be sought to purchase equipment.
- Some action steps will be completed in 2012-2013 academic year; major action items requiring identification of a funding source will be in planning and discussion phase until they can be implemented.

Action Steps:

- Explore establishment of a STEM focused Early College Academy “school within a school” model, starting with 6th grade to provide intervention earlier than high school so students have more time to develop aspirations for college.

- Continue Science Olympiad and other tutoring and mentoring programs; begin Lego Robotics Team. Clayton State students and faculty serve as mentors for the RMMS high risk students (low-income, underrepresented minority, first-generation). Clayton State student mentors, many of whom are also minority and first-generation, are role models by providing examples of academic success.
- Establish a series of workshops to provide parents with information regarding financial aid, recruiting and admissions, continuing education opportunities and degree completion opportunities. The informational workshops will help to build a college preparatory culture in a community in which college is unprecedented for many.
- Clayton State will place more teaching interns at RMMS. Internships and other experiential learning opportunities have been identified as practices that can have a great deal of impact upon student retention (e.g. Habley and McLanahan, 2004) and thus will support college completion efforts for Clayton State students. In addition, student interns will present a “face” to the idea of college and postsecondary preparation as a career.
- Clayton State will seek to expand partnership activities to include Mt. Zion High School (RMMS is a feeder school). Clayton County loses nearly 49% of student population by 9th grade (EdWeek, 2008), so expanding efforts to retain students through the high school years is critical to increasing the number of students who will eventually attain college credentials.
- Clayton State will work with RMMS to establish vertical alignment to bridge the content/expectations gap in the transition years from K-5 to 6-8, 6-8 to 9-12, and 9-12 to 13-16 experiences. This is particularly important as the new Common Core Georgia Performance Standards roll out.

Strategy 2: Increase college readiness and potential for success.

Responsibility: Clayton State faculty and administrators, student organization faculty advisors, Academic Outreach

Timeline:

- A Georgia Department of Education Math and Science Partnership proposal was submitted in August 2012 (with anticipated notification in October). If funded, planning will immediately begin to plan 2013 and 2014 summer professional development activities for Clayton County teachers and academic year follow-up activities.
- Development of college and career academies are currently in progress.
- 2012-2013 academic year and ongoing.

Action Steps:

- Explore other partnerships with school systems in Clayton State's feeder counties.
- Provide opportunities to strengthen teacher content and pedagogy in mathematics and science for teachers in grades 5-12.
- Support efforts to build College and Career Academies in Henry County (currently in proposal stage) and Fayette County (currently in exploratory phase). College and Career academies provide programs that bridge high school and post-secondary education. The establishment of these academies also increases the potential for grant funding to support college and career readiness.
- Expand opportunities for Clayton State faculty and student organizations to engage with K-12 students. Faculty in the sciences have been active in the schools, providing lab activities in elementary schools to get students engaged at an earlier age in science. By expanding these opportunities to other areas, K-12 students will have experiences that will enhance their potential to aspire to college.
- Expand K-12 field trip opportunities which have a specific academic purpose (such as English Day) to the Clayton State campus. These types of experiences will enable K-12 students to be engaged in enriching activities with Clayton State faculty and students and to be able to envision themselves in the context of a university setting, making the notion of going to college more real.
- Create more opportunities for teaching internships.

Strategy 3: Increase opportunities for Dual-Enrollment Students.

Responsibility: Clayton State faculty and administrators, Academic Outreach, University System of Georgia staff, collaborations with public and private schools

Timeline: Some activities are already underway with others to be implemented during the academic year 2012-2013.

Action Steps:

- In light of changes in ACCEL funding, explore ways to make dual enrollment more affordable.
- Because of the Georgia Performance Standards integrated math sequence (Math I, Math II, Math III, and Math IV), there is not an obvious mapping of high school math course content with Area A and Area D mathematics. We are working with Georgia Department of Education, USG staff, school systems and the Department of Mathematics to articulate which college mathematics courses will count as both high school and college graduation.
- Provide well-trained advisor for dual-enrolled students.

- Sponsor parent night and/or open house sessions to provide parents with information regarding dual-enrollment opportunities.
- Streamline processes to make it easier for students to seamlessly transition from high school to college (academically and socially).

Strategy 4: AmeriCorps National Service Grant.

