

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Compliance Status: Compliance

The College of Coastal Georgia embraces an on-going, integrated, institution-wide, research-based process of planning and outcomes assessment for the purpose of documenting that it is achieving its institutional mission and goals and is continuously improving its campus programs and services. The College engages in both strategic planning and outcomes assessment planning. Strategic planning is “means and process oriented,” and answers the question, “What actions should we take to achieve our mission and goals?” Outcomes assessment planning is “ends or outcomes oriented” and answers the question “How well are our students learning and our administrative and educational support services functioning?”¹

Responsibilities for Planning and Evaluation

Success of College planning, assessment, and evaluation processes is associated with the widespread participation of the College campus. The responsibilities are as follows:

The President supports the planning process and promotes the widespread participation of administrators, faculty, staff, students, and the community.

The President’s Cabinet, consisting of the President, Vice President for Academic Affairs, Vice President for Business Affairs, Vice President for Advancement, Vice President for Student Affairs, Associate Vice President for Academic Affairs, Director of Institutional Effectiveness, Director of Athletics, and Chief Information Officer, as well as other key campus administrators, meet monthly, as well as in early Summer as part of an annual one-day planning retreat, to discuss and prepare annual goals and updates for annual strategic planning.

The Committee on Institutional Effectiveness (CIE), a standing committee of the Faculty Senate, replaced the previous Committee on Institutional Planning and Assessment. With a new faculty governance structure in place, built upon the Faculty Senate model, that now provides for stronger faculty leadership in assessment and institutional effectiveness, the CIE was formed in January 2009 and charged by the President with the establishment of a more robust, data-driven process for institutional planning and assessment. The Committee makes recommendations to the Faculty Senate concerning evaluation policies and procedures, as well as coordinates and promotes assessment of the general education and program learning outcomes to ensure that these activities are used to improve the quality of instruction, to provide feedback to faculty on ways to improve student learning, and to meet the requirements of the USG and SACSCOC.

¹ Adapted from *The Department Head’s Guide to Assessment Implementation in Administrative and Educational Support Units*, James O. Nichols and Karen W. Nichols, Agathon Press, New York, 2000.

The CIE also provides input on the development, administration, and analysis of the evaluation system, as needed, as a part of ensuring the effectiveness of all units of the College.

The Curriculum Committee of the Faculty Senate, made up of the Vice President for Academic Affairs (ex-officio) or representative, representatives from each of the College's Schools, and Senate representatives, considers all proposals for new degree programs, majors and/or minors, and recommends curricular policies affecting academic programs offered by the College, including core curriculum and exit examinations.

The Office of Institutional Effectiveness (OIE) ensures continuity of an ongoing planning and assessment process by collecting, analyzing, and distributing data, organizing and publishing the annual strategic plan, addressing accreditation-related activities, creating and distributing student and faculty surveys, and generating timely data reporting for various internal and external constituents.

The OIE oversees an extensive program of activities that determine the extent to which planning and effectiveness contribute to the College's efforts in accomplishing its mission. Basic data are provided annually in the College's [Fact Book](#), as well as the [Data Digest](#) student enrollment snapshot that is produced every semester. The Director of Institutional Effectiveness serves in an ex officio role on the CIE and serves on the SACSCOC Leadership Team and President's Cabinet.

On a frequent basis, the OIE works on various joint student success initiatives with the USG Board of Regents. One recent example of such collaboration took place in Spring Semester 2010. The College was engaged in a USG Board of Regents' graduation and retention assessment process that culminated in an [institutional report](#) to the Board for improving graduation and retention rates at the College over a three-year period. A broad-based approach was used to create four overarching strategies focused on imbedding philosophies and building processes in the near term which will ensure improved retention, progression and degree completion in the long term.

The strategies are:

- Implement student-centered policies and programs which focus on retention
- Reduce barriers to student performance and progression
- Integrate Foundations of Excellence (FOE) recommendations to foster student success
- Establish clear student progression and graduation targets and goals and ensure all members of the campus community are accountable for their achievement.

Each of these strategies aligns with the College's strategic goals and master plan. The retention strategies were linked with findings and recommendations from the FOE process, along with best practices in the field, which include early connections, high expectations and aspirations, a clear academic plan and pathway, an effective track to college readiness, engaged learning, and academic and social support network – [College's three-year action plan](#).

Annual Planning Cycle and Performance

The College's annual strategic planning cycle (see Table 1) supports the institution's continuous improvement efforts and builds on the successes of the previous year. With the academic period 2008-2010 representing a time of tactical engagement, followed by environmental scanning and then development of a new strategic planning and outcome assessment, the planning cycle is becoming more refined as key stakeholders become more confident and comfortable with the process.

