

2013 Complete College Georgia Campus Plan Status Report - Revised



College of Coastal Georgia

Introduction

The College of Coastal Georgia is a vastly different place than it was four years ago and its transformation plans anticipate even more change over the next few years. The College has set clear targets and challenging goals, and its many stakeholders have made important progress in its cultural transformation with the expectation of nothing less than success for its students and campus. The focus is to create a learning-centered environment for traditional, adult, first-generation, and military/veteran students that will increase student learning, promote student progression and, ultimately, lead to improved graduation rates. The College believes its student progression metrics, standards and retention/graduation strategies are clear evidence of those expectations and a strong foundational commitment to growing enrollment and focusing on graduation with distinction as the overarching campus priorities.

The Office of Institutional Effectiveness (OIE), working in conjunction with CCG Steering Committee, Academic Affairs, Enrollment Management and Student Affairs, has monitored and evaluated the College's Complete College Georgia Campus Plan quarterly to assure that it supports the mission and vision of the College and aligns with the USG's Strategic Plan, as well as outlining improvements achieved as a result of planning and evaluation. The College will use **Academic Year 2012-13** as the baseline moving forward for the campus-specific metrics utilized to evaluate collective success for each CCG element in the College's campus plan. This year was selected because of the major shift in Learning Support enrollment due to the implementation of more restrictive admission standards and the significant impact upon enrollment of the newly implemented federal Satisfactory Academic Progress financial aid regulations.

I. Updates, Progress and Future Work

As a comprehensive undergraduate institution, the College of Coastal Georgia has worked continuously to identify student needs, increase student satisfaction, improve the quality of instruction and services, increase student retention and graduation rates, and promote and support academic success for all students. To track and monitor student access and success efforts, the College established three main goals to guide its Complete College Georgia campus plan. Following each goal are progress-to-date bullets.

Goal 1. Increase access and provide proactive services for the traditionally underserved student

- Scheduled to disseminate a new first-year student questionnaire to more effectively facilitate enrollment in correct pathway courses for each degree program in Fall Semester 2013.
- Established an easier process to select/enroll in General Education courses to reduce delays in student progression – spearheaded by Academic Affairs and School Deans.
- Piloted a pre-enrollment plan for all first-year students in Spring Semester 2013 and will implement for all first-year students in Fall Semester 2013; 55 of 97 first-year students were pre-enrolled last spring, while 483 of 516 first-year students were pre-enrolled for Fall Semester 2013.
- Received approval by the BOR to offer an American Studies degree program – pending SACSCOC approval for a fall 2013 start date.
- Offered quality online education by delivering a portion of online course work in blended formats; the College became an eCore affiliate with the USG and enrolled 175 online students in spring 2013.
- Awarded over 200 scholarships to deserving students; \$467,325 was allocated for Foundation scholarship awards in academic year 2012-13.
- Expanded admissions staff and developed new marketing materials to reach out more effectively to traditional, first-generation, adult, and military/veteran students – both locally, regionally and nationally.
- Created an online RN to BSN program option to accommodate those students unable to enroll in a traditional format – presently, 46 students are enrolled in the program which began with five participants two years ago; 26 students are completing CORE requirements in preparation for admission into the program.

Goal 2. Expand and improve retention systems and instructional delivery to support student success

- Implemented a new academic advising model that now includes utilization of faculty members whose workload is 50% teaching and 50% advising of first- and second-year students, while other faculty members provide educational support for these students.
- Developed a set of policies and procedures to improve facilitation of distance education.
- Added emergency text messaging system and social media platforms in Fall Semester 2012. To date, the College's Facebook page has 2,393 followers, and the newly-established Twitter account has 101 followers.
- Identified solutions for using D2L for tracking and managing advising more efficiently, including Analytics that leverages the academic data housed in D2L, and Starfish that also leverages D2L for student success and advising purposes.
- Fully implemented Complete College America (CCA) grant supporting significant strategic changes to Learning Support courses – changes in the area of English allow students to complete both learning support and the gateway course (ENGL

1101) with just-in-time remediation; after analyzing the results obtained following the initial implementation in the area of mathematics, a similar approach will be taken in Fall Semester 2013.

- Finalized DegreeWorks implementation structure for official launch in Spring Semester 2014.
- Developed and implemented a Common Read Program to commence in Fall Semester 2013.
- Focused Supplemental Instruction (SI) efforts in CORE and other courses with the highest rates of F, D and W grades; e.g., *Principles of Accounting* which had a D,F,W rate of 66% during Fall Semester 2011 experienced a D,F,W rate of 14% one year later (-52% decrease) after SI was implemented.

