

Academic Services Strategic Plan: 2011-2013

The College of Coastal Georgia Academic Services unit of the Office of Academic Affairs includes the Center for **Academic Advising**, the **Learning Center**, the **Learning Support Program**, and the **TRIO Program**. A fifth area – **First Year and Transfer Programs** – will join the unit, hopefully before the end of FY 11.

The **Mission** of Academic Services is to encourage and support the academic success of all CCGA students, from Orientation through the completion of their academic goals. This mission is carried out by teaching, advising, tutoring, mentoring, and offering programs and services which focus on the transition to college study, First Year programs, transfer students, and collaborations with Student Affairs.

A strategic planning process to identify unit goals for 2011-2013 was undertaken by the new Assistant VP-Academic Services and the four unit coordinators during January and February, 2011. The Academic Services Strategic Plan was developed in support of the Strategic Plan of the CCGA and the recommendations that resulted from the “Foundation of Excellence (FoE) in the First College Year” Self-Study, undertaken during 2009-2010. Specific areas addressed in the Foundation of Excellence draft are highlighted in **red**.

Unit Goals

Center for Academic Advising

1. Develop a more intrusive approach to academic advising, especially for students in academic difficulty. (FoE)

- Pilot the **Early Alert** system and assess and modify as appropriate. All students identified by faculty in the third week of the term as not performing satisfactorily or frequently not attending will be called within a week of identification. Calls will be made by members of Academic Service and Student Affairs and students will be encouraged to talk to their faculty, see their advisors, and use the resources available to help them improve their performance.

- Implement new advising software, *GradesFirst*.

- Formalize an **Advising Call Center**. Calls to students identified via Early Alert, those who have not pre-registered, and those who have not been advised will be made regularly until the end of the 2010 calendar year and then evaluated for efficiency and effectiveness. Calls will be logged, noting the student’s name, subject of the call and

amount of time spent. At the end of the term, student action/performance will be assessed to determine if the amount of time required for calls is the best use of a small staff. The new advising software tool –*GradesFirst* - may be able to provide similar contacts as or more effectively and if so, the Call Center may be phased out.

- Provide lists of students placed on Warning, Probation, etc., to deans and the coordinators of Learning Support and TriO each term. (Collaboration with the Registrar.)

- Send letter(s) from deans and/or Asst VP-Academic Services to students who are placed on Warning, Probation, and suspension each term, outlining the services/offices available to assist. If it is determined that personalized communication to these students can be made effectively with *GradesFirst* that may be the preferred strategy.

2. **Provide support and assistance to faculty advisors.** (FoE)

- Develop and maintain **on-line Advisor Information Manual**, to include information about the Core, College and USG graduation requirements, academic standing, campus-wide opportunities (Service-Learning, study abroad, campus lectures, etc.), and *GradesFirst*.

- Offer short **Workshops** (of 1-1.5 hours) each semester for faculty and others on such topics as: How to use *GradesFirst*; Advising Student Athletes; Helping Students Locate and Use Academic Resources.

- Provide faculty advisors with **lists of their advisees** each semester, on COAST.

- Work with deans and Learning Support coordinator to **assess faculty advising** – how students are assigned advisors, how often advisement takes place, student evaluations of advising, advisor-student loads, etc.

3. **Develop and participate in collaborations to benefit student learning, engagement, and academic success.**

- **Partner with the Career Center** to provide information and assistance to students to help them make reasoned, appropriate, timely decisions about majors and careers.

- Provide a representative to the **Student Services Committee** (described below)

- Work with **Housing** to assure the provision of excellent advising services to on-campus students. This might include locating an advisor in the halls at specified times during the term.

- Participate in **Orientation and Information Sessions** conducted by the Admissions Office and other areas of Student Affairs.

- Develop and coordinate on-campus information sessions about the **ACCEL** and **Move on When Ready** programs for high school counselors, students, and parents.
- 4. **Develop and implement an assessment plan** for the Advising Center, to include student evaluations of advising and the services provided, number of students advised each term, length of advisement appointments, and percent of time spent on various responsibilities (one-on-one advising, Early Alert and Call Center activities, campus programs and presentations, professional development, etc.)
- 5. Provide an academic advisor at the **Camden campus** on a regular basis.

