

## Introduction

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.

Since its transformation from a two-year to a four-year state college in 2008, the College has learned several lessons in identifying, tracking and evaluating the factors that impact student access, retention and graduation. These include:

1. Researching the underlying barriers to student success problems is important in designing student retention strategies that will meet the needs of students;
2. Requiring intentional, structured and systematic action to ensure student success involves a coordinated and centralized outreach approach;
3. Establishing an Office of Enrollment Management, and involving it and the Office of Institutional Effectiveness in all student retention planning and progression initiatives is critical to ensure planning is as fact-based as possible;
4. Widely publicizing the student retention plan is important in creating a culture of student success; and
5. Assigning specific student retention tasks to key individuals/groups who will report regularly on progress will ensure that student success initiatives are on track and part of a culture of continuous improvement

These lessons, in combination with the objectives and strategies outlined in this Complete College Georgia (CCG) campus plan, will contribute to a stronger culture of student access and success. And while beyond the scope of this campus plan, the College hopes that its efforts to promote and support student success for all students will ultimately contribute to a stronger community and economy in Southeast Georgia and beyond. To guide, track and monitor student access and success efforts, the College established three main goals and ten objectives. These include:

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

- Objective 1.1: Reengineer enrollment management processes and outreach efforts
- Objective 1.2: Establish strategic distance learning focus to expand online and blended course offerings
- Objective 1.3: Expand community partnerships and education opportunities
- Objective 1.4: Improve college readiness of first-time, first-generation, low-income high school graduates

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

- Objective 2.1: Develop an integrated advising model to guide students across all educational thresholds
- Objective 2.2: Develop a robust and active career counseling program
- Objective 2.3: Improve and expand retention structures that promote and sustain student success
- Objective 2.4: Enhance instructional delivery and promote pedagogical innovation

### Goal 3. Promote and increase student campus and community engagement

- Objective 3.1: Anchor service-learning across the curriculum
- Objective 3.2: Enhance engaged learning and educationally purposeful activities

The College and the community are partners in providing students with a holistic academic experience. The College is able to build upon its strong working relationships with K-12 partners who are active participants in this plan. Additionally, 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 retention and progression priority is being 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 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 graduation with distinction as the overarching campus priority. Both the mission statement and institutional strategic plan place significant emphasis on student success and overlap with the tenets of Complete College Georgia. Through institutional strategic planning, the College develops an annual set of strategic goals, including measurable outcomes, which provide opportunity for continued institutional improvement and success. Further, the institutional strategic goals are aligned with the University System of Georgia's Strategic Plan.

The Complete College Plan necessitates an overarching caution. As the campus, and indeed the entire USG, moves aggressively to enroll and graduate more, diverse populations it is important that institutions and the system approach this new work with clear understanding that, while laudable and necessary, the task is daunting and the work is complex and demanding. Neither tuition nor state funds are sufficient or available to finance the myriad supports and services which will be needed to nurture success across this significantly larger pool of students who are not traditionally prepared, supported or financed to attend and complete “college” as now presented. Campuses will need to seek external funds, which the College has done rather aggressively and successfully. Yet, the ability to sustain that level of investment and wrap-around support will challenge this campus and others.

To achieve the desired goals, all parties must recognize that this broader population cannot be served successfully through simple replication of old models. New ideas, new approaches, new technologies, and, indeed, new resources are required. These are investments in the state’s future and it is essential we recognize and act on these requirements as quickly as possible. If the required resources do not materialize for the Complete College Georgia campus plan, the College’s contingency plan would involve reallocation of resources and reprioritization of key student success initiatives to ensure continued progress in efforts to improve student retention and graduation rates. However, within the current tuition/fee funding model, there are clear limits on flexibility and “non-course” services and supports.

## Part I: Goals and Data Analysis

### Goals

With the ultimate outcome of Complete College Georgia (CCG) to contribute to the larger statewide effort target of increased degree production – expanded access and increased graduation, the College subscribed to a broad-based approach in creating three main goals as noted in the **Overview**.

Goals 1 and 2 of the College’s *CCG Campus Plan* evolved from data analyses and recommendations from the College’s Complete College Georgia Steering Committee’s (members from Academic Affairs, Enrollment Management, Institutional Effectiveness, and Student Affairs) work over the last three months, as well as the campus-wide efforts put forth since summer 2010; namely, national (Foundations of Excellence®) and state-wide (*RPG Report*) assessment review processes from which collected data was used to formulate curricular improvement strategies coupled with best practices in the field, which include early connections, high expectations and aspirations, a clear academic plan and pathway, an effective track to college readiness, engaged learning, and academic and social support network. Goal 3 evolved from the College’s adoption of “Service-Learning” as its Quality Enhancement Plan (QEP) for reaffirmation of accreditation by SACSCOC. By anchoring service-learning in the QEP, the College is committed long-term to this method of teaching, learning and community engagement given its proven strength as a pedagogical tool to help students achieve a broad range of important personal and academic outcomes. Additionally, the College’s commitment to service-learning enhances its broader institutional goals of encouraging civic engagement among students and increasing outreach to local communities.

The College’s *CCG Campus Plan* is expected to have a positive impact on the institution’s ability to attract and retain greater numbers of students and to ensure all students’ timely progression toward graduation by way of academic advising, Supplemental Instruction in high-risk courses, avoidance of course scheduling conflicts, course mapping over several semesters, and monitoring primary and secondary student support interventions. Additionally, implementation will lead to changes in policies that affect students’ academic performance and increase student engagement that instill the College’s core values.

