> **3.3.1**   The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Institutional effectiveness)**
>
> 3.3.1.1 educational programs, to include student-learning outcomes
>
> 3.3.1.2 administrative support services
>
> 3.3.1.3 educational support services
>
> 3.3.1.4 research within its educational mission, if appropriate
>
> 3.3.1.5 community/public service within its educational mission, if appropriate
>
> **Compliance Status:** Compliance

All educational, administrative and educational support services units of the College of Coastal Georgia define expected outcomes for their programs; assess their progress toward achieving these outcomes on an annual basis; and provide evidence of improvement based on assessment results in the units' assessment plans.

The College engages in systematic planning, assessment and evaluation as part of its ongoing institutional effectiveness process, which is administered by the Office of Institutional Effectiveness (OIE) in conjunction with the President's Cabinet and the Faculty Senate's Committee on Institutional Effectiveness (CIE).

The President's Cabinet coordinates all institutional planning and assessment. The Cabinet includes representation from the administration, academic programs, and staff; it oversees regular review and revision of the institution's mission, values, goals, and vision, as well as annual strategic planning. All curriculum changes are approved through the faculty governance structure of the College, which is comprised of a Faculty Senate and various standing faculty committees, the [membership](#) of which consists of a senator, academic department representatives, faculty-at-large representatives, student representatives, and *ex officio* administration representatives. The Faculty Senate's Curriculum Committee is responsible for the review of all curriculum proposals and makes its recommendations to the Senate for action. All Faculty Senate actions require Presidential approval before they are formalized for implementation.

All administrative and educational support services unit planning efforts are linked to, and prioritized, by the College's annual budget planning cycle. This ensures that financial projections directly influence decision-making. Unit assessment planning is also aligned with the College's mission and integrated into annual and long range strategic plans.

Chart 1 illustrates the continuous improvement cycle that envelopes Comprehensive Standards 3.3.1.1, 3.3.1.2 and 3.3.1.3 presented and discussed in the next three sections.

Chart 1: Continuous Improvement Flow
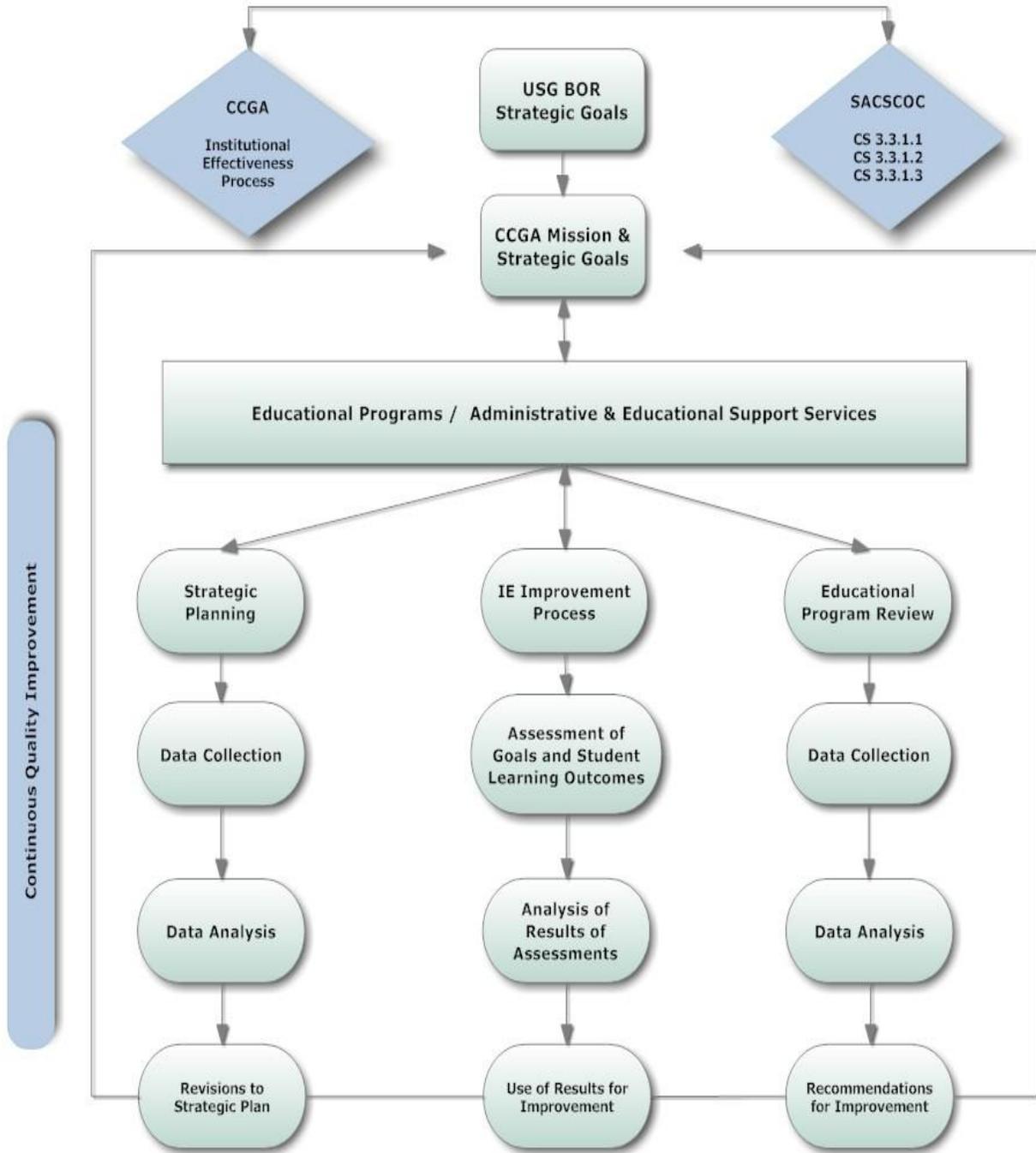
3.3.1.1 Educational Programs

