



South Georgia  
State College

**South Georgia State College**  
**Complete College Georgia**  
**Final Campus Plan Status Report**  
**September 3, 2013**

**Overview**

South Georgia State College (SGSC) has benefitted from the USG Complete College Georgia peer and System staff review process. Incorporating reviewers' recommendations, SGSC's Final Campus Plan Status Report aligns with the goals of the Complete College Georgia initiative through high impact "game-changing strategies," P-12 and community partnerships, and evidence of a clear intent to track relevant and appropriate outcome data.

**Updates and Progress with Specific Initiatives**

SGSC's final campus plan focuses on five (5) newly-formulated goals related to the CCG initiative: transforming remediation, restructuring instructional delivery, reducing time to degree, exercising intervention strategies to enhance success, and maintaining/developing P-12 and community partnerships.

**Goal One: Transform Remediation**

- All students enrolled in the current (fall 2013) semester ENGL 0099 courses on the Douglas and Waycross campuses are undergoing supplemental instruction provided by two fulltime newly-funded staff persons with baccalaureate degrees in English. These employees are attending the ENGL 0099 classes with the students and will meet with students outside of class to provide tutorial assistance; to ensure understanding of course expectations, outcomes, and assignments; to monitor class attendance; and to provide encouragement. Supplemental instruction will continue with all sections of ENGL 0099 on both campuses in subsequent semesters. ENGL 0099 is a course with one of the highest DFW rates at SGSC. At the conclusion of fall semester 2012 only 48% of Douglas Campus ENGL 0099 students were successful and only 45% of students on the Waycross Campus were successful. The outcome for initial supplemental instruction in ENGL 0099 (fall 2013) is for at least 55% of students on each campus to achieve success.
- SGSC continues implementation of the Carnegie-funded Quantway initiative to speed both remediation in mathematics and completion of credit-level math for non-STEM majors. To date, 89% of students who have attempted a gateway math course after completing Quantway have succeeded, while only 11% of students completing the algebra-based MATH 0099 course were successful in gateway credit-level math courses. Quantway allows a student to complete remedial math requirements in one semester and move directly into a credit-level quantitative skills and reasoning course (MATH 1001). This initiative is also related to Goal Three: Reduce Time to Degree.

## **Goal Two: Restructure Instructional Delivery**

- In the spring of 2013 SGSC was awarded a competitive Complete College Georgia Incubator Grant of approximately \$25,000 to develop a new instructional delivery method to increase student and faculty engagement and reduce textbook costs for students. The plan makes use of Apple iPad technology to develop and deliver a “flipped classroom” core curriculum. The project’s four phases, which began in the summer 2013, involve identifying at least one course from each area of the USG core curriculum to be the focus of collaborative electronic curriculum development, faculty curriculum and pedagogical training, and delivery to students using the “flipped classroom” model. Both faculty and students will participate in ongoing project and course outcomes assessment employing a variety of direct and indirect assessment measures.
- SGSC currently has several fully online core courses, as well as a number of hybrid courses, and the new RN-BSN program allows students to complete the professional nursing portion of the curriculum fully online. However, SGSC has no fully online programs. Recognizing the need to expand online course offerings, SGSC is developing a substantive change prospectus for submission in the fall semester 2013. Expansion of online offerings and degree programs will target adult students seeking degree completion options while providing traditional students an expanded profile of course options.

