

Clayton State Complete College Georgia Campus Plan: 2014 Status Update Report

Institutional Mission and Student Body Profile

Clayton State University, located 15 miles south of downtown Atlanta, serves a diverse socioeconomic, multi-ethnic, and multi-cultural student population primarily from the Atlanta metropolitan area and its adjacent counties. The University’s mission, reflecting this diversity, 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 career.

The fall 2013 population totaled approximately 7,260 (6458 undergraduate, 430 dual enrolled, and 368 graduate). Of the undergraduate population, a majority fall into the underserved populations as defined in the University System of Georgia (USG) *Goals, Strategies, and Metrics Guide*. See Attachment 1 for the complete demographics.

- 46% are part-time students
- 39% are adult learners (age 25 or older at time of matriculation)
- 6% are military or former military
- At least 40% are first-generation
- Over 65% are an underserved minority
- 74% are female
- 61% of Pell-eligible undergraduates are Pell recipients

The relative percentage of these populations has remained steady since fall 2009 with the exception of percentage of Pell recipients, which has increased from 53% to 61%.

As the demographics above show, Clayton State’s student population varies in gender, age, ethnicity, financial background, and attendance status. Thus, the University’s completion priorities are flexible to meet the variety of learners the institution serves. Clayton State has also aligned the completion priorities with the USG Adult Learner Friendly Degree Program (ALFDP) institution designation requirements, which promote degree completion for adults with some college credit population.

Institutional Completion Goals and Strategies

To improve access and completion for a diverse student body, Clayton State’s goals and strategies focus on flexible learning (online, blended, evening), credit options, and student advising.

Table 1: Clayton State Completion Goals and Strategies

Completion Goal	Strategies
Goal 1: Increase the number of undergraduate degrees awarded by USG institution.	1. Target increases in access and completion for students traditionally underserved in post-secondary education, specifically military and adult learners.
Goal 2: Provide intrusive advising to keep students on track to graduate.	2. Develop a more centralized advising system that uses consistent guidelines and tools (Student Success Collaborative, DegreeWorks) to track student progress to degree and provide targeted advising interventions for students who are off track.

Goal 3: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.	3. Award credit to students via dual enrollment, CLEP scores, Advanced Placement scores/exams, International Baccalaureate scores/exams, DSST scores, ACE credit recommendations, and portfolio review.
Goal 4: Restructure instructional delivery to support educational excellence and student success.	4. Expand completely online opportunities. 5. Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.

Meeting these goals will promote completion for all learners, especially adult learners, which comprise 40% of new undergraduates and 70% of bachelor’s degrees awarded. Adult learners have additional hurdles to face when returning to finish a degree such as family responsibilities, full-time jobs, and a lack of guidance on college in general.

Goal 1: Increase the number of undergraduate degrees awarded by USG institution.

The first goal, increase the number of undergraduate degrees awarded by USG institution, will be met by meeting the other three identified goals: provide intrusive advising, award alternate forms of credit, and restructure instructional delivery. The needs or challenges for achieving these goals and steps or programs to address these are discussed by goal.

Goal 2: Provide intrusive advising to keep students on track to graduate.

Clayton State is in the process of examining its advising structure and processes. The current structure includes a First Year Advising and Retention Center (FYARC) for freshmen, professional and faculty advisors in the colleges. The FYARC advisors follow a holistic advising model that includes student assessments, multiple advising meetings, and other targeted first year programs.

Professional advisors and faculty may use some of the same intrusive advising techniques as FYARC. However, because advising is decentralized among the colleges and students may see multiple advisors, the processes, expectations, and data for advising are harder to track. More importantly, the transition between advisors hinders the student’s advising relationship and may also result in the student receiving inconsistent guidance.

To ensure consistent guidance and strengthen the advising process, Clayton State will transition to a more centralized advising system that uses consistent guidelines and tools (Student Success Collaborative, DegreeWorks) to provide intrusive advising. The Provost charged a taskforce to provide, by December 2014, a model for advising, including guidelines, use of advising tools, and the role of advisors and faculty members.

Goal 3: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

Clayton State awards dual enrollment credit and credit for prior learning. The dual enrollment program serves students from Fayette, Henry, Clayton, and Coweta counties. Credit awarded increased nearly 46% between fall 2012 and fall 2013 while the number of students increased from 270 to 430.

During the next year, Clayton State will increase credit awarded via prior learning assessment to support adult learners. The PLA policy, passed in January 2014, provides additional guidance on the awarding of PLA credit. Clayton State has awarded PLA credit for several years via College Level Examination Program (CLEP), Advanced Placement (AP), Foreign Language Achievement Testing Service (FLATS), and International Baccalaureate. The new policy adds guidelines on awarding credit via challenge exams and portfolio review.