The College monitors the quality of its academic programs and systematically evaluates instructional results and the use of those results to improve them in a number of ways: (a) comprehensive program review; (b) assessment of student learning outcomes at the pre-baccalaureate, baccalaureate and career associate levels; (c) assessment of student learning outcomes at the course level; (d) assessment of faculty performance; (e) evaluation of courses by students; and (f) assessment of courses by faculty who teach them.

Academic programs within each School meet regularly during the academic year and engage in assessment planning, review of student learning outcomes for alignment with general education outcomes, and review of current curriculum. Any modifications to existing curriculum or proposal of new programs are submitted through a standardized process that includes the completion of a curriculum proposal application. This application is approved by School Deans, reviewed for completeness by the Office of Academic Affairs, and then forwarded to the Faculty Senate's Curriculum Committee for review. Any faculty member or group of faculty members within a department can propose curriculum improvements, but the respective School Dean must review and approve all proposals. Once prepared and finalized the curriculum proposals for new degree programs are forwarded to the USG Board of Regents for consideration and approval.

Comprehensive Program Review

A Comprehensive Program Review (CPR) is required by the USG Board of Regents in the seventh year of all academic programs, resulting in the completion of a report to document that the program was appropriately reviewed and that the mission and goals of the program are adequately supported by the student learning outcomes in all courses in the program. These reviews are provided to the Board of Regents and the Office of Academic Affairs. Results are used to make decisions on program quality and identify areas that need improvement, including the addition or reassignment of faculty positions. Any proposed changes to the curriculum resulting from this review process are submitted through the normal curriculum approval process.

According to Section 2.3.6 of the USG *Academic Affairs Handbook*, the CPR establishes a

> *Set of procedures to evaluate the effectiveness of . . . academic programs through a systematic review . . . to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. The review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence.*

After each CPR, the Vice President for Academic Affairs electronically distributes the executive summary and action plan for each program's review to the Curriculum Committee of the Faculty Senate and makes note of elements in the review that need to be considered in developing modifications to the Strategic Master Plan, in budget development priorities, or in modifying the College's operational (annual) planning and report these notes to the President's Cabinet. Under the College's closed-loop evaluation system, assessment results are used to foster improvement.