Table 1: Annual Strategic Planning Calendar

Month	Responsibility	Activity
July	President's Cabinet	Draft, review and finalize strategic goals and objectives for new academic year
August	President's Cabinet	Assign a "champion" from the President's Cabinet responsible to see to the achievement of his/her assigned institutional strategic goal
	Institutional Effectiveness	Serve as a conduit between the institutional strategic planning and unit level planning processes to ensure that recommended action strategies are developed in tandem to eliminate redundancy and encourage collaboration
September	Strategic Goal Champion	Convene a work group for that particular strategic goal and focus on the identification of action strategies that will underpin that institutional goal and its associated objectives
October	Institutional Effectiveness	Evaluate submitted action strategies to ensure alignment with objectives and associated institutional goals; submit completed annual strategic plan to President's Cabinet for review and final approval
		Post Institutional Strategic Plan to the College website, distributed to appropriate college personnel, and send to the Office of Strategic Research and Analysis at the USG Board of Regents
December	Business Affairs Office	Submit revenue projections to the Board of Regents and fee increase request documentation
January	Strategic Goal Champion	Provide update on the progress associated with assigned institutional strategic goal
March	Strategic Goal Champion	Provide update on the progress associated with assigned institutional strategic goal
May	Strategic Goal Champion	Review outcome results for assigned institutional strategic goal; designate institutional goal/objectives as either completed, ongoing or carried over to the new academic year
	Institutional Effectiveness	Formulate annual strategic plan final report to share with senior leadership team for approval based on feedback from institutional strategic goal champions
June	Business Affairs Office	Submit College budget to the Board of Regents
	Board of Regents	Approve College budget
	President's Cabinet	Organize an administrative retreat to review institutional mission, planning assumptions, goals, strategies and performance objectives for the upcoming year; approve previous year's final strategic plan report

Annual Assessment Tools

- Integrated Postsecondary Education Data System comparison group benchmarking
- USG Board of Regents comprehensive benchmarking
- Review of strategic institutional goals and progress on objectives
- Graduating Student Satisfaction with College Programs and Services Survey
- Educational and Administrative Support Unit Plans
- Faculty evaluations
- Administrative and staff performance reviews
- Review planning/assessment/budgeting process
- Measure of Academic Proficiency and Progress (MAPP) test
- General Education Assessment of Core Curriculum courses
- Regents' test

Periodic Assessment Tools

- Community College Survey of Student Engagement (CCSSE)²
- College Mission – review of mission statement, every three years
- Program Review – faculty review of academic programs, every seven years

Key Performance Indicators

To continuously and effectively monitor and track institutional effectiveness, an e-dashboard containing Key Performance Indicators (KPIs), reflective of the institution's new state college status and mission change, is being finalized – incorporating newly established USG graduation and progression rates – and will be posted on the College's Intranet so that the entire campus community is aware of institutional progress.

KPIs are measurements of student enrollment success. The College has identified a limited number that are central to the objectives of the annual strategic plan and will use them as benchmarks to guide the planning process. Other metrics related to these performance measures are also important and monitored through measures established in unit assessment plans. This approach will allow the institution to easily assess outcomes, rethink less effective strategies, and celebrate College successes.

Among the key metrics to be measured include the following:

- Six-year graduation rate, baccalaureate students
- Three-year graduation rate, pre-baccalaureate and career associate students
- Fall-to-Spring retention rate, third year (baccalaureate students)
- Fall-to-Fall retention rate, third-to-fourth year (pre-baccalaureate students)
- Fall-to-Spring retention rate, first year (pre-baccalaureate and career associate students)
- Fall-to-Fall retention rate, first-to-second year (pre-baccalaureate and career associate students)

² Once the sample size of baccalaureate graduates increases beyond 100, the College will replace CCSSE with the National Survey of Student Engagement (NSSE); it is anticipated to occur in Spring Semester 2012.

- Percent of students participating in service-learning courses
- Learning Support success rate (first attempt)
- Acceptance rate
- Admission - enrollment yield
- Percent of alumni giving
- Number of qualified major donor prospects
- Percent of students on Foundation scholarships
- Expenditures per FTE
- Indirect Cost Rate
- Percent increase in student FTE

(1) Systematic Review of Mission, Goals and Expected Outcomes

SACSCOC determines that institutional effectiveness is achieved when “the institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission”³ The process therefore begins with the institutional mission.

Mission Statement Process

In 2007, the USG commissioned a needs assessment for baccalaureate degree programs in coastal southeast Georgia. Dr. David Morgan, a former USG academic officer, conducted the needs assessment, focusing specifically on the College of Coastal Georgia (then named Coastal Georgia Community College). The needs assessment was presented to the USG Board of Regents at its strategic planning retreat in early January 2008. The needs assessment report confirmed similar studies going back to 1982, indicating that coastal southeast Georgia is geographically under-served with respect to baccalaureate degree programs.

