

Institutional Effectiveness Newsletter



SACSCOC On-Site Reaffirmation Visit

An eight-member Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC) On-Site Review Committee visited the Brunswick and Kingsland campuses October 19-21, 2011, as part of the College of Coastal Georgia’s ten-year reaffirmation review to finalize issues of compliance with SACSCOC Core Requirements, Comprehensive Standards and Federal Requirements, as well as evaluate the acceptability of the Quality Enhancement Plan (QEP).

Regarding the QEP, *Learning through Engagement: Service-Learning*, on-site reviewers commented that the College selected an appropriate QEP that will provide its students with an enriching, rewarding and widely beneficial college experience.

Dr. Barbara Moely, the QEP lead evaluator noted how impressed she was by the support offered by the College’s administration, the commitment shown by faculty and community partners, and the students who enrolled in pilot service-learning courses and the stories they conveyed relating to their experiences.



From an institutional effectiveness perspective, Committee members interviewed several program directors and faculty to ascertain that institutional, program and course assessments are on-going and results are being used for continuous quality improvement. Additionally, the Committee reviewed numerous assessment documents addressing student learning outcomes for baccalaureate, career associate and associate of arts/associate of science for transfer degree programs.

The institutional effectiveness reviewers found the faculty they interviewed to be enthusiastic and supportive of improving student learning in their respective Schools and departments. Faculty and program directors were commended for having made significant progress in assessing learning outcomes in associate and baccalaureate degree programs in light of institutional changes spanning the last three academic years.

Two members of the Committee traveled to the Camden Center the morning of October 19 to assess its effectiveness as an off-campus site of the College.

The Committee members found excellent facilities on the Kingsland campus and applauded the faculty and staff’s dedication to teaching and service, as well as building strong community partnerships. They also interviewed four community leaders who spoke positively about the Center’s effectiveness and its impact on the Camden County community.

The findings of the On-Site Review Committee represent a **preliminary assessment** of the College at this time. By mid-March 2012, the College will submit a report to the Commission on Colleges in response to three recommendations – (1) complete assessment cycle for three baccalaureate degree programs; (2) complete development of plan to assess QEP student learning outcomes; and (3) provide follow up to a recent federal program review of financial aid.

The Commissions’ Compliance and Reports (C&R) Committee will receive and review the response of the College to the On-Site Reaffirmation Report of the On-Site Review Committee, as well as the College’s Compliance Certification, and its QEP. The full Commission will receive the C&R Committee Report and will make a decision regarding the College’s reaffirmation of accreditation at its June 2012 meeting.

In closing, the Office of Institutional Effectiveness would like to extend its thanks for your support, encouragement and assistance during our intense three-year reaffirmation of accreditation review process, including a substantive level change. At times, for many of us, it felt like walking with Odysseus through the lands of Homer’s *Odyssey*. Along the way we encountered the characters and challenges that make a ten-year reaffirmation so epic and compelling. Fortunately, with very positive feedback from the On-Site Review Committee, the College can move forward with reassurance and pride!

For more information about the College’s reaffirmation by SACSCOC, visit www.ccga.edu/sacscoc.

Happy Holidays!



The OIE staff wishes each of you a healthy, bountiful and happy holiday season!

Web Sightings!

[A Guide to U.S. College Completion Initiatives](#) describes college completion initiatives aimed at increasing the number of adults in the United States who have a postsecondary credential.

The [Student Learning Progress Model](#) was developed by Gary Rice at the University of Alaska-Anchorage to provide a more holistic picture of student achievement.

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Surveying CCGA

Community College Survey of Student Engagement

The Community College Survey of Student Engagement (CCSSE) is an initiative of The Center for Community College Student Engagement. It provides information about effective educational practices in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The Center's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. CCSSE was disseminated on campus for the final time in Spring Semester 2011. With the College expanding as a **comprehensive undergraduate institution**, the Office of Institutional Effectiveness is moving to the National Survey on Student Engagement (NSSE) with a scheduled inaugural dissemination in Spring Semester 2012.



What areas does the survey focus?

The five CCSSE benchmarks are (1) Active and Collaborative Learning; (2) Student Effort; (3) Academic Challenge; (4) Student-Faculty Interaction; and (5) Support for Learners.