The following examples – based on a CPR action plan from a 2007-2008 review of pre-baccalaureate programs of study for transfer, Associate of Arts and Associate of Science degrees – indicate how the College used the findings to enhance student support services and improve student learning.

- *Regents' Test.* Given low pass rates in the two-part test that measures competency in reading and composition, the College revised the policy and the course content for the Regents' remediation courses to provide better support for students preparing to repeat the test, including both face-to-face and on-line components, as well as a specified number of required hours of one-on-one tutoring that increases proportionally to the number of failed attempts at the Regents' Test.

    o In academic year 2008-2009, 63 percent passed the Reading and 64 percent passed the Writing portions

    o In the academic year 2007-2008, 68 percent passed the Reading and 66 percent passed the Writing portions

- *Graduating Student Satisfaction with College Programs and Services Survey.* The College significantly revised the graduating student survey in 2008 to ascertain student perceptions regarding their general education outcomes, as well as those specific to individual disciplines and/or groups of areas of concentration. The instrument now administered to graduating seniors includes questions regarding general education learning outcomes, as well as those specific to the School in which a student is enrolled.

- *Learning Support.* To improve the rates of progression and completion of Learning Support requirements, as well as the success rates in the core curriculum as reflected in Regents' test scores and general education assessment data, the College chose to implement a number of initiatives, including raising the COMPASS (placement test for the USG) exemption/placement thresholds, and the COMPASS exit score – see Comprehensive Standard 3.4.3. *The ( ) indicate the previous score thresholds.*

    o <u>COMPASS Placement Test</u>   <u>Minimum Score to Exempt LS</u>
      - Reading   78 *(74)*
      - English   70 *(60)*
      - Mathematics   40 *(37)*

- *Supplemental Instruction (SI).* In addition to the changes implemented in placement and exit thresholds, the College piloted a Supplemental Instruction (SI) program in Spring Semester 2010, in which peer tutors attended class and offered supplemental instruction and tutoring for students in specific sections of ENGL 0098, READ 0099 and MATH 0099.

    o 92 percent of SI students rated sessions very helpful; 96 percent rated SI leaders consistently helpful; 98 percent would like to see SI offered in other courses

o   Fifteen students participated from ENGL 0098, 16 students from MATH 0097, 62 students from three different MATH 0099 classes, and 22 from READ 0099

Although the College has developed a CPR cycle in compliance with USG Board of Regents' policy for all of its academic programs, the new campus leadership requires that the career associate and baccalaureate degree programs conduct an annual and biennial assessment review, respectively, which links all learning outcomes to the mission and goals of the academic program and to the College's mission (see Tables 2 and 3). An interim status report is provided annually by each baccalaureate program to ensure continuous improvement throughout the two-year review cycle.

Each Fall Semester, the educational program assessment reports are submitted to the Vice President for Academic Affairs and a copy is filed in the OIE. The School Deans review the reports and make recommendations for improvements to the Vice President. The Vice President and the Director of Institutional Effectiveness provide feedback to the School Deans for the purpose of improving each program's assessment plan.

Student Learning Outcomes – Pre-Baccalaureate Level

Since the design of the pre-baccalaureate Associate of Arts and Associate of Science degrees is primarily for students planning to transfer to a four-year degree program, the College utilizes general education learning outcomes common to all students graduating with either Associate's degree, *regardless of area of concentration*.

