Technical College System of Georgia
Complete College Georgia

2018 Progress Report

Date Report Submission Due: October 4, 2018

Central Georgia Technical College

Current Statewide Target Graduates:	**322,140**
Technical College System of Georgia's Allocation	**85,064**
Timeline	**2009-2025**

FY2018 CGTC Target Graduates:	**1,765**
FY2018 CGTC Actual Graduates:	**2,182**

I. Overview

Mission Statement

Revised and approved in May 2018, the CGTC mission statement reads as follows:
Central Georgia Technical College, a unit of the Technical College System of Georgia, offers credit instruction, adult education, and customized business and industry training through traditional and distance education delivery designed to promote community and workforce development.

This mission statement effectively infuses the College's strategic framework that is structured to embed innovative technology and business practices into occupational and adult education, economic development workforce services, and student support services to remain responsive to the evolving needs of the communities it serves. Additionally, the revised mission underscores the College's sustained commitment to integrity. The College is committed to providing all stakeholders with equal access to quality programs and services that enhance student learning and success.

AY2018 Student Profile

The TCSG benchmark for CCG graduates was exceeded by 23.6% (2,182 actual from 1,765 goal) [MEB0198, 2018]. For the second year in a row, CGTC had more than 3,000 unduplicated graduates (actual: 3,690, up from 3,474 in AY17) and more than 6,000 total awards (actual 6,084 up from 6,012 in AY17) [CR263, 2018]. The College's FY2018 student retention rate was 68.3% (up from 66.2% in AY17) and the graduation rate was 78.8% (up from 74.0% in AY17) [MEB198, 2018]. Current enrollment for CGTC increased by 544 students, or 4.8% from FY2017; 11,429 to 11,973 [TCSG CR289 EOY_AY2018].

With an average age of 28.99 (AY2018) [CGTC iNet Report 321, 2018], the College's student population is composed of 36.4% males and 63.6% females, a .1% variation from AY17. In terms of self-declared race/ethnicity, 49.7% identified as Black (a decrease from AY2017), 43.4% White (a slight increase from AY2017), and 7.0% from all other IPEDS reporting categories for race/ethnicity (up from 6.6% in AY17) [TCSG Snapshot DC185, 2018]. CGTC leads the Technical College System in enrollment in four of the six Special Populations groups (Single Parent, Displaced Homemaker, Economically Disadvantaged, Displaced Homemaker) and Special Populations overall [TCSG CR289 EOY_AY2018]. Overall, the total number of Special Populations decreased by 166 (7,277 to 7,111), those in the Nontraditional category increased by 23 (964 to 987) and those in the Disabled category increased 32 (705 to 737).

End of year data indicated that 28% of students attended CGTC full time (down from 30.7% in AY17), and 72% attended part time (up from 69.3%) [TCSG Snapshot DC185, 2018]. 3,426 students (28.6%) received the Hope Grant or Scholarship, and 5,256 students (43.9%) received Pell [TCSG Snapshot

DC185, 2018]. At least 56% (6,703) of the student population took at least one course online, an amount that increased from the previous year's 53.3% (6,090) [TCSG Snapshot DC185, 2018].

Central Georgia Technical College exceeded its goal for full time equivalent (FTE) for AY 2018. CGTC's goal was 5,631 and the actual number was 5,634. The enrollment goal for dual enrollment of 1,656 was also exceeded by 19.7% to 1,983 students [TCSG Benchmark Summary MEB0198, 2018]. First generation credit students comprised 42.9% of the CGTC population [TEC 0292, 2018].

Based on CCG data reports, Black, non-Hispanic students comprised the largest enrollment in remedial education; 1,030 of the 2,020 (50.9%) first-time entry students enrolled in remedial classes (Fall 2013/201412) [TCSG Report DC241, 2018]. Females made up the largest number of those enrolled in remedial courses. Regarding first-time students enrolled in remedial courses during Fall 2013, 980 of the 2,020 were male (48.5%) and 1,040 were female (51.5%) [TCSG Report DC241, 2018]. Full-time Asian, Native Hawaiian (or Pacific Islander), and two or more races students lead in retention, with a 100% retention rate for the Fall 2011 Cohort (201212) [TCSG Report DC241,2018].

The subsequent section is a retrospective analysis of the initiatives completed during AY2018, and thoroughly describes selected strategies from the various institutional endeavors which promote college completion.

