



# College of Coastal Georgia

## INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

As of Fall Semester 2014, the College of Coastal Georgia enrolled 3,008 students with an FTE of 2559. In terms of self-declared race/ethnicity, 5.4% identified as Hispanic/Latino, 0.4% American Indian or Alaska Native, 1.7% Asian, 16.8% Black or African American, 0.1% Native Hawaiian or Other Pacific Islander, 68.0% White, 3.8% two or more races, and 3.9% undeclared. And, with an average age of 24.4, the College's student body is composed of 65.5% female and 61.8% full-time students with 92.5% indicating Georgia residency. First-generation students account for 38.3% of the student body, while adult learners and military students/veterans account for 30.4% and 4.1%, respectively. Pell recipients make up 51.7% of students, while dual enrolled/ACCEL total 141, or 4.7%.

"... It is the mission of the College to:

- foster academic excellence and individual development in a supportive environment that expands access to higher education and career preparation and enriches student lives;
- investigate, capture and disseminate 21st century knowledge and skills, blending student centered classroom education and innovative service learning to provide students with a solid foundation to support lifelong learning and leadership and appreciation for social responsibility, global awareness, diversity, and engaged entrepreneurship;
- provide accessible and affordable higher education to a wide spectrum of learners, from recent high school graduates to returning adults; and
- engage actively with the community and region through many avenues, including professional development programs, economic development partnerships, service learning, public service activities, early college programs, applied scholarship, and cultural enrichment experiences."

The College's mission statement - representing the core principles of an access institution, while incorporating goals to become a destination institution with strong scholarship, community linkages, and exemplary student development - aligns well with the current student profile and influences the institution's focus on college completion; however, recent enrollment trends during a time of intense transition - from a two-year to a four-year state college - have impacted enrollment stability, particularly between 2010 and 2013. During this time period, student enrollment dropped 13% (451) and FTE dropped by 11% (309). Beginning freshmen experienced a drop of 22% (158), while dual enrolled/ACCEL enrollment increased 100% from 38 to 76 students.

Four concomitant circumstances had a significant impact on student enrollment trends over the last three years. These include (1) institutionalizing an SAT requirement for the first time in an effort to allow the College a way to compare college readiness more effectively amongst student applicants in a standardized way; (2) shifting from admitting students with three academic deficiencies in their application to only those with at most two deficiencies (*consequently, moved from 834 learning support students in fall 2010 to 215 in fall 2013 across both campuses*), a 74.2% drop; (3) reducing enrolled students' attempts at remediation (*i.e., failing a remediation class in English [writing], math or reading*) from three attempts to two which influenced a number of students' ability to continue in a degree program; and (4) meeting Title IV funding regulations related to Satisfactory Academic Progress (SAP) which impacted approximately 40% of the overall student body, making them unable to continue their studies.

In light of the impact of these student enrollment trends, the institution adjusted itself through a series of initiatives that have stabilized student enrollment. The largest changes have come from an increase in new freshmen this fall coupled with an increase in first-time, full-time freshman retention.

Fall 2014 freshman entry is up 9% over the previous fall semester and freshman retention is up 9.5%. The largest change in any specific student population has been with students under the age of 23; a 34.5% increase between fall 2012 and fall 2014. *A detailed list of activities that have been implemented or being undertaken to positively impact student enrollment are provided in the Appendix.*

## INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

**GOAL 1: Increase the number of undergraduate degrees awarded to adult learners and military students.**

**STRATEGY:** *Provide a single point of contact for these student populations.*

**CONTEXT:**

The College is dedicated to helping adult learners and military/veteran students succeed. In an effort to advance this institutional philosophy, the College is committed to creating a dynamic learner-centered culture. For adult learners and military students that includes flexibility, accelerated

schedules, compressed classes, acceleration to degree, and affordability. Unfortunately, there were a growing number of adult learners and military/veteran students who had a tendency to *self-advise*, and believed they had limited choices. They were frustrated by the lack of a single place that could answer all of their questions, from admission and financial aid to initial academic advising. To remedy this issue, the College has centralized the admissions process to include a specific point of contact (admission counselor) for all incoming military students, veterans and their dependents who processes all paperwork and counsels them on degree plan options and the best enrollment plan moving forward.

