

# Institutional Effectiveness Newsletter



## Director's Note

The College of Coastal Georgia is undergoing a metamorphosis. And, as part of its new mission and vision as a state college within the University System of Georgia, we are engaged in several new and ongoing accrediting processes.

During AY 2009-10, the College underwent a Substantive Level Change review that culminated with the announcement at the June 2010 meeting of the Board of Trustees of the [Southern Association of Colleges and Schools Commission on Colleges](#) (SACSCOC) that the College of Coastal Georgia received "continued accreditation" following review of membership at Level II, offering the Bachelor of Science in Education, the Bachelor of Science in Nursing, and the Bachelor of Business Administration degrees.

In addition, to continue its transformation into a synergistic state college, the College received approval in April from the University System of Georgia's Board of Regents (BOR) to offer a Bachelor of Science in Biological Sciences (tracks in Secondary Education, Pre-Professional and Coastal Ecology) and a Bachelor of Science in Health Informatics.

In AY 2010-11, the College will move toward SACSCOC Level II reaffirmation that involves the completion of a Compliance Certification and Quality Enhancement Plan (QEP). The Compliance Certification is a document that demonstrates compliance with each of the Core Requirements, the 70 plus Comprehensive Standards, and all Federal Requirements.

The QEP, on the other hand, is a forward-looking plan that focuses on how the College aims to improve student learning and accomplish its mission.

At this juncture, a SACSCOC Leadership team has been created; reaffirmation and QEP timelines have been developed; a preliminary Compliance Certification audit was conducted; and a QEP Development Committee has been appointed.

It is shaping up to be an action-packed academic year. So, buckle up and hang on tight!

*Jim Hughes Lynch, Ed.D.*

## Quality Enhancement Plan (QEP)

**Learning through Engagement** is the QEP theme selected by the College. The plan will focus on the development of students' skills in critical thinking, civic engagement, communication, and citizenship through service-learning opportunities and by linking real-world experiences to the classroom.

President Valerie Hepburn made these QEP Development Committee appointments: **Holly Christensen**, Chair, Academic Affairs; **Carla Bluhm**, Psychology; **Michael Butcher**, Student Affairs; **Sandra Crum**, Student/Teacher Education; **Leon Gardner**, Chemistry; **Dawana Gibbs**, Health Sciences; **Kay Hampton**, Academic Affairs; **Stacy Howe**, Advisement;

**Claire Hughes**, Teacher Education; **Leo Mundy**, Sociology; **Niki Schmauch**, Learning Center; and **Tony Wege**, Political Science/Faculty Senate.

The Committee will be seeking input and sharing updates with faculty, staff and students throughout the development and implementation of the QEP.

### Higher Education Opportunity Act

- > In 2008, Congress reauthorized the Higher Education Act of 1965 via its new Higher Education Opportunity Act (HEOA).
- > HEOA contains a substantial number of new provisions (a number of which will be implemented over a span of time) that will impact CCGA— these include changes in policies and procedures for emergency notification, fire safety, crime reporting, student financial aid.
- > An HEOA web page will be launched shortly to provide current and prospective students and their families with useful consumer information.

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### New Core Curriculum

In October 2009, the Board of Regents approved a revision of the University System of Georgia's core curriculum to allow for greater flexibility in aligning students' general education experience with individual institutional missions and strategic plans and to increase the use of learning outcomes. The revised policy provides minimum requirements in each domain area, includes additional learning requirements in global perspectives and critical thinking, maintains the USG's transfer guarantee of core courses, and keeps the total number of hours required (i.e., 42 semester credits) the same. The Humanities and Fine Arts area now includes Ethics as part of the array of courses to be offered in this domain.

Click [here](#) to view full report

Source: USG BOR website

### Transfer Students

The USG is committed to access for and success of transfer students. Annual [transfer reports](#) have been created to provide feedback on the mobility of USG students who transferred to USG institutions during a particular fiscal year from other USG institutions, from non-USG Georgia colleges and universities, and from out-of-state colleges and universities.