The main challenges with awarding credit via prior learning include translating military training into college credit and some existing policies. To address the military credit, the Veteran’s Advisory Team will propose a policy for awarding block credit for military training. The Deans, Departments, and Registrar will be examining any other potential roadblocks, such as policies, to awarding credit via alternate assessment.

Goal 4: Restructure instructional delivery to support educational excellence and student success.

The focus of restructuring instructional delivery in the coming year will focus on expanding online opportunities that provide adult learners the flexibility needed to complete a degree program. Last fall, Clayton State offered seven fully online degree programs with a total enrollment of 206 students. The average age was 38.

The main challenges moving ahead in expansion will be the time, resources needed to develop quality online courses, ensuring enough sections are offered so that students can complete a degree 100% online, identifying the right online candidates, supporting online students. The Director of Distance Learning will be monitoring course offerings, guiding course development based on demand, and developing ways for identifying the right online candidates. The online student advisor, hired in fall 2013, will continue to work with students who’ve been referred on time management and/or referring those students to appropriate campus resources.

Summary of Goals, High-Impact Strategies and Activities

The matrices below outline more specific progress on goals and measures of progress and success. Attachment 1 contains detailed data for the past five years.

High Impact Strategy #1

Goal	Increase the number of undergraduate degrees awarded by USG institution.
High-impact strategy	Target increases in access and completion for students traditionally underserved in post-secondary education, specifically military and adult learners.

Summary of Activities	<p>Clayton State has met or is in the process of meeting the Adult Learner Friendly Degree Program (ALFDP) institution designation criteria including an adult degree completion website, 100% online courses/programs, a reentry concierge/online advisor, and acceptance of prior learning. The Enrollment Management division also hosted a Degree Completion open house for those students with some college credit.</p> <p>The university is also a military friendly campus. Veteran Resource Center Coordinator led development of a military admissions guide, academic coaching program, early registration, and policy on awarding credit for military training.</p>																												
Interim Measures of Progress	<p>Entering adult learners and military</p> <table border="1" data-bbox="516 611 1370 795"> <thead> <tr> <th>Population</th> <th>Fall 2012</th> <th>Fall 2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Adult Learner (25+ at matriculation)</td> <td>601</td> <td>622</td> <td>3.5%</td> </tr> <tr> <td>Military</td> <td>83</td> <td>98</td> <td>18.1%</td> </tr> </tbody> </table>	Population	Fall 2012	Fall 2013	Change	Adult Learner (25+ at matriculation)	601	622	3.5%	Military	83	98	18.1%																
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Measures of Success	<p>Increases degrees awarded to adult learners and military</p> <table border="1" data-bbox="516 831 1370 1100"> <thead> <tr> <th>Degree</th> <th>2011-2012</th> <th>2012-2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td colspan="4">Adult Learner</td> </tr> <tr> <td>Associate</td> <td>35</td> <td>31</td> <td>-11.4%</td> </tr> <tr> <td>Bachelor</td> <td>728</td> <td>701</td> <td>-3.7%</td> </tr> <tr> <td colspan="4">Military</td> </tr> <tr> <td>Associate</td> <td>1</td> <td>3</td> <td>200%</td> </tr> <tr> <td>Bachelor</td> <td>52</td> <td>64</td> <td>23.1%</td> </tr> </tbody> </table>	Degree	2011-2012	2012-2013	Change	Adult Learner				Associate	35	31	-11.4%	Bachelor	728	701	-3.7%	Military				Associate	1	3	200%	Bachelor	52	64	23.1%
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Key Leads	<p>Dr. Jill Lane, Dean of Assessment and Instructional Development Justin Mays, Director of Distance Learning Programs Tina Lake, Veterans Resource Center Coordinator Dr. LaJuan Simpson-Wilkey, Chair, Department of Interdisciplinary Studies Becky Gmeiner, Registrar</p>																												