**GOAL 2: Shorten time to degree by awarding credit for prior learning that is verified by appropriate assessment.**

**STRATEGIES:** *Create a new Bachelor of Science in Interdisciplinary Studies degree and establish a Prior Learning Assessment process with avenues to evaluate prior experience and coursework for college credit.*

**CONTEXT:**

After the surge in new baccalaureate degree program enrollment (due primarily to pent-up student market demand) between fall 2009 and fall 2011, the College experienced a steady decline in its adult learner population. To address this enrollment issue and more effectively reach those adult learners who have stopped-out, but have earned significant credit towards a degree, and those who are military students/veterans interested in returning to college in a customized program that incorporates opportunities like ACE and Prior Learning Assessment to reduce time toward a degree, the College is seeking approval for a Bachelor of Science in Interdisciplinary Studies to begin in fall 2015. The newly-proposed degree program is consistent with Complete College Georgia and with the Go Back, Move Ahead initiative. The uniqueness of this program is the plan to offer concentration options in communication, business, science, health care, education, social science and culture.

**GOAL 3: Provide intrusive advising to keep students on track to graduate.**

**STRATEGIES:** *Develop a comprehensive student employment program and provide early academic intervention.*

**CONTEXT:**

The Office of Career Services and Student Employment created a comprehensive student employment program to augment intrusive advising, that encompasses both on-campus and off-campus employment options, and potentially increases retention rates and career development opportunities for students. This strategy addresses Goal 4 (provide intrusive advising to keep students on track to graduate) of the Complete College Georgia initiative. This program created a network of faculty and staff to monitor the student employee, providing encouragement and feedback.

The College has established criteria to identify students who may need interventions during the semester. An  
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assertive new approach to academic advising keeps close watch on the progress of individual students. Early academic alerts, mid-terms, and faculty recommendations help with a multi-faceted response. A new academic intervention has been added to the early identification arsenal, helping students stay on track and avoid academic probation – a six-week academic improvement workshop.

**GOAL 4: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.**

**STRATEGY:** *Engage in targeted student remediation.*

**CONTEXT:**

The College is committed to dramatically increasing the success rates in Learning Support (LS) Math and collegiate gateway courses, without compromising the integrity of the content, by transforming the way that remediation is accomplished. To improve the success rates in college-level area A Math courses, CCGA developed and adopted a co-requisite approach to remediation where students with moderate deficiencies can successfully complete the collegiate gateway math courses by receiving just-in-time support. The College has developed and implemented year-long mathematics pathways for students with significant gaps in preparation, enabling them to complete the LS foundation course and the collegiate course within one academic year. Each foundation course is carefully aligned to serve the Quantitative Reasoning pathway or the College Algebra pathway.

In response to the Complete College America grant the College was awarded, English initiated a collegiate/co-requisite model in 2011. Based on English Compass placement scores, students who normally are placed in a remedial English course are placed in the collegiate English Composition 1101 class along with a co-requisite course. Designated sections of English 1101 reserve 5 of 25 seats for these students.

**GOAL 5: Shorten time to degree completion through programs that allow students to earn college credit while still in high school.**

**STRATEGY:** *Engage in early student outreach programs.*

**CONTEXT:**

The College has invested time and effort in supporting Goal 6 (shorten time to degree completion through programs that allow students to earn college credit while still in high school) by developing targeted early student outreach programs for high school students through faculty mentorships and tutoring programs, working collaboratively with Brantley, Camden, Glynn, McIntosh, and Wayne County School Districts. As part of this early intervention initiative, the College participates in the dual enrollment (ACCEL) program with high school students. The program enables high-achieving students to earn college credit prior to high school graduation while fulfilling the requirements for their high school diploma.