## **Goal Three: Reduce Time to Degree**

- A newly-funded Student Retention/Persistence Specialist is focusing on students who have “stopped-out” within 15 semester credit hours of earning an associate degree at SGSC. The specialist is contacting such students to determine what it will take for them to complete their degree. An institutional committee will develop strategies to assist in degree completion. Such strategies include using online and independent study courses, as well as a profile of courses for degree completion to fit such students, particularly non-traditional students with family and employment obligations. This strategy is new with the current academic year. The expected outcome is that at least 30% of students contacted will complete their associate’s degree within one calendar year.
- SGSC is completing the technical work necessary to launch DegreeWorks for all students and faculty. This process has been complicated somewhat by institutional consolidation; however, all SGSC faculty will begin using DegreeWorks for academic advising this October. The rollout for students is planned for the upcoming spring semester (2014). DegreeWorks will, of course, be used to plan, monitor, and verify completion of degree requirements. SGSC also continues to use academic program mapping to provide students clarity about courses and course scheduling. The use of academic program maps begins with mandatory new student orientation sessions and continues as students work with their assigned faculty advisors to build course schedules each semester.
- An integral part of academic advising is ensuring that students maximize hours taken per semester. Prior to the current academic year many students had been enrolling in a minimally fulltime schedule of courses, a schedule consisting of 12-13 credit hours. In keeping with the Complete College Georgia agenda and national statistical trends regarding student enrollment and eventual attainment of degrees, SGSC now ensures

through very intentional academic advising that students enroll for 16-17 hours each semester.

**Goal Four: Exercise Intervention Strategies to Enhance Student Success**

- In August 2013 SGSC was awarded \$10,000 in matching grant funds by the USG in support of the college’s African-American Male Initiative (AAMI), the purpose of which is to increase retention and graduation rates of SGSC’s African-American male students. Statistical data supports the need:

Graduation Rate African-American Male			Graduation Rate White Male		
2007	2008	2009	2007	2008	2009
% Graduated: 2	% Graduated: 5	% Graduated: 3	% Graduated: 17	% Graduated: 13	% Graduated: 15

Retention Rate of White Males (SGSC)			Retention Rate of African- American Males (SGSC)		
2009	2010	2011	2009	2010	2011
C: 206 % R: 55	C: 181 % R:52	C: 196 % R: 51	C: 120 % R: 39	C: 175 %R: 36	C: 224 % R: 43

Enrollment of African-American Males			Enrollment of White Males		
2010	2011	2012	2010	2011	2012
N: 314 %: 15	N: 375 %: 17	N: 389 %: 17	N: 497 %: 22	N: 479 %: 21	N: 431 %: 19

Degrees Conferred: African American Males			Degrees Conferred: White Males		
2010	2011	2012	2010	2011	2012
N: 8	N: 8	N: 8	N: 45	N: 70	N: 48

The initiative aims to increase the retention and graduation rates of African-American males through the provision of resources to enhance leadership, life, and academic skills. The proposed outcome of the program is that 60% of students participating in the first cohort will graduate in three years. Students will also participate in community service opportunities and community programming sponsored by the 100 Black Men of Southeast Georgia organization.

- SGSC is building on the residence hall retention program initiated in academic year 2012-2013. Now called “Strategies to Emerge, Progress, and Succeed” (STEPS), the program focuses on student progress prior to midterm to identify high risk students and intervene to prevent academic probation and academic suspension. The program also targets the most high-risk courses—those with the highest DFW rates.

At the end of spring semester 2013, 238 residents were enrolled in the program. 68% of the students in the program (162 residents) ended the semester in Good Standing. 20% (48 residents) were placed on Academic Probation and 12% (28 residents) were placed on Academic Suspension.

All tutoring groups that ended their semester in good standing completed tutoring hours above the median. For those residents that ended the semester on Academic Probation, all but one group performed well below the median.

Based on the resident grades at the end of spring semester, it has been found that the course that was failed the most was Math (81 residents), followed by English (45 residents) and Biology (35 residents).

Beginning fall 2013, the SGSC Academic Support Center is targeting residence hall students enrolled in math courses for two evenings per week of tutoring throughout the semester in residence hall classrooms. Math courses at every level but statistics have among the highest instances of DFW final grades. In fall 2012 only 44% of students enrolled in math courses other than statistics achieved success. Our goal is to raise the math success rate for our residence hall students to at least 50% by the end of spring semester 2014.

Tutoring opportunities are also available in all subjects for all SGSC students at all instructional locations. The residence hall tutoring initiative takes Academic Support Center staff to the residence halls, where students are more likely to take advantage of tutoring. The Academic Support Center also presents a wide array of student success workshops during the academic year. During the fall semester 2013, workshops are scheduled on using information technology, surviving college life, communicating with professors, succeeding on essay exams, dealing with test anxiety, test-taking techniques, and regrouping after midterm.

