College of Coastal Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Mission Statement

Having begun a new strategic planning process in August 2014, it was determined that the institutional mission statement needed to be fully aligned with the College of Coastal Georgia's new strategic framework of outcomes, strategic priorities, objectives, and actionable strategies. After eleven months of work on the part of the Strategic Planning Committee and various focus groups, consisting of internal and external stakeholders, a revised mission evolved. …

> *As a state college of the University System of Georgia, the College of Coastal Georgia will be a college of choice for residents of Georgia and beyond by providing an accessible and affordable quality education. Advocating excellence in scholarship and community engagement, the College promotes student progression and timely graduation through student–centered programs that offer a rich and diverse student experience. Students are prepared for meaningful careers, advanced study, lifelong learning, and participation in a global and technological society. The institution will provide associate and baccalaureate degrees that support the intellectual, economic and cultural needs of the community and region.*

The revised mission statement, which is pending approval by the Board of Regents (November 2015 meeting), is fully aligned with the new University System of Georgia (USG) mission and represents the core principles and unique institutional characteristics of a state college. Additionally, it incorporates a mandated specialized function and mission as defined by the USG for the College of Coastal Georgia to become a college of choice with expanded baccalaureate degree offerings accentuated by strong leadership, worthwhile community linkages and exemplary student development. Further, the new mission statement effectively infuses the College's new strategic framework that is structured around five central themes: *Student Enrichment, Academic Excellence, Institutional Distinction, Leadership through Community Engagement & Partnerships,* and *Sustainability & Organizational Development*. And, finally, the revised mission underscores the College's sustained commitment to community engagement that encompasses service-learning, volunteerism, practicums, and internships, contributing to the cultural, economic and social well-being of the local community, southeast Georgia and beyond.

Fall 2015 Student Profile[1]

The College of Coastal Georgia experienced 4.1% and 4.4% increases in its fall 2015 enrollment and FTE, respectively, with an enrollment of 3,131 students and FTE of 2,558. In terms of self-declared race/ethnicity, 4.8% identified as Hispanic/Latino, 0.2% American Indian or Alaska Native, 1.8% Asian, 18.1% Black or African American, 0.1% Native Hawaiian or Other Pacific Islander, 67.9% White, 4.2% two or more races, and 2.8% undeclared.

With an average age of 23.8, the College's student body is composed of 66.0% female and 62.8% full-time students with 91.9% indicating Georgia residency, 6.54% out-of-state, and 1.53% out-of-country.

First-generation students account for an estimated 12.1% of the student body, while adult learners (25 years of age or older) and military veterans make up for 26.9% and 3.5%, respectively. Pell recipients account for 47.3% of students, while *Move on When Ready* (dual-enrolled) students total 203.

Over the past three years, the College has built the needed structure to expand the incoming freshman class while improving retention. The overall enrollment for the College has grown by 139 students. In fall 2015, the College saw a 10.3% increase in new freshman enrollment and a 9.7% overall increase in new enrollments, while students progressing to junior and senior level status increased by 25% and 14%, respectively. These increases reflected an overall enrollment growth of 4.1% for fall 2015. Given current new enrollment trends and the retention and progression of the College's current enrollment, the College is projected to increase another 3% for fall 2016 and 3% for fall 2017.

Influence on Completion Work

The three central goals the College has established to guide, track and monitor student access and success efforts are integrally connected with its retention, progression, and graduation initiatives. These goals include (1) increasing access and providing proactive services for the traditionally underserved student; (2) expanding and improving retention systems and instructional delivery to support student success; and (3) promoting and increasing student campus and community engagement.

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[1] Based on USG Student Enrollment Report data for fall 2015.

The College's completion priorities are flexible to meet the variety of learners the institution serves, particularly adult learners, military students/veterans, under-represented populations, at-risk, first generation, and dual enrolled (Move-On-When-Ready) students. Initiatives include: (1) implementing an accelerated fall semester (2014) to allow for students to gain work-related experience and associated revenue to pay for the subsequent spring semester; (2) enhancing targeted outreach programs with local school districts (i.e., Brantley, Camden, Glynn, McIntosh, and Wayne counties) through institutional level-SAT administration; (3) admission and support of students who meet USG State College admissions requirements but who minimally fall below the institutional admissions threshold; (4) providing early and proactive academic interventions (e.g., an academic early alert system and improvement workshop series for all students issued either an academic warning or placed on academic probation), (5) expanding Supplemental Instruction offerings; and (6) shortening the time required and cost to earn a degree.

The College piloted an accelerated semester (fall 2014) that concluded by Thanksgiving. This program was spearheaded by the Office of Career Services and Student Employment to locate off-campus employment that would enable students to work full-time from Thanksgiving to the beginning of the spring 2015 semester. The income generated by the initial group (over 100 students completing at least one class in the accelerated schedule) not only contributed to helping these students pay for spring 2015 semester tuition and fees, but also enabled them to reduce their overall student indebtedness.

The College has partnered with three local school districts to offer an institutional-SAT test. The goal of this testing program was to provide greater access to college for first generation and financially at-risk students by testing high school seniors (more than 350 students since 2014) who had not taken the SAT by the final spring SAT test administration.

The College implemented the Student Entry and Access for Student Traction and Retention Program (SEASTAR) in fall 2015 to address students who meet University System of Georgia State College admissions requirements but who minimally fall below the institutional admission's threshold. Since the College's first-year student admission's index is slightly above the minimum University System of Georgia requirements for a state college, admitting and supporting a small initial cohort of seven students in fall 2015 allowed students to "access" college who would not have otherwise been granted access.   In terms of support, SEASTAR students engage in intensive advising, participate in leadership, financial literacy, and study skills coaching by staff and faculty.

