



2022 CCG MOMENTUM PLAN UPDATE



COLLEGE *of*
COASTAL
GEORGIA

November 2022

SECTION 1. INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Provide a brief overview of your institutional mission and student body profile. Please briefly describe enrollment trends, demographics (for example, % Pell grant-eligible, % first-generation college students, % adult learners), and how your institutional mission influences your completion work's key priorities. In this section, report on your benchmark, aspirational, and competitor institution(s).

Mission Statement

Revised and approved in November 2015 and reaffirmed by the Board of Regents in January 2021, the CCGA mission statement reads as follows:

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

This mission statement is fully aligned with the University System of Georgia's (USG) mission, it represents the core principles and unique institutional characteristics of a state college, and it is accentuated by strong leadership, worthwhile community linkages, and exemplary student development. Further, the mission statement effectively infuses the College's strategic framework that is structured around five central themes: *Student Enrichment, Academic Excellence, Institutional Distinction, Leadership through Community Engagement & Partnerships, and Sustainability & Organizational Development*. Finally, the mission underscores the College's sustained commitment to community engagement that encompasses service-learning, volunteerism, practica, and internships, contributing to the cultural, economic and social well-being of the local community, southeast Georgia and beyond.

Fall 2022 Student Profile¹

The College of Coastal Georgia's fall 2022 enrollment stands at 3,155 students and an FTE of 2,575. In terms of self-declared race/ethnicity, 9.1% identified as Hispanic/Latino, 0.2% American Indian or Alaska Native, 2.1% Asian, 19.6% Black or African American, 0.1% Native Hawaiian or Other Pacific Islander, 60.0% White, 2.2% two or more races, and 6.8% undeclared. With an average age of 23.3, the College's student body is composed of 69.5% female and 57.7% full-time students with 89.67% indicating Georgia residency, 8.56% out-of-state, and 1.77% out-of-country.

First-generation students (whose parent(s)/legal guardian(s) have not completed a baccalaureate degree) account for 56.2% of the 3,117 students for whom we know parent/guardian educational attainment. Adult learners (25 years of age or older) and military/veterans account for 22.8% and 8.5% of the total student body,

¹ Total enrollment, FTE, and all demographic information are based on USG Semester Enrollment Report and persisted report data for fall 2022; the academic achievement metrics are based on Banner SIS data for the fall 2021 cohort

respectively. Pell recipients account for 37.8% of students, while dual-enrolled students total 296, which is a 34.7% decrease compared to fall 2021. Academically, the class of new freshman (for fall 2021) came to the institution with a 3.07 average high school GPA, attempted an average of 21.75 credits during the first academic year, and earned an average of 18.94 credits. This cohort persisted through fall 2022 at a 52.7% rate and had an average GPA of 2.3. The work on completion is imperative as we continue to support this student population.

Influence on Completion Work

CCGA's institutional mission is a beacon that guides its completion priorities. First, by providing access and affordability, CCGA addresses the needs of the region and is particularly impactful for communities that are traditionally underserved by postsecondary education (data from the First Destination Survey shows 72% of graduates remain in the state and 60% in the region). Secondly, the College promotes student progression and timely graduation by proactively engaging and supporting students at every stage of their collegiate journey (as evidenced by the process improvement, strategies, and activities, being implemented as part of the 2021 Momentum Plan). Finally, by increasing student campus and community engagement, the institution prepares students to engage in meaningful careers and to satisfy the economic and cultural needs of the community and the region (data from the First Destination Survey shows that 52% of respondents were employed full-time at or immediately after graduation, nearly equal to the national rate of 51.9%, which includes graduates of highly selective institutions).

In its commitment to student success for **every student, every time**, the College of Coastal Georgia continues to work with its Student Success and Completion Team to strengthen the services, activities, interventions, and communication protocols targeting students who may be at academic risk. The strategies reviewed and developed from this work not only focus on students exhibiting poor academic performance but also focus on proactively guiding students to maintain positive academic practices and mindset. The next sections provide an update on the work from this team and the progress on the programs/projects/activities/initiatives that were selected as part of the institutional Momentum plan for 2022.

SECTION 2: STUDENT SUCCESS INVENTORY

What are your priority programs/projects/activities/initiatives related to student success?

