

Institutional Effectiveness Newsletter

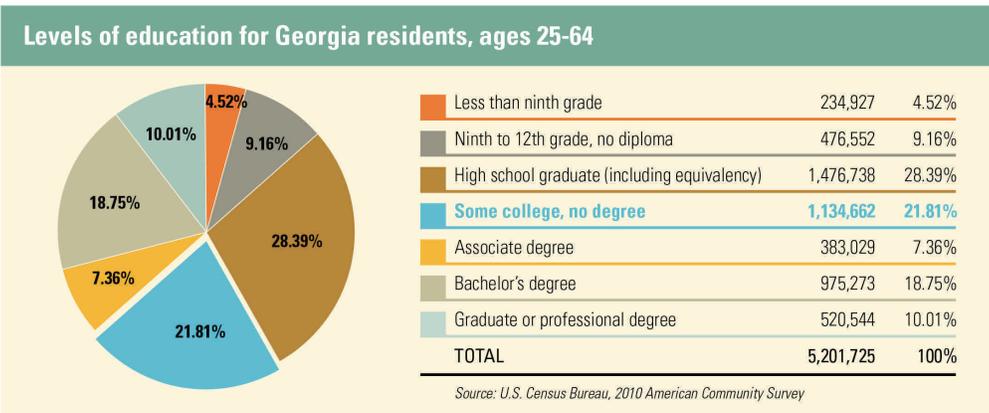


Complete College Initiative

By 2020, it is projected that over 60 percent of jobs in Georgia will require a certificate, associate's degree, or bachelor's degree. Presently, approximately 42 percent of the state's young adults, its burgeoning workforce, are prepared to such a level.

To remain competitive, Georgia must not only maintain current graduation levels, but also produce an additional estimated 250,000 graduates over the next eight years. Under the direction of Governor Nathan Deal's Complete College Georgia initiative, the University System of Georgia and the Technical College System of Georgia address this critical need in Georgia's Higher Education Completion Plan.

Each USG institution must develop an individual college completion plan that builds on the mission and strengths of the institution and identifies specific targets. USG institutions need to think broadly about all areas that affect degree attainment in the state, from K-12 partnerships, access, and remediation, to retention, progression, and graduation for all populations of students.



Taken from *Securing Our Future: Reaching Goal 2025*, Lumina Foundation

A Complete College Georgia webpage can be found on the College's Intranet. Follow <https://aspl.ccga.edu/is/OIRP/CCG.asp> to obtain additional information about this college completion initiative.

Useful Resources

[Campus Plan Guidelines](#)

[Georgia's Higher Education Completion Plan 2012](#)

[2012 Campus Plan Timeline](#)

[Overview Presentation to RACAA](#)

[CCG Summit Preview](#)



Web Sightings!

[*Three Policies to Reduce Time to Degree*](#)

[*Time is the Enemy*](#)

[*A Stronger Nation Through Higher Education*](#)

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Complete College Georgia Overview

The College Completion Summit was held March 19 and 20, 2012, at the University of Georgia. Jointly sponsored by the University System of Georgia and the Technical College System of Georgia, campus teams from all USG and TCSG institutions attended sessions spotlighting best practices in the key components of the statewide college completion plan and worked as teams on their individual campus completion plans. Designed to build campus-level knowledge, the Summit focused on “students first”, data-driven decision making, performance metrics, transforming remediation, reaching the adult learner and the military, and the role of distance education in college completion.



Since the Complete College Georgia (CCG) Summit, the College’s leadership team met regularly to discuss Summit presentations, USG metrics working group preliminary recommendations, and the USG Completion Lab. A steering committee has been appointed consisting of members from Academic Affairs, Enrollment Management, Institutional Effectiveness, and Student Affairs to guide five work teams in drafting the College’s campus plan. Highlights of the major strategies to increase student access and success follow.

□ ***Improve College Readiness through P-16 Partnerships***

The College has refocused efforts on recruiting and serving the needs of potential ACCEL and Move on When Ready students, holding information sessions for prospective students and their families at both the Brunswick and Kingsland campuses, to provide appropriately prepared high school students the opportunity to earn college credits; work synergistically with teachers currently in the P-12 classroom – help to better prepare teachers with methodologies that are relevant, rigorous, and connected to engaging today’s students; and continue to offer summer enrichment programs for high school students.

□ ***Improve College Access***

The College is actively looking to develop a Prior Learning Assessment program to evaluate and validate work experience obtained by military students; increase connections with businesses, temporary-employment agencies, and people who have the ears of potential students can help colleges better understand their local market; and work more closely with high schools to discuss best approaches/avenues to address high school students applying with learning disabilities.

□ ***Shortening Time-to-Degree***

The College is working closely with area technical college colleagues to develop potential articulation agreements, as well as creating a seamless and transparent “student flow” between institutions; faculty are reviewing courses with high D, F and W grades to determine what modifications can be made to address identified barriers to success; Academic Affairs and Student Affairs are revamping new student orientation, advising and registration processes; begin requiring that all students must complete all Area A courses within first 30 credit hours (exception for LS students); continue to expand Foundation Scholarship opportunities; and enhancing partnerships with Student Affairs to assess co-curricular program progress; and improve advising at the faculty level, possibly adding professional advisors in the Schools.