Responsibility: Student Affairs and Enrollment Management & Academic Success

Timeline: 2012-2015

Action Items:

- Second 3 year cycle renewed for AmeriCorps grant.
- Expand the number (currently 37) of AmeriCorps service leaders serving Morrow, Mt. Zion, Jonesboro, and Forest Park High Schools.
- Track high school graduates who participated in the program to study college enrollment/completion patterns.
- Track the number of participants who apply, get accepted and ultimately enroll at Clayton State.

Objective 3: Improving Access and Completion for Students Traditionally Underserved

Strategy 1: Identify needs and improve completion rates for active military and student veterans.

Responsibility: Veterans Resource Center, Student Affairs, Administrative Systems Office, Bursar, Enrollment Management & Academic Success, Faculty

Timeline: 2012-2013 academic year, Fall 2013

Action Steps:

- Determine the number of active military and student veterans on campus, whether or not they are currently using GI Bill funds.
- Assess how PLA strategies can be more flexible in awarding academic credit.
- Continue to use surveys and focus groups to identify students' needs.
- Develop and offer sensitivity training workshops for faculty and staff to better understand the military student on campus.
- Track the progression of active military and student veterans.
- Hire a full-time Coordinator for the Veterans Resource Center.

Strategy 2: Identify and implement means to address students' financial needs.

Responsibility: Financial Aid, External Relations, Library, Budget & Finance, Enrollment Management & Academic Success, Student Affairs

Timeline: 2012-2013 and 2013-2014 academic years.

Action Steps:

- Offer library reserve readings in designated core courses to lessen textbook costs.
- Seek outside funding sources to increase the number of Presidential Scholarships and provide external funds for book grants.
- Explore loaning computers or scholarship options for students who cannot afford a laptop, are unable to purchase a laptop in a timely manner, or who do not have access to a laptop during the school day.
- Allow students to pay tuition/fees in installments.
- Incorporate procedures needed to allow the assessment of tuition and fee charges at the time registration is allowed so students and parents are able to determine out of pocket expenses earlier in the process.
- Explore approaches to more closely monitor HOPE Scholarship recipients and to help them understand the reality of potential scholarship loss.
- Increase financial literacy efforts by expanding the financial literacy programs currently offered on campus.

Strategy 3: Identify and address barriers that prevent traditionally underserved students from progression and completion.

Responsibility: Veterans Resource Center, Disability Resource Center, Administrative Systems Office, Academic Affairs, Student Affairs

Timeline: 2012-2013 (assessment initiatives); Fall, 2013 (targeted support services)

Action Steps:

- Coordinate efforts across campus to identify additional support service needs of: student veterans, students with disabilities, first generation students, and ESL students.
- Develop a survey and conduct focus groups to identify barriers faced by transfer students one semester after entry.
- Use information obtained by efforts described above to develop and implement specific support services or institutional policies/procedures needed to address barriers.

Strategy 4: Expand opportunities for student engagement and involvement, and identify the most salient nonacademic factors that contribute to degree completion among selected student populations.

Responsibility: Child Care Task Force, Faculty, Student Affairs, Housing, Administrative Systems Office

Timeline: 2012-2013 academic year, Fall 2013

Action Steps:

- Continue the current child care initiative to address barriers related to student parents.
- Increase opportunities for students to work on campus within their chosen major and assess efficacy in relation to progression and completion.
- Assess how involvement in extracurricular activities (e.g., student organizations, recreation and wellness activities, etc.) relates to progression and completion for first-time full-time students and transfer students. Use data to expand opportunities for student engagement for selected student populations.
- Pilot specific programs for residential students who are in year 2 designed to encourage persistence to year 3.

Objective 4: Shorten Time to Degree

Strategy 1: Improve advising for all students

Responsibility: Faculty, Department Chairs, Professional Advisors, Registrar's Office, Administrative Systems Office, First-Year Advising & Retention Center, Enrollment Management & Academic Success

Timeline: 2012-2013 academic year, some actions steps will be completed during fall 2013

Action Steps:

- Redesign course checksheets to make degree requirements clearer for students.
- Develop and post rotation schedule for courses that are not offered each semester to assist students in taking courses at the appropriate time.
- Implement DegreeWorks which will keep students on track and will better clarify which courses are required for each major.
- Train all faculty and professional advisors in the use of AdvisorTrac to monitor and track advising notes and create a seamless transition when students change majors.
- List approved course substitutions on student DUCK records for viewable access to others to reduce likelihood of students repeating courses.
- Print copies of the academic catalog and distribute one copy to each new student at orientation. Orient students to specific catalog sections during their FYE/CSU 1022 course.
- Purchase a program to create an online academic catalog so students can more easily access important policies and procedures.