### 3. SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

<p><b>Goal 1</b></p> <p><b>High-Impact Strategy (1) Summary of Activities</b></p> <p><b>Interim Measures of Progress</b></p> <p><b>Measures of Success</b></p>	<p><b>Increase access and provide proactive services for the traditionally underserved student.</b></p> <p><u>Objective 1.1: Support for Adult Learners and Military Students/Veterans</u></p> <p>Provide adult learners and military students/veterans with tools and resources needed to succeed.</p> <ul style="list-style-type: none"> <li>• Formed partnership with the Federal Law Enforcement Training Center (FLETC) that will allow students at the law enforcement training center to receive college credit for some of the extensive training they undergo. The established MOU enables personnel in basic training at the Center to earn up to a total of 15 credit hours through the College in four different courses – Introduction to Criminal Justice, Introduction to Law Enforcement, Introduction to Criminal Law, and Introduction to Criminal Investigation – as well as courses in Global Issues and Physical Education that can be applied towards degree programs from the College or transferred to another college or university.</li> <li>• Created a student-friendly learning environment for adult learners and military students/veterans, including a designated office on campus to serve their student needs, a military students’/veterans’ lounge and an informative web page.</li> <li>• Actively identifying students with a military background, as well as administrators, faculty, staff and alumni who share this experience, as part of a plan to educate faculty and staff on military students’/veterans’ needs and what resources are available for supporting current/former members of the military.</li> <li>• Developing a Prior Learning Assessment (PLA) process to enable students to identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials for assessment towards being awarded possible academic credit.</li> <li>• Programs are being established.</li> <li>• Eligible students are being actively identified.</li> <li>• Quantitative: Number of military students’/veterans’ utilizing campus support services; student retention and graduation rates.</li> <li>• Qualitative: Student satisfaction surveys.</li> <li>• Qualitative: Evaluation by attendees.</li> </ul>
<p><b>Goal 2</b></p> <p><b>High-Impact Strategy (1) Summary of Activities</b></p> <p><b>Interim Measures of Progress</b></p>	<p><b>Shorten time to degree by awarding credit for prior learning that is verified by appropriate assessment.</b></p> <p><u>Objective 2.1: Establish a Prior Learning Assessment process with avenues to evaluate prior experience and coursework for college credit;</u></p> <p><u>Objective 2.2: Create a new Bachelor of Science in Interdisciplinary Studies degree</u></p> <ul style="list-style-type: none"> <li>• Establish a Prior Learning Assessment (PLA) process with avenues to evaluate prior experience and coursework for college credit.</li> <li>• Working to establish a PLA policy and process with avenues to evaluate prior experience and coursework for college credit; it should improve access and retention for military students and adult learners.</li> <li>• Formed partnership with the Federal Law Enforcement Training Center (FLETC) that will allow students at the law enforcement training center to receive college credit for some of the extensive training they undergo. The established MOU enables personnel in basic training at the Center to earn up to a total of 15 credit hours through the College in four different courses – Introduction to Criminal Justice, Introduction to Law Enforcement, Introduction to Criminal Law, and Introduction to Criminal Investigation – as well as courses in Global Issues and Physical Education that can be applied towards degree programs from the College or transferred to another college or university.</li> <li>• Researched and reviewed PLA best practices.</li> <li>• Centralized the admissions process to include a specific point of contact (admission counselor) for all incoming military students, veterans and their dependents who processes all paperwork and counsels them on degree plan options and the best enrollment plan moving forward.</li> <li>• PLA policy and process being finalized for implementation.</li> <li>• MOU established to recognize some non-College training for college credit.</li> </ul>

<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>Quantitative: Number of adult learners utilizing campus support services; student retention and graduation rates.</li> <li>Quantitative: Number of credits awarded based on PLA.</li> <li>Qualitative: Student satisfaction surveys; evaluation by attendees.</li> <li>Create a new Bachelor of Science in Interdisciplinary Studies degree.</li> </ul>
<b>High-Impact Strategy (2)</b>	
<b>Summary of Activities</b>	<ul style="list-style-type: none"> <li>Seeking USG approval for a Bachelor of Science in Interdisciplinary Studies degree program to begin in fall 2015.</li> </ul>
<b>Interim Measures of Progress</b>	<ul style="list-style-type: none"> <li>Received USG prospectus approval for a Bachelor of Science in Interdisciplinary Studies.</li> <li>Preparing a full new program proposal.</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>Quantitative: Number of degrees conferred in the new degree program to adults and ratio of total conferred to adults compared to general population.</li> </ul>