Student Success and Completion Team – *Supporting Students Every Step of the Way.*

The work of the Student Success and Completion team is centered around 5 themes/guiding questions:

- **Engagement Before:** *What programming will help prevent poor performance all together?*
- **Engagement During:** *What programming will aid students who are performing poorly during the semester?*
- **Engagement After:** *What programming will aid students NOT in good academic standing and/or NOT making SAP?*
- **Communication & Messaging:** *How can we better connect with students about their (future) academic standing/SAP?*
- **Technology & Data:** *What processes can we implement to identify students who may be at (future) risk?*

The elements identified below as part of the student success inventory are a selection of activities/projects that are being revisited/improved or that are being designed or implemented, and are just a subset of broader institutional actions that are being executed as part of this continuous engagement.

Activity/Project 1

Activity/Project Name	Engagement Before: Redesign of the Coastal Discovery Workshop
Momentum Area (select all that apply)	<input checked="" type="checkbox"/> Purpose <input checked="" type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Change Management <input checked="" type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Redesign the third stage of the orientation process: Coastal Discovery Workshop (CDW). Inspired by the Momentum Summit V presentation on Mindset activities in FYE from Nashville State Community College, the College of Coastal Georgia will completely redesign the CDW to incorporate elements of the "You've Got This!" OER created by NSCC.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Piloting and Data Collection
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Participation in the CDW and impact on Academic achievement metrics like term-to-term retention.
	Baseline measure Fall 2021 Engagement: 17% Spring 2022 Engagement: 21%
	Goal or targets Fall 2022 Engagement 50% Spring 2023 Engagement 50%
	Time period/duration Pilot implementation fall 2022 Assessment of fall and spring implementations followed by adjustment and improvements over the summer term in preparation for subsequent academic year.
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	CDW has been fully redesigned; the focus of the program is now centered on the student, their perception and mindset; the delivery of resources and external information (guides and instructions to navigate during the first year) have now taken a secondary focus. The new course is called "You've Got This" and in its pilot implementation 74.93% of the New Freshman students accessed the program, but only 23.17% completed at least one activity and only 6.91% completed the entire program with a score greater than 70%. While the qualitative feedback received from students demonstrates how personal reflection enriched their educational experience, we

	recognize the steps we need to take to increase the promotion of the program at the early stages of orientation.
Plan for the year ahead (What steps will you be taking in 2022)	While the engagement is above baseline, the participation is still far from the goal. The institution will analyze the treatment effect that the participation on this course will have on the one-term retention of the new freshman, and will increase the promotion of the program during the spring 2023 new student orientation program. Additionally, starting fall 2023, "You've Got This" will be used as the first course in D2L for all students to access early in their orientation process, and will be promoted across the units participating in orientation activities.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	Low participation continues to be a challenge; additional marketing and promotion of the program from all those involved in the orientation process will be needed to bring the program to its full potential.
Project Lead/point of contact	Niki Schmauch, Director of Academic Support Lisa McNeal, Director of eLearning

Activity/Project 2

Activity/Project Name	Engagement Before: Expanding Culturally Responsive Retention Strategies
Momentum Area (select all that apply)	<input type="checkbox"/> Purpose <input type="checkbox"/> Pathways <input type="checkbox"/> Mindset <input checked="" type="checkbox"/> Change Management <input checked="" type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Develop and strengthen strategies that address institutional performance gaps. Strategies to consider include: the creation of 1 st Gen/Pell Eligible student transition support; summer bridge programs that support traditionally underserved or underrepresented populations, with the goal of reducing institutional performance gaps.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Scaling programs like the AAMI, the Office of Diversity and Inclusion Leadership Academy, and the Nursing Freshman Learning Community.

<p>Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)</p>	<p>Evaluation Plan and measures: Evaluation of academic achievement where performance gaps are identified (e.g. GPA, course success rates, acceptance rates to cohort programs, retention rates, and graduation rates)</p> <p>Baseline measure Dependent on the program and target audience.</p> <p>Goal or targets Dependent on the program and target audience.</p> <p>Time period/duration Ongoing</p>
<p>Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)</p>	<p>We realized that scaling DEI programs requires getting more people, including faculty and staff, involved in the discussion. We therefore shifted our focus in summer/fall on how we might provide all our faculty and staff a better understanding of the institutional performance gaps. To that end, we have focused on two main strategies:</p> <ol style="list-style-type: none"> 1. To support this identification and understanding of institutional performance gaps, a study of 99,500 student records (records since 2009) was performed to analyze the impact of disaggregates on various academic achievement metrics. The result from this study was a large catalog of visualizations that is now available to institutional leaders including deans, department chairs, and various unit directors. The results from this study were presented to faculty/staff as part of fall 2022 semester launch activities. 2. A Community of Inclusive Practice was formed, kicking off with a required fall 2022 semester launch workshop for all full-time faculty. The workshop was interactive, starting with the identification of the institutional performance gaps and giving faculty tangible ideas for their classes. The workshop concluded with the invitation to join a community of inclusive practice, of which half of the full-time faculty indicated they wished to participate. The COP is meeting about 3 times per semester to scale inclusive pedagogies in the classroom.
<p>Plan for the year ahead (What steps will you be taking in 2022)</p>	<p>Armed with the stronger capacity to disaggregate academic achievement metrics, individual units are ready to identify institutional performance gaps where they occur and use this information to develop actionable steps to address them. The catalog of visualization was released at the beginning of fall 2022 and the institution anticipates the analysis of this information to extend throughout the academic year.</p>