### Data Analysis

The College is a vastly different place than it was three years ago and its transformation plans anticipate even more change over the next few years. Because of the radical shift in mission and student population, moving from a two-year blended, technical-academic institution to a four-year comprehensive undergraduate institution, the College truly does not have an historic baseline of data or characteristics. As such, the Complete College America (CCA) student retention and graduation data holds little instructive value for the College, and the institution is in the process of establishing a series of institutional measures to more appropriately reflect its student access and success goals, building upon the measurements and targets established in its *RPG Campus Plan*. Nonetheless, findings from recent reports and survey instruments – Graduating Student Satisfaction Survey (Associate and Baccalaureate degree candidates), Community College Survey of Student Engagement, Student Withdrawal Data Report, Foundations of Excellence® student and faculty surveys, grade distribution analysis, underrepresented student profile, SACSCOC self-study, *RPG Campus Plan*, regional and local workforce needs (e.g., Federal Law Enforcement Training Center [FLETC]) – have been instructive in helping the College understand what gaps exist and where improvements should be

targeted, informing the development of major strategies in the College's *CCG Campus Plan*. As the campus plan progresses, data, including workforce and military population needs, will be used to develop targets and make informed decisions.

Appendix 1 provides data analysis from some of these information-gathering areas.

The next section discusses the objective and strategy aspects of the College's *CCG Campus Plan*, addressing the concerns and issues raised from a broad student access and success assessment that included the findings generated by the aforementioned data collection tools and assessment reviews.

**Part II: Objectives and Strategies**

Each of the main goals of the College's *CCG Campus Plan* is presented in the following integrated matrix and aligned with key objectives, initial benchmarks and desired outcomes. Undergirding each objective are specific strategies, action steps, lead role, assessment tools, and operational start date. Additionally, the prescribed goals and objectives are in alignment with the Complete College Georgia's required elements and cross-referenced in the matrix. These include:

1. Forging partnerships with the P-16 continuum;
2. Improving access and completion for underserved students;
3. Shortening time to degree;
4. Restructuring instructional delivery; and
5. Transforming remediation.

Further, alignment of goals and strategies with connection and contribution to both USG and institution-based metrics is provided in **Part IV**. Once the College's *CCG Campus Plan* is approved, 2015 and 2020 institutional targets will be established for outlined measures that appear in **Appendix 2**.

Goal 1: Increase access and provide proactive services for the traditionally underserved student					
Objective 1.1: Reengineer enrollment management processes and student outreach efforts		Desired Outcome: Optimize enrollment through a planned and comprehensive program for recruiting, admitting and graduating students with a focus on targeted underrepresented students, utilizing expanded outreach efforts and dynamic community partnerships			
Initial Benchmark: By 2015, overall underrepresented student enrollment will increase by 5% from Fall 2012 baseline					
Strategy	Action Steps	Lead Role	Assessment	Element <sup>1</sup>	Operational
1.1.1 Create an integrated enrollment management process to enhance customer services in Admissions, Financial Aid and Registrar's Office; create a separate recruitment plan for adult learners and military veterans	Hire additional admissions counselors to assist with tracking and monitoring students from initial enrollment to graduation; appoint one admissions officer to recruit and enroll adult learners and military veterans	Assistant VP for Enrollment Management	Initiate annual operations audit to assess admission, financial aid, and registrar services; student satisfaction surveys	1, 2	Underway

<sup>1</sup> Element Legend:  
 1 = Forging partnerships with the P-16 continuum  
 2 = Improving access and completion for underserved students  
 3 = Shortening time-to-degree  
 4 = Restructuring instructional delivery  
 5 = Transforming remediation

1.1.2 Redesign orientation to better prepare incoming students for the rigors of the college experience and offer targeted visitation open houses for special audiences	Create sessions within orientation to help students identify the challenges they will face academically, financially and socially; create new visitation program to focus on needs of non-traditional students	Assistant VP for Enrollment Management	Disseminate participant evaluation and enrolled student surveys	2, 3	Underway
1.1.3 Expand relationships with local and regional community agencies, business organizations, and military veteran groups, raising awareness of the College as a viable educational option	Collect points of contact with all external groups and organizations and begin a systematic outreach effort via prospect management system to monitor educational partnerships and joint collaborations, increasing institutional recognition as a destination college	Associate VP for Academic Affairs; Assistant VP for Enrollment Management	Number of meetings and visits with external groups; inquiries, applications, and enrolled students	1, 2	Fall 2012
1.1.4 Increase opportunities for high school student participation in Dual Enrollment (ACCEL and MOWR)	Expand existing College plan to promote dual enrollment in area highs schools and tracking tool to monitor students' progress	Associate VP for Academic Affairs; Assistant VP for Enrollment Management	Number of students enrolled annually; percentage earning a 2.0 GPA or better	1, 2, 3, 4	Underway
1.1.5 Work with the College's Foundation to create new scholarship programs and increase funds through community gift-giving	Continue to seek out new donors and maintain relations with current ones in an effort to increase scholarship funding amounts	Chief Advancement Officer; Assistant VP for Enrollment Management	Number of new scholarships created; number awarded; recipients who transfer or graduate	2, 3	Underway
1.1.6 Increase awareness of financial aid and SAP requirements among students, faculty and staff	Develop communication outreach strategies with Schools, instructors and students to promote understanding of financial aid requirements concerning SAP, impact of withdrawals, and implications of defaults; develop student road map to ensure understanding of academic and financial requirements	Assistant VP for Enrollment Management; Director of Financial Aid	Initiate focus groups and disseminate survey questionnaires	2, 3	Underway
1.1.7 Actively recruit stop-outs and those who registered but did not attend	Initiate direct mailing to stop-outs from previous semesters; coordinate the development and dissemination of a post card reminder; issue a stop-out survey	Assistant VP for Enrollment Management	Number of stop-outs readmitted; number successfully transferred, completing degrees	2, 3	Fall 2012