□ ***Restructuring Instructional Delivery***

The College is investigating online opportunities in an effort to develop viable instructional delivery methods; developing a new summer bridge program for underrepresented students; developing more hybrid courses; expanding Supplemental Instruction to help students enrolled in the identified courses to master content and to develop effective learning and study strategies; and exploring a number of alternative methods of course delivery.



The CCGA CCG Campus Plan will be submitted to the USG on July 1, 2012.

□ **Transforming Remediation**

The College was awarded a CCA grant 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; working with local high schools to enable students in completing the COMPASS before they actually enroll (also contributing to college readiness) – create a COMPASS Orientation (online module); and increase READ 0099 success through modular acceleration program.

DID YOU KNOW????

According to the Complete College report, **18.1%** of freshmen require remediation. Of those, it is projected that only **24.7%** graduate within 6 years.



Happening NOW

USG Data Warehouse Redesign*

In April 2010, the University System of Georgia (USG) initiated a project to redesign its data warehouse. The previous data warehouse required the intervention of the system office in several stages of the collection process. The new data warehouse allows institutions to collect and upload data directly, ensuring information will not be distorted during the process. In addition, the redesign plan includes the acquisition of a business intelligence tool (COGNOS). This tool will improve the reporting capabilities of administrators on each of the USG campuses and will reduce the use of IT services for mediation.

Currently, information needed by users of USG data is scattered across multiple databases and maintained by multiple owners. This approach prevents the ability to collate information needed for system-level decision making, and requires extensive computer coding and time to pull together system level information. A new single-source system will be based on a single data warehouse into which select information from the various transactional systems being used, will be collected. The single source system will allow for easier and faster analysis of the data, since it will allow access to data from multiple transactional systems in one repository.

The new data warehouse will display the following major features:

1. **Improved Data Structure:** The underlying single-source data structure is being designed to meet current system decision-making and communications needs through the development of a new data warehouse. This will increase efficiency and effectiveness of data operation and strengthen organizational accountability. The design of the system will be tied to customer needs and incorporate industry best practices.
2. **Improved Data Management Process:** The method of campus engagement is being enhanced to increase the warehouse. By increasing USG colleges and universities control of their data, significant improvements to the data management process can be realized.
3. **Improved User Experience:** The new user interface will allow business users to much more easily meet decision making and communication needs without using IT personnel as translators. This empowerment of the user has the potential to transform the use of data in USG.

The implementation of the new data warehouse started Spring Semester 2012 with academic data, but will be expanded in the future to include financial, human resources and facilities data. The Registrar's Office, together with Information Technology Services, has been working with the University System redesign team to ensure our collection methods are aligned with the new data warehouse. The Office of Institutional Effectiveness has been following the implementation process closely, and will continue to be an active participant in the project.



DATA WAREHOUSE Major Tasks

APRIL 2012

- Campuses complete Institution ETL development.
- Campus Focus Group Testing of Unique Person ID Generation Tool begins.
- Campuses begin weekly loading of current term data into new data warehouse.

MAY 2012

- Participate in History Decision Review Session.
- Spring End of Term collection into current ADM.
- Spring End of Term collection into new data warehouse.

* Information provided by the USG Data Warehouse Project team and the USG Office of Research and Policy Analysis.

Spring 2012 Enrollment Snapshot*

Total Number of Students.....	3063
Full-Time Equivalency.....	2559

Category	Number of Students	Percentage
Full-Time	1743	56.90%
Part-Time	1320	43.10%
<i>Enrollment by Sex</i>		
Female	2135	69.70%
Male	928	30.30%
<i>Enrollment by Residency</i>		
In-State	2834	92.52%
Out-of-State	203	6.63%
Out-of-Country	26	0.85%

*USG Academic Data Mart extract

Category	Number of Students	Percentage
<i>Enrollment by Degree Level</i>		
Associate for Transfer	1307	42.67%
Baccalaureate	567	18.51%
Career Associate	585	19.10%
Non-Degree	46	1.50%
Pre-Baccalaureate	558	18.22%
<i>Enrollment by Age</i>		
<23	1525	49.79%
23-29	765	24.98%
30+	773	25.24%
Average	26	

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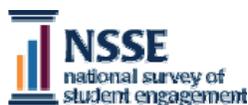
The percentage of Full-Time students enrolled at CCGA has increased from **34%** in Spring semester 2008 to **57%** in Spring semester 2012.

NSSE Update

In Spring Semester 2012, the College of Coastal Georgia participated in the National Survey of Student Engagement (NSSE). The survey was sent to randomly selected first-year and senior students at the College. The questions are related to desired outcomes of college and address five types of experiences – level of academic challenge; active and collaborative learning; student-faculty interaction; enriching educational experiences; and supportive campus environment. The College plans to use the NSSE to figure out how and where it can improve the undergraduate experience on the Brunswick and Kingsland campuses.

On January 30, after a population of students was identified, NSSE sent an invitation to participants followed by 4 reminders between February 7 and March 22. Informational flyers, as well as Blackboard announcements, were posted to encourage participation.

Three \$50.00 bookstore gift certificates will be drawn among respondents. NSSE will provide the College with a comprehensive report of its findings in Fall Semester 2012.



Technology Advisory Committee Progress

Following a campus-wide needs assessment conducted in Fall Semester 2011, the Technology Advisory Committee (TAC) has been working assiduously to develop an *Information Technology Strategic Plan* to better align IT services with campus needs.

The TAC, composed of various staff and faculty members, plans to deliver the final draft of the *Information Technology Strategic Plan* to President Hepburn for her review by the end of Spring Semester