The College has also increased students' access, decreased time-to-degree, and improved retention by increasing dual enrollment (MOWR) through student outreach in local county school districts. These efforts have resulted in over a 100% increase in headcount (from 99 to 203) between fall 2013 and fall 2015 by these students. An important part of this outreach is increasing student and parent understanding of actual college costs and college affordability by way of workshops and promotional materials, as well as increasing the online filing rate of the FAFSA and GA financial aid applications among at-risk students by hosting small group presentations throughout the academic year.

Although new MOWR students account for 50% of the College's enrollment growth, the College is using the program as a recruitment strategy. Targeting this population to remain at the institution after high school graduation allows the College to retain these bright, high-achieving students and integrate them into the college community. This year, CCGA was able to retain over 23% of spring 2015 graduating MOWR students as members of the fall 2015 entering class. In total, this population remains less than 7% of the overall student body.

The College has initiated an early and proactive academic intervention system (e.g., an academic referral system and an improvement workshop series for all students issued either an academic warning or placed on academic probation from fall semester). The faculty-based academic referral system is designed to identify students who are not performing satisfactorily, are exhibiting behavioral issues, have not been attending class regularly, are experiencing financial problems, or present any other circumstance that is of concern. Faculty are regularly encouraged several times each semester to refer students and those who are referred are contacted by Academic Advising staff within 24-72 hours. Contact relates to information on available academic support resources, along with information on how to contact their faculty advisor when appropriate. Supplemental Instruction (SI) is a pro-active student assistance program that increases academic learning, performance and retention through the use of peer-based collaborative learning and study strategies. Since 2009, the number of classes participating in SI has increased from four to 54 in 2015 while the number of impacted students has increased from 31 in 2009 to more than 420 in 2015.

In an attempt to shorten the time required and cost to earn a degree, the two-credit College of Coastal Georgia orientation course 1101 was removed as a graduation requirement and replaced with a non-credit three-phase orientation program. The first phase included a one-day orientation program hosted in the summer and focused on the logistics of the enrollment process and overview of the support services offered. Phase two engaged students just prior to the beginning of fall semester classes by indoctrinating them into the campus academic and social community and culture. Phase three included a seven- to eight-week workshop series including several sessions about academic and first-year skills needed to be successful in college. This change in the graduation requirement saved beginning freshmen (n=669) more than $133,000 in tuition.

In addition to tuition savings, College faculty have begun transforming expensive Math, Economics, and Physics textbooks into easily accessible and readily affordable online resources, saving students hundreds of dollars for each course. All of these efforts increase student access and affordability for college.

Beyond Brunswick, the Camden Center maintained stable enrollment from fall 2014 to 2015. The commitment has been made to improve and grow the Camden Center.   Specifically, this will be accomplished by adding three baccalaureate degree offerings (Psychology, Business and Interdisciplinary Studies) at the Center along with more online options to improve student progression to degree. Improvements have been made to food service and student engagement opportunities have increased.   The Camden Center's current enrollment accommodates a student population that exceeds the financial breakeven point. Staffing levels are continually reviewed to match enrollment trends.

Overall, the College is applying what Jim Collins calls, in his book *Good to Great*, the "flywheel" effect—everyone

within an organization pushing in a common direction with a shared purpose. This key institutional focus on student retention and progression has become more prevalent over the last year given regular campus updates and information sharing that exists amongst internal and external campus stakeholders – an adjustment in how retention and progression were previously viewed. The retention and progression priority is being embedded in everything the College is engaged in, including performance reviews, annual reports, and budget reviews.

As Complete College Georgia 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.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

High-Impact Strategy (1)	Provide adult learners and military students/veterans2 with tools and resources needed to succeed.
Related CCG Goal(s)	<u>USG Goal 9</u>: Improve access for underserved and/or priority communities. <u>Institutional Goal 1</u>: Increase access and provide proactive services for the traditionally underserved student.
Summary of Activities	- Established a personalized enrollment pathway for adult learners. Each student now jointly works with his/her admissions counselor and academic advisor to develop an enrollment pathway. This enrollment plan begins with a counseling session with an adult learner admissions counselor that outlines all possible pathways to establish successful academic and financial plans. The student finishes with a meeting with the academic advisor to work on placement and the first semester schedule. - Developed a military students/veterans' tracking report within the in-house ARGOS data reporting system that accurately reports military affiliated students at the time of admission. - Opened a Veterans' Lounge at the Camden Center to provide a military- friendly study lounge for that student population. - Hired a VA work-study student to work in the Camden Center's Veterans' Lounge. - Established a new baccalaureate degree program in Interdisciplinary Studies (BSIS) to encourage degree completion and offer more flexible course credit options for adult learners and military students/veterans. - Received local media coverage in local newspaper and radio commercials promoting the new Interdisciplinary Studies baccalaureate degree program. - Jointly developed a Military Students/Veterans' Online Survey, in collaboration with the Director of Military Affairs at the USG Board of Regents, which was sent to all USG institutions, asking them to complete a brief online survey in an effort to identify some of the key initiatives and best practices employed to address military students'/veterans' needs. - Received institutional designation as a *Military Friendly School* in 2014. - Established a close relationship with local National Guard and Reserve Units. - Created a communication flow for students self-identifying as "military/veteran" during admission process, connecting them with the admissions counselor that specializes in working with military students and families. The communications sent to this targeted student population highlight all of the military-friendly resources established at CCGA to help them be successful and specifically address information needed to complete the enrollment process.
Baseline Status	*Fall 2014* <u>Military Students/Veterans</u> (first-time students)3 61.1% retention rate from fall 2014-to-fall 2015. <u>Adult Learners</u> (25 years of age or older) 62.5% retention rate from fall 2014-to-fall 2015.
Interim Measures of Progress	*Process Metrics* - Develop military students'/veterans student satisfaction survey *(fall 2015).* - Develop adult learners' student satisfaction survey (*fall 2015).* - Disseminate both student surveys *(fall 20154).* - Analyze survey results and make needed improvements *(spring 2016).* - Identify and implement several best practices highlighted in the USG military students/veterans survey *(fall 2015 and spring 2016).* *2018 Progress Metrics* <u>Military Students/Veterans</u> - Achieve first-time student fall-to-fall retention rate of 63%.