The development of the new programs actively engaged employers and educators who provided their respective perspectives on the impact of the new programs not only at the institutional level, but also on regional and state-wide levels.

In response to these discussions and findings, faculty and administration undertook a review of the College’s mission. Further studies of the area’s population growth patterns and pertinent economic trends confirmed the conclusions of the [Morgan Report](#) and revealed the need for offering targeted baccalaureate programs of study. The existing mission statement was revised, adding this new facet to the College’s fourfold mission of offering pre-baccalaureate programs of study for transfer, preparation for immediate employment in a variety of technical program areas, assistance to academically underprepared students, and lifelong learning opportunities for workforce development, career enhancement, and personal enrichment.

As the process moved forward, a Strategic Master Planning Committee, with broad representation of the campus community was created in Fall Semester 2008 to ensure that all

³ *Southern Association of Colleges and Schools Commission on Colleges Handbook for Institutions Seeking Reaffirmation*, February 2011.

facility planning and assessment activities support the College's mission. Revision of the College mission to encompass the four-year model involved broad-based input from all constituencies. The Strategic Master Planning Committee also developed a process to ensure the new baccalaureate programs of the College were aligned with its mission.

With new leadership and significant changes in its purpose and scope, the College revisited its mission statement that had been only slightly modified in 2008 to reflect its name change and new status as a state college.

The College's new [mission statement](#) resulted from work on the part of the campus-community Strategic Master Planning Committee and President's Cabinet; with the latter approving the revised mission that also included new vision and values statements. The new mission statement – representing the core principles of an access institution while incorporating goals to become a destination institution with strong scholarship, worthwhile community linkages and exemplary student development – was formally approved by the USG Board of Regents in [August 2009](#). And, as part of the transition to state college status, the College sought and was granted approval from the USG Board of Regents in [March 2009](#) to discontinue the technical college programs effective July 1, 2009.

(2) Continuous Improvement of Institutional Quality

Strategic Master Plan

To guide development of the College's campus for its new future as a state college in the USG, the President charged the Strategic Master Plan Committee with the development of a long-term plan for enhancement of instructional programs, support services and the physical environment.

The Committee met over nine months to construct the roadmap for the development and refinement of the College, targeting the present and future needs of the campus. The process analyzed current capacity and resources and plans for future infrastructure and environmental design needs. The goal was a comprehensive design that creates the future identity for the College, anchored firmly in the academic mission and goals, historic development and traditions, physical setting, and regional and community values and needs.

The Board of Trustees of the College's Foundation provided support to the strategic master planning initiative, as did many civic leaders in the region—both volunteers and those in formal public office or management. Additionally, the College benefited, in significant ways, from an uncommon degree of collaboration on the part of the City of Brunswick, Glynn County, the Glynn County School System, the Southeast Georgia Health System, the Federal Law Enforcement Training Center, and the Board of Regents of the USG for envisioning the transformation and for supporting the College in its master planning process.

[2020 Vision: A Decade and Beyond](#), the resulting Strategic Master Plan, placed future physical development of the College campus squarely into the strategic context of academic, student/campus life and community/economic development strategies and priorities. Similarly, the College tested its building and campus needs against realities of funding and implementation—to have a truly pragmatic road map of campus improvements that can be accomplished over the next decade as one of the USG's 35 institutions of higher education.

Finally, the plan emphasized intelligent adaptation and re-use of facilities in which the taxpayers of Georgia already have an investment—limiting new buildings to those strictly necessary by aggressive assumptions about good use of space and modernization.

The Strategic Master Plan follows the USG Master Plan template, with less detail on some template elements, but with additional elements that typically are not included – to integrate strategic plan, physical plan and business plan seamlessly. A unique aspect of the College’s Strategic Master Plan was the development of a Capital Projects Plan and Capital Investment Program. This includes a listing of approximately thirty projects with timeline, size, project costs, and source of financing.

Annually, the Strategic Master Plan Committee is reconvened to review progress and to make any necessary adjustments to future plans of action.

As a natural extension to its strategic master planning process, the College subscribes to an “annual” assessment model that occurs at both the institutional and unit level. The institutional strategic plan is the College’s *implementation roadmap* for addressing the longer-term goals and priorities contained in the Master Strategic Plan, while unit level operational plans articulate unit specific goals and strategies related to these goals and priorities. At both the institutional and unit level, the articulation of measurable outcomes assists the College in assessing progress and making improvements.