<b>Goal 3</b>	<p><b>Provide intrusive advising to keep students on track to graduate.</b></p> <p><u>Objective 3.1: Provide intrusive advising to keep students on track to graduate;</u></p> <p><u>Objective 3.2: Integrate student programs and services to increase retention, progression and graduation;</u></p> <p><u>Objective 3.3 Comprehensive student employment program</u></p>
<b>High-Impact Strategy (1)</b>	Provide intrusive advising to keep students on track to graduate.
<b>Summary of Activities</b>	<ul style="list-style-type: none"> <li>Notified new freshmen in fall 2013 who were in academic trouble based on their first semester grades, inviting them in spring 2014 to take a six-week academic improvement workshop designed to help them understand what may have contributed to their subpar academic performance, ensure they are taking the courses needed for graduation, and inform them about available student support resources.</li> <li>Developing system to track workshop participants across time to see if they eventually achieve good standing.</li> <li>Determining which interventions are most effective overall or which work best for particular types of students will help moving forward in assigning students to interventions from which they are most likely to benefit.</li> </ul>
<b>Interim Measures of Progress</b>	<ul style="list-style-type: none"> <li>66 students attended the pilot program during its first semester of operation.</li> <li>24, or 36.36%, were at or above a 2.0 at the end of the spring 2014 semester.</li> <li>In fall 2014, the program was expanded to include all students at midterm and Camden Center students who are in need of academic intervention are being supported in a parallel running program.</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Qualitative: Student satisfaction surveys will be developed and deployed during the next iteration of the intervention workshop to determine how the workshop is making a difference for the students attending.</li> </ul>
<b>High-Impact Strategy (2)</b>	Charged the Committee on the Amalgamation of Programs and Services (CAPS) to provide support and motivation to students through the integration and coordination of programs and services.
<b>Summary of Activities</b>	<ul style="list-style-type: none"> <li>Implemented a three-phase course registration timeline involving traditional faculty advisement, rotating advising sessions, and professional advisement to foster earlier registration.</li> <li>Consolidated advising and career services in a one-stop shared resources/space to effectively advise and counsel students throughout their academic program of study and preparation for employment.</li> <li>Developed communication outreach strategies with Schools, instructors and students to promote understanding of financial aid requirements concerning SAP, impact of withdrawals, and implications of defaults; developing student road map to ensure understanding of academic and financial requirements.</li> <li>Charged an ad hoc subcommittee to review overall communications at the College to students, faculty, staff, alumni, and parents.</li> </ul>