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2 Active military students/veterans, including active duty/reservists, veterans, and dependents.
3 As defined by IPEDS first-time freshmen and transfer student definitions.
4 Estimate a 70% baseline satisfaction rating.

- Achieve a *Very Satisfied* or *Satisfied* level of satisfaction rating of 80% for support services on the *Adult Learner Survey*.
  <u>Adult Learners</u> (25 years of age or older)
- Achieve first-time student fall-to-fall retention rate of 64%.
- Achieve a *Very Satisfied* or *Satisfied* level of satisfaction rating of 75% for support services on the *Adult Learner Survey*.

Measures of Success	*2021 Outcome Metrics* <u>Military Students/Veterans</u> • First-time student fall-to-fall retention rate will reach 65%. • *Very Satisfied* or *Satisfied* level of satisfaction rating with support services on student survey will reach 80%. <u>Adult Learners</u> (25 years of age or older) • First-time student fall-to-fall retention rate will reach 66%. • *Very Satisfied* or *Satisfied* level of satisfaction rating with support services on student survey will reach 80%. <u>Outcome Metrics to be used in the future as data becomes available5</u> • Number and percentage of first-time military students/veterans that complete degrees on time. • Number and percentage of first-time adult learners that complete degrees within 150% of time.
Lessons Learned	• Actively pursuing the development of a robust military students/veterans' tracking report has not only enabled the College to more efficiently track and monitor admission, retention and progression rates of all military students/veterans enrolled, but has helped improve overall communications to this student population, thus positively impacting recruitment, enrollment and overall persistence. • Creating a new Veterans' Lounge at the Camden Center now provides more resources for the military-affiliated student population; it is increasing the awareness of the College's support of that specific student population that resides in and around Camden County. • Hiring a new Veteran work-study student at the Camden Center now gives students a point-of-contact with whom they can address particular enrollment issues and concerns. • Promoting the new BSIS degree program to adult learners and military students/veterans is providing them with more flexible course credit options.

High-Impact Strategy (2a)	Establish a Prior Learning Assessment (PLA) process with avenues to evaluate prior experience and coursework for college credit.
Related CCG Goal(s)	<u>USG Goal 1</u>: Increase in the number of undergraduate degrees awarded by USG institutions. <u>USG Goal 6</u>: 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. <u>Institutional Goal 2</u>: Expand and improve retention systems and instructional delivery to support student success.
Summary of Activities	• In an effort to assess relevant learning, work and life experiences toward college credits, a Prior Learning Assessment (PLA) course was developed for students to prepare a portfolio for credit review, enabling a shorter time-to-degree opportunity. • Refining the administrative structure to facilitate the assessment of and awarding credit for prior learning. • Working within the ACE structure to evaluate the awarding of credit for military courses/training. • Looking into the use of outside assessments to measure learning acquired outside the traditional classroom.
Baseline Status	The College does not have an operational Prior Learning Assessment (PLA) process in place.
Interim Measures of Progress	*Process Metrics* • Implement PLA process *(fall 2016)*. • Identify eligible students *(fall 2016)*. • Create and disseminate a survey instrument to assess students' ease with the PLA review process *(fall 2016)*. Begin assigning credit via PLA *(spring 2017)*.

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5 Time-to-degree and on-time graduation rates will be used once the baccalaureate six-year baseline rate is firmly established.