Institutional Strategic Plan

Through institutional strategic planning, the College develops an annual set of strategic goals, including measurable outcomes, which provide opportunity for continued institutional improvement and success. The institutional strategic goals are aligned with the USG’s Strategic Plan.

During an annual planning retreat each Summer, the President’s Cabinet and other key faculty/administrative staff members meet to review the institution’s mission and vision statements, to discuss the current and future planning environment, including potential opportunities and threats, and to develop institutional priorities and goals, including expected outcomes, for the next academic year. Some strategic planning items are carried over from the previous year, while new items may be added to the upcoming year based on retreat discussion. The outcome of the planning process is a finished plan that is shared with the institution’s internal and external constituencies.

As a result of the academic year [2010-2011 annual strategic planning process](#), the College identified eight institutional goals that support the College’s mission and Master Strategic Plan:

1. Create and maintain a quality, valued academic experience
2. Develop a student-centered campus community
3. Develop a campus culture defined by inclusion, collegiality and diversity
4. Formulate an integrated marketing plan to enhance institutional image and identity
5. Improve recruitment, retention and graduation of a culturally and economically diverse student body
6. Enhance information technology to support teaching, learning and research
7. Expand community partnerships and increase financial resources

8. Develop and maintain an administrative, fiscal, and physical capacity that supports faculty, staff and students.

Under each of the institutional goals are more specific objectives that serve as action plans for the major goals. Each objective has an associated set of due-dates indicating completion within the scope of the goal. Each strategic goal has an assigned “champion” from the President’s Cabinet who is responsible to see to the achievement of the goal, with the help of others.

A work group is convened by the “champion” of each of the strategic goals and focuses on the identification of strategies that will underpin that particular institutional goal and its associated objectives. The objectives specify particular directions within the goal areas. The strategies for each objective identify a few key ways to make significant progress on these objectives over the next year. Each work group is comprised of individuals selected because they have expertise in the area of that particular goal and will be required to conduct strategic progress checks to monitor progress in meeting expected outcomes. And, each work group is expected to: (a) convene regular meetings of their groups; (b) facilitate the active involvement of all group members; (c) be the conduit for sharing information with key stakeholders; (d) keep the group focused on the right work; and (e) coordinate the development of a series of action strategies that support the objectives that undergird each goal.

The OIE evaluates the annual strategic plan and institutional goals to ensure that they support the mission and vision of the College and align with the USG’s [Strategic Plan](#), as well as outlining improvements achieved as a result of planning and evaluation. The OIE serves as a conduit between the institutional strategic planning and unit level planning processes to ensure that recommended action strategies are developed in tandem to eliminate redundancy and encourage collaboration.

At the conclusion of the academic year, the OIE issues an annual strategic plan progress report (sample – academic year [2009-2010](#)) that is disseminated to participants involved in the President’s annual strategic planning retreat held during the Summer Session. Institutional goals and objectives are designated as either being completed, ongoing or carried over to the new academic year. Additionally, the progress report is used at the annual planning retreat to inform development of the College’s next institutional strategic plan.

Unit Level Operational Plan

As part of the annual assessment process, each administrative and educational support services unit establishes goals that are derived from and consistent with the stated mission and vision of the College and responsive to the institutional strategic plan. Each organizational unit creates a unit assessment plan ([template](#)) to facilitate more meaningful and strategic evidence of institutional effectiveness in an effort to more tightly align the College’s strategic goals (institutional expected outcomes) with unit goals (expected outcomes at the level of programs and services). The unit assessment plan is configured in a five-column rubric format. Each column is dedicated to a major component of the assessment process and is intended to assist units in documenting the outcomes assessment process and the development and analysis of the outcomes’ assessment itself. This process balances ease of application with the necessary validity and reliability. More specifically, unit assessment plans follow this standardized format to ensure planning uniformity:

Column 1: *Goals* – list the unit's goals and describe how they contribute to building a strong and distinctive unit within the context of the College's expected outcomes, aligning unit goals with corresponding strategic goal(s)

Column 2: *Outcomes* – identify the student learning and/or administrative outcomes needed to carry out the unit's core services or functions effectively

Column 3: *Measures* – identify the evaluations and assessments to be used to verify progress toward goal/outcome objective attainment

Column 4: *Findings* – interpret the results and findings from evaluations and assessments and discuss the extent to which the unit's expected outcomes for its goals and plans have been achieved over the past year

Column 5: *Action Plan – Use of Data* – discuss the improvements that will be made in the quality and effectiveness of the unit that contribute to the College's advancement and success in achieving its expected outcomes

The academic year 2010-2011 schedule for unit assessment plans follows:

Columns to be Completed	Deadline
Columns 1-3	August 31, 2010
Columns 4	May 2, 2011
Columns 5	June 1, 2011

The OIE assists the College in the gathering and analysis of information in an effort to provide data that informs decision makers regarding assessment activities. Activities include the development and execution of web-based and/or paper surveys to faculty, staff and students. Additionally, an institutional [Fact Book](#) containing various charts of demographic data is also available to the College community.