1.1.8 Create a strategic comprehensive approach to serve specific needs of adult learners and military veterans	Provide a one-stop source of information and referral for prospective adult learners and military veterans; create an informative and interactive College web page for this population	Assistant VP for Enrollment Management; Director of Marketing and Public Relations	Number of credit hours awarded; number of adult learner and military veterans enrolled; student satisfaction evaluations	2, 3	Fall 2012
<b>Objective 1.2:</b> Establish strategic distance learning focus to expand online and blended course offerings		<b>Desired Outcome:</b> Increase and enhance quality online and blended courses to increase student retention and shorten time to degree			
<b>Initial Benchmark:</b> By 2015, students enrolled in online and blended course sections will increase by 20% from Fall 2012 baseline					
<b>Strategy</b>	<b>Action Steps</b>	<b>Lead Role</b>	<b>Assessment</b>	<b>Element</b>	<b>Operational</b>
1.2.1 Expand online course and blended offerings to support degree completion, especially among adult learners and military veterans	Become eCore affiliate to increase core offerings; develop an operational plan of action; create support system for faculty and students	Associate VP for Academic Affairs; Coordinator of Instructional Technology	eCore enrollments; non-eCore online enrollments; RN to BSN enrollments	2,3,4,5	Spring 2013
<b>Objective 1.3:</b> Expand community partnership opportunities		<b>Desired Outcome:</b> Develop and support community partnerships that foster educational programs, articulation agreements, and student financial support			
<b>Initial Benchmark:</b> Number of school, technical college and community agency in partnership agreements will increase annually as will the amount of external funding secured for partnership initiatives					
<b>Strategy</b>	<b>Action Steps</b>	<b>Lead Role</b>	<b>Assessment</b>	<b>Element</b>	<b>Operational</b>
1.3.1 Expand and enhance the relationship development with high school counselors, locally, regionally and state-wide	Enhance work with regional middle/high schools to plan and conduct a series of enrichment programs; e.g., Math & Science Expo-Lympics with a STEM focus	Assistant VP for Enrollment Management	Participant evaluation survey results; number of students who enroll	1, 2	Underway
1.3.2 Seek to conduct enrichment programs with area high schools to increase academic/social preparation for college; establish mentorship program with high school students who are at high-risk	Offer professional development for guidance counselors to partner with the College in developing and conducting student outreach programs; identify College students to mentor high-risk students in preparation for college entrance	Assistant VP for Enrollment Management, Assistant VP for Academic Services; Dean of Students	Number of campus visits, inquiries, applications, and enrolled students from targeted high schools; number of partnerships established	1, 2	Fall 2013
1.3.3 Seek to deploy a regional marketing campaign focused on how higher education opportunities and benefits lead to employment and economic development in Southeast GA	Work with local and regional business chamber officials, technical colleges, and school boards to develop a marketing plan, engaging P-16 partners and community agencies	Director of Marketing and Public Relations	Number of inquiries, applicants, admits, and enrolled students	1, 2	Fall 2012

1.3.4 Seek collaborative relations with Okefenokee Technical College, Altamaha Technical College and Savannah Technical College	Establish formal articulation agreements to enhance the transfer process, using USG approved courses for articulation as a guide	President; VP and AVP for Academic Affairs	Number of students enrolled through partnerships – retention, progression and graduation rates	1, 2	Summer 2012
<b>Objective 1.4:</b> Improve college readiness of first-time, first-generation, low-income high school graduates		<b>Desired Outcome:</b> Enhance first-year student success through college readiness programs to increase first-year retention rates			
<b>Initial Benchmark:</b> By 2015, at a minimum, all first-generation students will be provided additional academic and advising support					
<b>Strategy</b>	<b>Action Steps</b>	<b>Lead Role</b>	<b>Assessment</b>	<b>Element</b>	<b>Operational</b>
1.4.1 Use some Success First grant funds to provide a Summer Bridge program whose goal is to enable some students admitted to Learning Support eligible for regular classes before Fall Semester begins	Selected students will enroll in one LS course and one specialized Freshman Seminar (CCGA 1101) to develop the skills needed to pass the Compass test and prepare to take and be successful in college-level courses in the Fall Semester	Assistant VP for Academic Services	Number of students in the program who successfully exit LS and take and pass regular college-credit courses in fall. Students will be tracked each semester to determine their ongoing retention, progression, and academic success	1, 2, 3	Summer 2013
1.4.2 Continue work with the African-American Male Initiative (AAMI) grant program, bringing in new AAMI cohorts annually as funding allows	Offer the Summer Bridge and Go program, bringing first-year black males to the College for three weeks of coaching in reading, vocabulary and math	VP for Student Affairs; Coordinator of Diversity and Inclusion	Student progression and retention rates tracked	1, 2	Underway
1.4.3 Prepare students to re-take and pass the COMPASS test prior to the beginning of Fall Semester classes, allowing them to enroll in regular College courses; offer on- and off-campus testing opportunities	Develop a pilot with AAMI grant to prepare LS students to re-take and pass the COMPASS test prior to the beginning of Fall Semester by way of COMPASS test preparation workshops	VP for Student Affairs	Compare COMPASS test scores of high school students who participate in workshops and those who do not; number of applied, admitted and enrolled participants	2, 3, 5	Summer 2013
<b>Goal 2: Expand and improve instructional delivery and retention systems to support student success</b>					
<b>Objective 2.1:</b> Develop an integrated advising model to guide students across all educational progression milestones		<b>Desired Outcome:</b> Provide frequent and meaningful engagement with and feedback to students about curriculum, realistic options, performance, and progress toward degree			
<b>Initial Benchmark:</b> By 2015, students utilizing advising services will be 100%					
<b>Strategy</b>	<b>Action Steps</b>	<b>Lead Role</b>	<b>Assessment</b>	<b>Element</b>	<b>Operational</b>
2.1.1 Restructure academic advising to improve skill and impact of advising program	Identify problems and opportunities for more advising intervention; train and purposefully select faculty and staff advisors and mentors	VP for Academic Affairs; Assistant VP for Academic Services	Student satisfaction surveys; faculty performance reviews; student retention increased	1, 3	Fall 2013