Strategy 2: Improve the process for transfer students

Responsibility: Faculty, Department Chairs, Professional Advisors, Registrar's Office, Administrative Systems Office, Enrollment Management & Academic Success, Provost's Office

Timeline: 2012-2013 academic year, some actions steps will be completed during fall 2013

Action Steps:

- Implement the new reverse transfer agreement with Gordon College; develop similar programs with other two-year USG colleges.
- Require course substitutions to be submitted for approval during first semester of students' enrollment.
- Develop an electronic course substitution workflow process to reduce paper forms and decrease time it takes to approve substitutions.
- Review transfer evaluation documents and revise to make them easier for students to understand.
- Create a position of transfer articulator responsible for identifying core curriculum areas in which courses should be placed. Assist in translating the core curriculum from other USG institutions.
- Provide a recommendation to the USG to adopt a common acceptable score range for AP, IB and CLEP credit across the USG.

Strategy 3: Establish alternative methods for earning class credit

Responsibility: Testing Center, Faculty, Department Chairs, Registrar's Office, Provost's Office

Timeline: 2012-2013 academic year, some actions steps will be completed during fall 2013

Action Steps:

- CLEP credit
 - Broaden scope of acceptance of CLEP scores at Clayton State.
 - Remove the artificial Clayton State barriers that prevent some students from using some CLEP exams.
 - Encourage more students to prepare for and take CLEP exams.
 - Develop a YouTube video promoting CLEP.
- Expand prior learning assessment opportunities beyond CLEP.
 - Allow students to receive course credit from FLATS (Foreign Language Achievement Testing Services).
- Develop task force to review all PLAs and expand ACE credit opportunities for students with prior training and experience including military experience.

Strategy 4: Interventions to Improve Academic Success

Responsibility: Center for Academic Success, Mathematics Department, Professional & Faculty Advisors, Financial Aid Office

Timeline: 2012-2013 & 2013-2014 academic years

Action Steps:

- Identify “at risk” (grades of D & F) students at the midterm and intervene as necessary through referrals and emails to provide academic assistance.
- Provide interventions/advising for students who consistently withdraw multiple times from classes (more than two semesters).
- Provide Supplemental Instruction (SI) and expand peer tutoring for traditionally difficult courses with high D, F, W rates.
- Embed remediation (i.e. MATH 0099) into regular core courses by creating special sections for students who place in a lower math.
- Promote online training sessions for students to take prior to taking math placement exams to increase likelihood of being placed into a core math course.
- Provide additional financial aid training to help students understand their funding, which will prevent them from unexpected surprises before they finish their degree.

Objective 5: Restructuring Instructional Delivery

Strategy 1: Increase high impact practices in instruction to increase active student engagement.

Responsibility: The Engaged Learning Innovations Committee, Center for Instructional Development, Office of Academic Affairs, Dean’s Council, instructional faculty, Enrollment Management & Academic Success, Center for Academic Success, First-Year Advising & Retention Center, and academic departments.

Timeline: The campus plan for HIPs for Student Success was completed in June 2012. The action plan will be communicated to the campus community in September 2012. Funds have been allocated for 2012-2013 and will continue to be allocated each year. The action plan will be implemented incrementally through 2015.

Action Steps:

- Create HIPs Campus Action Plan and communicate the plan to campus community.
- Offer professional development opportunities related to HIPs for faculty.
- Compare data related to student success in courses utilizing HIPs to those that do not.
- Implement the Engaged Learning & Innovations Program to provide incentives to faculty to redesign classroom/laboratory instruction (see HIPs Campus Action Plan for full details)
- Increase opportunities for undergraduate research.
- Increase civic engagement opportunities inside and outside of the classroom.
- Expand existing Supplemental Instruction

- Redesign the First-Year Experience Program so it aligns better with the LEAP Essential Learning Outcomes
- Redesign the Capstone Experience Program and design applicable Middle-Years-Experience Programs

Strategy 2: Redesign online and hybrid course/program delivery.

Responsibility: Academic Deans, Department Chairs, Online Course Policy Committee, Center for Instructional Development, and Enrollment Management & Academic Success.

Timeline: Academic Years 2011-2013

Action Steps:

- Review all existing online courses to ensure quality.
- Provide faculty development (Online Academy) to design high quality online/hybrid courses.
- Monitor student success in online courses as compared to seated courses.
- Create guidelines concerning what courses can be taught well online and which students are likely to succeed.