The CIE is charged with making recommendations for the evaluation of the research, planning and institutional effectiveness functions of the College and with studying, reviewing and making recommendations relating to the College's mission and purpose statements and its long-range plan. This committee recommends measurable outcomes so that progress can be monitored and serves as a liaison with campus stakeholders for continuous assessment. As an advisory body, the committee recommends changes in College goals and/or priorities.

At the end of each academic year, all administrative and educational support services units submit assessment plan updates to the OIE. Looking at goals from the previous year and the strategies used for their attainment, each unit focuses on an assessment of whether or not the goal was achieved and/or led to improvement, the impact of the improvement activity on the targeted goal or objective/outcome, and future implications based on the results of the improvement activity, possibly including changes in instruction, assessment, support and policies or a reaffirmation that current ones are best. This analysis and discussion *closes the loop* and provides a springboard for planning the activities for the next cycle.

This continuous assessment process enables each unit to evaluate its current and future goals and needs and plan strategies to better serve its students and clients. Continuous improvement builds on existing efforts and brings about meaningful change to ensure that student and client needs are being met.

As a direct result of the planning and evaluation process in recent years, the College

- Implemented a training program for faculty and staff in customer service
- Redesigned New Student Orientation to provide greater focus on academic expectations, with a parents and family component to promote the notion that student success requires a strong partnership between the student, the family and the institution
- Acquired and expanded the range of technology-driven academic support (e.g., [Tutor.com](#), a 24/7 online, live tutoring service that supplements the on-campus tutoring program; and Blackboard/Vista, the asynchronous learning environment which also supports web-enhanced and blended/hybrid courses), as well as the hiring of a new Coordinator of Instructional Technology.
- Developed an “early warning” system in which faculty electronically submit an assessment of each student (satisfactory, unsatisfactory, multiple absences) which is followed up by phone calls from academic and student affairs professionals. Students are encouraged to talk with their faculty, seek (fee) tutoring, and/or seek assistance from other available offices and services, including Career Services and Financial Aid.
- Implemented a Supplemental Instruction program involving Learning Support students through a campus-wide Learning Support Workgroup
- Participated in Foundations of Excellence® (FoE) in the First College Year – a partnership with the Policy Center on the First Year (academic year 2009-2010) – that generated a [final report](#) that serves as both a critical study of the College’s first-year experience and success of its students and a blueprint for improvement, exploring challenges and opportunities and tracing the process used to narrow the recommendations of the nine working committees to a smaller number of priority action items that represent the collective priorities of the College community
- Developed a two-year master course schedule that is regularly updated with an ongoing gap analysis to improve course offerings in coming years.

Educational Assessment Plan

In parallel fashion, each degree program creates an “educational assessment plan” that addresses the College’s learning goals, program-specific student learning goals, and professional accreditation learning goals, if applicable. Learning goals are both measurable and expressed in behavioral terms. Multiple assessment strategies are used, including direct measures (e.g., course-based exams) and indirect measures (e.g., course evaluations) for each

degree program. The results of assessment activity are documented and used to improve the respective programs and enhance overall student learning.

Comprehensive Program Review

Complementing the centralized, continuous and institutional-wide unit-based assessment process are the periodic assessments of expected outcome of undergraduate programs. Each academic department must undergo a continuous cycle of comprehensive program reviews as mandated by the USG Board of Regents. Using peer review, these seven-year comprehensive reviews assess the strengths and weaknesses of academic degree programs based on a comprehensive set of quality and productivity indicators. Program review is a powerful tool in assessing expected outcomes and academic decision making.

Additionally, a number of degree programs at the College are accredited by regional or national accrediting agencies. Each of these programs is accountable to its accrediting board for an identified period. When that period elapses, those programs must undergo performance reviews and evaluations to maintain accreditation – [list of programs holding accredited status](#).

Accreditations in process include the developmental review for accreditation of teacher education programs by the Georgia Professional Standards Commission (GaPSC) that is scheduled for January, 2012, as well as the developmental review for accreditation by National Council for Accreditation of Teacher Education (NCATE) that is scheduled for January, 2015.

Recently, preliminary findings of a February 2011 National League for Nursing Accrediting Commission (NLNAC) on-site visit reaffirmed accreditation of the Associate of Science in Nursing and recommended first-time accreditation for the Bachelor of Science in Nursing degree programs.