2.1.2 Actively promote academic support structures – Success First, Supplemental Instruction, Writing Center, First year Experience, Academic Tutoring and Instruction Center – in an effort to facilitate student success with a focus on advising and tutoring	Expand awareness and increase utilization of the Academic Tutoring and Instruction Center that provides face-to-face, walk-in tutoring and Supplemental Instruction support; Center for Academic Advising responsible for advising all Undeclared and General Studies students; Writing Center that provides instructional student support to students	Assistant VP for Academic Services; Dean, School of Arts & Sciences	Student satisfaction surveys; first-year-to-second year retention rates tracked	2, 3, 5	Underway
2.1.3 Offer a comprehensive set of web-based advising, degree audit, and transfer articulation tools to students	Utilize DegreeWorks, a web-based application to help students and academic advisors monitor progress toward degree completion	Chief Information Officer; Coordinator of Instructional Technology	Student progress toward attaining educational goals tracked and monitored	3	Spring 2013
2.1.4 Provide more intrusive advising and mentoring of LS students	Assign LS faculty to students for advisement and mentorship; each LS student will meet each semester with his/her faculty member; if resources can be identified, successful currently-enrolled students who began in LS will also mentor	Assistant VP for Academic Services	Student success both in LS and regular courses measured by advising mentor and LS student satisfaction surveys	2, 3, 5	Fall 2012
<b>Objective 2.2:</b> Develop a robust and active career counseling program		<b>Desired Outcome:</b> Successful career placement for all graduates			
<b>Initial Benchmark:</b> By 2015, approximately 50% of all students and 85% of undecided majors will have had exposure to career counseling					
<b>Strategy</b>	<b>Action Steps</b>	<b>Lead Role</b>	<b>Assessment</b>	<b>Element</b>	<b>Operational</b>
2.2.1 Provide career counseling for students, assisting them in reaching their educational and career goals	Request students to complete the Focus2 assessment in CCGA 1101 to complement individual career counseling sessions offered to students as part of a career development model	Coordinator of Career Services	Number of students participating; student satisfaction surveys; graduate employment tracked	3	Underway

<b>Objective 2.3:</b> Improve and expand retention structures that promote and sustain student success		<b>Desired Outcome:</b> Invest in innovative academic support approaches to ensure student-learning outcomes are met and expand data collection and analysis to inform retention strategy			
<b>Initial Benchmark:</b> By 2015, new retention structures will increase first-time, full-time student retention by 10% from Fall 2012 baseline					
Strategy	Action Steps	Lead Role	Assessment	Element	Operational
2.3.1 Redesign Learning Support Program areas using accelerated and modular models	Provide opportunities for students to exit Learning Support more quickly and more prepared for college-level work; Faculty will attend conferences at which course redesign is a focus and work together to design new versions	Assistant VP for Academic Services	Learning Support Program redesign completed; percentage of students exiting LS each semester compared to previous term	2, 5	Underway
2.3.2 Maintain and improve the Early Alert Program with a focus on first-year students	Continue to make full use of the GradesFirst software (and perhaps the D2L course management system) to identify at-risk students early in the term. After faculty identify these students, Academic Services staff and others will contact the students, answer questions, and make appropriate referrals designed to help the students become successful	Assistant VP for Academic Services	Compare number of faculty submitting student progress reports to previous term	3	Underway
2.3.3 Provide College Success Seminar (CCGA 1101) with goal of enrolling all FTFT students	Create a CCGA 1101 Advisory Committee (composed of course instructors and students) to provide guidance and suggestions relating to faculty evaluation of text, professional development and efficient use of budget to accomplish program goals	Assistant VP for Academic Services	Number and GPA of students who complete CCGA 1101 successfully compared to those who do not take it or earn D, F, W, WF; progression, graduation, transfer rates	3	Underway
2.3.4 Facilitate easier completion of General Education core requirements to reduce time to graduation	Ensure that CORE courses taken are the ones that students need to stay on track to finish their degrees; Senate General Education Committee will conduct an assessment of CORE course offerings with goal of streamlining options in order to complete general education requirements in a timely manner	VP for Academic Affairs	Number of CORE courses offered each semester	2, 3, 4	Fall 2012