II. Goals: Degree Production and Transforming Remediation

In an effort to meet or exceed established benchmarks outlined in the College's CCG plan for each metric, CGTC goals include the need to improve degree production and to transform remediation. Described in this section are the activities listed in CGTC's FY2017 CCG Report as Next Steps (Items 1-5) to be carried out in FY2018. Results are as follows.

1) Block Scheduling
Flexible scheduling in day, afternoon, and evening blocks **(Degree Production)**
Programs: Accounting (diploma and degree); Air Conditioning (diploma); Networking Specialist (diploma and degree); Medical Assisting (diploma); Automotive (diploma). Progress: *Table 1: Block Scheduling Data Analysis* shows the attainment rates for AY2018 and AY2017. There has been a slight increase in the total attainment for the college with slight increases or no decrease in five of the six program areas identified. The Commercial Truck Driving program has expanded to additional locations. Faculty and Deans have worked with each Division to identify and offer more classes aligned with mini-mester model. Beginning Fall 2018, an additional program, Air Conditioning, has been added at the VECTR Center. General Education coursed in these programs will expand with the use of technology.
Resources: Additional faculty for growing programs. Additional enrollment services and financial aid processing to accommodate two additional start dates within fall and spring semesters. Obstacles: Some courses cannot be offered on the mini-mester model due to length (number of contact hours). There are also challenges related to the recruitment of faculty needed for the volume of multiple section types. Resolution: Continued exploration of instructional strategies to allow for mini-mester inclusion.

2) Purposeful (Intentional) Advising
College-wide implementation of a purposeful advisement process (ALFAA) **(Degree Production)**
Progress: In AY2018, 70% of student respondents felt encouraged to share barriers to course completion with their advisors; up from 65% in AY2017. More students are indicating familiarity with their academic plans (16%) which is down from the prior 51% who were not familiar with their DegreeWorks Plan in 2017. An increase in successful grades for all students has been observed; from 69% of all grades being successful in Fall term 2014 to 75% in Fall 2017. Students in Learning Support showed a 24 percentage point gain in successful grades. The advisement of new students increased 21 percentage points from Fall 2015 (15%) to Fall 2017 (36%). First Generation Students showed a 38 percentage point gain in successful grades among all grades from Fall 2014 to Fall 2017. The college will engage continuous

refresher training and will seek to improve usage of Degreeworks Plans and the electronic ALFAA advisement sheet. A faculty-wide reinforcement effort to reiterate the need for ALFAA advisement sheet completion during advisement is underway.

Resources: The College's QEP activities were supported by grants funds (i.e., Title III Part A, PBI Discretionary grant, First in the World grant). Titan Text Messaging Alerts/Software has been utilized, promotional materials have been created and distributed widely. Obstacles: There is a need to seek funding to support additional ASC tutors and CARE Center Advisors. Resolutions: Updated refresher for CARE Center personnel, added link between DegreeWorks and the ALFAA advisement sheet, and collaborated with R.E.A.C.H. to promote ALFAA advisement to First Generation Students and students receiving remediation through Learning Support coursework as those populations indicated benefit. Increased funding under the Carl D. Perkins Grant to support additional academic tutors.

3) Co-Requisite Model Remediation
All degree-level learning support students enroll in both the learning support class and the program level credit class for English or math, respectively. Diploma-level classes are scheduled on the mini-mester plans so that the support classes fall mainly in semester S1, and the corresponding program level credit class in semester S2. **(Transform Remediation)** Progress: Data shows the success rate for all Learning Support courses is 70.7%; specifically, for All Learning Support ENGLISH Courses, 76.6% and for All Learning Support MATH Courses, 68.3 %. *Table 2: Successful Completion of Co-Requisite Courses,* attached, shows the success rates for the occupational level math and English courses that fall in the co-requisite model. CGTC has increased the success rate by 1.26% for All Learning Support Students from AY2017 (69.4%) to AY2018 (70.7%). The College has also removed of MATH 0099L as alternative learning support course in response to critically low enrollment; using MATH 0099 as alternative.