Goal 3. Promote and increase student campus and community engagement

- Developed and will implement seven freshman learning communities in Fall Semester 2013 – two in Lakeside Village connected with degree programs in the Sciences and Leadership; one at Camden Center; and four for commuter students.
- Continued data tracking of residential students to assess their academic progression; preliminary data indicates that the one-year retention rate for first-time freshmen residential students has increased to 53% for the Fall 2012 cohort, compared to 35% for the Fall 2011 cohort.
- Addressing several student organizational issues – appointed a student publication advisory committee to revamp school paper in fall 2013; reviewing student organization policies to encourage growth and greater participation; and creating additional paid student leader positions to recruit experienced student leaders to positions of greater responsibility.
- Continued to connect student commuters to events through course/academic partnerships, as well as upcoming Common Read and Freshman Convocation activities.
- Completed *CCGA Builds* partnership with Habitat for Humanity, which resulted in the construction and final dedication of two homes in a neighborhood close to campus – 203 students participated in the project, for a total of 812 hours of service.
- Continued community service partnership activities between Student Affairs and Center for Service-Learning¹.
- Increased the number of service-learning-based courses offered during the 2012-13 academic year to 21 (9 in Fall Semester, 12 in Spring Semester) that included 15 new service-learning courses.
- Enrolled 516 students in service-learning courses who spent 7,740 hours in service-learning experiences – 80% of students responding to a survey agreed that the subject matter in their service-learning experiences could be used in everyday life; 65% agreed that their service-learning experiences helped them to better understand course materials, while 72% would recommend a service-learning course to another student.
- Established an Office of Diversity & Inclusion to enhance the quality of the student experience within a dynamic and inclusive College and regional community; created a diversity advocate program through student organizations and disseminated a campus climate survey in Spring Semester 2013; and redesigned the Coordinator of Diversity and Inclusion position to be the main point of contact for international students.
- Completed a redesign of the CCGA 1101 College Success Seminar with stronger emphasis on increasing acculturation of first-year students in an effort to increase campus community integration.
- Completed and integrated an IT strategic plan into the daily operations and procedures of the College.
- Built the campus' first recreation room and outdoor recreation facilities to facilitate healthy lifestyle choices and develop student connections with each other through informal recreation opportunities – in Spring Semester 2013, the newly built recreation room was visited, on average, by 36 students a day; a total of 223 participants visited the challenge course and 101 bike rentals were issued.

Future work will involve continued efforts to recruit and serve the needs of traditional and non-traditional students, including dual enrolled, adult, military, and first-generation by way of on- and off-campus information sessions, partnering with K-12, technical colleges, and community partners. The College is actively looking to develop a Prior Learning Assessment program to evaluate and validate work experience obtained by adult and military students, as well as working closely with area technical college colleagues to develop potential articulation agreements, as well as creating a seamless and transparent "student flow" between institutions. Additionally, the College is investigating online opportunities, beyond eCore, in an effort to expand viable instructional delivery methods. And, finally, the College will continue to implement and assess a comprehensive redesign of the teaching strategies in Learning Support (LS) courses to continue accelerating the pace at which students move out of LS courses through modular acceleration design.

¹ Awarded membership in the President's Higher Education Community Service Honor Roll (2013); one of only seven USG institutions to earn this recognition for engaging in exemplary community-campus partnerships through service-learning, civic engagement and volunteerism.

2013 Complete College Georgia Campus Plan Status Report - Revised

College of Coastal Georgia

II. Partnerships

The College of Coastal Georgia has developed a number of productive partnerships with P-12, community, and business entities that are positively impacting student success.

- Enhanced the transfer process between Okefenokee Technical College, Altamaha Technical College, Savannah Technical College, and the College using USG approved courses for articulation as a guide.
- Provide exceptional high school students with an opportunity to replace some or all courses taken during their Junior or Senior year of high school through ACCEL, a dual enrollment program (115 students enrolled).
- Partnered with Honeywell Hometown Solutions to create a summer teaching academy for middle grade science, math, and social studies teachers in summer 2012; 13 teachers participated in the academy.
- Partnered with Pinova to host two significant Coastal Georgia programs in spring 2013 with outreach to the school systems and emphasis on science and mathematics – the *Math and Science Expo* and *Expanding Your Horizons Day*; 300 young women participated in the *Expanding Your Horizons* in the 2012-2013 academic year as compared to 200 attendees in 2011-2012, while 210 students participated in the first *Math and Science Expo*.
- Partnered with local for-profit and non-profit community organizations to provide extensive opportunities for service-learning through the Center for Service-Learning – a total of 57 community organization partnerships, including the Boys and Girls Club of Southeast Georgia, the Glynn County Public Schools, the Safe Harbor Children's Center, the Coastal Coalition for Children, and the Coastal Resources Division of the Georgia Department of Natural Resources.
- Entered into an MOU with the Federal Law Enforcement Training Center (FLETC) whereby students enrolled in specific programs at FLETC can earn up to 12 credits in criminal justice courses at the College.
- Entered into an MOU with the Department of Food Sciences at UGA, beginning in Fall Semester 2013, whereby Culinary Arts students can transfer to the BS Food Science Program at UGA and receive transfer credit for all of their culinary courses.