<p>2.3.5 Reduce time to degree by improving course completion rates</p>	<p>Review and evaluate CORE courses with highest F, D, W rates and make necessary improvements that will enhance student success; increase course progression rate in the CORE; review yearly cycle of frequency and diversity of course offerings; 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; evaluate options, assess potential for effectiveness, including reducing course options in CORE; require completion of Area A courses within first 30-40 semester hours – map programs of study; ensure that course scheduling is not a hindrance to efficient degree completion</p>	<p>VP for Academic Affairs</p>	<p>Conduct grade distribution analysis; number of credit hours completed in CORE courses each semester by student cohort; conduct student focus groups within associate and baccalaureate degree programs</p>	<p>3, 4</p>	<p>Fall 2012</p>
<p><b>Objective 2.4:</b> Enhance instructional delivery and promote pedagogical innovation</p>		<p><b>Desired Outcome:</b> Expand academic program formats to best meet student needs and provide ongoing opportunities for faculty professional development in new pedagogical delivery</p>			
<p><b>Initial Benchmark:</b> By 2015, 20% of all students will take at least one online and blended course, with an eCore enrollment of 300; non-eCore online enrollment of 600; and RN to BSN enrollment of 60</p>					
<p><b>Strategy</b></p>	<p><b>Action Steps</b></p>	<p><b>Lead Role</b></p>	<p><b>Assessment</b></p>	<p><b>Element</b></p>	<p><b>Operational</b></p>
<p>2.4.1 Create a distance education policies and procedures manual to provide information and assistance for faculty teaching online courses</p>	<p>Offer distance education orientations for faculty to include a session on policies and procedures; create "Teaching Online" course for faculty</p>	<p>Associate VP for Academic Affairs; Coordinator of Instructional Technology</p>	<p>Policies and procedures created; evaluation of adherence to policies; attendance at workshops</p>	<p>3, 4</p>	<p>Fall 2012</p>
<p>2.4.2 Establish eTuition to facilitate expansion and support of online courses and all other instructional delivery innovation</p>	<p>Funnel funds from eCore, eTuition and budget to support online courses and instructional delivery initiatives, including development of online courses and preparation and requirements of online faculty</p>	<p>VP for Business Affairs; Coordinator of Instructional Technology</p>	<p>Student evaluation survey and evaluation of selected courses by online task force; annual assessment of course tracking for growth of online courses; semester evaluation of fiscal profit from online fees and application to course development and faculty development</p>	<p>3, 4</p>	<p>Fall 2012</p>

2.4.3 Offer workshops for faculty to learn how to combine online learning and student centered learning within the face-to-face classroom	Develop blended models of instruction and adhere to quality standards, learning outcome and course improvement models	Coordinator of Instructional Technology	Number of blended courses offered in each subject area, course evaluation data	2,3,4,5	Fall 2012
2.4.4 Encourage innovative teaching practices and tools for faculty development and course improvement models for all online, blended, and face-face courses	Develop courses which adhere to quality standards; implement learning outcome and course improvement models; develop new terms and course length options to shorten time to degree	VP for Academic Affairs; Coordinator of Instructional Technology	Number of non-eCore courses setup with improvement cycle; number of non-eCore online courses+ having been re-designed; course evaluation data	2,3,4,5	Fall 2012
<b>Goal 3: Promote and increase student campus and community engagement</b>					
<b>Objective 3.1: Anchor service-learning across the curriculum</b>		<b>Desired Outcome:</b> Students will develop critical and creative thinking and reflection skills; gain enhanced understanding of course content; engage actively in the community; and obtain social responsibility, global awareness, and openness to diverse perspectives			
<b>Initial Benchmark:</b> By 2015, service-learning courses will consist of 15% of scheduled offerings and 20% of faculty will teach at least one service-learning course					
<b>Strategy</b>	<b>Implementation</b>	<b>Lead Role</b>	<b>Assessment</b>	<b>Element</b>	<b>Operational</b>
3.1.1 Expand student learning opportunities through the creation and availability of a series of service-learning courses each semester	Develop a schedule of service-learning offerings that are coordinated with community partners to provide opportunity for students to collaborate and build relationships with community organizations	Director of Service-Learning	Number of service-learning courses offered; number of students enrolled in service-learning courses; assessment of reflection activities – journals, analytic papers, portfolios	3, 4	Underway
3.1.2 Deepen faculty members' understanding of service-learning and how to integrate it into their curriculum and pedagogy	Offer Service-Learning Scholars Program, a six-week seminar series that allows the opportunity for a select cohort of College faculty to engage in dialogue about student-centered, experiential education that promotes academic learning while serving genuine community needs; provide additional faculty professional development by way of workshops	Director of Service-Learning	Successful completion of seminar series; faculty evaluations of Service-Learning Program	3, 4	Underway