## **Partnerships**

### **Goal Five: Maintain/Develop P-12 and Community Partnerships**

- In August 2013 SGSC was granted permission by the USG to waive SAT/ACT requirements for ACCEL students and to base their eligibility for ACCEL placement on USG-approved COMPASS scores. SGSC will analyze student success data to monitor the efficacy of this “game-changing” strategy. In addition to serving ACCEL students with a variety of core courses on the Douglas and Waycross campuses, at present SGSC offers four ACCEL courses at Jeff Davis High School in Hazlehurst. We plan to establish ACCEL programs in at least two more high schools for the academic year 2014-2015. In addition to establishing partnerships with regional high schools, SGSC is assisting ACCEL students in shortening their time to degrees.
- SGSC has executed a memorandum of understanding with the Coffee County School System, Wiregrass Technical College, the City of Douglas, Coffee County, the Douglas and Coffee County Chamber of Commerce, the Douglas office of the Georgia Department of Labor, and several Coffee County industries for the development of the Coffee College and Career Academy (CCCA), the mission of which is “to provide a student-centered, seamless, and comprehensive educational experience that prepares all students for college, career, and life.” The Academy is a second county high school offering a college and career path to high school students whose primary educational path is through the CTAE program. The CCCA will increase student achievement through engaging students in a program that integrates academic and technical courses in given career pathways and that provides secondary and post-secondary courses for individual students through dual enrollment and other organizational strategies, such as professional learning communities, integration of technology, a blended and virtual instructional delivery model, project-based learning, mentoring, work-based learning—all to encourage students to “move on when ready” to enroll in post-secondary programs. Since SGSC’s Douglas Campus is adjacent to the proposed site of the CCCA, SGSC is prepared to make use of the college’s facilities, programmed activities, professional career informational sessions, and ACCEL course offerings with high school students to help acclimate them to life on a residential college campus. The partnership of

educational entities, business, industry, and community in Douglas and Coffee County is promising for Douglas's future college students.

- SGSC has a unique partnership with our local Coffee County School System, a partnership that began with a September 2006 agreement between the two educational entities aimed at addressing the high school drop-out rate, the high school graduation rate, and the college matriculation rate while instilling a value for education and a desire to graduate from college in children preparing for middle school. Our "Plant Their Feet" program has worked with the entire 2006-2007 fifth-grade class from one of our local elementary schools to provide educational programming and interaction with college faculty, staff, and students through ongoing bi-annual visits to our campus. Of the original group of 64 fifth-graders (some of whose families have relocated to other communities), almost half are on track to graduate from Coffee High School at the end of the current academic year. These students who have been acclimated to the college atmosphere and who have seen over the course of eight years that a college education is within their grasp will have earned a scholarship to SGSC for their participation in the program and with acceptable admission criteria.
- In summer 2013 SGSC and Okefenokee Swamp Park, a non-profit educational and ecological tourism entity with headquarters in Waycross, drafted a "Statement of Strategic Alliance" to bring together local intellectual, financial, business, and educational resources to promote education, entrepreneurial training, and small business development for SGSC students and community residents. This college/eco-tourism industry/community partnership will provide a new and unique avenue for faculty-student-learning environment interaction and course delivery restructuring (see Goal Two above).

## **Key Observations and Evidence**

SGSC's key observation is the need to address the alignment between CCG activities and assessments to provide assessment of measurable progress toward goals. Data collection for the CCG plan includes progress on strategies, as well as annual targets derived from baseline data and three-year rolling averages for the CCG metrics found in the Appendix; however, data for the annual targets will be available only once the fall 2012 cohort has completed at least two academic years. The SGSC Office of Institutional Effectiveness tracks student data for each group of students to assess whether students complete learning support courses and persist in college-level work and how long it takes for students to move through the learning support sequence and earn a degree. Much of the current data being collected on various strategies and outcomes for many strategies are embedded in this status report narrative.