Beyond these particular partnerships, the College plans to continue its work with P-12 school districts in southeast Georgia to improve preparation for college, e.g., applying college admissions standards at the junior level to guide students in their senior year toward college readiness. Additionally, the College will seek to improve outreach to veterans and military personnel, including the acceptance of military credits for transfer, reduction of time students need to identify and clear their military status, and communication with the military community to offer courses more creatively. And, finally, utilizing the information shared and working group interactions that transpired at Summit 2013, continue to strengthen strategic partnerships across systems – K-12, industry and nonprofit – to realize the potential for economic development needs in southeast Georgia and beyond.

III. Key Observations and Evidence

The campus-specific metrics utilized to evaluate collective success for each CCG element in the College's campus plan in Academic Year 2012-13, serving as the baseline moving forward, include:

Element	Measure	Baseline
Forging partnerships	# of students enrolled through K-12 partnerships (Fall)	115
	# of student enrichment and mentorship programs (Fall)	57
Improving access and completion for underserved	First generation student retention rate (Fall-to-Spring)	78%
	Pell eligible student retention rate (Fall-to-Spring)	78%
	Adult learner retention rate (Fall-to-Spring)	77%
	Military student retention rate (Fall-to-Spring)	78%
	% of full-time students making Satisfactory Academic Progress (Fall)	77%
	% of part-time students making Satisfactory Academic Progress (Fall)	62%
	# of inquiries/applications/admissions/enrollment of new students ¹	5000/1638/ 765/128
Shortening time-to-degree	8-year rates of completion of FTF in Bachelor programs	NA*
	6-year rates of completion of FTF in Bachelor programs	NA*
	4-year rates of completion of FTF in Bachelor programs	NA*
	4-year rate of completion of FTF in Associate programs	NA*
	3-year rates of completion of FTF in Associate programs	NA*
	2-year rates of completion of FTF in Associate programs	NA*
	One-year retention rates*	NA*
	FTFT Freshmen – Mid-year retention rate (Fall-to-Spring)	80.4%
	FTFT Freshmen – Associates retention rate (Fall-to-Spring)	80.9%

2013 Complete College Georgia Campus Plan Status Report - Revised

College of Coastal Georgia

Element	Measure	Baseline
	FTFT Freshmen – Baccalaureate retention rate (Fall-to-Spring)	79.9%
	FTFT Freshmen – Career Associates retention rate (Fall-to-Spring)	80.0%
	# of credit hours at time of completion	NA**
	Course completion ratio	NA***
	# of student transfers – retention/graduation rates elsewhere	NA*
	# of Associate degrees conferred (Fiscal Year 2013)	255^
	# of Baccalaureate degrees conferred (Fiscal Year 2013)	133^
Restructuring instructional delivery	# of online courses offered (Fall)	23
	Completion rates of online courses (Fall)	70%
	# of face-to-face course offerings (Fall)	434
	Completion rate of face-to-face course offerings (Fall)	82%
	# of eCore students enrolled (Spring)	175
	Completion rate eCore course offerings (Spring)	61%
	# of service-learning courses taught (Fall)	21
	# of new service-learning partnerships established (Fall)	12
Transforming remediation	Success rate in college-level Math in Spring after completing LS MATH (Fall)	78%
	Success rate in college-level English in Spring after completing LS ENGL (Fall) ²	74%
	Success rate in college-level Reading in Spring after completing LS ENGL (Fall)	65%
	Success rate in LS MATH (Fall)	43%
	Success rate in LS ENGL (Fall) ¹	68%
	Success rate in LS READ (Fall)	84%
	% of high school students placing out of LS prior to initial enrollment (Fall)	82%
	# of students and faculty participating in SmarterMeasure	NA+
Notes		
<p>* Calculated as a 3-year rolling average and disaggregated by: (a) students entering fulltime; (b) students entering part-time; (c) students entering on learning support programs; and (d) students entering on federal financial aid</p> <p>**Tracked for both native freshmen and transfer students as a rolling 3-year average</p> <p>*** Tracked at the System level as a rolling 3-year average</p> <p>^As of May 31, 2013</p> <p>+ To be implement/tracked beginning Academic Year 2013-14 with new eLearning budget support</p> <p>¹ Admissions data as of May 31, 2013 (preliminary)</p> <p>² Includes students who took ENGL 1000 and 1101 concurrently</p>		