<b>Objective 3.2:</b> Enhance engaged learning and educationally purposeful activities		Desired Outcome: Create a comprehensive culture of learning through increased student engagement and learning opportunities			
<b>Initial Benchmark:</b> By 2015, establish a baseline to more effectively track student engagement in high impact co-curricular activities that support the classroom experience					
Strategy	Implementation	Lead Role	Assessment	Element	Operational
3.2.1 Connect academic experiences to co-curricular activities to enhance student engagement	Conduct a campus needs assessment and proceed in prioritizing key student engagement areas, aligning them with academic experiences; identify key areas of student engagement both on- and off-campus, determine costs, potential benefits, and properly align events to academic experiences	VP for Student Affairs; Director of Service-Learning	Evaluate student organization sponsorship of programs and student attendance at events	2, 3, 4	Fall 2012
3.2.2 Develop curricular learning communities to increase student engagement and retention	Consider launching curricular learning communities that link specific courses around an interdisciplinary theme, enrolling a common cohort of students; appoint learning community work group to assess approaches used to build learning communities, with a focus on restructuring students' time, credit and learning experiences; issue action plan on proposed learning community structure selected	VP for Student Affairs; AVP for Academic Affairs	Mid-term and final grades reviewed at the end of each semester, comparing persistence rates for learning community members and non-members	3, 4	Spring 2013
3.2.3 Build a sense of common experience and community for new students through a common reading	Initiate a common reading program for incoming students to create a common educational and interactive experience, providing a sense of community – new students will be asked to read a selected book and to discuss it as part of a campus-wide community of readers, reflecting about a book in course assignments	VP for Academic Affairs; VP for Student Affairs; Assistant VP for Academic Services	Graded reflection assignments on common reading theme; retention rates (Fall-to-Spring; Spring-to-Fall)	3, 4	Fall 2013
3.2.4 Systematically track student learning and engagement	Develop and utilize assessment tools for tracking student learning and student engagement within Core and baccalaureate programs	Committee on Institutional Effectiveness; Director of Institutional Effectiveness	Use common rubrics to evaluate student progress on general education outcomes	3	Fall 2012

**Part III: Implementation of Goals and Objectives**

The President charged the CCG Steering Committee under the leadership of the VPAA with developing and implementing the College's *CCG Campus Plan*.

The President is responsible for ensuring that the CCG campus plan and its goals and objectives are implemented in an efficient and timely manner and keeping the USG well-informed about the progress being made in this regard. The VPAA is responsible for reinforcing a climate of accountability for the pursuit of the plans and achievement of priorities and goals, ensuring that resources are allocated to institutional strategic priorities, communicating regularly with the campus community on the progress towards achieving the goals contained in the campus plan. The Steering Committee is responsible for establishing institutional metrics to measure progress towards the goals and objectives of the campus plan, designing and overseeing the annual assessment processes. Other senior administrators, including Vice-Presidents, School Deans and Directors, are responsible for ensuring that unit plans are developed, implemented and aligned with the campus plan.

The expectation is that the *CCG Campus Plan* will influence and shape decisions at all levels of the College and that the College community plays an integral role in the implementation process. However, the success of the College's *CCG Campus Plan* will depend on making the implementation plan operational, including

1. Setting a functional timeline to carry out strategies and action steps;
2. Allocating necessary resources, including budgetary, personnel and physical amidst rising fiscal challenges;
3. Managing student and institutional revenue needs as costs outpace federal and state-wide support;
4. Implementing performance measures to assess progress and success; and
5. Reviewing performance measures and adjusting priorities as needed to pursue strategies successfully

An important ingredient of the student access and success process will be the flexibility to make adjustments, reprioritize objectives, revise strategies, and reallocate resources – dependent on USG budgetary support, if required and provided. Accountability and effective communication will serve as the framework for achieving the goals of the campus plan. The next step in implementing the campus plan will be for each of the campus areas responsible for the various action steps to establish annual action plans. These concise plans should identify and allocate the budgetary, personnel and resources needed to address each strategy.

#### Part IV: Ongoing Feedback / Evaluation

The Office of Institutional Effectiveness (OIE), working in conjunction with CCG Steering Committee, Academic Affairs, Enrollment Management and Student Affairs, will evaluate 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.

To continuously and effectively monitor and track CCG campus plan progress, an e-dashboard containing key performance indicators, reflective of the institution's commitment to student access and success, will be developed and posted on the College's Intranet so that the entire campus community is aware of institutional progress. The allocated budget for the aforementioned objectives and strategies will be closely monitored and, where possible and needed, adjustments and/or reprioritization will be made to ensure the campus plan remains on track.

#### Increased Efficiencies and Increased Numbers

The USG and institution-based CCG metrics (**Appendix 2**) will be utilized to evaluate collective success for each element in the campus plan and how they align with the three main goals. Institutional-based metric targets for 2015 and 2020 will be developed by late summer. At the conclusion of the academic year, the OIE will issue an annual *CCG Campus Plan Progress Report* that will be disseminated to the President's Cabinet, Faculty Senate, Staff Assembly, and Student Government Association, providing opportunities for discussion and review. A copy of the report will also be placed on the College's Intranet website for campus-wide access. CCG objectives and strategies will be designated as either being completed, ongoing or carried over to the new academic year. Additionally, an annual progress report will be submitted to the USG for review and consideration.