High Impact Strategy #2

Goal	Provide intrusive advising to keep students on track.
High-impact strategy	Develop a more centralized advising system that uses consistent guidelines and tools (EAB Student Success Collaborative, DegreeWorks) to track student progress to degree and provide targeted advising interventions for students who are off track.
Summary of Activities	<p>Since opening in Fall 2011, the First-Year Advising and Retention Center (FYARC) continues to advise first-year students using a holistic advising model. Key components include multiple advising visits and use of assessment tools including MAP-Works, a student retention management system, and MajorFOCUS, a career assessment.</p> <p>The Division of Enrollment Management implemented DegreeWorks over the past year and provided training on the system. This fall, all advisors will use</p>

	the Student Success Collaborative (SSC) to track students at risk. An advising taskforce will also examine the advising structure.						
Interim Measures of Progress	DegreeWorks was implemented over the past year; 60% of faculty and advisors trained in Degree Works reported using DegreeWorks frequently.						
Measures of Success	<p>Increase in first-time, full-time retention rate</p> <table border="1"> <thead> <tr> <th>Fall 2012</th> <th>Fall 2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>67.84%</td> <td>72.15%</td> <td>4.31%</td> </tr> </tbody> </table>	Fall 2012	Fall 2013	Change	67.84%	72.15%	4.31%
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Key Leads	Dr. Mark Daddona, Associate VP for Enrollment Mgmt & Academic Success Dr. Susan Hornbuckle DeLandra Hunter, First Year Advising & Retention Center Director						

High Impact Strategy #3

Goal	Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.																
High-impact strategy	Award credit to students via dual enrollment, CLEP scores, Advanced Placement scores/exams, International Baccalaureate scores/exams, DSST scores, ACE credit recommendations, FLATS, and portfolio review.																
Summary of Activities	<p>Clayton State’s dual enrollment program serves students from Henry, Clayton, Fayette, and Coweta Counties. Dual enrollment has shown increases each year for the past five years, with the largest increase over the past year from 270 to 430. The percentage of dual enrollment students who enroll is around 20% (shown in attachment 1). Clayton State’s goal is to grow that number.</p> <p>The PLA policy, passed in January 2014, provides detailed guidance on the awarding of PLA credit. The Veteran’s Advisory Council is currently working on a policy for awarding block credit for military training.</p>																
Interim Measures of Progress	Dual enrolled students: 430 (Increase from 270 in fall 2012) PLA policy passed in 2014																
Measures of Success	<p>Increases in dual enrollment (DE) credits successfully completed, ratio of credits successfully completed, and PLA credits awarded.</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Fall 2012</th> <th>Fall 2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>DE credits completed</td> <td>2143</td> <td>3127</td> <td>+46%</td> </tr> <tr> <td>DE completed credit ratio</td> <td>94.5%</td> <td>96.1%</td> <td>+1.6%</td> </tr> <tr> <td>PLA Credits awarded</td> <td>867</td> <td>1151</td> <td>+33%</td> </tr> </tbody> </table>	Measure	Fall 2012	Fall 2013	Change	DE credits completed	2143	3127	+46%	DE completed credit ratio	94.5%	96.1%	+1.6%	PLA Credits awarded	867	1151	+33%
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Key Leads	Academic Departments Tina Lake, Veterans Resource Center Coordinator Becky Gmeiner, Registrar																

High Impact Strategy #4

Goal	Restructure instructional delivery																																
High-impact strategy	Expand completely online opportunities.																																
Summary of Activities	Clayton State offers fully online programs and courses. An online student success advisor was hired in fall 2013 to support online students. In his role, he followed up with students who withdrew from eCore courses, called students referred to him by faculty as being at risk, and assisted adult learners on navigating Clayton State systems.																																
Interim Measures of Progress	<p>Number of Clayton State fully online courses</p> <table border="1"> <thead> <tr> <th>Fall 2012</th> <th>Fall 2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>78</td> <td>20.0%</td> </tr> </tbody> </table> <p>Enrollment in 100% online degree programs</p> <table border="1"> <thead> <tr> <th>Fall 2012</th> <th>Fall 2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>83</td> <td>206</td> <td>148%</td> </tr> </tbody> </table>			Fall 2012	Fall 2013	Change	65	78	20.0%	Fall 2012	Fall 2013	Change	83	206	148%																		
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Key Leads	Dr. Jill Lane, Dean of Assessment and Instructional Development Justin Mays, Director of Distance Learning Programs																																

High Impact Strategy #5

Goal	Restructure instructional delivery			
High-impact strategy	Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.			
Summary of Activities	Clayton State offered 77 hybrid courses and four emporium-model courses in fall 2013.			
Interim Measures of Progress	Number of Clayton State courses offered via alternative delivery format			
	Type	Fall 2012	Fall 2013	Change
	Hybrid	73	77	5.5%
	Other			
	Emporium		4	
Measures of Success	Increase in credits successfully completed for courses offered via alternative delivery format			
	Type	Fall 2012	Fall 2013	Change
	Hybrid	5058	5414	7.0%
	Other		312	
	Emporium			
	Increase in ratio of credits successfully completed for courses offered via alternative delivery format			
	Type	Fall 2012	Fall 2013	Change
	Hybrid	85.4%	84.8%	-0.6%
	Other			
Emporium		65.5%		
Key Leads	Dr. Jill Lane, Dean of Assessment and Instructional Development Dr. Robert Vaughan, Associate Vice President for Academic Affairs Sherry Southard			

Observations

Clayton State continues to refine its original completion activities to focus on “game changing strategies” that will have the biggest impact on the diverse population, especially adult learners. The activities moving forward will also align with the designation of an institution that offers ALFDPs.