## **Sharing Lessons Learned**

During the entire development of the USG's Complete College Georgia process, SGSC has undergone the consolidation of South Georgia College and Waycross College, necessitating the consolidation of all aspects of operations and data collection. The consolidation of BANNER systems scheduled for the end of September 2013 will address the disruption in data collection and analysis. All of the consolidating pairs of USG institutions undoubtedly have lessons to share should further consolidations take place.

## Appendix

*Table A1: Average Total Hours Earned upon Graduation (AA/AS degree) Full-Time*

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	76	76	75	73	71	69	67	66	65
White, non-Hispanic	72	72	71	70	69	68	67	66	65
Pell Grant Recipients	72	73	71	70	69	68	67	66	65
Age 25 and over	78	78	76	74	72	70	68	66	65

*Table A2: Average Total Hours Earned upon Graduation (AA/AS degree) Part-Time*

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
*Black, non-Hispanic	>10								
White, non-Hispanic	74	74	72	70	68	66	65	65	65
*Pell Grant Recipients	>10								
Age 25 and over	75	75	73	71	69	67	65	65	65

\*Further assistance from the Office of Research and Policy Analysis is needed to set annual targets.

*Table A3: Three-Year Graduation Rate Full-Time*

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	11%	11%	13%	15%	17%	19%	21%	23%	25%
White, non-Hispanic	22%	22%	24%	26%	28%	30%	32%	34%	36%
Pell Grant Recipients	17%	17%	19%	21%	23%	25%	27%	29%	31%
Age 25 and over	0%	0%	2%	4%	6%	8%	10%	12%	14%

*Table A4: One-Year Retention Rate Full-Time*

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	61%	61%	63%	65%	67%	69%	71%	73%	75%
White, non-Hispanic	61%	61%	63%	65%	67%	69%	71%	73%	75%
Pell Grant Recipients	58%	58%	60%	62%	64%	66%	68%	70%	72%
Age 25 and over	0%	0%	2%	4%	6%	8%	10%	12%	14%

*Table A5: One-Year Retention Rate Part-Time*

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	0%	0%	2%	4%	6%	8%	10%	12%	14%
White, non-Hispanic	36%	36%	38%	40%	42%	44%	46%	48%	50%
Pell Grant Recipients	40%	40%	42%	44%	46%	48%	50%	52%	54%
Age 25 and over	40%	40%	42%	44%	46%	48%	50%	52%	54%

*Table A6: Course Completion*

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Full-Time	78%	78%	79%	80%	81%	82%	83%	84%	85%
Part-Time	81%	81%	82%	83%	84%	85%	86%	87%	88%
Transfer	78%	78%	79%	80%	81%	82%	83%	84%	85%

*Table A7: Credit Accumulation Part-Time*

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	31%	31%	33%	35%	37%	39%	41%	43%	45%
White, non-Hispanic	26%	26%	28%	30%	32%	34%	36%	38%	40%
Pell Grant Recipients	27%	27%	29%	31%	33%	35%	37%	39%	41%
Age 25 and over	31%	31%	33%	35%	37%	39%	36%	38%	40%

*Table A8: Credit Accumulation Full-Time*

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	18%	18%	20%	22%	24%	26%	28%	30%	32%
White, non-Hispanic	45%	45%	47%	49%	51%	53%	55%	57%	59%
Pell Grant Recipients	26%	26%	28%	30%	32%	34%	36%	38%	40%
Age 25 and over	30%	30%	32%	34%	36%	38%	40%	42%	44%

*Table A9: Completion of First Math & English Gateway Courses in Two Academic Years*

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	24%	24%	26%	28%	30%	32%	34%	36%	38%
White, non-Hispanic	48%	48%	50%	52%	54%	56%	58%	60%	62%
Pell Grant Recipients	31%	31%	33%	35%	37%	39%	41%	43%	45%
Age 25 and over	17%	17%	19%	21%	23%	25%	27%	29%	31%

*Table A10: Degree Production*

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	48	48	50	52	54	56	58	60	62
White, non-Hispanic	268	268	270	272	274	276	278	280	280
Age 25 and over	152	152	154	156	158	160	162	164	166