<p><b>Interim Measures of Progress</b></p>	<ul style="list-style-type: none"> <li>• Coordinated communication to students who are not registered to encourage them to enroll for an upcoming semester’s classes.</li> <li>• Developed a Complete College Georgia web page.</li> <li>• Maintain an in-house retention database that includes a number of variables to determine trends and patterns to improve our processes and procedures.</li> <li>• Student retention rate (Fall 2013-to-Spring 2014) was 88.8% – 4% higher than the previous cycle.</li> <li>• 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 review the hours staff are available during the semester.</li> </ul>
<p><b>Measures of Success</b></p>	<ul style="list-style-type: none"> <li>• Quantitative: Fall-to-Spring and Fall-to-Fall student retention rates; graduation rates.</li> <li>• Qualitative: Student satisfaction surveys.</li> </ul>
<p><b>High-Impact Strategy (3)</b></p>	<p>Implemented a comprehensive student employment program.</p>
<p><b>Summary of Activities</b></p>	<ul style="list-style-type: none"> <li>• Deployed an intentional student employment model to augment intrusive advising that encompasses both on-campus and off-campus employment options and increases student retention and progression rates.</li> <li>• Developed a network of faculty and staff (advisors, employer, residence hall director, and faculty, for example) to monitor the student employee, providing encouragement and feedback.</li> <li>• Created additional student employee positions by realigning the number of hours needed for current positions.</li> <li>• Examined student employer staffing needs and current staffing levels.</li> <li>• Created an “on boarding/orientation” workshop with student workers.</li> <li>• Provided ongoing education workshops like Excel Basics and hosting on-campus job fair during Fall Semester 2014 Welcome Week.</li> </ul>
<p><b>Interim Measures of Progress</b></p>	<ul style="list-style-type: none"> <li>• Held inaugural “on boarding/orientation” workshop for student workers in early June 2014 with 33 students in attendance.</li> <li>• Offered all supervisors two workshops detailing the comprehensive student employment program.</li> <li>• A student performance evaluation was developed and distributed to all supervisors; this evaluation mimics what students will encounter in many employment environments; evaluation results are being compiled.</li> <li>• Hosted the “2014 Fall Job and Internship Fair” with 271 students in attendance; an 84% increase over the previous year. And, the 48 registered off-campus employers signified a 50% increase over the previous year.</li> <li>• Worked with Academic Affairs and Enrollment Management to create the FASTrack program, a 12 week accelerated semester program that allows students to work part-time during the semester and then work full-time from Thanksgiving Break until classes resume in January 2015; consists of a cohort of 12 students.</li> <li>• Provided ongoing education workshops like Excel Basics and hosting on-campus job fair during Fall Semester 2014 Welcome Week.</li> </ul>
<p><b>Measures of Success</b></p>	<ul style="list-style-type: none"> <li>• Quantitative: Track grade point averages and retention rates of student workers</li> <li>• Spring Semester 2014 on-campus workers’ overall GPA: 3.19; off-campus: 2.86; and all students: 2.78.</li> <li>• Fall 2013-to-Fall 2014 freshman retention was 67.86% for campus student workers compared to 53.13% of freshmen not working on campus.</li> </ul>

<p><b>Goal 4</b></p>	<p><b>Increase the likelihood of degree completion by transforming the way that remediation is accomplished.</b></p>
<p><b>High-Impact Strategy (1)</b></p>	<p><b>Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with co-requisite Learning Support.</b></p>
<p><b>Summary of Activities</b></p>	<ul style="list-style-type: none"> <li>• Enrolled every student previously placed in MATH 0099 in the gateway Math course appropriate to his/her program 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.</li> <li>• Placed students, based on their English Compass placement scores, in the collegiate English Composition 1101 class along with a co-requisite course; they normally would have been placed</li> </ul>

in a remedial English course.

- Designated sections of English 1101; reserve 5 of 25 seats for these students.
- English 1101 course standards/requirements are the same as all sections of English 1101.
- Five students in the co-requisite course meet one hour a week with the same instructor who teaches the English 1101 class.
- Assigned a Supplemental Instructor to the English and co-requisite courses to provide extra support/tutoring.
- Offering a Foundations for English course, beginning in spring 2015, which incorporates Reading and English.
- Students placed in this course who subsequently pass will take the collegiate/co-requisite course the next semester, thus allowing students to complete the Learning Support foundation course and the collegiate courses within one academic year.
- After two semesters of implementation, the mathematics co-requisite approach generated a 70.6% success rate (grades of A, B, C or D in the gateway course) compared to an estimated 36.0% success rate (based on historical trend data) had these students been originally placed in MATH 0099.
- As of summer 2014, the success rate in the Learning Support Foundations course was 94% (16/17), and even though this is a small sample, the College is confident that by shortening the path from 3 semesters to 2 semesters, it will see success rates way beyond the historical 15% chance of completing 0097, MATH 0099 and MATH 1001/1111 in three semesters.
- For English, the pass rates for students in this model were significantly higher (75.0%) than the pass rates in English 0099 (65.0%) in 2012-13. And, in summer 2013, the pass rates for students in the co-requisite/collegiate English courses exceeded (87.2%) the pass rates of regular English 1101 courses (50.0%).