How did we do?

CCGA performed better in all benchmarks to comparable small colleges. However, when reviewing aspects of lowest student engagement, CCGA obtained a lower score for *frequency of career counseling services and prompt feedback from instructors*. In comparison to the sample of small colleges, CCGA performed better in all benchmarks, but obtained the lowest difference under "Support for Learners" — a lower score was received for *providing the support needed to afford your education*.

What does this all really mean?

There are several areas that can benefit from corrective actions. These items are currently being addressed and actions have already been put in place.

Affording Education

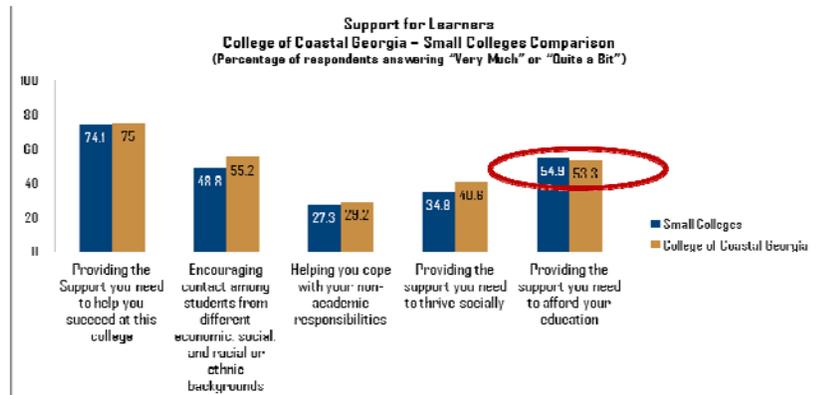
- Expanded scholarship offerings
- Improved financial aid counseling

Career Services Opportunities

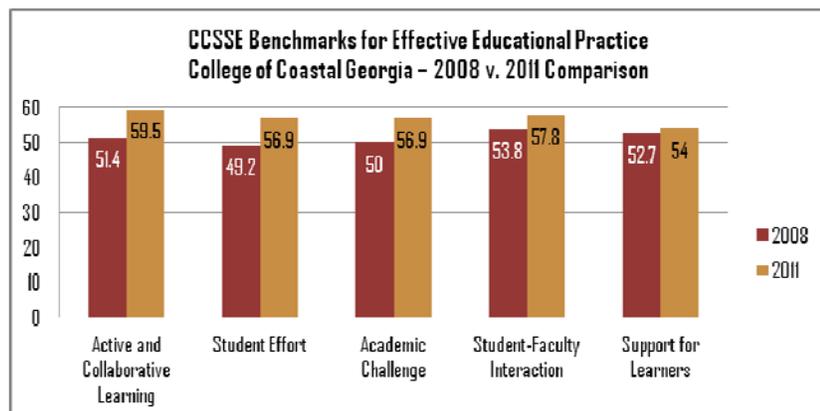
- Initiatives to educate students
- Majors Expo
- College Success Seminar course
- Career Fair

Feedback from Instructors

- Early alert system



In comparison with results from the 2008 CCSSE survey, CCGA improved in all benchmarks. ...



Technology Services Survey

President Valerie Hepburn appointed a Technology Advisory Committee (TAC) to survey the campus community on major campus IT needs and make recommendations to the President’s Cabinet to better align IT services with campus needs. As part of this needs assessment, an online survey was created and made available to faculty, staff and students in September 2011. In terms of participants, 164 (61%) faculty and staff and 371 (11%) students completed the survey. As an incentive for taking the survey, two winners were drawn for two \$100 bookstore gift certificates — **Cary Knapp** (Information Commons) and **Michael Johnston** (AS Pre-Engineering). Congratulations, Cary and Michael!



Themes and Challenges

A number of themes and challenges emerged from the review of needs assessment data from faculty, staff and students. It is clear that the College community is concerned about the current state of technology and its impact on their academic and professional work. Generally, those surveyed indicated that the College has systems that work, but not as well as needed. Although many survey respondents thought the College has done admirably utilizing technology, given limited resources, there was general recognition that we needed to create an institutional culture that is “very proactive in finding ways of integrating technology” throughout the Brunswick and Kingsland campuses and delivering technology services. Based on a review of data produced by this technology needs assessment, a few key strategic challenges were raised and outlined below.