Resources: Professional development training provided via grant funding, R.E.A.C.H. activities supported by CGTC Foundation and grant funding, and Lending Library support from grant funding. Obstacles: Identifying appropriate assessment instrument for learning support courses that best identify critical student learning. Resolutions**:** More collaboration with the Academic Success Center (ASC) staff to host presentations on all campuses which address math anxiety in Learning Support math classes. The presentations will start Fall Semester 2018. Collaborated with instructors to offer web-enhance course for Fall Semester 2018 to improve communication about the College resources. Collaborated with Institutional Effectiveness and Instructional Technology to develop internal data report 384 - Learning Support Co-requisite Completion Report to monitor whether students are enrolled correctly in co-requisite courses and to review grade results

4) Military Support Services/VECTR
A service which recognizes the unique education, circumstances, characteristics, and experiences of active duty, guard, reservists, and their families. CGTC provides one-on-one career and educational counseling, facilitate receipt of available financial aid, aid in acquiring credit for prior learning or work experiences, and work in concert with the department of labor, community employers, and other resources to transition in a civilian career. **(Degree Production)** Progress: Military affiliated graduates up 6.9% from FY2017 (274 to 293) [KMS TES0268, 2018]. However, military enrollment decreased (603 to 568) as did military dependent and spouse enrollment (260 to 242) [KMS TEC 0309, 2018] which is a result of those achieving an award. Fourteen Military Training Courses have been preapproved for PLA. The College has created new PLA handbook for students and administrators and created a page on CGTC website. In addition, provided PLA training to staff (125 Business Office, Registrar, Admissions, Library, Academic Success Center participants), Deans and Program Chairs (60 attendees), presented PLA process for CARP19 participants which is a cross section of 23 CGTC personnel participating in activities to dig deeper into glaring issues affecting student completion.

Resources: Provided professional development funding for staff and student veteran activities (internal and external to the College), professional memberships in veteran and related organizations, hired an onsite licensed professional Counselor, leveraged grant funding in support of Prior Learning Assessment activities, opened VBOC (Veterans Business Opportunity Center) to provide access for VECTR participants, added Air Conditioning credit program at the VECTR location. Obstacles: a need for resources in support of housing for statewide military personnel and the impending grant funding end. Resolutions: Leveraged partnerships to increase Veteran wrap around support services, including access

to Robins Air Force Base housing for active duty military near separation to obtain postsecondary training. The College is continuously exploring other grant funding opportunities.

5) TEAMS & Student Navigator Resources, a web-based early intervention referral process designed to identify and sustain students who may be at-risk of failing in college. The program allows faculty & staff to collectively communicate student related concerns that may affect student achievement. **(Degree Production)** Progress: From Spring 2015 Summer 2018: over 2,100 students have been alerted through the TEAMS Outreach Center (TOC) and over 1,800 student attendees have participated in TOC workshops. In AY18, TOC class pass rates increased an average of 19% from AY17, 50% of TOC students graduated or reenrolled the next term, and TOC alerts increased an average of 91% from AY17. The college began using faculty and staff volunteers in service to the Teams Outreach Center, including using Titan Leadership Institute participants.

Resources**:** Teams Outreach Center (TOC) expanded to use Program Assistants to assist in working alerts. Staff have been used to support specific groups, including designated Special Populations Functional Team Members. Other targeted groups include Military, Accelerating Opportunity, Health Science majors, etc. College support staff participate in TOC workshops, sharing information with students. Students were provided with the ability to easily self-alert. The TOC model is approved to be manned by Work Study students. Obstacles: More program assistants are needed to help students as alert numbers continue to increase. With ongoing changes in class scheduling, live workshops become more difficult to schedule. There is a challenge regarding filling of all work study positions due to lack of eligible students. Resolutions: Faculty seemed more interested in the virtual student training option, with those numbers largely surpassing live attendee numbers.

Terms Used:
ALFAA is a QEP purposeful advising term referring to the steps taken and topics reviewed during advisement: Academic Preparedness, Life Challenges, Financial Barriers, Advising, and Affirming Academic Benchmarks.

BlendFlex is a distance education asynchronous/synchronous course delivery method.

iNet refers to the college's internal data warehouse and reporting platform.

R.E.A.C.H. is a student organization Raising Expectations of Achievement whose purpose is to assist students of color with retention and self-sufficiency strategies.

ASC refers to the Academic Success Center, the campus tutoring unit.

CARE Center (Counseling, Advisement, Retention, and Enrollment) is the first-time on campus student advisement and registration center.

DegreeWorks a web-based platform for student progress that includes courses taken and those required for degree completion.

VECTR refers to the Georgia Veterans Education Career Transition Resource Center that serves as a gateway for veterans' re-entry into Georgia's public postsecondary educational systems and workforce.

PLA an acronym for Prior Learning Assessment, is a pathway for assessing student learning gained outside of a traditional academic environment. Examples include learning acquired through military training, employment, volunteer experience, corporate training, independent study, non-transferable credit courses, or other relevant experience.