Strategy 3: Redesign instruction for courses that traditionally have a high DFW rates.

Responsibility: Department of Mathematics, Department of Natural Sciences and Center for Academic Success.

Timeline: Academic Year 2012-2013

Action Steps:

- Add Quantitative Reasoning as an option in Area A
- Investigate models in incorporate a laboratory component for Mathematical Modeling and College Algebra to support students with borderline math placement scores.
- Explore adding co-requisite recitation sections to courses with high D, F, W rates.

Objective 6: Redesign of Learning Support

Strategy 1: Computer-based laboratory for learning support mathematics

Responsibility: Center for Academic Success and the Department of Mathematics

Timeline: Fall 2012 determine the appropriate redesign strategy for implementation in Spring 2013 or Fall 2013

Action Steps:

- Select the appropriate model (compatible with Clayton State technology infrastructure) for redesign with implementation.
- Select appropriate software platform.

- Identify space and staff (Center for Academic Success, Mathematics, Education) for a collaborative implementation.

Strategy 2: Develop co-requisite courses that provide “just-in-time” remediation in introductory college mathematics courses

Responsibility: Department of Mathematics

Timeline: Course development and campus curriculum approval processes will take place in academic year 2012-2013.

Action Steps:

- Develop mandatory lab component for just-in-time remediation that aligns with Area A2 mathematics courses.
- Use mini-grants for faculty to develop learning modules on remedial topics.
- Use ACCUPLACER scores to identify appropriate math placement.

Part IV: Ongoing Feedback/Evaluation

The integrity of the data and its consistent use and interpretation will be crucial for us and for any institution going forward in Complete College Georgia. Furthermore, this data has to be regularly reported internally and externally at the highest offices. Executive leadership at the University takes the project with utmost seriousness and will employ University resources to act upon the recommendations of the CCG Team as informed by the data.

The structure for feedback, evaluation, and adjustment will follow a three-tiered structure:

1. Data Collection and Reporting
2. Reporting from CCG Team to President’s Cabinet
3. Approved recommendations taken to operational units

The data will be collected from the Student Information System and other sources and through the Office of Institutional Research initially; however, the Office of Academic Affairs plans to hire a full time data and demography analyst for enhanced data collection and analysis. These data reports will be shared by way of web reported to all interested University stakeholders. Thus they will report on the following and the report should always provide a longitudinal context:

Enrollment Data: First-Time/Full-Time; Part-Time and Full-Time; Transfer; Graduate; Special Populations (dual enrollment, military, adult, online only, etc.)

Progression Data: Retention, Progression, Graduation Rate (both institution and system rates); credit hour completion by time; success rates by class and by program

Credential Data: number of degrees awarded; certificates; reverse transfer degrees

Time to Degree: charting programs by time to degree rates: students earning credit under the PLA rubric (ACE credits; CLEP, etc.), students with dual enrollment credit.

Special Populations /Student Types: reports based on special populations/student types to include number of students, types of contact with services and departments, and progression rates.

Remediation: number of students in remediation and time to exit and success rates

Articulation: number of articulation agreements with USG and TCSG schools; number of students (and hours) attributable to those articulation agreements.

Student Support: Data will be collected on advising and other student support related activities.

In addition to these reports on the numbers of the students in the varying fields, an executive summary of activities related to these areas will be a part of the report.

Reporting Cycle: The reporting should be frequent even if the data may not change by the month; therefore, we will report monthly report on all this data. The reports will be distributed broadly via a web-based newsletter, as well as reporting monthly to the President's Cabinet by the leader of the CCG team or by the Provost, or both, in order to generate presidential approval and recommendations.

Part V. Appendices

Appendix 1 - Complete College Georgia Team

Mark Daddona, Team Leader, Associate Vice President for Enrollment Management & Academic Success