The College requires a substantial core of general education courses (see response to Core Requirement 2.7.3 and Comprehensive Standard 3.5.3) and sets forth clear student-learning outcomes for its general education core curriculum. These outcomes are as follows:

Upon successful completion of the core, students should have developed the following competencies:

- Students will demonstrate higher levels of critical-creative thinking by analyzing problems, identifying viable solutions when possible, and defending choices of solutions;

- Students will demonstrate the ability to communicate effectively (in written, oral, visual, electronic and non-verbal forms);

- Students will demonstrate the ability to access, retrieve, evaluate, and utilize information from various sources;

- Students will demonstrate mathematical competencies and problem-solving skills;

- Students will demonstrate an understanding of basic scientific concepts and the scientific method and utilize laboratory procedures to observe natural phenomena; and

- Students will identify important ideas, persons, and paradigms within the humanities and social sciences in a global environment

The General Education Subcommittee of the CIE is charged with guiding the general education assessment process. Working with School Deans and faculty, the Subcommittee

- Assists in designing assessment strategies that address General Education outcomes in particular courses;

- Makes recommendations and grants approval for inclusion of courses in the assessment of General Education outcomes; ensures that course syllabi explicitly state the General Education outcomes that will be assessed in the course;

- Aligns General Education outcomes to College goals and institutional mission;

- Analyzes data and assesses artifacts that address General Education outcomes; and

- Makes recommendations to faculty for improving student attainment of outcomes based on outcome assessment data, and make recommendations to the CIE to forward to the Senate

Significant program improvements have resulted from the College's assessment of general education over the last three academic years. Evidence of those improvements is documented below.

- Assess every general education competency through course-embedded assessments, generally rubrics used to evaluate student work or test questions;

- Summarize assessment results into simple, well-designed charts that are easy to read and understand, allowing faculty to review the results and use them to identify ways to improve student achievement of these competencies;

- Articulate the College's general education outcomes and competencies, aligning them with the College's mission principles and institutional goals; and

- Align curriculum maps with the College's core curriculum courses and its general education outcomes and competencies

Beginning in Fall Semester 2008 and continuing through Spring Semester 2011, the College will have assessed ALL general education outcomes (as noted in more detail in the response to Comprehensive Standard 3.5.1). This comprehensive effort was the result of the College's transition to a four-year institution and the need for establishing a baseline from which to build a more effective and efficient general education assessment process.

Course identification for inclusion in general education assessment occurred in Fall Semester 2009 from a College-wide effort by faculty and administration – assessment flowchart.

Beginning in Fall Semester 2011, the College will implement a modified comprehensive assessment plan for the general education core curriculum to review and assess two of the six core outcomes every three years – assessment schedule.

The following illustration (Table 1) for the Associate in Science Degree/Transfer (AS) Program shows how assessments identified specific areas needing improvement, how changes were made, and how improved student learning was achieved.

Table 1: General Education Associate of Science Degree/Transfer (AS) Program
Scientific, Mathematical and Critical Thinking Expected Outcomes

Student Learning Outcome	Scientific: Students will demonstrate an understanding of basic scientific concepts and the scientific method and utilize laboratory procedures to observe natural phenomena. Mathematical: Students will demonstrate mathematical competencies and problem solving skills. Critical Thinking: Students will demonstrate higher levels of critical-creative thinking by analyzing problems, identifying viable solutions when possible and defending choices of solutions.
Assessment Methods	Scientific assessment consists of five multiple choice questions on basic scientific concepts which were embedded into the final exam and three lab skills which were evaluated. One of the embedded multiple choice questions was based on the scientific method. Topics for each question/lab skill vary for each scientific discipline area; i.e., Biology, Chemistry, Geology, etc. Mathematical assessment consist of three randomly selected questions from a pre-approved pool of questions were included in the final exams of multiple choice questions of the College Algebra (Math 1111) courses being assessed. Each embedded question assessed one of the randomly selected specific course student learning outcomes. Measures of Academic Proficiency and Progress (MAPP) scores were also examined for graduating pre-baccalaureate students in the area of mathematics and critical thinking and the context-based sub score in natural sciences. The natural science sub score reflects the ability to read carefully and think critically with that discipline. Physical Education courses: PHED 1001 and 1002-Nutrition and Healthy Decisions classes were evaluated by pre- and post-test scores, as well as embedded questions on the final exam related to the ability of the student to think critically. (Summarization and analysis of data, application of formulas, principles or procedures and ability to synthesize ideas into a coherent whole.)