III. Student Success Implementation Team

The CCG Student Success Implementation Team collects data from a number of sources, such as the Office of Institutional Effectiveness and the College's internal data archival site "iNet," as well as reports from front-line faculty and staff, TCSG KMS, and other external data sources. Data is analyzed and discussed among the Team, relying on a variety of statistical analytics and institutional knowledge from internal personnel. Results of data analysis are shared through a series of staff and faculty meetings and online reporting to all or selective groups of personnel in the form of informational slideshows.

Full Name	Title/Position	Role (Member)
Deborah Burks	VP for Institutional Effectiveness **CCG Point of Contact**	Management, Assessment, and Planning- IE
Kashatriya Eason	Special Populations Director	Special Populations tracking and reporting- Student Affairs
Dr. Amy Holloway	VP for Academic Affairs	Assessment and Planning- Academics
Dr. Craig Jackson	VP for Student Affairs	Assessment and Planning- Student Affairs
Dr. Janet Kelly	Assistant VP for Enrollment Services, Marketing and Public Relations	Assessment and Planning - Student Affairs
Sam Lester	Director for Professional Development	Faculty and Staff Training - IE
Lakeisha Nelson	Project Manager, Special Populations	Special Populations tracking and reporting- Student Affairs
Bonnie Quinn	Director for Institutional Effectiveness	Assessment and Planning- Data tracking and reporting - IE
Dr. Tiffany Spivey	Special Projects Manager, Institutional Effectiveness	Planning, Data tracking and reporting - IE
Desna Toliver	Director for Career Services	Placement performance/ tracking - Student Affairs

IV. Conclusion

The strategies and interventions detailed in this report are an effort to increase graduates over the previous year in order to meet or exceed established goals. The most successful strategies and interventions included streamlining the Prior Learning Assessment (PLA) process as well as implementing a new handbook for PLA. Moreover, a collaboration with QEP committee members and REACH was formed to promote the QEP to first generation students, and as a result, yielded an increase in gains for students enrolled in learning support courses. There has been an influx of students attending TEAMS workshops, and more students have been alerted using the system which has had tremendous success. Block scheduling has also been shown as an effective practice as there has been a slight increase in the total attainment for the college with slight increases or no decreases in five of the six program areas.

Ineffective strategies and interventions included the inability to offer some courses on the mini-mester model due to the length and available faculty. In addition, with ongoing changes in class scheduling, live workshops for TEAMS are becoming more difficult to schedule. Accordingly, several initiatives will be expanded to increase these success efforts and are identified in the College's next steps.

A retrospective examination of the past year reveals that while the strategies and interventions shown above have been selected as a result of their significance or impact, Central Georgia Technical College

continues to employ several completion strategies that were identified in previous academic years and that continue to be successful. These strategies include: (1) Blended Learning, (2) the Academic Success Center, (3) Accelerating Opportunities (AO), (4) Tracking Outcomes, (5) R.E.A.C.H., and (6) course and activity level data reviews.

The College's emphasis on retention and progression is vital, as well as its focus on creating a learning setting for traditional, first-generation adult, and military/veteran students that will potentially increase retention and graduation rates. The College's student retention and graduation strategies support evidence of those expectations, in addition to a solid foundational commitment to increasing enrollment and graduation rates.

V. Next Steps

Co-Requisite Model Remediation. The COLL 1500 course, taken concurrently by students in Learning Support, is being reviewed for curricular improvements. The College will monitor results following the implementation of new placement practices: a revised Accuplacer exam, use of multiple measures, and use of standard error measurements. This will necessitate the revision of advisement sheets and processes and extensive training will be required for advisors. Analysis of the usage volume and the effectiveness of the remote tutoring equipment will be conducted. The College will implement check point assignments for MATH 0099/MATH 1111 co-requisite model for review assignments and to monitor student's progress. CGTC will also monitor performance following the implementation of a new placement exam, standard error measurement scoring, and use of multiple measures for placement. When completed, will use grant-funded expansion of tutoring access via TelePresence technology to rural sites.
Resources Needed: Adequate staffing and efficient utilization of classroom space.

Purposeful Advisement – QEP.   Purposeful advising is one of the intervention strategies implemented in the CGTC QEP. A five-step advisement approach, called the ALFAA Process, provides purposeful advising across all occupational program disciplines regarding potential academic, social, and financial barriers, as well as helps students establish academic and personal benchmarks. The College will seek to improve usage of ALFAA; faculty benchmarks are being developed to identify high and low usage areas. Several student-centered activities are planned to engage and encourage students to embrace the ALFAA process. The College will seek to improve usage of DegreeWorks Plans and ALFAA advisement sheet and will lead a faculty-wide effort to reiterate need for ALFAA advisement sheet completion for individuals.
Resources Needed: Marketing materials, funds for student activities, effective use of time to provide continuous refresher training as well as new employee training.