This CCG campus plan status report will be shared and discussed at the upcoming senior leadership summer retreat, as well as in other forums, including President's Cabinet, Faculty Senate, Staff Assembly, and Student Government Association. A copy of this report will also be placed on the College's Intranet website for immediate access so that the entire campus community is aware of institutional progress. Feedback from information-sharing will be incorporated accordingly into this "living" campus plan.

IV. Sharing Lessons Learned

Creating a unified understanding of what effective student success is all about can be a daunting task. However, based on the campus-wide efforts put forth since summer 2012, the College has derived several lessons regarding effective student retention/progression/graduation practices. The four (4) key lessons the College has learned can be summarized as follows:

1. **Researching the underlying barriers to student success problems is important in designing student retention strategies that will meet the needs of students.**
 - a) Conducted a SWOT analysis of the Camden Center in Spring Semester 2013 with the goal of better serving the needs of specific student groups, including adult learners and military/veterans, while more efficiently utilizing limited resources; a work group will review the data in the summer and make a series of recommendations to impact Fall Semester 2013.
 - b) Identified problems and opportunities for more advising intervention, training and purposeful selection of faculty and staff advisors and mentors; student satisfaction surveys were disseminated and collected data is being reviewed to determine appropriate advising improvements.
 - c) Reviewing/evaluating core General Education courses with highest F, D, W rates in an effort to make necessary improvements that will enhance student success – discipline-specific faculty work groups will conduct thorough

assessment of high F, D, W courses to determine what modifications can be made to improve student success; results and recommendations forthcoming in Fall Semester 2013.

2. **Requiring intentional, structured and systematic action to ensure student success involves a coordinated and centralized outreach approach.**
 - a) Restructured Academic Advising to improve student success; organized and charged an advising work group to consider improvements and provide recommendations that resulted in the hiring of one new, full-time and three new, part-time advisors, beginning fall 2013; and offered new professional development training opportunities for faculty.
 - b) Designed a new faculty advising model that will be initiated in the School of Arts & Sciences in Fall Semester 2013.
 - c) Redesigned the Learning Support Program areas using accelerated and modular models that include small class sizes to support instruction; use of contracts with students; use of attendance as a carrot rather than a stick; continued use of Supplemental Instruction; and provision of more one-on-one assistance.
 - d) Created a CCGA 1101 Advisory Committee (composed of course instructors and students) to provide guidance and suggestions relating to evaluation of textbooks, student evaluations of course/faculty, and pertinent professional development training.

3. **Maintaining an enrollment management culture with a focus on student recruitment, retention and progression is critical to ensure student success.**
 - a) Initiated a new model of student registration and reengineered new student orientation sessions; added two additional recruiters (one for adults/military/Camden and one for traditional freshman outside our service region); developed new strategies and materials for more effective communication with each student type (traditional and non-traditional); hosted different groups of counselors from middle and high schools on campus; and hosted open house programs for adult learners.

4. **Publicizing the CCG campus plan widely on the Brunswick and Kingsland campuses is important in creating a culture of student success.**
 - a) The CCG Steering Committee under the leadership of the VPAA has met regularly to ensure that the College's CCG campus plan is fully operational, including setting up a functional timeline to carry out strategies and action steps; allocating necessary resources, including budgetary, personnel and physical amidst rising fiscal challenges; implementing performance measures to assess progress and success; and reviewing performance measures and adjusting priorities as needed to pursue strategies successfully.
 - b) VPAA has provided CCG campus plan updates at President's Cabinet meetings, as well as quarterly strategic planning meetings.
 - c) Electronic sharing of CCG progress reports and useful resources has been provided via email and establishment of a CCG campus Intranet web page.

Conclusion

The College of Coastal Georgia is applying what Jim Collins suggests in his book, *Good to Great*, the "flywheel" effect—everyone within an organization pushing in a common direction with a shared purpose. With an institutional focus on student retention and progression, the College is creating a culture that serves its students well. The retention and progression priority is being embedded in everything the College is engaged in, including performance reviews, annual reports, and budget reviews. As CCG initiatives are implemented and metric results carefully monitored, the College believes its standards and retention and graduation strategies are clear evidence of those expectations and strong philosophical commitment to graduation with distinction as the overarching campus priority.