## USG Data Initiative Update

Mr. Bob Cernock is the new Chief Data Officer /Associate Vice Chancellor for Data Administration at the University System of Georgia (USG) Board of Regents. One big step in moving forward to address key USG data repository issues has been the establishment of a system-wide data governance

group. President Valerie Heppburn has identified Dr. Jim Hughes Lynch to serve as CCGA's institutional representative to that group. Below is a *draft outline* which lists some areas that will likely be the points of initial focus for this group in addressing USG data and data-related issues.

According to Mr. Cernock, "as progress is made to solidify the data governance structure, the focus points will most likely evolve, but the core principles of data governance will remain as the foundation from which to build."

### Initial Focus of USG CDO and Institutional Representative

Establish a system-wide data governance committee comprised of the USG CDO and the person identified at each institution to serve as the local CDO. Initial focus to address recommendation(s) of the USG123 Data Marts Audit, to wit:

*We recommend the creation of a senior level Data Administration position (Chief Data Officer versus Chief Information Officer) position at the USG and the designation of a similar position at each USG institution (institutional CDO appointed by their local leadership).*

Beginning with the data repository known as the Academic Data Mart, work with the institutional CDOs to make sure that the data stored at the USG offices is the correct representation of the data held at the institution.

Review, enhance, and edit as appropriate the Data Element Dictionary (DED) for the data elements within the Academic

Data Mart. This review will include determination that the correct data elements are being requested of the institutions as well as review of the definition of each element along with its corresponding valid values.

Work with the system-wide data governance group to enhance the communication that takes place between the USG system office and the institutions, specifically addressing the recommendations presented in the USG123 Data Mart Audit, to wit:

*We recommend that a comprehensive Documentation and Communications Plan be developed, coordinated with all USG institutions, and implemented for the USG123 Data Marts and for their interfaces with associated institutional transaction systems. Additional documentation, over and above currently available, is required in order to document and map business practices to data elements.*



### Useful USG Reports

- [Semester Enrollment](#)
- [10-Year Enrollment](#)
- [GA Resident Enrollment](#)
- [HOPE Scholarship](#)
- [Pell Grant](#)
- [HS Grade Point Averages](#)
- [College Prep Curriculum](#)
- [Learning Support Placement](#)
- [Learning Support Exit Rates](#)
- [Degrees Conferred](#)

## Phases in the Reaffirmation Process

Several phases in the reaffirmation process involve the institution, the Off-Site and On-Site Reaffirmation Committees, the Commission, and Commission staff in the following sequence.

### The Orientation Meeting.

Commission staff conduct an Orientation Meeting for the institution's Leadership Team. This orientation explores critical issues pertaining to the completion of the Compliance Certification and the development of the Quality Enhancement Plan and provides time to discuss timelines and other reaffirmation issues with the institution's assigned Commission staff member.

### Compliance Certification.

The institution prepares and submits its Compliance Certification, relevant supporting documentation, and an updated "Institutional Summary Form Prepared for Commission Reviews" to the Commission on Colleges and to the Off-Site Reaffirmation Committee.

### Off-Site Review and Report.

The Off-Site Reaffirmation Committee reviews the institution's Compliance Certification

and meets to finalize the report of its findings.

**Review of the Report.** Commission staff transmit the Off-Site Reaffirmation Committee report to the institution and invite the Leadership Team to schedule a conference call with them to discuss the findings of the Off-Site Reaffirmation Committee.

### Materials for the Committee.

The Commission sends the On-Site Reaffirmation Committee a copy of the Off-Site Reaffirmation Committee's report. The institution submits its updated Institutional Summary Form Prepared for Commission Reviews, Compliance Certification (narratives only), catalog(s), written response to Third Party comment (if applicable), Quality Enhancement Plan, and Focused Report (if one is prepared) to the Commission and to the On-Site Reaffirmation Committee members.