	2018 Progress Metrics
	• Serve a total of 30 students in obtaining PLA credit.
	• Achieve a student satisfaction survey rating for *ease with the PLA review process* of 75%.6
Measures of Success	• *2021 Outcome Metrics*
	Serve 60 students interested in obtaining PLA credit.
	• Achieve a student satisfaction survey rating for *ease with the PLA review process* of 80%.
Lessons Learned	• One of the main challenges encountered with awarding credit for prior learning is the translation of military training into college credit. To more effectively address this issue, the College is working within the ACE structure to evaluate the awarding of credit for military courses/training.
	• In an effort to increase the expansion of credit for prior learning, the College recognizes a greater need to strengthen the promotion of crediting prior learning; Academic Affairs and Enrollment Management are working collaboratively to develop a marketing promotion campaign highlighting PLA options and benefits.
	• Given PLA particulars, the College is assuming the responsibility for educating staff to acquire and maintain expertise in prior learning assessment services.
High-Impact Strategy (2b)	Promote new Bachelor of Science in Interdisciplinary Studies degree.
Related CCG Goal(s)	USG Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.
	Institutional Goal 1: Increase access and provide proactive services for the traditionally underserved student.
Summary of Activities	• Received Board of Regents approval in March 2015 for an Interdisciplinary Studies degree program to commence in fall 2015.
	• Promoting the new academic major to both traditional and non-traditional students.
	• Continuing work to create a central administrative infrastructure that will promote program delivery and innovation; develop a robust marketing campaign to effectively promote the new degree program; and refine standards of staff expertise and competence.
Baseline Status	A BSIS degree program was approved by the Board of Regents in March 2015.
Interim Measures of Progress	*Process Metrics*
	• Develop student recruitment/marketing plan *(summer 2105).*
	• Begin admitting students *(summer 2015).*
	• Begin enrolling eligible students *(fall 2015).*
	• Research previous and current students with more than 70 hours and inform them of the option to use their credits toward an Interdisciplinary Studies degree *(fall 2015).*
	2018 Progress Metrics
	• Enroll a total of 80 students into the BSIS degree program by 2018.
	• Award a total of 20 B.S. degrees in Interdisciplinary Studies.
Measures of Success	• *2021 Outcome Metrics*
	Enroll a total of 200 students into the BSIS degree program by 2021.
	• Award a total of 50 B.S. degrees in Interdisciplinary Studies.
	Outcome Metrics to be used in the future as data becomes available
	• Number of degrees conferred in the new degree program to adults and ratio of total conferred to adults compared to general population.
Lessons Learned	• During the initial implementation of the new program, there was an immediate realization that many students did not know what this new degree entailed because there is no obvious major field of study, no major name.
	• Consequently, a systematic marketing campaign was launched in an effort to educate students on the question, "Just what is your degree in, anyway?"
High-Impact Strategy (3a)	Offer a mandatory academic intervention workshop for all students issued either an academic warning or placed on academic probation.
Related CCG Goal(s)	USG Goal 4: Provide intrusive advising to keep students on track to graduate.
	Institutional Goal 2: Expand and improve retention systems and instructional delivery to support student success.

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6 Estimate a 70% baseline satisfaction rating.

Summary of Activities	- Offered a successful academic intervention workshop to 66 students in fall 2014. - Placed workshop time and meeting location on students' schedules in an effort to serve as a reminder. - Used letters, emails and D2L for communication with students.
Baseline Status	*Fall* *2014* 41% of participants completing the workshop achieved a 2.0 GPA or above by the end of term. 80% of participants completing the workshop were retained in spring 2015 and 63% in fall 2015. 57% of the students in academic warning or academic probation completed the workshop.
Interim Measures of Progress	**2018 Progress Metrics** 46% of workshop completers will achieve a 2.0 GPA or above at the end of the workshop. - Maintain a fall-to-spring workshop completer retention rate of 80% or better. - Maintain a fall-to-fall workshop completer retention rate of 60% or better. 60% of students in academic warning or academic probation will successfully complete the workshop during the term.
Measures of Success	**2021 Outcome Metrics** - The percentage of workshop completers achieving a 2.0 GPA or above by the end of the workshop, will reach 50%. - Fall-to-spring workshop completer retention will stay at or above 80%. - Fall-to-fall workshop completer retention will stay at or above 60%. - The percentage of students in academic warning or academic probation that successfully complete the workshop will reach 62%.
Lessons Learned	- To provide broader student support, the workshop was expanded from its original concept to include Camden Center students who were in need of academic intervention being assisted in a parallel running program. - The critical measure of success for this effort is to increase the progression and retention of these students in subsequent semesters. The evidence so far shows that this improvement workshop is helping CCGA students succeed. As the College continues assessing the effects of this program, it plans to address questions that will aid faculty in refining the program and gaining greater understanding of the types of support that are most effective for students in or nearing academic probation. - Since the program's inception, there is a growing student perception that the institution is serious about academic performance. - While the workshop is held once a week for seven weeks, students who participate continue to use the resources; i.e., Academic Tutoring and Instruction Center, Supplemental Instruction, study tables. Students are also more likely to come into the Advising Center if they begin to struggle again. In fact, in fall 2014, a total of 76 students visited the Center for assistance and guidance.

High-Impact Strategy (3b)	Provide support and motivation to students through the integration and coordination of programs and services through a Committee on the Amalgamation of Programs and Services (CAPS).
Related CCG Goal(s)	<u>Institutional Goal 2</u>: Expand and improve retention systems and instructional delivery to support student success.
Summary of Activities	The Committee on the Amalgamation of Programs and Services (CAPS) was particularly active during 2014-15. - Designed an Advisor Referral Form to identify students who are not performing satisfactorily, are exhibiting behavioral issues, have not been attending class regularly, are experiencing financial problems, or present any other circumstance that is of concern. - Established a registration task force that organized outreach to students on registering for classes, which included emails, flyers, phone calls, and presenting at meetings (Deans' Council, Athletics and Academic Affairs). - Focused efforts on those students who had a 2.0 to 2.9 GPA with outreach, as well as increasing residential student registration rates (from 75% to 88%) by collaborating with the Office of Residence Life and Housing. - Initiated a concerted outreach effort to Camden Center students, Learning Support students, pre-nursing students, undeclared major students, and student workers was initiated with the provision of names of unregistered students to these areas to

contact.
- Disseminated a spring 2015 registration survey to all enrolled students to ascertain their satisfaction with overall processes and procedures related to enrollment; approximately 73% indicated satisfaction with overall registration processes and procedures.
- Contributed to the development of the College's Hispanic/Latino initiative.
- Reviewed student retention rates along with determining programmatic and structural changes needed to increase these rates.
- Evaluated College policies to determine if any policies may be hindering student success; results were discussed with the Academic and Scholastic Standing Committee and the Interim Vice President of Academic Affairs; and recommendations are currently being circulated through the faculty for additional feedback.
- Initiated a data collection process that tracks by student type to help with better identifying targeted intervention efforts for specific audiences.