Learning Center

1. **Increase the number of tutors and academic areas for which tutoring is available** to reflect the growing student body and academic programs.
2. Develop an **assessment plan** to evaluate all aspects of the Learning Center, including selection and training of tutors, identification of courses/academic subjects needing some/more tutors, evaluation of tutors, success of students in the areas for which they seek tutoring, and evaluation of coordinator and others in the unit.
3. Change the **name of the Center** to provide a clearer identity to the campus. Involve students and others in the process.
4. **Resolve the technology issues** that prevent students from being able to access PLATO on campus.
5. **Coordinate Academic Workshops** offered each term, to include: Time Management; Study Skills (perhaps specialized for disciplines or majors); Major Decision-Making; Test Anxiety; Plagiarism, etc. (Has been coordinated by VPSA office)
6. Expand and assess **Supplemental Instruction**.
7. Provide representative to the **Student Services Committee** (described below)

Learning Support (LS) Program

1. **Track LS students** from admission to degree completion/transfer. Placement, success in courses (LS and regular), success in exiting LS, results of Supplemental Instruction, etc.
2. Work with Advising Center to **assess advising services** provided to LS students. (noted in Advising Center section above)

3. Attend Spring, 2010 **USG Workshop on Learning Support Pedagogy** and bring back information to discuss with all CCGA faculty who teach LS. Determine how we might best engage LS students in their LS classes with the outcome of improved student performance and success in college-level classes.
4. **Use data to modify teaching methods and support services**, as appropriate.

TRiO Program

1. Locate a **TRiO advisor at Camden** on a regular timetable every term to work with students, tutors and faculty.
2. Implement the Educational Talent Search Grant, if funded.
3. **Coordinate tutor training** with the Learning Center.
4. Take an active role in the Early Alert program and coordinate TRiO services with Learning Support students who are in TRiO.
5. **Share assessment plan** that is required by federal grant with others in Academic Services to help them as they develop their own plans.

First Year and Transfer Programs (tentative list, pending the hiring of a Coordinator)

1. **Coordinate CCGA 1101** – including curriculum, faculty selection and development, assessment.
2. **Create a new CCGA 1101 Advisory Committee**, to include instructors and students, to provide support and guidance about the course. Meet once or twice a term to discuss instructor training, assessment of the course, review of curriculum and texts, etc.
3. Develop an understanding of **the transfer support services** needed in the short and long term. Initially, this will include meeting with CCGA students and colleagues in Academic and Student Affairs, conducting web research, and contacting colleagues at other institutions. After a few months, specific programs and services should begin to be developed and assessed.
4. **Collaborate** with the other Academic Services unit directors and professionals in Student Affairs in all areas related to First Year and Transfer Programs.
5. Develop and coordinate a **new Student Mentor Program**. The primary purpose of this proposed program is to pair all accepted CCGA students with a current student for the purpose of developing relationships early and addressing questions admitted students may not know how to address – or may prefer to ask other students. Additional benefits include: assisting Admissions in their recruitment efforts; providing current students with

opportunities to develop communication and leadership skills and learn more about the College themselves; and providing admitted students with a sense of the community of CCGA. If there are not enough currently-enrolled students who are qualified (GPA) and/or interested to accommodate all of the new students, we might create a CCGA Facebook page for this purpose. A faculty role in this might be developed over time if there is interest.

Academic Services (entire unit as a whole)

●**Educate the College about all Academic Services** identity, goals, and services. This branding should include: web pages; brochures; an electronic newsletter; a Facebook presence; regular communication with the deans, Student Government and other student organizations; CCGA 1101; presentations at Orientation and other programs; and other avenues as they become available.

●**Organize a new CCGA Student Services Committee** for the purpose of improving communication across units, strengthening existing collaborations and developing new ones. Offices represented will include (but not be limited to): Advising and Career Center, Learning Center, FYE/Transfer Programs, TRIO, Learning Support, Admissions, Registrar, Financial Aid, Counseling, Housing, College reps (if desired). Possible topics to discuss and about which to make decisions as a full committee include recruitment, Orientation, registration, advising, financial aid, etc. To meet 1-2 times a term. (FoE)

●**Organize a new Student Academic Advisory Council** – details to be determined, but this should be a group of students representing each school, plus Learning Support and Undecided students, who meet with the VPAA and Assistant VPAS twice a term. Purpose – to improve communications with students about the academic direction of the College and the expectations of faculty; to provide students with a forum to ask the academic leader of the College questions or provide input about academic life.

●**Improve Assessment** – data needs will be identified with each unit coordinator and then the Assistant VP will work with the VPAA, Director of Institutional Effectiveness, Registrar and Chief Information Officer to collect and disseminate the data.

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