**Interim Measures of Progress**

**Measures of Success**

- Number of students requiring remediation in fall 2013 in English (or combined English/reading), reading, and mathematics.
- Number of students receiving co-requisite remediation in fall 2013 in English (or combined English/reading), reading, and mathematics.
- Number of students starting in fall 2013 that were placed in remediation/ learning support.
- % and number of students starting in co-requisite remediation in fall 2013 that complete the college course within 1 semester; 2 semesters, 3 semesters, more than 3 semesters in English (or combined English/reading), reading, and mathematics.
- % and number of students starting in stand-alone (not co-requisite) remediation in fall 2013 that complete the entry-level college course within 2 semesters; 3 semesters, 4 semesters, more than 4 semesters in English (or combined English/reading), reading, and mathematics.

**Outcome Metrics to be used in the future as data becomes available**

- % of students that start in co-requisite remediation that complete degrees on time.
- % of students that start in co-requisite remediation that complete degrees within 150% of time.
- % of students that start in stand-alone (not co-requisite) remediation that complete degrees on time.
- % of students that start in stand-alone (not co-requisite) remediation that complete degrees within 150% of time.

**Goal 5**

**Shorten time to degree completion through programs that allow students to earn college credit while still in high school.**

**High-Impact Strategy (1)**

**Increase student outreach to local county school districts.**

**Summary of Activities**

- Increased opportunities for high school student participation in dual enrollment.
- 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 dual enrollment from area high schools.
- Created and disseminated a survey to local county schools to identify high school teachers interested in teaching for an on-site ACCEL program initiative.
- 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.
- Offered the iSAT to both Camden County High School and McIntosh County Academy.
- Collaborated with Glynn County Schools to develop a Mathematics and Science Partnership (MSP) program (contingent on funding from the Georgia Department of Education) with a focus on increasing the mathematics and science content knowledge of K-5 teachers of high-poverty/low-achievement schools.

#### **Interim Measures of Progress**

- Number of dual enrollment courses available.
- Number of schools participating in dual enrollment.
- Number of college credits awarded to dual enrollment students.
- Number of dual enrollment students that have graduated from high school.
- Number of dual enrollment students that have graduated from CCGA.

#### **Measures of Success**

- Increase in number of dual enrollees from 99 in fall 2013 to 141 in fall 2014; or, 41.4%.
- A dual enrolled 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.

## **4. OBSERVATIONS**

### **Successful Practices**

The development of 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, has created a positive working relationship between CCGA and its secondary school partners. Included among these outreach efforts are offering the iSAT to both Camden County High School and McIntosh County Academy; collaborating with Glynn County schools to develop a Mathematics and Science Partnership (MSP) program (contingent on funding from the Georgia Department of Education) with a focus on increasing the mathematics and science content knowledge of K-5 teachers of high-poverty/low-achievement schools; and assigning faculty to conduct SAT/ACT prep sessions for Brunswick High School and McIntosh County Academy students.

In Fall Semester 2013, a comprehensive student employment program was created that encompasses both on- and off-campus employment options to increase retention rates and career development opportunities for all students. A network of faculty and staff (advisors, employer, residence hall director, and faculty, for example) will monitor the student to provide encouragement and feedback. Additional student positions will be created by realigning the number of hours needed for current positions.

The College has also improved outreach to military students/veterans, including the acceptance of military credits for transfer, reduction of time students need to identify and clear their military status, and communication with the military community to offer courses more creatively.

Under President's Aloia's leadership, the College has taken strategic steps to increase study abroad/exchange

opportunities and better internationalize the curriculum and co-curricular activities. An International Education Committee, consisting of a cross-section of faculty and staff with a passion for international education, was founded and charged to develop an international education plan that encompasses student learning outcomes, faculty development, community engagement, and international partnerships in an effort to create a globalized higher education environment on both the Brunswick and Kingsland campuses.