Baseline Status	*Fall 2014* First-Time, Full-Time Freshmen Retention[7] 60.9% retention from fall 2014-to-fall 2015. Graduating Student Survey 76% of students indicated *Very Satisfied* or *Satisfied* when asked about their overall experiences at the College.
Interim Measures of Progress	*2018 Progress Metrics* First-Time, Full-Time Freshmen Retention - Achieve a fall-to-fall retention rate of 62%. Graduating Student Survey - Achieve a *Very Satisfied* or *Satisfied* satisfaction rating of 80% for their overall experiences at the College on the *Graduating Student Survey*. Graduation Rates - Outcome metric to be determined once the baccalaureate six-year graduation rate is firmly established.[8]
Measures of Success	*2021 Outcome Metrics* - First time, full-time freshmen retention from fall-to-fall will reach 63%. - Achieve a *Very Satisfied* or *Satisfied* satisfaction rating of 80% for their overall experiences at the College on the *Graduating Student Survey*.
Lessons Learned	- Student satisfaction surveys were launched in spring 2014 to ascertain satisfaction with registration and other student support services – improvements generated from feedback; e.g., increased the availability of staff in the Office of Financial Aid and Bursar's Office during peak times and reviewed the hours staff are available during the semester. - As CAPS continued to refine an overall registration strategy, it realized the need to include more targeted interventions for particular student populations; e.g., dual-enrolled (MOWR) students, first-generation and military students/veterans. - Based on a review of spring 2015 registration survey results, CAPS made a concerted effort to incorporate its findings into registration marketing and contacting students. - Continue to build and refine the newly-created student retention report utilizing the ARGOS data reporting system.

High-Impact Strategy (3c)	Support the deployment of an intentional student employment model to augment intrusive advising that encompasses both on- campus and off- campus employment options and promote student retention and progression.
Related CCG Goal(s)	USG Goal 4: Provide intrusive advising to keep students on track to graduate. Institutional Goal 2: Expand and improve retention systems and instructional delivery to support student success.
Summary of Activities	- Increased the network of faculty and staff (advisors, employer, residence hall director, and faculty, for example) to monitor the student employee, providing encouragement and feedback. - Encouraged on-campus hiring managers to further develop their student employees by completing a semester-based evaluation regarding strengths and potential areas for improvement in job performance. - Led a Student Employee Manager meeting in spring 2015 to discuss how to properly hire a student employee, updates on the Student Employment Orientation, upcoming

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7 IPEDS definition.
8 College did not begin offering baccalaureate degree programs until fall 2009.

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optional trainings, how to hire an international student at CCGA and an update from Human Resources.
- Continued to provide and refine onboarding (Student Employment Orientation) presentation.
- Creating a manual to orient new student employees to campus, including important phone numbers, information on services offered from individual departments as well as photos of staff with contact information so that student employees may adjust to the new environment more quickly.
- Continuing Education trainings: Money Management for Student Workers, Adobe Photoshop, Intercultural Awareness in the Workplace, and Excel training.
- Hosted a spring 2015 On-Campus Job Fair and intend to host another in fall 2015.
- Conducted 8 regular SEO and 7 small group orientations for spring 2015 and the beginning of summer 2015; reached 69 student employees during that time period for Student Employee Orientations (SEO).
- Ensured that every student that attended an SEO was sent an online satisfaction survey within 48 hours of attending – three questions were asked, two of which were relevant to Student Employment: what did you like about orientation? What can be improved about orientation? And when would it be best day of the week and time to host a career services workshop? *(Responses were overwhelmingly positive with only one neutral response.)*
- Realized an average on- campus student workers' overall GPA of 3.09 in fall 2014, while the off- campus student workers' average institutional GPA was 3.01. In each instance, it was higher than the average institutional GPA for all enrolled students – 2.81. In terms of on-campus, first-time student fall-to-spring and fall-to-fall retention, student workers achieved 91.3% and 82.6% rates, respectively. Off-campus, first-time student workers, on the other hand, experienced fall-to-spring and fall-to-fall retention at 86.3% and 70.6%, respectively.

Baseline Status	**Summer 2015** - Current supervisor evaluation survey is being retooled (to more effectively capture, among other items, the type of assistance they need or would like to have in order to improve their experience with the student worker employment process) and an inaugural student worker survey is being crafted for dissemination. - Additionally, a new question will be added to the *Graduating Student Survey* addressing student employment and career services support.
Interim Measures of Progress	**Process Metrics** - Refine *Student Assistant/Work-Study Evaluation* that gives supervisors a method to begin a conversation about employee performance; provides a learning opportunity by mimicking the evaluation process students will encounter in the "real world"; gives student workers a better understanding of what is expected of them on the worksite; provides an area for developmental goals that the student can work on in future semesters (*fall 2015*). - Develop a *Student Assistant/Work-Study Student Survey* that allows students to provide feedback on what elements of the program administration are working best, and those that could be improved (*fall 2015*). - Disseminate *Student Assistant/Work-Study Student Survey* to on- and off-campus student assistants and work-study students (*fall 2015*)9. - Integrate a new question in the *Graduating Student Survey* concerning student employment/career services support (*spring 2016*). **2018 Progress Metrics** - Achieve a Strongly Agree or Agree overall satisfaction rating of 70% on the Student Assistant/Work-Study Student Survey. - Achieve an average student worker rating mean of 3.0 points (5.0 scale) on the Student Assistant/Work-Study Student Evaluation pertaining to overall student employee performance. - Achieve a *Strongly Agree* or *Agree* overall rating of 70% for satisfaction of student employment on the *Graduating Student Survey*
Measures of Success	**2021 Outcome Metrics** - Achieve a Strongly Agree or Agree overall satisfaction rating of 80% on the Student Assistant/Work-Study Student Survey. - Achieve an average student worker rating mean of 3.5 points (5.0 scale) on the *Student Assistant/Work-Study Student Evaluation* pertaining to overall student employee performance. Achieve a *Strongly Agree* or *Agree* overall rating of 80% for satisfaction of student