Micheal Crafton, Provost/Vice President for Academic Affairs

Kevin Demmitt, Associate Vice President for Academic Outreach

Michelle Furlong, Chair, Department of Natural Sciences

Kathy Garrison, Director, Center for Academic Success

Anthony Giovannitti, Chair, Department of Mathematics

DeLandra Hunter, Director, First-Year Advising & Retention Center

Jill Lane, Dean, Assessment & Instructional Development

Sharon Long, Director, Testing Center

Elaine Manglitz, Associate Vice President of Student Affairs

Antoinette Miller, Professor of Psychology

Nasser Momayezi, Dean, College of Arts & Sciences

Barbara Musolf, Associate Professor of Natural Sciences

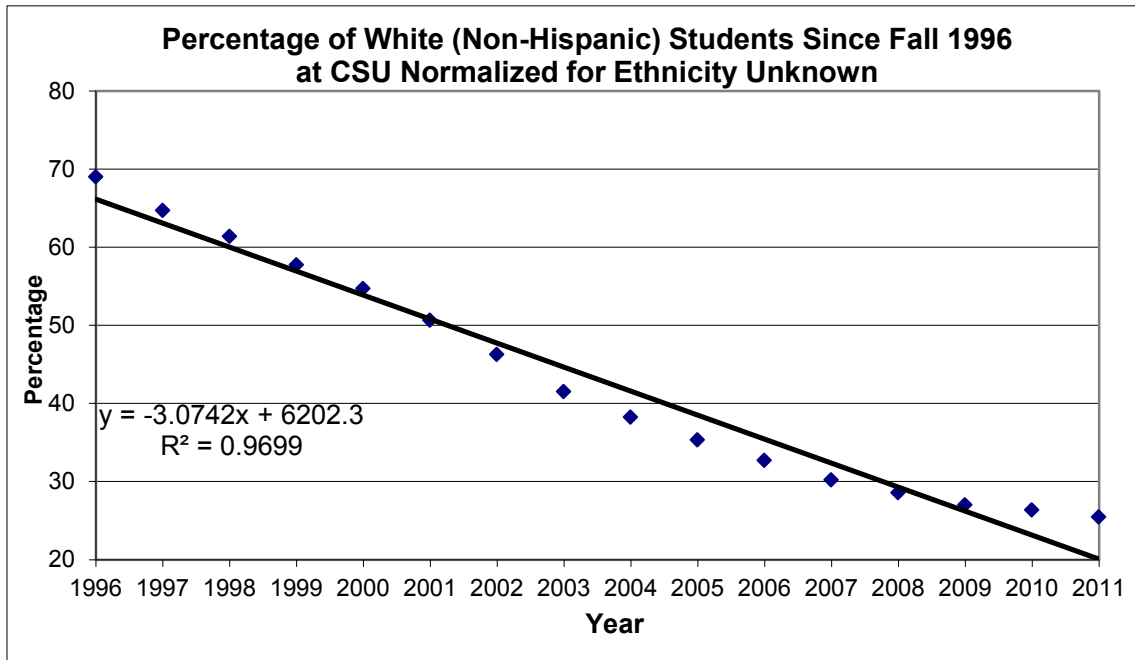
Sue Odom, Associate Dean, College of Health

Alphonso Ogbuehi, Dean, College of Business

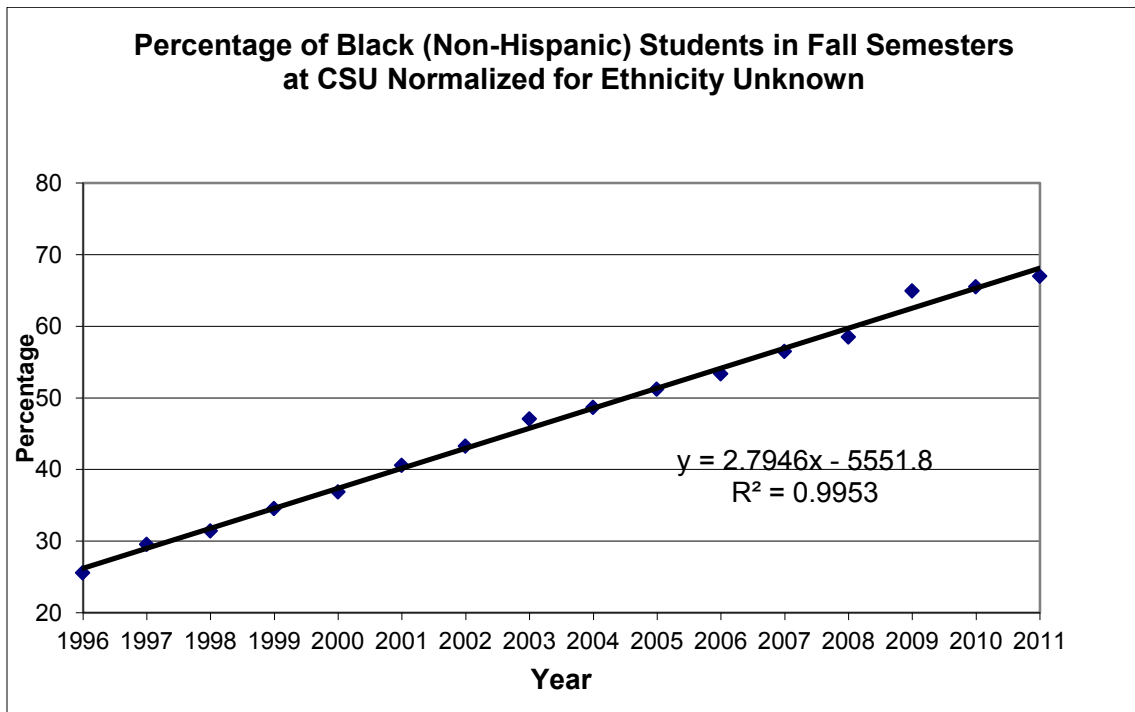
Nareem Reddy, Director, Institutional Research