#### Quality

Although there are no widely accepted metrics for determining the quality of a college degree, there are several structures and processes to monitor and to enhance the quality of instruction, course content, academic programs, and institutional effectiveness. The College subscribes to an institutional effectiveness structure that is cohesive, comprehensive, and addresses annually required assessment and systematic evaluation review cycles of academic programs, academic support units, and administrative support services campus-wide. In addition, this framework maps and links the units to the institution's Core Values, Strategic Goals, Strategic Master Plan Priorities, and SACSCOC Core Requirements and Comprehensive Standards, and Professional Accreditation or Affiliation requirements.

The President's Cabinet coordinates all institutional planning and assessment. The Cabinet includes representation from the administration, academic programs, and staff; it oversees regular review and revision of the institution's mission, values, goals, and vision, as well as annual strategic planning. All curriculum changes are approved through the faculty governance structure of the College, which is comprised of a Faculty Senate and various standing faculty committees, the membership of which consists of a senator, academic department representatives, faculty-at-large representatives, student representatives, and *ex officio* administration representatives.

The Committee on Institutional Effectiveness (CIE), a standing committee of the Faculty Senate, makes recommendations concerning program evaluation policies and procedures, as well as coordinates and promotes assessment of the general education and program learning outcomes to ensure that these activities are used to improve the quality of instruction, to provide feedback to faculty on ways to improve student learning, and to meet the requirements of the USG and SACSCOC. The Faculty Senate's Curriculum Committee is responsible for the review of all curriculum proposals and makes its recommendations to the Senate for action. All Faculty Senate actions require Presidential approval before they are formalized for implementation. (As an extension to this quality control structure and to ensure that the College's *Complete College Georgia Campus Plan* effectively integrates and efficiently assesses goals, objectives and strategies, the CCG Steering Committee will remain intact to provide needed guidance and annual review of progress.) The College and its many stakeholders have embarked on the journey of transformation with the expectation of nothing less than success for our students and our campus. The College believes its metrics, its standards and its strategies are clear evidence of those expectations and its strong philosophical commitment to graduation with distinction as the overarching campus priority.

## Appendices

### Appendix 1 – Data Summaries

#### Graduating Student Satisfaction Survey

The 2011-12 survey results for associate degree candidates (n=188) indicated that 9% of the students surveyed did not feel that their College experience was a positive one, while 7% did not feel a sense of community at the College when asked about student life. In terms of the quality of College enrollment services, 31% and 10% were dissatisfied with financial aid and the graduation process, respectively. The 2011-2012 survey results for baccalaureate degree candidates (n=92) indicated that financial aid services were erratic and unsupportive as 32% of respondents indicated dissatisfaction with the Office of Financial Aid. In terms of academic advising, 75% of students surveyed believed their advisor was helpful and provided accurate information; however, 28% were uncertain as to who was assigned as their academic advisor from the time they first enrolled.

#### Community College Survey of Student Engagement (CCSSE)

CCSSE's survey instrument, The Community College Student Report, provides information on student engagement, a key indicator of learning. The survey, administered to students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The 2011 CCSSE survey (n=485) results for the College provide some very helpful information relevant to student retention and progression. First Look – one of the reports from the CCSSE survey – highlights those items where a college falls notably above or below the mean of its comparison group (similarly-sized 2011 CCSSE Cohort colleges that participated in CCSSE from 2006 through 2008). Those survey items that fell "below" the mean for the College included: (a) Asked questions in class or contributed to class discussions; (b) Received prompt feedback (written or oral) from instructors on your performance; (c) Worked with instructors on activities other than coursework; (d) Use information you have read or heard to perform a new skill; and (e) Frequency of career counseling. The results were also compared to those obtained in the 2008 CCSSE survey. The College demonstrated significant improvement, obtaining a lower score only in the item "discussed ideas from your readings or classes with instructors outside of class."

#### Mid-Semester Withdrawals

Higher portions of freshmen withdraw than sophomores or upper classmen. For Spring Semester 2012, the reasons for withdrawal (n=337) ranked in order of highest to lowest percentage are academic reasons (44%), personal reasons (28%), other reasons (6%), work obligations (5%), medical reasons (2%), financial reasons (2%), and family obligations (1%). Twelve percent did not provide a response. Some of the reasons under the "other" group were strongly related to the academic and personal reasons groups, such as "changing majors," and "large workload." Looking at the student withdrawal results from an historical perspective (Fall Semester 2010 to Spring 2012), family obligations, personal reasons, medical, and work obligations account for a collective average of 56% of withdrawals. It is revealing that small percentages of students identify finances as a reason for withdrawal; in part, this may reflect easy access to federal student aid.

#### Foundations of Excellence (FOE)

The College was selected as one of twelve (12) institutions in the nation to participate in the 2009-10 class of four year institutions with Foundations of Excellence® (FOE) in the First College Year – a partnership with the respected Policy Center on the First Year that enhances an institution's ability to align its goals and action plans for student learning, success and persistence in a liberal education curriculum. This rigorous program is designed to help institutions identify areas needing

improvement and map pathways to success. In the context of the FOE needs assessment, the College collected and analyzed data during late Fall Semester 2009 and early Spring Semester 2010. The model for first-year excellence is comprised of a set of principles, termed Foundational Dimensions®, which have been developed in collaboration with more than 300 institutions that impact all facets of the College, and affect all initiatives from initial contact with potential students through admissions, orientation, and all first-year curricular and co-curricular experiences. The College's Foundational Dimension committees, comprised of faculty, staff and students, identified six (6) major deficiencies which impact student progression: (a) curricular barriers as evidenced through high attrition classes; (b) faculty and staff preparedness to address student needs; (c) student engagement; (d) academic advising; (e) career planning; and (f) cultural sensitivity and global awareness.