Equitable distribution of technology and services across all campuses

Technology and technology support were seen as inconsistent across the main campus and the Camden Center. Additionally, students suggested obtaining more computers, as well as printers, especially for the Coffin Building; adding computers at the Camden Center; improving access to the wireless network; increased computer lab hours; and 24-hour online tutor support.

Incorporating technologies into the classroom

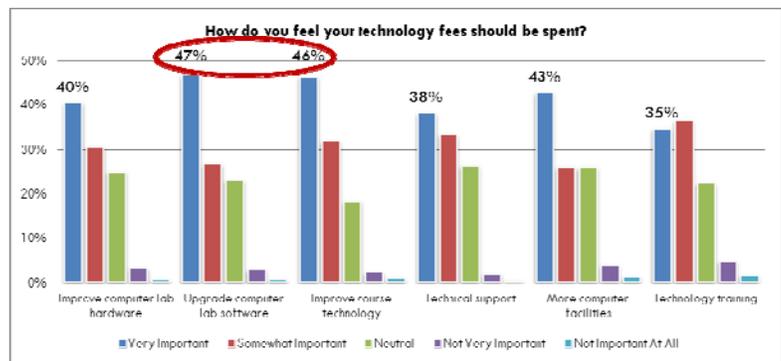
The need to expand and fully integrate technology into the work processes of faculty, students, and staff was repeatedly raised as a theme. A concurrent theme was the need for our work to drive the use of technology, rather than technology driving the work. Faculty and students talked about the need for faculty to expand the use of technology in teaching and called for more instructional design and support to assist faculty in doing so.

Integration and interoperability

One of the most common themes was the need for improved integration and interoperability among existing College technologies and services, including a single sign-on capability. A few faculty and staff suggested adoption of campus standards when addressing hardware and software purchases, web publishing, and data and information sharing.

Ease and Accessibility

The need to provide secure, anytime, anywhere access to IT services was a recurring theme. Students in particular want easy and fast access to email, folders and files. As one student noted and recommended, “When I am off campus, I have a terrible time trying to log on to COAST. I have a MAC and the majority of the time COAST will not load on my computer. So an upgrade to the systems working on both MAC computers and Microsoft would be AWESOME!”



Improving College Web Presence

Another recurring theme was the need to improve the College’s web presence. Students and faculty requested easier navigation and interactive that was dynamic and consistent across Schools and departments. Faculty requested a content management system; support for departmental websites; creation of standards, guidelines; and increased bandwidth for faculty, staff and students to develop their own websites.

Improving and expanding IT support and training

The need to provide consistent and responsive technology support to faculty, students, and staff, including expanded training opportunities were recurring themes. Faculty, staff and students repeatedly expressed the need for more technology training, including Windows 7 and Microsoft Office 2010.

Next Steps

To move the College forward in addressing key technology services issues and challenges, the TAC will be making a series of recommendations to the President’s Cabinet regarding ways to better align IT services with campus needs. Additionally, a technology services strategic plan will be drafted and shared with the campus community in Spring Semester 2012. *Online survey results will be released in January 2012 on the IE Intranet website.*



Three Levels of Outcomes Assessment

Institutional Learning Outcomes

The College has established the following institutional learning outcomes for the general education core curriculum. Upon successful completion of the degree requirements, students will exhibit the following competencies:

- **Critical-Creative Thinking/Problem Analysis**
Students will demonstrate higher levels of critical-creative thinking by analyzing problems, identifying viable solutions when possible, and defending choices of solutions;
- **Communication**
Students will demonstrate the ability to communicate effectively (in written, oral, visual, electronic and non-verbal forms);
- **Informational Access/Literacy**
Students will demonstrate the ability to access, retrieve, evaluate, and utilize information from various sources;
- **Mathematical**
Students will demonstrate mathematical competencies and problem-solving skills;
- **Scientific**
Students will demonstrate an understanding of basic scientific concepts and the scientific method and utilize laboratory procedures to observe natural phenomena; and
- **Global-Level Aesthetic, Cultural and Social**
Students will identify important ideas, persons, and paradigms within the humanities and social sciences in a global environment

In Fall Semester 2011, the College implemented a modified comprehensive assessment plan for the general education core curriculum to review / assess two of the six core outcomes every three years.