### On-Site Visit and Report.

The On-Site Reaffirmation Committee visits the institution, including a selection of off-campus sites, if applicable, to evaluate and determine the acceptability of the QEP, to review areas of

non-compliance noted by the Off-Site Reaffirmation Committee, to review standards and requirements related to the criteria established by the U.S. Department of Education, and to review any areas of concern that may surface during the visit.

### Response to the Visiting Committee Report.

The institution prepares a response to the recommendations in the Report of the Reaffirmation Committee and submits it to the Commission along with a copy of the QEP.

**Commission Action.** After review of the three primary reaffirmation documents - Report of the Reaffirmation Committee, the QEP, and the institution's response - and two analyses of the institution's response, one by Chair of the On-Site Reaffirmation Committee and one by the institution's Commission staff member, the SACSCOC Board of Trustees takes action on the institution's reaffirmation.

Source: SACSCOC Handbook for Institutions seeking Reaffirmation, 2010.

The College of Coastal Georgia was last awarded reaffirmation of accreditation status by the SACS Commission on Colleges in 2001. The College is scheduled to culminate its next accreditation review process for reaffirmation of accreditation by the Commission in 2011.

## In the Know ...

*IE Newsletter* highlights a focused report issued by the [National Institute for Learning Outcomes Assessment](#) (NILOA) that "examined institution-wide content on the websites of several hundred colleges and universities across the U.S. to determine the extent to which these institutions have made available information about student learning outcomes assessment. ..."

[Exploring the landscape: What institutional websites reveal about student learning outcomes assessment activities.](#)

Jankowski, N. A., & Makela, J. P. (2010, June, Urbana, IL: University of Illinois and Indiana University, National Institute of Learning Outcomes Assessment).

## SACSCOC Milestones



**Compliance Certification Due**  
March 15, 2011



**Off-Site Compliance Review**  
May 10-13, 2011



**QEP Submission**  
September 7, 2011



**On-Site Peer Review**  
October 18-20, 2011

**Intranet Resources**

The Office of Institutional Effectiveness (OIE) maintains key current and historical statistical information about the College on its Intranet website.

To access these internal resources, please click [here](#) and simply login with your CCGA username and password. Unless there is an off-campus VPN connection, faculty and staff can only access the Intranet from campus.

**Internet Resources**

The [OIE website](#) contains information on general education, assessment and various data reports. Additional information is planned and will be communicated in upcoming newsletters.

**Research Factoid**

Since AY 2007-08, the College of Coastal Georgia has experienced steady annual student FTE growth as evidenced by the table below.

**Annual Full-Time Equivalency**

Academic Year	Total Hours Earned	FTE (Total Hrs/30)	
		n	% Total Enrollment
2009-10	70750	2358	55%
2008-09	54931	1831	51%
2007-08	49266	1642	45%

Sources: USG Office of Research & Policy Analysis; Institutional Banner Data  
 Note: Summer, Fall and Spring terms included for each academic year; excludes all technical program FTE prior to AY 2009-10

**Nursing Accreditation**

By Kay Hampton, MSN, RN  
 Associate VP for Academic Affairs



The College of Coastal Georgia offers two nursing programs. The associate degree program has been in existence since the late 60's and is approved by the Georgia Board of Nursing and is accredited by the [National League of Nursing Accrediting Commission](#) (NLNAC).

The baccalaureate degree program is approved by the Georgia Board of Nursing and is in candidacy for accreditation by the National League for Nursing Accrediting Commission (NLNAC). As is the standard protocol to initiate classes, the baccalaureate degree in nursing (BSN) has been approved by the Georgia Board of Nursing.

The program is in its first year and will graduate its first class in May 2011.

The NLNAC does not approve programs until the first class has graduated. The NLNAC will conduct a site visit of the BSN program in early 2011 in preparation for the program's approval after the first class graduates. When the accreditation is approved, it is retroactive back to the first graduating class.



**2010-2011 College Strategic Plan**

To access the recently approved CCGA Strategic Plan for AY 2010-2011, please click [here](#).

**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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