The strategies and activities that have shown success are the opening of the Veteran’s Resource Center to support military (military enrollment increased over fall 2012), dual enrollment (enrollment and dual enrollment credit continues to grow), holistic advising of first-time freshmen (fall 2013 had the highest retention rate in 5 years with 72.15%), the offering of 100% online programs in which enrollment has grown by double between fall 2012 and fall 2013, and the addition of an online success advisor in fall 2013 (eCore success rates increased significantly over fall 2012). In the coming year, Clayton State will focus efforts on centralizing advising and implementing more intrusive advising practices, expanding PLA credit awarding options, and increasing online course opportunities for students

**Attachment 1: Complete College Georgia Metrics
2014 Complete College Update Institutional Profile**

Population	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	#	%	#	%	#	%	#	%	#	%
Undergraduate (Continuing, Transfer, New Freshmen)										
Part-time	2736	44%	2579	42%	2727	43%	2872	42%	2955	46%
Adult Learners (25+ at matriculation)	2505	40%	2578	42%	2654	42%	2643	39%	2502	39%
Military ¹	324	5%	424	7%	418	7%	422	6%	404	6%
Ethnicity ²										
African American	4078	65%	4038	65%	4128	65%	4287	63%	4290	66%
American Indian	16	0%	17	0%	11	0%	11	0%	9	0%
Asian or Pacific Islander	296	5%	293	5%	296	5%	308	5%	354	5%
Hispanic	179	3%	154	2%	153	2%	118	2%	80	1%
Multiracial	14	0%	36	1%	151	2%	173	3%	206	3%
White	1674	27%	1600	26%	1534	24%	1588	23%	1619	25%
Native Hawaiian or		0%		0%	9	0%	7	0%	6	0%
Ethnicity unknown	83	1%	163	3%	275	4%	303	4%	324	5%
Gender										
Female	4469	72%	4507	73%	4669	74%	4788	70%	4807	74%
Male	1939	31%	1854	30%	1888	30%	2007	30%	2081	32%
Pell recipients	3294	53%	3572	58%	3889	61%	3917	60%	3936	61%
Undergraduate (Continuing, Transfer, New Freshmen)	6241		6180		6334		6525		6458	
Dual Enrollment	167		181		223		270		430	
Total Undergraduate	6408		6361		6557		6795		6888	

¹Total receiving benefits plus those who are not receiving benefits but self-identified

²Ethnicity changed to new ethnicity and new race starting fall 2011. Clayton State is working on refining collection ethnicity and race

2014 Status Update: Strategy 1 Metrics

Complete College Goal: Increase the number of undergraduate degrees awarded by USG institutions.

Strategy 1: Target increases in access and completion for students traditionally underserved in post-secondary education, especially adults and military.

Progress Metrics

1.1 5-year history of entering students, by underserved population

Population	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Adult Learners	714	652	701	601	622
Military	89	99	93	83	98
Total new undergraduate students¹	1655	1580	1707	1693	1634

¹Excludes dual enrollment students

Outcome Metrics

1.1 5-year history of number of bachelor's degrees conferred to adult learners and military/former military.

Level	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students					
Associate	122	107	83	60	43
Bachelor	874	949	1003	1043	1016
Students Age 25 and older					
Associate	87	82	57	35	31
Bachelor	551	624	678	728	701
Military					
Associate	8	4	4	1	3
Bachelor	38	40	37	52	64

2014 Status Update: Strategy 2 Metrics

Complete College Goal: Provide intrusive advising to keep students on track.

Strategy 2: Develop a comprehensive advising system that uses consistent guidelines and tools (Student Success Collaborative, DegreeWorks) to track student progress to degree and provide targeted advising interventions for students who are off track.

Progress Metrics

2.1 Faculty and advisor self-reported DegreeWorks usage during academic year 2013-2014.

Frequency	Number
Never	0
Rarely	15
Often	22

2.2 Fall 2013-Completed Advising Appointments for students seen in First Year Advising Center (will expand for all populations with SSC implementation).