CCGA continues to maintain a strong enrollment management approach, and involving that function and Institutional Effectiveness in all student retention planning and progression initiatives to help ensure planning is as fact-based as possible. Enrollment Management and Institutional Effectiveness have engaged actively in enrollment and retention management activities to find out how best to retain and graduate students. As a result of these collaborative activities, student enrollment data is shared and analyzed to determine success of retention efforts, including student characteristics, financial aid, and retention & graduation rates. Complementing this effort was the creation of the Committee on the Amalgamation of Programs and Services (CAPS) to provide support and motivation to students through the integration and coordination of programs and services.

Additionally, Enrollment Management has been instrumental in the design and implementation of a new model of student registration as well as reengineering new student orientation sessions; developing new strategies and materials for more effective communication with prospective student; hosting counselors from middle/high schools on campus; and offering open house programs for adult learners.



## Lessons Learned

Appointing a “broad-based” Complete College Georgia (CCG) Task Force has been incredibly helpful to ensure campus-wide involvement and provision of a clearer direction for responsible offices/units in implementing aspects of the campus plan. The initial charting of a CCG Steering Committee with only five members was too restrictive/limiting in campus representation and not powerful enough to ensure that the plan involved the entire campus. The new task force is providing a more deliberate means to involve key campus stakeholders; assigning responsibilities to appropriate institutional representatives; and communicating progress to the campus.

Reliance on a quarterly student success newsletter and periodic email updates relating to Complete College Georgia initiatives has not been successful in building strong campus awareness. With the arrival of President Aloia, there is now a much stronger relationship between key CCG function areas and the Marketing Department which is developing a multi-pronged communication strategy in reaching out to both internal constituencies as well as those in the immediate community. A robust web presence, including an e-dashboard to monitor CCG campus plan progress, is in development right now.

The early alert process did not work well when asking students to simply respond to email. A multi-pronged approach involving text messaging, phone calls, visiting classrooms, and placing holds on student accounts has resulted in more effective response. Additionally, not all faculty members readily provide mid-term grade reports, so it has become necessary to push or follow up with them as well.

Another lesson learned is that you need to include students in any change that might affect their educational success. For example, a student survey concluded that there was a need for a Veterans’ Lounge on campus for military students/veterans, when the administration did not have a service plan to support this special population. Consequently, incorporating a student perspective is integral to achieve ultimate student success, especially given the increasing number of adult learners and first-generation students who come to CCGA with issues that make their college-readiness status problematic, and that requires us to revisit progression and retention strategies.

## Adjustments to Completion Activities

In an effort to create greater functionality and improved success in relation to the initial Complete College Georgia campus plan initiatives developed and revised over the last three years, the following are a few examples involving

adjustments to help improve the overall process.

- Created a three-phase course registration timeline involving traditional faculty advisement, rotating advising sessions, and professional advisement to foster earlier registration.
- Created sessions within orientation to help students identify the challenges they will face academically, financially and socially.
- Created new visitation program to focus on needs of non-traditional students
- Identified stop-outs from the Camden Center (the previous two years) to encourage re-enrollment; hired a part-time, temporary position to focus on recruiting and retaining these students back to the Center.
- Provided faculty information sessions to promote discussion of disability services issues.
- Became eCore affiliate to increase core offerings; developed an operational plan of action; and created an online support system for faculty and students.
- Implemented DegreeWorks, a web-based degree auditing application, to effectively enable students and academic advisors to monitor progress toward degree completion.
- Hired new professional advisors to bolster intrusive academic advising on campus.
- Developed two remediation models for writing: 1) mainstream students near exempt scores placed into collegiate-level English and provide Supplemental Instruction support; and 2) modular model all writing courses using mastery approach and exit after successful module completion.
- Created a “Find a Tutor or Place to Study” program that offers several campus spots for students to study, as well as providing one-on-one or small group tutoring sessions with other students.
- Created 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.
- Developed both residential (Sciences and Leadership) and commuter student learning communities with the plan to add a residential Honors learning community.

As a four-year state college within the USG, the College of Coastal Georgia continues to work diligently 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.