Program Learning Outcomes

The College has an ongoing review process based on learning outcomes for baccalaureate and associate degree programs.

For **baccalaureate** degree programs, the College engages in a biennial planning and evaluation process, utilizing one full year to gather and evaluate assessment data and another full year to write the assessment plan and, with input from departmental faculty, make recommendations for improvements in student learning and teaching effectiveness.



All **career associate** degrees hold program-based accreditation. The specialized accreditation process for each of these programs requires faculty to gather and analyze program data to demonstrate achievement of educational program outcomes. Additionally, internal assessments are performed by each area on an annual basis to assess the extent of outcome achievement and identify appropriate programmatic changes to curriculum, methodology, technology, or learning environment based on the findings. Each assessment of student learning outcomes at the program level identifies (a) linkage between program and College mission, (b) intended student learning outcomes, (c) means of assessment and criteria for success, (d) summary of data collected, and (e) the use of results.

According to the USG Board of Regents Policy Manual, "All AA and AS degrees shall be transfer degrees leading to the baccalaureate degree, with the area of study determining which degree is awarded. Other than the distinction between the AA and AS designation, these degrees carry no indication of the student's area of study [major]." For this reason, the College had not considered additional learning outcomes targeted to specific **AA and AS for transfer** programs, relying instead on general education outcomes to measure student learning performance. However, as part of the current revisions to the USG Core Curriculum (Areas A-E), supplying students with a broad background in general education by offering courses in humanities/fine arts, social/behavioral sciences, and natural science/mathematics, USG academic advisory committees will specify learning outcomes for each Area F (lower division major requirements; 18 semester hours). According to the USG, "... these learning outcomes will be at the collegiate level and provide an appropriate base for later learning outcomes in the relevant degree program. ..."

The completion of all Area F student learning outcomes is scheduled to occur in academic year 2011-12. However, as of Spring Semester 2011, USG academic advisory committees for Anthropology, Sociology, Social Work, Mathematics, and Philosophy had submitted and received approval for Area F student learning outcomes. In Summer Session 2011, College AA/AS programs in Sociology, Mathematics and Philosophy began completing the first part of their educational program assessment plans.

Course Learning Outcomes

All courses follow a master course syllabus template that contains the entire standard course related information, as well as the course level student learning outcomes. Those courses using an assessment rubric are supported with instructor-specific guidelines to allow evaluation of student outcome. Rubrics are linked to the course level student learning outcomes, which in turn are associated with the program level student learning outcomes, and then mapped to the institutional student learning outcomes.

Improving Student Success!

The College is a vastly different place than it was two years ago and its transformation plans anticipate even more change over the next few years. Nonetheless, findings from recent student retention assessments have been instructive in identifying where improvements should be targeted. The following student success initiatives are playing an important role in addressing retention, progression and graduation issues.

An **Early Alert** system, which includes faculty submission of student progress three weeks into the term, was implemented Spring Semester 2011. All students receive an email from the Assistant Vice President for Academic Services and all students identified as performing less than satisfactorily receive calls from the Center for Academic Advising staff. Referrals are made to faculty, tutoring, and other services on campus, as appropriate.

The **Academic Tutoring and Instruction Center (ATTIC)** provides face-to-face, walk-in tutoring in most academic areas. It also offers student access to Tutor.com, a 24/7 on-line tutoring program. The usage of Tutor.com has grown to more than 2500 requests per semester. The ATTIC also coordinates an expanding **Supplemental Instruction** program which is currently focusing on Learning Support courses and regular courses which have high D.F. W rates and expanded in Spring Semester 2012.

A grant from the Zeist Foundation helped establish the **Center for Academic Success (CAS)**. Housed in the ATTIC, CAS has provided for an increase in the number of Supplemental Instruction Leaders and classes supported. The grant also provides for the creation of a program designed to offer support and assistance to baccalaureate students who are first-generation college students, come from economically disadvantaged homes, and/or who have disabilities. Assessment of this program will include a review of grades at the end of each term, surveys of students and mentors, focus groups, and retention data.