Budget Planning Process

The process of linking budget decisions to the College strategic plan generally begins each January, as the institution submits a Budget Plan and Request to the Board of Regents of the USG. The institutional budget plan usually includes a plan for the base budget, addresses opportunities and challenges faced by the institution, enrollment changes and trends, and budget priorities and issues. The plan also addresses the anticipated use of any formula funds earned by the institution. Finally, the budget plan includes a prioritized new funding request for any funds available from the USG strategic allocation pool. All budget priorities included in the budget plan are tied to the College's strategic plan and are supportive of the USG strategic plan. Academic and non-academic unit plans and goals are directly linked to the College's strategic plan. Recent state revenue constraints have streamlined the process as institutions have not been requested to submit a fiscal year 2012 budget plan at this time.

Institutional budget conferences are generally held each year between January and March. The Vice Chancellor for Fiscal Affairs, along with other USG senior staff, meet with institutional representatives to discuss the Budget Plan, enrollment trends, new funding requests, fee requests, and other issues and priorities. Budget allocations are provided to the institutions in April or May and the budget is prepared and submitted to the Board of Regents by early June for approval.

The College administration is careful to follow the USG budget process, which is outlined in [Section 8](#) of the *Business Procedures Manual*. In addition, the USG Budget Office prepares an annual budget calendar that outlines numerous budget preparation activities completed throughout the year.

Budget allocation decisions for fiscal years 2009 through 2011 – driven by the Strategic Master Plan – focused on establishing faculty positions to support the new baccalaureate degree programs in biological sciences, business, early childhood education/special education, health informatics, middle grades education, and nursing. Additionally, the College made new hires in natural sciences, mathematics, and social sciences to support general education and the new baccalaureate degree programs. A secondary focus was to establish new positions in academic affairs and student affairs to improve instruction and learning outcomes. Finally, positions were added in Business Affairs and Advancement to handle the operational complexities of a rapidly growing institution. Recent State of Georgia revenue declines have forced a cutback management approach, more so than expected, which may constrain institutional growth.

(3) Effectively Accomplishes Institutional Mission

The College's mission is continually assessed through the planning process of all operations of education, service and administrative roles within the institution. Unit plans correlate to strategic initiatives which are tied to the College mission. Below are the key elements of the College's mission statement. To demonstrate effective accomplishment of mission from an institutional perspective, a correlation of the College's mission with a cross-section of outcome assessment results from the annual planning process is provided in the following examples.

- 1) *Foster academic excellence and individual development in a supportive environment*
 - a) Licensures pass rates. Clinical Laboratory Technician Certification Examination results indicate an 88 percent pass rate since 2006; Radiologic Science program students achieved a registry pass rate of 100 percent in six of the last eight years (in 2006 it was 89 percent and in 2010 it was 87 percent); and a summary of NCLEX-RN pass rates indicates 98 percent for 2010, an increase from 94 percent in 2009.
 - b) Specialized Accreditation. All career associate degrees hold program-based accreditation. The specialized accreditation process for each of these programs – Clinical Laboratory Technology, Hospitality Management, Radiologic Science, and Nursing – 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 extent of outcome achievement and identify appropriate programmatic changes to curriculum, methodology, technology, or environment based on the findings.

- c) Effectiveness of tutorial services. Spring Semester 2010 usage for Tutor.com involved 1342 sessions with a 99.5 percent approval rate. A Fall Semester 2009 faculty survey found 97 percent who felt that tutoring helps students who are at risk of failing or dropping a course.
 - d) Student Opinion Ratings. The Graduating Student Satisfaction with College Programs and Services Survey is disseminated annually; results are used to measure effectiveness outcomes of many College service units. In 2009 and 2010, students rated “accomplishment of educational goals” as their number one overall experiential factor while attending the College.
 - e) Online Course Evaluations. In Spring Semester 2010, the College transitioned from a paper to an online course evaluation tool. Since that time, faculty members regularly review their scores and student comments to help them make improvements to courses as well as their teaching. The results are also used as part of a faculty member’s annual evaluation process, which is taken into consideration for merit pay, promotion and tenure decisions.
 - f) Advancements of Campus Facilities. A new Health & Sciences building was unveiled in January 2011 to provide state-of-the-art labs and classrooms. The Hargett Administration Building, containing the Offices of the President, Academic Vice President, Business Affairs Vice President, Academic Affairs, Business Services, Human Resources, Advancement, and Institutional Effectiveness, underwent general interior renovations in fiscal years 2010 and 2011 to create more efficient office space configuration, to add conference room space, and to provide art exhibit space in the lobby area. The Student Activity Center was created as an interim facility for students to use in the absence of a campus center; it was previously the Applied Technology Building and now contains space for the student activities, athletics, student government, student publications, computer laboratory, student clubs/organizations, and an entertainment venue. The Coffin Building had a comprehensive interior renovation that resulted in improved classroom spaces, a new art and ceramics studio, and new locker room facilities to support athletic programs. The natatorium was removed and was replaced by a health and fitness and aerobics studio. A second story was constructed over the old natatorium to provide needed classroom and faculty office space. A significant portion of the Andrews Center ground floor was renovated in Fall Semester 2009 to create a “one place” service area which includes space for the Center for Academic Advising and Career Services, Registrar, Financial Aid, and Student Recruitment offices.
- 2) *Investigate, capture and disseminate 21st century knowledge and skills*
- a) General Education Assessment. Assessment of general education competencies is based on multiple expected outcomes and has helped the College shape campus culture in clarifying learning priorities for everyone.
 - b)