Findings	 Scientific In Fall Semester 2008, data in all Area D – introductory science classes – was assessed. • 73 percent had correct responses to the basic science content questions • 76 percent had correct responses to the scientific method question • 87 percent were proficient in the evaluated laboratory skills. In Spring Semester 2009 all natural science classes were assessed. • 66 percent had correct responses to the basic science content questions • 66 percent had correct responses to the scientific method question • 77 percent were proficient in the evaluated laboratory skills. Mathematical In Fall Semester 2008 three questions were assessed with the overall average of competence being 51 percent. The strongest competency was in the third math objective – solve multiple step problems through different (inductive, deductive and symbolic) modes of reasoning. Mathematics scores in Level 1—basic skills indicated • 51 percent of the students tested were proficient • 27 percent were marginal • 22 percent were not proficient Mathematics scores in Level 2 – understanding number systems, order of magnitude, integers and decimals in addition to solving moderately complex problems and applying reasoning skills • 25 percent were proficient • 24 percent were marginal • 51 percent were not proficient Mathematics scores in Level 3 – higher level thinking and complex problems • 3 percent were proficient • 17 percent were marginal • 80 percent were not proficient Critical Thinking The MAPP was used as an instrument to evaluate critical thinking skills within an academic field. Natural sciences, as well as humanities and social sciences, were evaluated by this instrument. • 4 percent exhibited proficiency • 20 percent were marginal • 76 percent were not proficient In PHED courses 1001 and 1002 • 66 percent were proficient in the critical thinking skills measured

Action Plan	Scientific After reviewing the baseline data science faculty members are now placing more emphasis on areas of weakness. The science faculty is also using the lab experiences to emphasize concepts addressed in the embedded questions. Deficiencies in lab skills are being addressed by allowing students to practice lab skills prior to testing on the skills and coaching students on lab skills to improve their mastery. Mathematical Mathematics faculty is developing a baseline of data. The Mathematics Department will decide as a group whether the artifacts are best representative of the outcomes of the course and make adjustments accordingly. Critical Thinking It has been concluded that there is indication of severe weakness in critical thinking ability. A rubric will be developed and evaluated for general education courses that can be adapted for specific content area courses and used universally. PHED results were in alignment with other General Education courses; however, this was deemed an area needing improvement. PHED faculty plan to include more data analysis and application of principles into the PE nutrition and health decisions curricula.

As part of the general education assessment process, Linda Suskie, an assessment consultant, was retained in August 2010 to review the current general education program (assessment/outcomes) and issued a report with a series of recommendations that have been acted upon. The general education assessment strategy identifies a variety of means by which the College assesses student achievement of institutional student learning outcomes.

Each year, a General Education Assessment Summary Report (sample – academic year 2009-2010) is submitted to the Vice President for Academic Affairs, the Faculty Senate and the Director of Institutional Effectiveness through the CIE. This annual assessment report details the assessment results and how they have been used to make improvements to student achievement of general education competencies, enhancement to the competencies and changes in assessment methodologies.

Student Learning Outcomes – Baccalaureate and Career Associate Levels

The College has an ongoing review process based on learning outcomes for all baccalaureate and career associate degree programs. Outcomes specific to educational programs are identified through both internal and external institutional effectiveness processes.

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

All career associate degrees hold program-based accreditation. The specialized accreditation process for each of these programs – Clinical Laboratory Technology, Hospitality Management, Nursing, and Radiologic Science – requires faculty to gather and analyze program data to demonstrate achievement of educational program outcomes.

Additionally, internal assessments are performed by each area on an annual basis to assess the extent of outcome achievement and identify appropriate programmatic changes to curriculum, methodology, technology, or learning environment based on the findings. Table 3 provides a recent accreditation self-study review sample from the American Culinary Federation Education Foundation (2008-2009).

Each assessment of student learning outcomes at the program level identifies (a) linkage between program and College mission, (b) intended student learning outcomes, (c) means of assessment and criteria for success, (d) summary of data collected, and (e) the use of results. Both baccalaureate and career associate degree programs organize their internal assessments on a standard educational program assessment template. The expected student learning outcomes for graduates apply to all students, regardless of classroom delivery method or program.