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9 Estimate a 65% baseline satisfaction rating.

employment on the *Graduating Student Survey.*

Lessons Learned	• The Student Employee Orientation is meant to be attended early on and a few students waited to attend until after the information was less useful (for example, if they have already been working on campus for 6 months and have just been evading the emails). One solution to this issue has been keeping a specific list of students needing to attend orientation and registering them in Coastal CareerLink, a database that houses career services events. A reminder is sent out to the event attendees the week before, the day before and the day of confirming their presence is needed at orientation.
	• Regardless of when the orientation is held, someone will always have a conflict and not be able to attend. One way of addressing this scheduling issue has been to provide small group orientations to catch them up with students unable to attend larger ones.
	• Now that on-campus hiring managers are familiar with the Student Employment initiative, the Office of Career Services coordinates with some supervisors (Housing, Tutoring, etc.) to orient those groups together, allowing for additional bonding and assurance that we catch up meet with the students soon after hiring.
	• And to more effectively address the needs of students at the Camden Center, small group SEOs are now offered in Kingsland through CCGA's personal counselor (who often does career counseling) so that those students do not have the burden of driving to Brunswick for the orientation.
High-Impact Strategy (4)	Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with co- requisite Learning Support.
Related CCG Goal(s)	<u>USG Goal 7</u>: Increase the likelihood of degree completion by transforming the way that remediation is accomplished <u>Institutional Goal 2</u>: Expand and improve retention systems and instructional delivery to support student success
Summary of Activities	• Transformed the Learning Support structure by focusing its efforts on co-requisite remediation.
	• Ensured that students that would have been previously placed in MATH 0099 are now enrolled in the gateway Mathematics course appropriate to their programs of study (i.e., Quantitative Reasoning or College Algebra) while taking the linked support course (co- requisite component). The students with a larger gap in preparation (who were previously placed in MATH 0097) are now placed in the LS Foundations course of their year- long pathway.
	• Placed students requiring remediation (English/Reading) in the appropriate collegiate/co-requisite English course (English 1101/0999) or the Foundations for English Composition (E0989); the English 1101/0999 course has been taught since 2011. The Board of Regents' did not require the English 0989 to be taught until fall 2015. The College began offering the course in spring 2015. Students placed in this course who subsequently pass take the collegiate/co-requisite, thus allowing students to complete the Learning Support Foundations and the collegiate course within one academic year.
Baseline Status	*Prior to Fall 2014* • First-time freshmen (fall 2009, 2010, 2011, and 2012 cohorts) that were below the cut-off score to be exempt from LS would start in MATH 0099, and after two semesters only 35.9% of these students (n=181) would successfully complete the collegiate level course (MATH 1001/1111).
	• For those students with a larger gap in preparation, they would start in MATH 0097 (n=633), a path that resulted in a completion rate of 14.9% after 3 semesters.
	• Students requiring remediation in English had been placed in ENGL 0099 (no longer offered) and the average passing rate over six semesters was 61.0%. <u>Graduation Rates</u>
	• 100% and 150% graduation rate data for students with LS for the 2013 year (2009 and 2007 cohorts) is available for use as a baseline to tell the College where it was the year it started the co-requisite remediation model; however, given the radical shift in student population and mission (2008-10), moving from a two-year community college to a four-year state college, the institution's graduation measures hold little instructive value prior to 2010.
Interim Measures of Progress	*2014 Progress Metrics* • 52.1% (113/217) of Learning Support students were enrolled in MATH 0997/0999, the co-requisite support courses for Mathematics.
	• Of those Learning Support students placed in MATH 0987/0989, the Foundations

courses in Mathematics, 59.6% (62/104) passed the course in one semester.
- Of those students placed in MATH 1001 and MATH 1111, the Gateway (collegiate) courses in Mathematics, the passing rate was 67.9% and 57.9%, respectively.
- In fall 2014, the passing rate for ENGL 1101/0999, the Gateway (collegiate) course in English, was 86.7%; an increase of 38.7% from spring 2014.
- ENGL 0989, the Foundations course in English, taught for the first time in spring 2015, experienced a 71.0% passing rate.

Measures of Success
- Since the new co-requisite remediation approach is still in its infancy – recent LS data is being reviewed and analyzed – specific target metrics for students in remediation who successfully pass the gateway courses and their eventual progress to degrees have not yet been established. However, the following outcome metrics will be used in the future as data becomes available:
- Number and percentage of students that start in co-requisite remediation that complete degrees on time.
- Number and percentage of students that start in co-requisite remediation that complete degrees within 150% of time.
- Number and percentage of students that start in stand-alone (not co-requisite) remediation that complete degrees on time.
- Number and percentage of students that start in stand-alone (not co-requisite) remediation that complete degrees within 150% of time.