Military Support Services/VECTR. CGTC's Military and Veterans Services recognizes the unique education, circumstances, characteristics and experiences that our active duty, guard, reservists, veterans and their families possess. In that light, their move into the College is facilitated by providing them with one-on-one career and educational counseling, facilitating their receipt of available financial aid, aiding with acquiring credit for prior learning or work experiences, and working in concert with the department of labor, community employers and other resources to transition into a civilian career. Marketing and other strategies will be utilized to increase enrollment of military personnel and their dependents. Additional credit program offerings at VECTR site will be expanded based on program needs assessment results. Strategies for utilizing Prior Learning Assessment (PLA) for credit will be implemented and the catalog of military course equivalents will be continuously updated beyond the current fourteen. New construction will allow for the expansion of credit programs and other VECTR services. The PLA Coordinator will provide support of USG and GICA on their Military Transfer Credit Project for four-year institutions and will also provide widespread PLA training on and off campus (Student Success Academy, CAEL, SAIR, Peer groups)

<u>Resources Needed</u>: Funding related to new construction allowing for the expansion of credit programs and other VECTR services, to include staffing of those expanded programs.

Block Scheduling. For Fall term 2018, CGTC implemented block scheduling in nearly all programs through mini-mester (session 1/session 2) scheduling. The College will seek to utilize technology to expand even further the volume of courses available. The College will work with each division to identify and offer more classes aligned with mini-mester model. Beginning Fall 2018, an additional program, Air Conditioning, has been added at the VECTR Center. In addition, General Education courses in these programs will expand with the use of technology.
<u>Resources Needed:</u> Qualified faculty are in great need with the expansion of multiple delivery methods and locations. Efficient use of technology is needed to expand the General Education courses in these programs.

TEAMS & Student Navigator Resources. TCSG's Early Alert Management System (TEAMS) is a web-based early intervention referral process designed to identify and sustain students who may be at-risk of failing in college. The program allows faculty & staff to collectively communicate student related concerns that may affect student achievement. The program enhances academic performance, retention, and on-time degree completion. Students are able to self-alert; these self-alerts will also receive a response to "how did you hear about us" to better indicate student awareness of the service. A robust and engaging orientation is being developed to increase student awareness and understanding of TEAMS as a support. The Titan Leadership Institute is a leadership development training program for a cohort of potential CGTC leaders from a variety of units throughout the College. These participants will undergo training and will serve as volunteers for the Teams Outreach Center as a part of this program. This diverse group will be able to assess the effectiveness of TEAMS and their feedback will be valuable. The College will continue to increase student alert numbers and the students participating in TOC workshops. A new processes to facilitate greater outcomes in graduation/reenrollment rates will be implemented as more support (staff) is provided. Special Population staff will continue to be utilized to engage early alerted special population students to keep them on track to completion.
<u>Resources Needed:</u> A larger pool of qualified students for work study positions and funding for support staff.

Table 1: Block Scheduling Data Analysis

Attainment: Of those student completing a course, what percent were successful as determined by the rate of A/B/C. [CGTC iNet Report 297, Fall/Spring/Summer FY2018/FY2017]

FY2018							Comparison
Subject	**A**	**B**	**C**	**D**	**F**	**Percent**	**FY2017**
Total CGTC	11486	9257	4335	829	1755	91%	90%
Accounting	284	239	110	39	110	81%	81%
Air Conditioning	179	125	58	7	12	95%	89%
Automotive	117	130	130	12	13	93%	97%
Commercial Truck Driving	223	104	20	3	10	96%	94%
Medical Assisting	302	246	87	17	28	93%	93%
Network Specialist	685	494	347	72	155	87%	85%

Table 2: Successful Completion of Co-Requisite Courses
[KMS TEC1723, 2018]

LS Course	College Course	Student Count	College Pass Count	Pass Rate
MATH-0090	MATH-1012	70	49	70.0%
MATH-0099	MATH-1111	552	351	63.6%
MATH-0099L	MATH-1103	13	6	46.2%
ENGL-0090	ENGL-1010	72	58	80.6%
ENGL-0098	ENGL-1101	223	180	80.7%
ENGL-0098	SPCH-1101	1	1	100.0%