	Building off the success of the nursing freshman learning community, a second class of the nursing learning community was launched in fall 2022, and a new AAMI initiative is also underway for the term.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	Now that the data infrastructure has been enhanced, the analysis of the data to identify gaps and the actual improvement of processes and activities to address these gaps will likely result in the need of additional resources.
Project Lead/point of contact	Laura Lynch, AVP for Faculty Affairs German Vargas, AVP for Academic Student Engagement

Activity/Project 3

Activity/Project Name	Engagement During: Mariner Stories (Student Voices)
Momentum Area (select all that apply)	<input checked="" type="checkbox"/> Purpose <input type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Provide a platform to share student voices and build a stronger community. Inspired by the Momentum Summit V presentation on the Hero’s Quest Narrative from Pellissippi State, the College wants to improve the authenticity of our messaging when communicating the normality of the challenges and struggles students experience in college. By providing encouragement from the perspective of peers, and by normalizing struggle through stories, students will be more likely to develop a sense of belonging.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	This activity was inspired by MSV presentations and is only on the “studying” stage.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: The Mariner Stories, would be available to students through the portal, and its activity and impact would be tracked through views and any potential association of the views/participation on academic achievement metrics (like term-to-term retention).
	Baseline measure TBD

	Goal or targets TBD
	Time period/duration TBD
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	Academic Services has completed a preliminary collection of Mariner Stories videos as a proof of concept. The videos will need to be connected through a preliminary structure for focus groups to experience. Once evaluated by a few focus groups the direction of the project will be adjusted before formalizing a structure for the platform.
Plan for the year ahead (What steps will you be taking in 2022)	Once the structure for the Mariner Stories has been formalized, a broader outreach will be done to collect a larger number of stories to include in the portal.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	Assessment of the effectiveness of the activity will require detailed tracking in the student portal to determine impact through treatment effect analysis.
Project Lead/point of contact	German Vargas, AVP for Academic Student Engagement Niki Schmauch, Director of Academic Support

Activity/Project 4

Activity/Project Name	Engagement After: Academic Improvement Plan (AIP) - Classroom Experience
Momentum Area (select all that apply)	<input checked="" type="checkbox"/> Purpose <input checked="" type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Scheduled course (non-credit, equivalent to 1-cr hr, first session) focused on skills required for improving academic performance.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	The Academic Improvement Plan (AIP) is a practice currently in place that includes weekly individual meetings between students and their COMPASS Career and Academic Advisor. Transitioning this experience to a classroom setting could improve student participation and overall student performance and retention.
Evaluation/Assessment plan (Key Performance Indicators,	Evaluation Plan and measures: Evaluation will include qualitative measures through the course