Retention, Progression and Graduation

In Spring Semester 2010, the College engaged in a USG Board of Regents' graduation and retention assessment process that culminated in an institutional submission (*RPG Report*) to the Board for improving graduation and retention rates at the College over a three-year period. A broad-based approach was used to create four overarching strategies focused on imbedding philosophies and building processes in the near term which will ensure improved retention, progression and degree completion in the long term. The key strategies included (1) implementation of student-centered policies and programs which focus on retention; (2) reducing barriers to student performance and progression; (3) integrating Foundations of Excellence recommendations to foster student success; and (4) establishing clear student progression and graduation targets and goals and ensure all members of the campus community are accountable for their achievement.

Grade Distribution Analysis

A grade distribution analysis was performed recently to determine which classes yielded the highest number of D, F and W grades during Spring Semester 2011 and Fall Semester 2011. College Algebra (MATH 1111) and English Composition I (ENGL 1101) were the courses with the highest number of D, F and W grades in both semesters. In addition to those two courses, Introduction to Psychology (PSYC 1101) and College Success Seminar (CCGA 1101) made the top four courses with high number of F grades for both semesters. It should be noted that many of the students who failed these courses also obtained a 0.0 GPA for that particular semester. Principles of Chemistry I (CHEM 1211) had the highest percentage of D, F, and W with 67% during Spring Semester 2011; however, during Fall Semester 2011, the percentage was reduced to 32%, due in part to the addition of Supplemental Instruction.

Underrepresented Student Profile

In an effort to draw a more accurate portrait of who the College's underrepresented students are in relation to Complete College Georgia outreach efforts, the below table<sup>2</sup> summarizes Fall Semester 2011 data findings.

Category	Part-Time	Full-Time	Total	% of Population
Adult Learners <sup>3</sup>	777	548	1325	38.14%
Students with disabilities	35	63	98	2.82%
Military-related students <sup>4</sup>	88	181	269	7.74%
First-generation <sup>5</sup>	640	878	1518	43.70%
<b>Total Unduplicated Headcount</b>	1063	1204	2267	65.26%

<sup>2</sup> CCGA SIS Banner database, May 25, 2012

<sup>3</sup> Students 25 years of age or older as of October 15, 2011

<sup>4</sup> Unduplicated count of those who received Military Waiver or VA Benefits during Fall Semester 2011

<sup>5</sup> Information on first generation status is only available for those who completed the FAFSA application

Appendix 2 – Complete College Georgia Metrics<sup>6</sup>

Element	Measure	Increase Access	Ensure Success	Promote Engagement
Forging partnerships with the P-16 continuum	Number of students enrolled through K-12 partnerships	X		
	Number of students enrolled through technical college articulations	X		
	Number of student enrichment and mentorship programs	X	X	X
Improving access and completion for underserved	Number of first generation students (retention/graduation rates)#	X	X	X
	Number of Pell eligible students (retention/graduation rates)#	X	X	X
	Number of adult learners (retention/graduation rates)#	X	X	X
	Number of military veterans (retention/graduation rates)#	X	X	X
	Percent of full- and part-time students making satisfactory academic progress	X	X	X
	Number of inquiries, applications, admissions, and deposits from local and regional community groups, businesses, high schools and technical colleges	X	X	X
Shortening time-to-degree	8-year rates of completion of FTF in Bachelor programs*		X	
	6-year rates of completion of FTF in Bachelor programs*		X	
	4-year rates of completion of FTF in Bachelor program*		X	
	4-year rate of completion of FTF in Associate programs*		X	
	3-year rates of completion of FTF in Associate programs*		X	
	2-year rates of completion of FTF in Associate programs*		X	
	One-year retention rates*		X	
	Number of credit hours at time of completion**		X	
	Course completion ratio***		X	
	Number of student transfers – retention/graduation rates elsewhere*		X	
Number of degrees conferred^		X		
Restructuring instructional delivery	Number of formalized instructional improvement programs and participants	X	X	X
	Number of online and hybrid courses offered /completion rates	X	X	X
	Number of face-to-face course offerings / completion rates		X	X
	Number of eCore students enrolled	X	X	X
	Number of service-learning courses and community partnerships established			X
	Number of students and faculty participating in SmartMeasure	X	X	
Success rate of learning support students engaged in non-traditional courses	X	X		
Transforming remediation	Success rate in college-level math after completion of LS Math		X	
	Success rate in college-level English after completion of LS English		X	
	Success rate in college-level courses after completion of LS Reading		X	
	Success rate in learning support courses		X	
	Number of students enrolled in Summer Bridge Program and percent who transition into regular college-level courses	X	X	
Number of high school students placing out of LS prior to enrollment	X	X		
<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                      **Tracked for both native freshmen and transfer students as a rolling 3-year average                      *** Tracked by a rolling 3-year average at the System level                      ^Total number of Associate and Bachelor degrees awarded annually calculated as a rolling 3-year average                      #Calculated on a rolling 3-year average</p>				

<sup>6</sup> Qualitative research methods – student satisfaction surveys, focus groups – will also be utilized accordingly to measure student retention and progression