- c) Content Area Practicum Experiences. In Spring Semester 2010, the School of Education and Teacher Preparation implemented a middle grades teacher candidate “Content Area Practicum Experience” (CAPE) program where our students volunteered 40 hours at various local organizations while learning about their chosen subject areas in greater depth through hands on experiences and outreach coordination. Partners included the Georgia Sea Turtle Center, Little St. Simons Island, University of Georgia Marine Extension “Coastscares” program, Laura Walker State Park, Crooked River State Park, Jekyll Island Museum, A. W. Jones Heritage Center, St. Simons Lighthouse Museum, Fort Frederica National Monument, the Satilla Riverkeeper, Jekyll Island 4-H, and the Tidelands Nature Center.
 - d) 2010 Pulse of Camden. An inaugural business conditions study that included student researchers conducted in and for Camden County, Georgia, including the Cities of Kingsland, St. Marys, Woodbine and several unincorporated communities within the County’s scope.
- 3) *Provide accessible and affordable higher education*
- a) Financial aid awards. In Fall Semester 2009, 85 percent of new first-time freshmen received financial aid. In fiscal year 2009, the College disbursed \$4,758,861 in scholarships to students that positively impacted tuition affordability.
 - b) College Foundation Scholarships. The College’s Foundation has been successful in raising funds for student scholarship programs. Through philanthropic resources, nearly 200 scholarships are awarded annually to deserving students.
 - c) Improved Financial Aid Delivery. The College began an Administrative Services Rapid Process Improvement (RPI) project in August 2010. The observational data was combined with the data learned through informal discussions and interviews with College leadership and staff. The purpose of the data gathering step was to gain greater understanding and insight into the issues and problems that face the organization, particularly the Financial Aid Office. This insight provided the basis for developing the overall focus of the project. The proposed changes, which are currently being implemented in time for Fall Semester 2011, are expected to have a significant impact on the College’s operations. These anticipated results include, but are not limited to: (a) financial aid applications being submitted sooner to the College; and (b) financial aid awards being determined faster and notification to the student occurring sooner.
 - d) Risley Early College Academy, Glynn County School System. The engagement in a collaborative educational program, serving students completing grades 6-12, provides concurrent enrollment for academic dual credit College courses for students once they reach the high school grades. With the first graduating class slated for June 2011, the program is designed to guarantee a smooth transition

into postsecondary education for students that do not typically attend college, but have the academic ability to do so with a different educational delivery system and culture for achievement.

- e) Outreach and Retention Efforts Targeting Diverse Populations. Establishment of Torchbearers (specifically targeting African-American males) and Minority Academic Social Development Association (MASDA) have helped students from diverse backgrounds fulfill their educational goals. In academic year 2009-2010, the College was awarded an African American Male Initiative (AAMI) grant to address the educational support needs of incoming freshmen males; a total of 10 males enrolled.

The College also held a College Awareness and Planning Workshop for middle school and high school migrant students in the ESL program in the Glynn County School System during academic year 2009-2010; a total of 125 participants attended.

- f) ACCEL⁴. This program allows exceptional students who seek to enroll at the College to replace some or all courses taken during their Junior or Senior year of high school. Students can enroll only in courses approved by the high school counselor and those listed in the *Course Directory* published by the Georgia Student Finance Commission. Tuition for this program is funded through the Georgia Student Finance Commission (HOPE). In academic year 2010-2011, a total of 57 students enrolled in this program.
- g) Move On When Ready (MOWR)⁵. This program – launched during academic year 2010-2011 – is designed for exceptional students who seek to enroll full-time (12 semester hours or more) at the College to replace their Junior and/or Senior year of high school. Students can enroll only in courses approved by the high school counselor and the USG.