assessment plan, anticipated time period, reporting and review)	<p>evaluation system and quantitative measures in the form of retention and rates of academic recovery.</p> <ul style="list-style-type: none"> • Next term registration rate for students that start in Not Good Academic Standing (NGAS). • Rate of NGAS students that return to Good Academic Standing.
	<p>Baseline measure</p> <ul style="list-style-type: none"> • Next term registration rate for students that start in Not Good Academic Standing (NGAS). Spring 2021: 56.2% Fall 2021: 58.2% • Rate of NGAS students that return to Good Academic Standing. Spring 2021: 28.1% Fall 2021: 29.6%
	<p>Goal or targets</p> <ul style="list-style-type: none"> • Next term registration rate for students that start in Not Good Academic Standing (NGAS). Spring 2023: 62% Fall 2023: 62% • Rate of NGAS students that return to Good Academic Standing. Spring 2023: 33% Fall 2023: 33%
	<p>Time period/duration</p> <p>The course would be piloted in Spring 2023 and the audience would be based on the academic standing of freshman at the end of fall 2022. <i>(Adjustment to timeline documented below)</i></p>
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	<p>The weekly curriculum has been released to students on D2L, and includes development of a positive academic mindset, time management skills, stress management, test anxiety, etc.; however, the transition to a classroom setting experience have not been developed yet. Short quizzes were added to make sure that students were fully engaged.</p>
Plan for the year ahead (What steps will you be taking in 2022)	<p>Continue to formalize the content into a curriculum structure, and develop the logistics of cohort selection, course scheduling and enrollment. The course would be piloted in Fall 2023 and the audience would be based on the academic standing of freshmen at the end of Spring 2023</p>
What challenges will affect your ability to do this activity? What support do you need	<p>Space utilization, determination of effective times to hold the course, and engagement with online students.</p>

from outside your institution (e.g., the System Office or other institutions) to be successful?	
Project Lead/point of contact	Pat Morris, Director, COMPASS Career and Academic Advising, QEP Coordinator German Vargas, AVP for Academic Student Engagement

Activity/Project 5

Activity/Project Name	Engagement After: Academic Improvement Plan (AIP) – Out of Classroom Experience
Momentum Area (select all that apply)	<input checked="" type="checkbox"/> Purpose <input checked="" type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Change Management <input type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Revision and updating of the (out-of-class) videos and materials that support students completing an Academic Improvement Plan. The purpose of the revision is to better connect and engage students who are at academic risk.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Currently reviewing and updating content; reflecting on lessons learned from the current use of the materials, and working to improve intervention tactics.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Evaluate and track the use of the materials in D2L and compare with rates of academic recovery. <ul style="list-style-type: none"> • Next term registration rate for students that start in Not Good Academic Standing (NGAS). • Rate of NGAS students that return to Good Academic Standing.
	Baseline measure <ul style="list-style-type: none"> • Next term registration rate for students that start in Not Good Academic Standing (NGAS). Spring 2021: 56.2% Fall 2021: 58.2% • Rate of NGAS students that return to Good Academic Standing. Spring 2021: 28.1% Fall 2021: 29.6%

	<p>Goal or targets</p> <ul style="list-style-type: none"> • Next term registration rate for students that start in Not Good Academic Standing (NGAS). Spring 2023: 62% Fall 2023: 62% • Rate of NGAS students that return to Good Academic Standing. Spring 2023: 33% Fall 2023: 33%
<p>Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)</p>	<p>Through the work of the Student Success and Completion team, a broader group is being engaged in the review, planning, and improvement processes. This group, which includes key participants from offices directly related to the AIP process like the Registrar, Financial Aid, and eLearning, will be working on the revision and updating of the AIP content as part of the new biweekly process improvement rotation. New videos are currently being developed and a new introductory video has been completed to engage the student in the purpose of completing an Academic Improvement Plan.</p>
<p>Plan for the year ahead (What steps will you be taking in 2022)</p>	<p>Revision of every support element available in D2L for student with AIPs.</p>
<p>What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?</p>	<p>With limited time and resources, it would be very helpful to use the capacity of the USG to provide high quality videos that have students as the main target audience and that address important elements of momentum development like mindset.</p>
<p>Project Lead/point of contact</p>	<p>Pat Morris, Director, COMPASS Career and Academic Advising, QEP Coordinator German Vargas, AVP for Academic Student Engagement</p>

Activity/Project 6

<p>Activity/Project Name</p>	<p>Communication and Messaging: Update of communication protocols</p>
<p>Momentum Area (select all that apply)</p>	<p><input type="checkbox"/> Purpose <input type="checkbox"/> Pathways <input checked="" type="checkbox"/> Mindset <input type="checkbox"/> Change Management</p>