Lessons Learned
- The co-requisite English course puts students on an even playing field with non-Learning Support students: they are allowed to take other core classes, and they are not known as "Learning Support" students, resulting in more engagement in institutional activities.
- It is imperative to keep the co-requisite class numbers low (no more than 8 students). This allows more one-on-one engagement between the instructor and each student, an important factor in successful completion of ENGL 1101/0999 and in alignment with the National recommendation from the Accelerated Learning Program.
- It is important to note that for the students receiving co-requisite support for MATH 1001 and MATH 1111, the success rate in these collegiate courses was comparable to the success rate for students that had No LS requirement.
- The differences in the success rates between students requiring just-in-time remediation and those exempt from the LS requirement were not statistically significant. This is particularly impressive since these students receiving co-requisite support would have been placed in Intermediate Algebra under the previous LS structure, which historically yielded a success rate of 35.9% after two semesters.

High-Impact Strategy (5)	Increase Move On When Ready (MOWR) student outreach to local county school districts.
Related CCG Goal(s)	<u>USG Goal 6</u>: 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. <u>Institutional Goal 2</u>: Expand and improve retention systems and instructional delivery to support student success.
Summary of Activities	• Increased opportunities for high school student participation in MOWR. • Expanded and enhanced the relationship development with high school counselors, locally, regionally and state- wide. • Improved college readiness of first- time, first- generation, low- income high school graduates. • Improved high school students' preparation in college entrance test- taking skills and increased accessibility options for place bound and financially at- risk students. • Contributing to high school teachers' professional development. • Expanded existing College student recruitment plan to increase MOWR student enrollment from area high schools. • Offered regular College information programs to regularly update guidance counselors on new degree programs, etc. • Developed targeted early intervention outreach programs for high school students through College faculty mentorships and tutoring programs working collaboratively with Brantley, Camden, Glynn, McIntosh, and Wayne County School Districts. • Assigned faculty to conduct SAT/ACT prep sessions in Glynn and McIntosh counties.

Baseline Status	**2014-15 Academic Year** • 142 MOWR students enrolled in fall 2014; a 41.4% increase from the previous fall semester. • Inaugural fall 2014 MOWR student survey (n=24) found that 100% of participants saw a strong benefit by taking a dual enrolled course(s) at the College; 100% indicated their enrollment will help them save in college tuition costs; 95.8% noted that their dual enrollment experience will help them make the transition from high school to college a lot easier; and 75% felt that they will more likely enter college immediately after high school graduation because they already earned college credits through dual enrollment. • Over 100 students signed up to take the iSAT in Camden and McIntosh counties.
Interim Measures of Progress	**Progress Metrics** • MOWR students will account for 7% of the total CCGA enrollment. • 35% of the entering freshman class will consist of MOWR students enrolling at CCGA after high school graduation.
Measures of Success	**2021 Outcome Metrics** • MOWR students will account for 9% of the total CCGA enrollment. • 37% of the entering freshman class will consist of MOWR students enrolling at CCGA after high school graduation.
Lessons Learned	• Students prefer to take dual enrollment courses on CCGA campus as opposed to their high school. • The dual enrollment program value is resonating with the parents, students, and local K-12 administrators. • Use of the iSAT in Camden and McIntosh counties lead to an increase in application for freshman entry from those areas. • The number of local high school teachers interested in teaching as adjunct or part-time college faculty is high but the number of those SAC's certified is limited • Establishing regular office hours by the Office of Admissions in the Glynn County high schools lead to an increase in dual enrollment and freshman enrollment. • Student response to SAT prep courses taught by CCGA faculty in McIntosh County was well attended.

OBSERVATIONS

The College of Coastal Georgia has implemented several completion strategies that have proven to be successful. A few of them, such as expanding dual student enrollment (MOWR) outreach locally and regionally, initiating academic success workshops to address personal and academic development issues and provide skills training and support, and expanding Supplemental Instruction (SI) programming and support have been part of the College's strategic completion approach from the beginning. Others, such as establishing a Prior Learning Assessment process to be aligned with a new Bachelor of Science degree program in Interdisciplinary Studies, and enhancing a comprehensive student worker program, emerged from researching the underlying barriers to student success and have contributed to the design of effective student retention and progression strategies that meet the needs of students.

The College has initiated several key strategies and initiatives that are positively impacting military student/veterans' academic success. A new Office of Adult Learners and Military/Veteran Students was established to provide a one-stop source of information and student support; an informative and interactive webpage is being maintained, highlighting services and support provided for military/veteran students: and military/veterans' lounges were added on the Brunswick campus and at the Camden Center to provide a central location for military students/veterans to study and socialize. Additionally, CCGA collaborated with the USG Director of Military Affairs at the Board of Regents in developing a Military Students/Veterans' Online Survey to identify particular initiatives and best practices being employed to better address military and veteran student campus needs.

As the traditional 16-24 age range for enrolled students continues to increase (18.1% increase between fall 2013 and fall 2015), the adult learner population, has experienced a steady decline (-19.6%) since fall 2013. With an increasing emphasis on practical, integrative and collaborative learning, the approval and availability of a new interdisciplinary studies degree program can help address adult learners' academic and professional needs and bridge "what they knew and what could be known," and, in the process, begin shifting the enrollment moving forward.