4) *Engage actively with the community and region*

- a) School of Arts, Humanities and Social Sciences. Organized the College's participation in The Big Read, a National Endowment for the Arts' program designed to restore reading to the center of American culture. In honor of The Big Read: The Great Gatsby, the School hosted Dr. Jon Hershey, an expert on the 1920s and the Harlem Renaissance.
- b) School of Business and Public Affairs. Assigned student interns to work without pay for the Communities in Schools (CIS – the "Dine Out for Kids" project), downtown Brunswick/Norwich Street re-development effort, Georgia Greenway

⁴ Unlike MOWR, ACCEL students can take one or more courses that are paid for by the HOPE scholarship program

⁵ MOWR students must take a minimum of 12 credit hours/full time at the College and cannot take anything at their high school; it is paid for by FTE funding from the high schools

bicycle rails-to-trails project. Additionally, baccalaureate students donated food and dozens of hours to the Brunswick Manna House; participated in and raised over \$250 for the local Alzheimer's Society; participated in the Get Motivated leadership seminars in Atlanta and the Awareness in Motion (AIM)/Family violence awareness ride on Saint Simons Island.

Further, the School advised and consulted with the Golden Isles Arts and Humanities Association of SE Georgia (GIAHA), the Southeast Georgia Joint Development Association (SEGA JDA), YMCA of Brunswick, and various small businesses to help them address various issues they faced.

- c) School of Education and Teacher Preparation. Worked with McIntosh County to identify teachers for the Rivers to Reefs Educator workshops; implemented a new content area practicum experience (CAPE) that included collaboration with several area organizations (e.g., Little St. Simons Island, Fort Frederica National Monument, University of Georgia Marine Extension (Coast Scapes), Satilla Riverkeeper); and awarded a \$13,615 African American Male Initiative BOR matching grant.
- d) School of Mathematics and Natural Sciences. Collaborated with Ware County Schools in a Mathematics-Science Partnership to improve content knowledge and pedagogy of 9-12 science teachers (academic years 2009-2011) – funded by a grant award from the Department of Education to the Ware County School System. The School annually hosts and coordinates the Coastal Georgia Regional Science and Engineering Fair for 5th – 12th graders and Expanding Your Horizons, a STEM educational science program for middle school girls.
- e) School of Nursing and Health Sciences. Established collaborative relationship with Glynn County Health Department and the Immunization Coalition and expanded the clinical option with Seafarer's clinic outreach; established an Advisory and Community of Interest Committee to provide oversight, review and dissemination of department work and goals; and organized and conducted an H1N1 immunization drive in Glynn County.
- f) Planning Committee for Cultural, Arts and Lifelong Learning (CALL) Programs. Established in Fall Semester 2010 by the Foundation in partnership with the College for the express purpose of conducting a needs/demand analysis and planning for the introduction of new programming in the arts, cultural affairs and personal development with a focus to develop a plan for arts, culture and lifelong learning programming that is responsive to community interests; e.g., visual arts, a theater series, summer master class programming, classical performances, and professional enhancement curriculum.

Summary

The College is committed to ongoing, integrated and institution-wide planning and evaluation and is implementing assessment systems to ensure outstanding performance. The aforementioned information clearly demonstrates that the College is accomplishing its mission and that the institution is formulating a continuous improvement process designed to increase its overall institutional effectiveness – from the development of baccalaureate degree programs, to the hiring of new faculty, to the establishment of new procedures of assessment and strategic planning. In summary, institutional effectiveness at the College is defined as the integrated, systematic, explicit, and documented processes of measuring performance against the institution mission for purposes of continuous improvement of academic programs, administrative services, and educational support offered by the College.

Supporting Documentation

[2010-2011 College of Coastal Georgia Fact Book](#)

[College of Coastal Georgia Data Digest – Fall Semester 2010](#)

[USG Graduation & Retention Report, College of Coastal Georgia](#)

[USG Graduation & Retention Report, College of Coastal Georgia, Three-Year Action Strategies](#)

[College Degree Access for Coastal Southeast Georgia Report, David Morgan, December 2007](#)

[College of Coastal Georgia Mission, Vision and Values statements](#)

[Meeting Minutes from the USG Board of Regents approving revised mission statement, August 11, 2009](#)

[Letter from the USG Board of Regents approving request to discontinue technical college programs, March 17, 2009](#)

[2020 Vision: A Decade and Beyond \(strategic master plan\)](#)

[2010-2011 College of Coastal Georgia Annual Strategic Plan](#)

[USG Strategic Plan](#)

[2009-2010 College of Coastal Georgia Annual Strategic Plan Final Progress Report](#)

[Unit Assessment Plan template](#)

[College of Coastal Georgia Foundations of Excellence® \(FoE\) in the First College Year Final Report](#)

[List of College of Coastal Georgia degree programs holding specialized accreditation](#)

[USG Business Procedures Manual, Section 8](#)