	<input checked="" type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Review and update all communications protocols associated with Engagement Campaigns, Always Alert Campaigns, Midterm Campaigns, Academic Standing, and Satisfactory Academic Progress.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	A review process has already started, and all the Academic Standing communications are currently being revised for clarity, simplicity, and growth mindset tone. The next set of communications to be reviewed will be Financial Aid communications associated with Satisfactory Academic Progress.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: By the end of AY2022-2023 all communications associated with the campaigns indicated above will be reviewed and updated.
	Baseline measure All communications are currently in place and the revision just started with Academic Standing Communications.
	Goal or targets All communications associated with the campaigns indicated above reviewed and updated.
	Time period/duration Target completion: Spring 2023.
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	Academic Standing Communications have been reviewed and updated and the new streamlined and supportive language is being used in all academic standing communications with students. Additional communications from other processes like Early Alert are currently being revised as part of the new biweekly process improvement meetings of the Student Success and Completion Team.
Plan for the year ahead (What steps will you be taking in 2022)	As individual campaigns and communication protocols are reviewed and the new communications are approved, the institution will implement the new language in the subsequent execution of each campaign. The updates to the language and communication protocols is being documented in a detailed week-by-week operations document that is accessible by the entire Student Success and Completion Team. This cross-planning between units is designed to promote transparency and assist in the alignment of communications towards clarity, simplicity, and a supportive growth mindset tone.
What challenges will affect your ability to do this activity? What support do you need	There are numerous communications, but the revision process is already ongoing and is advancing well. The institution anticipates challenges in the area of financial aid as the language revisions may

from outside your institution (e.g., the System Office or other institutions) to be successful?	be limited due to federal regulations and requirements.
Project Lead/point of contact	German Vargas, AVP for Academic Student Engagement

Activity/Project 7

Activity/Project Name	Technology and Data: Academic Standing for Transfer and Readmitted Students
Momentum Area (select all that apply)	<input type="checkbox"/> Purpose <input type="checkbox"/> Pathways <input type="checkbox"/> Mindset <input checked="" type="checkbox"/> Change Management <input checked="" type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Calculate and assign academic standing for transfer and readmitted students at the admissions point. This would help provide better communication and support to the students that transfer/return to the institution.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	Maintaining
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Track the number of target students with term GPAs below 2.0 after their first term (back).
	Baseline measure From fall 2016 – fall 2021: <ul style="list-style-type: none"> • 39% of transfer students with transfer GPAs below 2.0 had first term GPAs at least 2.0. • 11% of students readmitted after 3+ year break were academically suspended after their first term back.
	Goal or targets At least 70% of transfer students with transfer GPAs below 2.0 will have first term GPAs at least 2.0. At least 95% of students readmitted after 3+ year break will have a first term back GPA of at least 2.0.
	Time period/duration Target completion: May 2022
Progress and Adjustments (what has been accomplished and what changes do you feel)	An updated policy was approved and added to the 2022-2023 catalog. A new academic standing class was created based on data: Relaunch Term is assigned upon admission when the cumulative

you need to make)	grade point average is below 2.0 for (1) readmitted students who have had a break of enrollment of at least 3 years and (2) transfer students.
Plan for the year ahead (What steps will you be taking in 2022)	Now that the policy is in place, the institution is planning to have it applied to students admitted for spring 2023 and subsequent terms, including development of reporting instruments. In spring 2024, the progress of these students will be examined to determine where adjustments are needed.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	No foreseen challenges.
Project Lead/point of contact	Laura Lynch, Assistant Vice President for Faculty Affairs

Activity/Project 8

Activity/Project Name	Technology and Data: Overall GPA vs Online GPA
Momentum Area (select all that apply)	<input type="checkbox"/> Purpose <input type="checkbox"/> Pathways <input type="checkbox"/> Mindset <input checked="" type="checkbox"/> Change Management <input checked="" type="checkbox"/> Data & Communications
Activity/Project Overview or Description (what this is?)	Calculate and display individual student GPA for different modalities. For example, Overall GPA vs Online GPA.
Activity/Project Activity Status (where is this in process? E.g., studying, initiating, piloting, scaling, maintaining, retiring, etc.)	This activity is on "studying" stage. Implications and benefits are being evaluated.
Evaluation/Assessment plan (Key Performance Indicators, assessment plan, anticipated time period, reporting and review)	Evaluation Plan and measures: Individual student GPA for different modalities available for Advisors (and potentially students)
	Baseline measure Currently GPA is not disaggregated by modality at the individual student level.
	Goal or targets Prominently display individual student's calculated GPA for different modalities (e.g. Overall GPA vs Online GPA).
	Time period/duration Technical requirements could be completed by fall 2022. Marketing