Appointment #	Student #	Average GPA
No Appointments	27	1.77
1 Appointment	79	2.4
2 Appointments	178	2.58
3 Appointments	179	2.61

Outcome Metrics

2.1 5-year history of one-year retention rates for first-time freshmen.

	2008	2009	2010	2011	2012
Retention	66.76%	61.13%	65.86%	67.84%	72.15%

2014 Status Update: Strategy 3 Metrics

Complete College Georgia Goal: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

Strategy 3: Award credit to students via dual enrollment, CLEP scores, Advanced Placement scores/exams, International Baccalaureate scores/exams, DSST scores, ACE credit recommendations, and portfolio review.

Progress Metrics

3.1 Students enrolled in dual enrollment (DE).

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total DE	167	238	223	270	430
New DE Cohort	134	188	178	223	346
DE cohort retained at Clayton State	30	43	27	40	TBD
% of DE Cohort retained at Clayton State	22%	23%	15%	18%	

Outcome Metrics

3.1 Number of attempted and successfully completed (A, B, C) by dual enrollment students.

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Completed	1681	1682	1969	2143	3127
Attempted	1792	1783	2114	2268	3254
Percentage	94%	94%	93%	94%	96%

3.2 Number of credits awarded via prior learning in the past 5 years.

Type	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Advanced Placement	540	448	429	438	601
CLEP Credit	499	458	570	429	535
Credit for Military Exp.	56	93			
DSST					
FLATS					9
International Baccalaureate	17	3			6
Total	1112	1002	999	867	1151

2014 Status Update: Strategy 4 Metrics

Complete College Georgia Goal: Restructure instructional delivery.

Strategy 4: Expand completely online opportunities.

Progress Metrics

1.1 Number of fully online courses offered to students.

Type	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Clayton State	67	71	63	65	78
eCore			96	99	113
WBIT	9	12	15	13	15
Total	76	83	174	177	206

1.2 Enrollment in 100% online programs.

Degree	Major	Fall 2012	Fall 2013
BS in Dental Hygiene	Pre-RDH-BSDH (RDH Completion)	3	2
BS in Dental Hygiene	RDH-BSDH (RDH Completion)	3	10
BS in Nursing (RN-BSN)	Pre-BSN (RN Completion)	17	31
BS in Nursing (RN-BSN)	RN Completion	2	65
BAS	Administrative Management	23	58
BAS	Technology Management	7	13
BS	Integrative Studies	28	27
Total		83	206

Outcome Metrics

4.1 Number of credits successfully completed (A, B, C) for courses offered fully online.

Type	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Clayton State	4211	4836	3877	3605	4058
eCore			784	1066	1106
WBIT	87	123	126	141	162
Total	4298	4959	4787	4812	5326

4.2 Number of credits attempted for courses offered fully online.

Type	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Clayton State	5233	5823	4829	4479	5006
eCore			1505	1884	1707
WBIT	111	204	171	204	207
Total	5344	6027	6505	6567	6920

4.3 Percent of courses successfully completed online.

Type	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Clayton State	80.5%	83.0%	80.3%	80.5%	81.1%
eCore			52.1%	56.6%	64.8%
WBIT	78.4%	60.3%	73.7%	69.1%	78.3%
Total	80.4%	82.3%	73.6%	73.3%	77.0%

4.4 Degrees awarded to students enrolled in 100% online programs.

Degree	Major	2012-2013
BS in Dental Hygiene	RDH Completion	
BS in Nursing (RN-BSN)	RN Completion	4
BAS	Administrative Management	1
BAS	Technology Management	
BS	Integrative Studies (BS)	8
Total		13

2014 Status Update: Strategy 5 Metrics

Complete College Georgia Goal: Restructure instructional delivery.

Strategy 5: Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.

Progress Metrics

5.1 Number of courses offered via alternative delivery.

Type	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Hybrid	46	77	91	73	77
Alternative (Other)					
Emporium					4
Total	46	77	91	73	81

Outcome Metrics

5.1 Number of credits successfully completed (A, B, C) for courses offered via alternative delivery format.

Type	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Hybrid	2992	5758	6876	5058	5414
Alternative (Other)					
Emporium					312
Total	2992	5758	6876	5058	5726

5.2 Number of credits attempted for courses delivered via alternative delivery format.

Type	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Hybrid	3713	6610	7872	5925	6383
Alternative (Other)					
Emporium					476
Total	3713	6610	7872	5925	6859

5.3 Percent of credits successfully completed for courses offered via alternative delivery format.

Type	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Hybrid	80.6%	87.1%	87.3%	85.4%	84.8%
Alternative (Other)					
Emporium					65.5%
Total	80.6%	87.1%	87.3%	85.4%	83.5%