Lila Roberts, Dean, College of Information & Mathematical Sciences

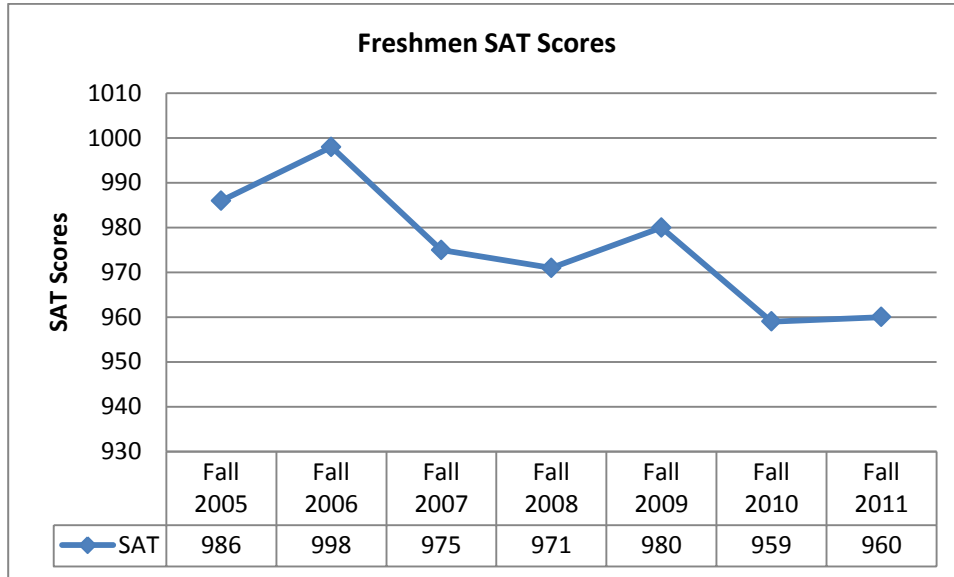
Appendix 2 – White/Non-Hispanic Student Population Changes



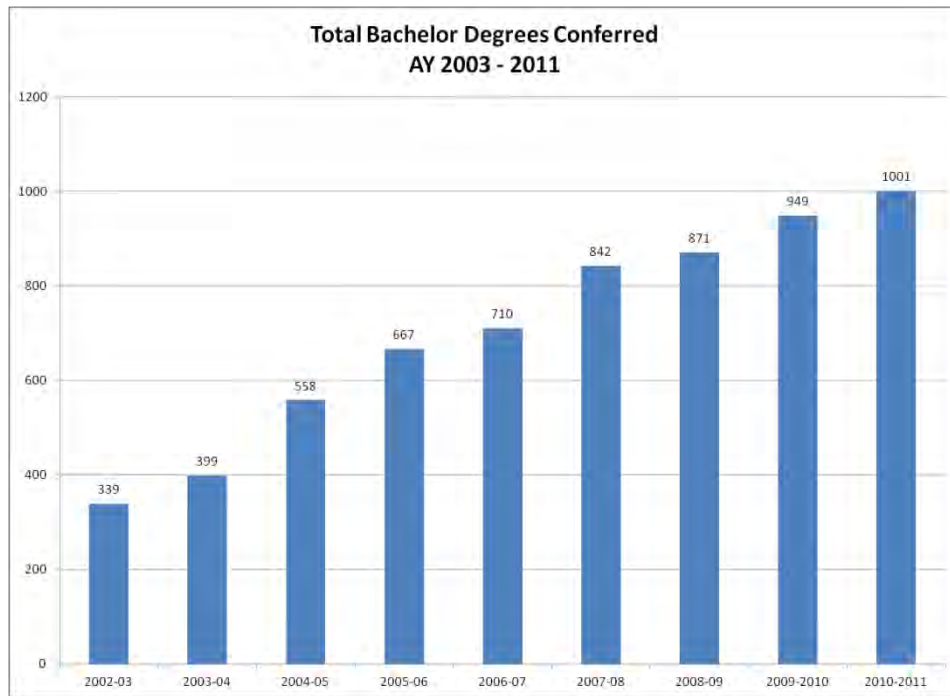
Appendix 3 – Black/Non-Hispanic Student Population Changes