	and communication could extend to spring 2023.
Progress and Adjustments (what has been accomplished and what changes do you feel you need to make)	An initial report to calculate online GPA was generated and discussed with members of the Success and Completion team. Through the initial review, it was determined that separating between overall and online GPA was not as clear as originally expected; complexities associated with modalities (hybrid and online), standardization of courses, availability of courses and the effects of the pandemic introduced too many confounding variables. Instead, it was determined that we could analyze the data further to find areas of improvement focusing on online courses.
Plan for the year ahead (What steps will you be taking in 2022)	Enhance current report by adding more filters such as lower/upper level courses, modality and when the course was taken (how many terms ago). Once the report is enhanced, it will be used to identify potential action items.
What challenges will affect your ability to do this activity? What support do you need from outside your institution (e.g., the System Office or other institutions) to be successful?	<ul style="list-style-type: none"> • Inability to determine if student’s decision to take an online course was due to preference or availability/necessity. • Lack of standardization of online courses. • Pandemic data will likely skew results and will need to be analyzed independently. • Lack of information for freshman students • Classification of hybrid modalities.
Project Lead/point of contact	Diana Leal, Director of Enterprise Services

2.2 Your Big Idea

For the 2021 Summit, you developed and implemented a Big Idea. What have you learned from your Big Idea? What evidence or indicators do you have? What are your plans to continue or adjust it?

During Fall 2021 the College established the Endeavor Implementation Council; this group had broad institutional representation and was created to help establish the direction of the implementation. This group met bi-weekly and developed specific implementation parameters that are being used to guide the development of communication strategies, marketing materials, and the technical implementation of activity-tagging with Endeavor competencies. This work is currently led from the Office of Service-Learning and Undergraduate Research, which will be transformed to the **Endeavor Center for High Impact Practices**. [For additional information regarding Endeavor please refer to the 2021 CCG Campus Plan Update].

The institution is currently deploying a pilot implementation of Endeavor on individual course sections representing each of the academic departments. This pilot has been designed to train select faculty, evaluate the logistics of the award of “Endeavor Tags”, and do a qualitative assessment of student perceptions of the program. This pilot will provide an additional layer of process improvement in preparation for the launch of the program in spring 2023.

SECTION 3: OPTIONAL SUPPLEMENTAL UPDATES

If there are elements of your critical CCG/student success work that is not detailed above that you wish to provide an update on, please use this section to indicate this.

The updates above are a detailed account of the institutional progress in the Momentum Approach plan, but for the College of Coastal Georgia, the impact on student success is not centralized on any particular set of strategies, it is a cultural commitment that permeates all processes and activities across the institution. Below you can find a small subset of those activities that are critical to our CCG/student success work:

- First, one of the big lessons learned from the pandemic, is that lack of access to technology should not be a barrier for student progression, and that the College needed to take an active approach to provide a leveled playing field for students that lacked the resources to progress in an environment where online education was so prevalent. From the initiatives launched during the pandemic, the College has continued to support students with a Laptop Loan program, and continues to proactively track students' access to their online course materials to make sure they have all the necessary resources and do not fall behind at the beginning of each term.
- Beyond the technology access and support, the institution has now implemented an intrusive and proactive success monitoring campaign that includes course engagement monitoring during the first week of classes, attendance monitoring during the second week, early alert reports during weeks 3-4, midterm course attendance and engagement evaluation during weeks 7-8, academic risk assessment during weeks 9-10, advising and registration support throughout the term, and weekly always alert referrals.
- Through various communities of practice and engagements led by the Center for Teaching and Learning, faculty often engage in discussion and activities, like book clubs, to promote best practices, and to identify opportunities to promote student success.
- Administrative processes and procedures are regularly evaluated to make sure that they are not presenting roadblocks to students, and that are helping the institution deliver a seamless and supportive student experience.

The College of Coastal Georgia is recognized from its dynamic nature and agility to react to emerging challenges and student needs. As documented in previous CCG reports, well before the challenges presented by the COVID Pandemic, the College has maintained a relentless and continuous improvement culture that has propelled the institution to be an active and leading participant in many of the state efforts around Learning Support Redesign, Gateways to Completion (G2C), implementation of innovative methods of communication (chat bots), and many other trailblazing strategies like the integration of Career Counseling and Academic Advising.

From this continuous improvement culture, the College continues to evaluate processes, procedures, and structural elements of the educational enterprise to ensure that students are challenged in the classroom by the rigor of academics and not impacted by structural or motivational obstacles. As documented in this update, the College is committed to improving the way in which we guide students through integrated career and academic planning, through intrusive and proactive success monitoring, and through intentional and explicit communication of the impact of their engagement in their personal development.