

College of Coastal Georgia

APPENDIX: SUPPLEMENTAL COMPLETION INFORMATION AND ACTIVITIES

The college completion initiatives made in various programmatic areas over the past academic year have set the footing for future enrollment growth. Among the more impactful student success strategies that align well with the College's mission statement include the following:

- Created a "Find a Tutor or Place to Study" program on the CCGA website that offers several campus locations for students to study, as well as providing one-on-one or small group tutoring sessions with other students.
- Developed targeted early intervention outreach programs for high school students through faculty mentorships and tutoring programs, working collaboratively with Brantley, Camden, Glynn, McIntosh, and Wayne County School Districts. 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 Math faculty to conduct SAT/ACT prep sessions for Brunswick High School and McIntosh County Academy students.
- Participated actively in the dual enrollment program with high school students. Known as ACCEL, the program enables high-achieving students to earn college credit prior to high school graduation while fulfilling the requirements for their high school diploma. The state program no longer requires a mandatory student fee and those in it can earn scholarships to cover the expense of college books. To help support this initiative, Enrollment Management resources have been reallocated to direct dual enrollment efforts and development of a detailed plan of action to increase the enrollment and retention of dual enrollment students.
- Increased student and parent understanding of actual college costs and college affordability by way of workshops and promotional materials created through a joint Admissions and Financial Aid office effort, as well as increased the on-line filing rate of the FAFSA and GA financial aid applications among at-risk students by hosting small group presentations throughout the academic year.
- Established the Committee on the Amalgamation of Programs and Services (CAPS) Committee to provide support and motivation to students through the integration and coordination of programs and services. Among the initiatives being spearheaded include implementation of a three-phase course registration timeline involving traditional faculty advisement, rotating advising sessions, and professional advisement to foster earlier registration; consolidation of 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; and development of communication outreach strategies with Schools, instructors and students to promote understanding of financial aid requirements concerning SAP, impact of withdrawals, and implications of defaults.

Restructure Instructional Delivery to Transform Remediation

To meet Goal 7 (increase the likelihood of degree completion by transforming the way that remediation is accomplished) and Goal 8 (restructure instructional delivery to support educational excellence and student success) of the Complete College Georgia initiative, the College is committed to dramatically increasing student success rates in mathematics and English, by offering learning support through a concurrent delivery model, without compromising the integrity of the content.

Mathematics

- 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

CCG Campus Plan Update 2014: Appendix

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.

- The College is working closely with the USG System Office to determine appropriate thresholds in a Mathematics Placement Index (MPI) that will help link each of the models to the right student.

English

In response to the Complete College America grant the College was awarded, the English faculty 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. The English 1101 course standards/requirements are the same as all sections of English 1101. The five students in the co-requisite course meet one hour a week with the same instructor who teaches the English 1101 class to provide the extra instruction needed. A Supplemental Instructor is also assigned to the English and co-requisite courses to provide extra support/tutoring.

The English co-requisite/collegiate course was developed in response to the Complete College America (CCA) Grant. At the same time, the College changed the LS policy whereas a student who had three LS requirements could no longer be admitted to college. This adjustment, along with changes in the Satisfactory Academic Progress requirements, resulted in a decrease in English and Reading LS course enrollment from 332 students in fall 2010 to 84 in fall 2012; however, the College has seen a 12% increase in enrollment from 51 students in fall 2013, to 57 students in fall 2014.

With the new course, Foundations for English, the College expects a continued increase in LS enrollment in the English area as the Foundations course counts only as one LS requirement. Also, students who are placed in the Foundations course and pass will then be put into the co-requisite/collegiate course, increasing the number of students in that course.

To address the challenge of technology in the English class, the College opted to use MyEnglishLab from Pearson and meet in computer classrooms. However, the Pearson software was difficult to use and were an added cost for the students. To resolve this problem, the College switched to a Norton free Grammar site in fall 2014.

Provide Intrusive Student Advising

Early Academic Intervention

The College has established criteria to identify students who may need academic interventions during the semester. This strategy addresses Goal 3 (decrease excess credits earned on the path to getting a degree) and Goal 4 (provide intrusive advising to keep students on track to graduate) of the Complete College Georgia initiative. An assertive new approach to academic advising keeps close watch on the progress of individual students. Early academic alerts, mid-term grades, and faculty recommendations are part of a multi-faceted response. A new academic intervention has been added to the early identification arsenal, helping students stay on track/avoid academic probation – a six-week academic improvement workshop.

At the end of the first term of unsatisfactory progress, students are notified that they are in academic alert status; they are then required to take a six-week academic improvement workshop designed to help them understand what may have contributed to their subpar academic performance, and inform them about available student support resources.

One major challenge is getting students to initiate improvement plans. To address this issue, Academic Advising began placing the workshop on students' schedules as a class (room, time, days, CRN) which made students sit up and notice. Additionally, the course was made mandatory. The workshop instructor has this class on D2L; that way he/she can send important information through the D2L system since students tend to use it much more than regular CCGA email. Another challenge is keeping the students engaged. The introduction of various faculty speakers to address certain content and strategy topics during the six weeks has been positive (based on student feedback), as well as improving overall faculty buy-in for the workshop.

CCG Campus Plan Update 2014: Appendix

Offer Comprehensive Student Employment Program

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 increases retention rates and career development opportunities for all 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.

Students receive an orientation workshop so that they better understand the expectations at their on-campus place of employment. The training includes what it means to be a student worker, information on managing stress and maintaining work/life/school balance, job expectations, customer service, and how skills learned on the job will translate into the “real world”. Additionally, several developmental trainings throughout the each semester are offered, including: Excel and Adobe Illustrator. And, finally, the Office has reached out to every campus supervisor who had student employees with no grades higher than a “C” and at least 1 “D” or “F” at mid-term to encourage them to reach out to these students to give them strategies for success, including tutoring, counseling or other accommodations to aid in retention.

One of the challenges is offering Student Employment Orientation at a time that works for all students. Remedied by varying the days and times, the program is offered so that more students can find a time that works for them. And, for those still unable to attend, the Office offers one-on-one orientation sessions. A second challenge has been supervisor commitment – not all supervisors feel like they can be so intrusive into a student’s academics. The Office is reaching out to supervisors to guide them in working with their student(s), and to help them understand the important role they play in the “network” surrounding the student – advisors, employer, career services, and faculty.

Engage in Early Student Outreach Programs

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).

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. The College no longer requires any mandatory student fees and to defray book cost, the College Foundation has set aside funds to assist students with demonstrated needs. To help support this initiative, Enrollment Management resources have been reallocated to direct dual enrollment efforts and development of a detailed plan of action to increase the enrollment and retention of dual enrollment students.

Additionally, the College has developed 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. 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 in high-poverty/low-achievement schools; and assigning faculty to conduct SAT/ACT prep sessions for Brunswick High School and McIntosh County Academy students.

Enhance International Education

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 (Camden Center) campuses.