The new Bachelor of Science in Interdisciplinary Studies (BSIS) degree program launched in fall 2015 is designed with maximum flexibility to encourage and allow graduation opportunities for current students – primarily aimed at the adult learner – already invested with a number of hours, and who have changed degree focus, and also for new students seeking the freedom of an interdisciplinary degree.

The opportunity of a degree with a strong elective component will allow CCGA to promote retention and student success. Additionally, an interdisciplinary approach allows adult learners who have accumulated a number of credit hours, but who are no longer actively pursuing a major, to be able to successfully complete a customizable program and graduate with a degree offering concentrations in communication, business, science, technology, education, social science, and culture, based on existing classes, and consolidating existing programs.

One target population for the BSIS are current students who have not graduated, have more than 30 earned hours, and their program of study is not at the baccalaureate level. A recent institutional snapshot identified 388 students who fit this profile that included single parents, minorities and non-traditional returning adult students. These students, along with 408 who are either enrolled in the Associate of Science Interdisciplinary Studies pre-major or identified as undecided are a collective population of 796 students that are at-risk for non-completion or slow progression.

To fully participate in the USG goal to respond to Georgia's need for a more highly qualified and competitive workforce, to serve adult students, veterans, and minorities with some college and no degree, to help CCGA play a strategic role in the "Come back, move ahead" initiative, and to target populations most at-risk for non-completion or slow progression, the BSIS degree program will actively contribute to helping meet the future employment needs of the region by providing an affordable, outstanding education for tomorrow's leaders and citizens.

As an interdisciplinary major, students will soon be able to utilize Prior Learning Assessment (PLA) to help them clarify educational goals and through this *transformative experience* feel more confident in finishing their degree in a timely manner. PLA will offer adult learners a range of options from recognition of military and workforce schooling to portfolio development. By awarding college credit for learning that has taken place in the workplace or through other life experiences, CCGA will help ease the return to postsecondary by connecting adult learners' college-level competencies gained in the workplace with their academic degree program.

Since fall 2014, the College has enrolled students requiring remediation in collegiate level courses with an associated co-requisite support course – 50.0% and 52.1% of Learning Support students were enrolled in co-requisite support for English and Mathematics, respectively; and for spring 2015, these numbers went up to 64.2% and 54.3%. What makes the co-requisite approach successful is that these students are completing the collegiate level courses at rates with no significant difference to those of students with no LS requirement. From the students placed in the Foundations level of Learning Support, during fall 2014, 59.6% passed the Foundation course in Mathematics in one semester (English did not offer Foundations during that term). In spring 2015, this rate also improved, reaching 71.4% and 70.3% passage for English and Mathematics, respectively.

The establishment of an Academic Improvement Workshop as an early intervention strategy has proven to be a success; it is mandatory for all students issued either an academic warning or placed on academic probation. The student cohort that completed the workshop in fall 2014 were able to increase their overall institutional GPA to a 2.0 or higher by the end of the term. And, 70.0% of the workshop's students progressed from fall 2014-to-spring 2015. Although the workshop is held once a week for 7 weeks, students who participate continue to use student support resources, such as the Academic Tutoring and Instruction Center, Supplemental Instruction, and study tables. Students are also more likely to come into the advising center if they begin to struggle again.

The initiative of acquiring an effective and efficient tracking and monitoring student learning analytics system has not yet been accomplished. This effort is associated with Complete College Georgia <u>USG Goal 4</u>: *Provide intrusive advising to keep students on track to graduate*; and <u>Institutional Goal 2</u>: *Expand and improve retention systems and instructional delivery to support student success.*

The Committee on the Amalgamation of Programs and Services (CAPS) had been systematically looking to find an affordable analytics software solution. In fact, several CAPS members visited Georgia State University and received instruction and demonstrations of the learning analytics they have in place through an association with the Education Advisory Board (EAB); however, the cost is prohibitive given current budgetary times. In the meantime, ARGOS data reporting is being utilized in creating a retention data analytics profile until funds become available to purchase something more robust, like D2L data analytics. Additionally, in-house work has been initiated to develop data e-dashboards as a quick and accurate method to share data with key internal stakeholders.

One of the more positive adjustments over the last year was creating sustainable academic partnerships between CCGA and other institutions. This particular initiative has been a natural outgrowth of Complete College Georgia <u>USG Goal 1</u>: *Increase in the number of undergraduate degrees awarded by USG institutions*; <u>USG Goal 6</u>: *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*; and <u>Institutional Goal 2</u>: *Expand and improve retention systems and instructional delivery to support student success*.

The College established regional partnerships to provide degree pathways that match workforce needs. CCGA partnered with Coastal Pines Technical College, for example, so that students can easily transfer credits to the College. CCGA also has an agreement with the Federal Law Enforcement Training Center (FLETC) that enables personnel in basic training at the Center to earn up to a total of 15 credits through the College that can applied towards degree programs from the College.

Additional partnerships with regional institutions are being pursued, including the establishment of an MOU with Armstrong State University for Associate Degree for Transfer programs in Physics and Chemistry; development of an expanded articulation crosswalk and degree program articulations with South Georgia State College and East Georgia State College so students may successfully complete their academic goals; and an MOU with Atlanta Metropolitan State College to provide undergraduate educational opportunities for students who may attend both institutions, identifying high-student interest degree programs at each institution (e.g., criminal justice and public affairs).

The institution has set clear retention, progress and graduation goals and targets, 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 retention and progression priority is embedded in everything the College is engaged in, including performance reviews, annual reports and budget reviews. 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.