The **Complete College America Grant** has enabled the College, one of two USG partner institutions, to accelerate a comprehensive redesign of the teaching strategies of Learning Support (LS) courses in order to improve the quality of LS, the pace at which students move out of LS courses, and the success they achieve in regular college courses. Courses in all three LS areas – English, mathematics, and reading – will be taught using either a modular approach, an accelerated learning approach, or (in the case of English), both. Student success is being monitored in pilot sections of Reading and English courses using the Accelerated model, and initial reports are very positive.

The **Center for Academic Advising (CAA)** is responsible for advising all Undeclared and General Studies students and collaborating with the Center for Career Services on programs in

support of helping students identify appropriate academic majors. Effective advising by faculty requires the professional support of the Center for Academic Advising to ensure quality and relevance. The CAA now provides initial professional development to new faculty advisors in addition to ongoing development opportunities for all faculty advisors. Faculty members provide feedback about the effectiveness of each training opportunity.

As of Fall Semester 2011, there were 11 **Learning Community** members living in the new student residence hall. In an effort to assess retention, mid-term and final grades will be reviewed at the end of each term, comparing persistence rates for Learning Community members and non-members. The Office of Academic Services will work with Student Affairs to review the success and retention of these students and plan the expansion of Learning Communities and student participants for Fall Semester 2012.

This Fall Semester, approximately 178 students are participating in eight service-learning courses. Additionally, the 26 CCGA 1101 courses with 532 students enrolled placed an emphasis on introducing service-learning to these entering students. Going forward, the number of service-learning courses will increase and more faculty and students will be involved in this exciting academic initiative.



Did you know?

In addition to the College of Coastal Georgia, Georgia Gwinnett is the only other USG institution selected to participate in the Complete College America Grant.

There are 1840 (53%) students between the ages of 16-22 enrolled at CCGA!



Did you Know?

51 CCGA students hail

from the following

countries: Australia,

Burma, Brazil, Canada,

Chile, Colombia, Dominica,

Ireland, England, Ethiopia,

France, Germany, India,

Jamaica, Japan, Kenya,

Moldova, Oman, Mexico,

Malaysia, Niger, Nigeria,

New Zealand, Panama,

Romania, Philippines,

Russia, South Africa,

Thailand, Uganda,

Venezuela, Virgin Islands,

and Vietnam

Higher Education Opportunity Act of 2008 (HEOA)

The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), includes disclosure and reporting requirements for post-secondary education institutions.

The College of Coastal Georgia is in compliance with the HEOA, providing both future and current students an understanding of why the College is a wonderful place to learn, work and contribute.

New!

Net Price Calculator

Use the Net Price Calculator to get an estimate (not a final determination, or actual award) of financial assistance, or a final net cost.

Estimates are based on cost of attendance and financial aid provided to students in a previous year. Cost of attendance and financial aid availability change year-to-year.

Any questions regarding the College's compliance with the HEOA may be directed to nie@ccga.edu.



Upcoming on Navigator

By July 1, 2013, three years of net price data for Title IV aid recipients disaggregated by income will be placed on [College Navigator](#).

IE Spring Semester Activities

A number of exciting IE activities are planned for Spring Semester 2012 ...

- Response to the On-Site Reaffirmation Committee Report will be submitted
- Unit assessment plans will be engaged
- Participation in the National Survey of Student Engagement (NSSE) will be conducted
- Strategic goals/objectives/action plans will be engaged
- Data management and reporting assessment will be conducted
- Technology Services strategic plan will be completed
- QEP assessment plan will be fully developed
- Program and course level assessment workshops will be offered
- General Education assessment of Critical-Creative Thinking/Problem Analysis and Communications outcomes will be conducted
- Various internal and external surveys will be conducted



Fall 2011 State of Origin (top 5)

Georgia	3153 (90.8%)
Florida	80 (2.3%)
Virginia	18 (0.5%)
Texas	17 (0.5%)
North Carolina	15 (0.4%)

Office of Institutional Effectiveness

Mission

To collect, analyze, interpret, and disseminate accurate and timely data in support of institutional planning, decision-making and reporting requirements.

Vision

To be the best at providing information and analysis in support of the College's mission of creating, sharing and applying knowledge.

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