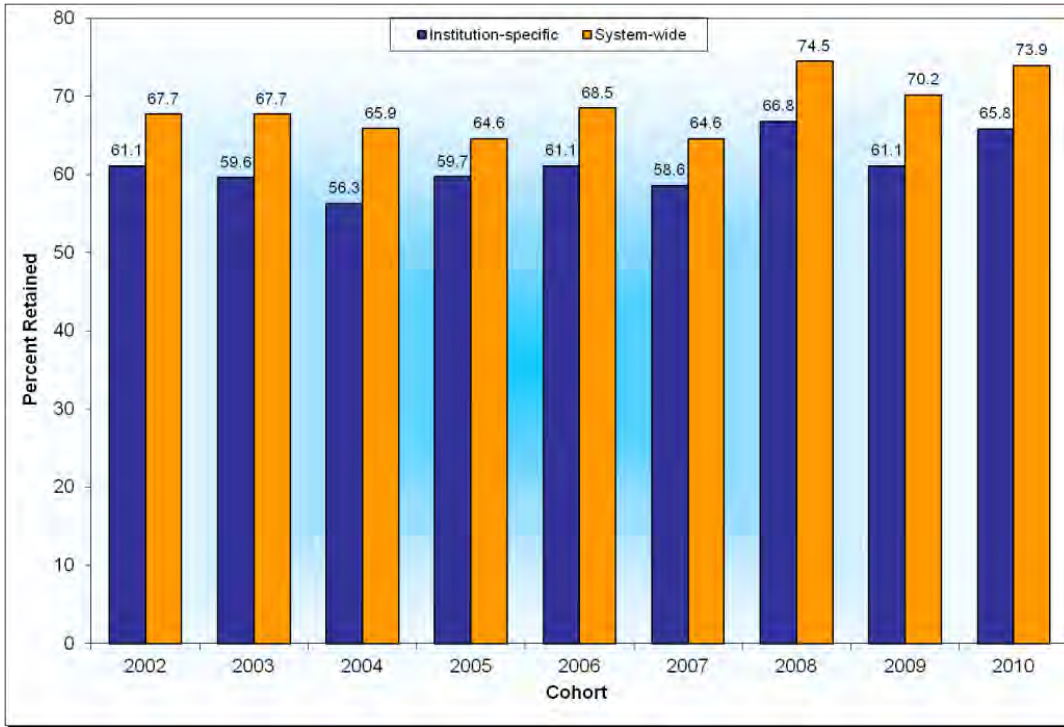
Appendix 4 - First-Time, Full-Time Freshmen Average SAT Scores



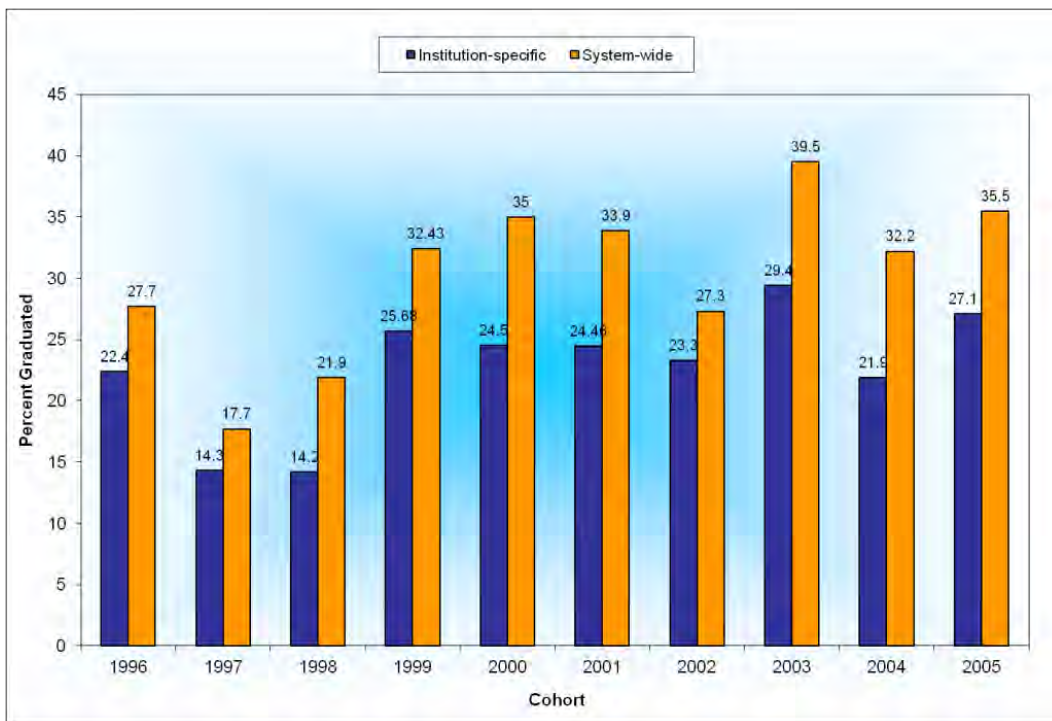
Appendix 5 – Total Bachelor Degrees Conferred



Appendix 6 – Full-Time, First-Time Retention Rates



Appendix 7 – Six-Year Graduation Rates



Appendix 8 – Summary of Major Objective Targets

Objective	Description	Target Increase	Completion Date
1	First-Time Freshmen Retention Rate	2% from previous year	Fall 2014
2	Dual Enrollment Students	10% from previous year	Fall 2014
4	Increase Number of Degrees Awarded	5% from Summer 2012	Summer 2014
6	Improve Math Learning Support	10% success over two years	Spring 2015



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Supplemental Instruction

Center for Academic Success

Supplemental Instruction (SI) is an academic assistance program that attaches peer-assisted study sessions to historically difficult classes. The study sessions are organized by a trained SI peer leader who has already taken the course before and received an A or a B.

Each week the peer leader attends all class sessions with the students and leads 2-5 regularly-scheduled study sessions based on the content covered in the class. SI study sessions not only review the content of the course, but also incorporate effective study and organizational skills. Therefore, through SI, students have the opportunity to integrate course content and study skills in a collaborative learning environment.

If you have any questions about SI, please email Maurica John at Mauricajohn@mail.clayton.edu or call (678) 466-4078.

FALL 2013 - Supplemental Instruction Schedule- COMING SOON

Brought to you by the Center for Academic Success

Course	SI Leader	Session Times	Room
BIOL 1107	Sotheavy Vann	TBA	TBA
BIOL 1108	Blake Anderson	TBA	TBA
BIOL 1108	Ashley Moore	TBA	TBA
BIOL 1151	Karl Harmon	TBA	TBA
BIOL 1152	Samantha Allis	TBA	TBA
BIOL 2250	Gloria Le	TBA	TBA
CHEM 1151	Richard Justice	TBA	TBA
CHEM 1152	Sarah Minion	TBA	TBA

CHEM 1211	Marcus Bartlett	TBA	TBA
CHEM 1212	Gloria Le	TBA	TBA
CHEM 2411	Brittany Hodnett	TBA	TBA
MATH 1101	Pritul Patel	TBA	TBA
MATH 1101	Michael Bennington	TBA	TBA
MATH 1111	Pritul Patel	TBA	TBA
MATH 1111	Kara Stolze	TBA	TBA
MATH 1112	Pritul Patel	TBA	TBA
PSYC 1101	Maria Morales-Beale	TBA	TBA
MATH1231	Pedro Torres	TBA	TBA
MATH 1231	Camille Byrd	TBA	TBA
MATH 1231	David Samuels	TBA	TBA
MATH 1241	Julie Bartlett	TBA	TBA
MATH 1501	Michael Ngo	TBA	TBA
MATH 1501	Sarah Minion	TBA	TBA
MATH 2502	Chris Donovan	TBA	TBA
BUSA 3101	Henrick Drummond	TBA	TBA

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