Tables 2 and 3 contain outcomes assessment reports for baccalaureate and career associate educational programs based on the designated assessment cycle – click the respective link.

Table 2: Baccalaureate Outcomes Assessment

Educational Programs	Assessment Cycle[1]
BS – Biological Sciences	2010-2012
BBA – Business Administration	2009-2011
BSED– Early Childhood Education/Special Education	2009-2011
BS – Health Informatics	2010-2012
BSED – Middle Grades Education	2009-2011
BSN – Nursing	2010-2012

Table 3: Career Associate Outcomes Assessment

Educational Programs	Assessment Cycle	
AS – Clinical Laboratory Technology	2009-2010	2008-2009
AS – Nursing[2]	2009-2010	2008-2009
AS – Radiologic Science	2009-2010	2008-2009
AAS – Hospitality Management[3]	2010-2011	2008-2009[4]

---

[1] Biennial assessment cycle commences in inaugural year of program

[2] AS Nursing program uses a specific annual evaluation tool; it will convert to the educational program assessment template in academic year 2010-2011

[3] Academic year 2009-2010 was a transition planning year as the Certificate in Culinary Arts was elevated to an AAS in Hospitality Management with new program student learning outcomes

[4] 2008-2009 accreditation self-study review, American Culinary Federation Education Foundation

Foundations of Excellence

With the shared common objective of making better use of assessment data and findings to improve student learning, the College embraced the opportunity to participate in the 2009-2010 class of four-year institutions with Foundations of Excellence® (FOE) in the First College Year – a partnership with the respected Policy Center on the First Year that enhances an institution's ability to align its goals and action plans for student learning, success and persistence in a liberal education curriculum. This rigorous program is designed to help institutions identify areas needing improvement and map pathways to success.

The College is utilizing the FOE study to promote excellence in student support services for overall student success, as well as address retention issues related to course and degree completion rates. In the context of the FOE needs assessment, the College collected and analyzed survey data during late Fall Semester 2009 and early Spring Semester 2010.

Among the recommendations emanating from the final comprehensive report for further development and improvement of the first-year experience at the College to help students succeed, a plan of action was developed specific to issues related to course completion in the core and to overall degree completion rates.

Following are a few of the recommendations put forth by the FOE steering committee in its final report:

- Increase Center for Academic Advising staff and enhance its mission to include intrusive advisement of learning support students

- Hire a Coordinator of First-Year and Transfer Programs

- Review and revise CCGA 1101 (*College Success Seminar*)

- Develop a permanent committee to coordinate communication and programming of the first college year

- Enhance and broaden the Supplemental Instruction (SI) program

- Implement an Early Alert Program to inform students of their overall success in each course by the end of the fourth week of the term, so that those who are not doing well will have the encouragement, support, and time to make changes and end the term successfully

Student Learning Outcomes – Course Level

In comparing program and course levels, the program level student learning outcomes describe what a student will be able to accomplish at the point of graduation from the program, while the course level student learning outcomes describe what the student is expected to achieve at the completion of a particular course.

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

It is important to note that, throughout the student learning assessment process, no data sets are used to directly evaluate the performance of a faculty member. This approach establishes transparency and reassures faculty that student learning outcome data will be used solely to improve the assessment process.

Assessment of Faculty Performance

The College systematically evaluates the performance of each faculty member on a yearly basis according to a set of policies and procedures delineated in the *2010-2011 College of Coastal Georgia Full-Time Faculty Handbook*. The College's processes are aligned with the policies and procedures of the USG Board of Regents, as described in Section 4.3 of the *USG Academic Affairs Handbook*.

The yearly evaluation of faculty performance includes the completion of a standardized performance evaluation by each faculty member and the School Dean, classroom observations by the School Dean and student course evaluations. Additionally, all tenure-track faculty members are required to complete a prescribed Pre-Tenure review in their third year. Further, every five years, all tenured faculty members are required to complete a Post-Tenure review. The Pre-Tenure review results in a plan of action to be followed by the faculty member and agreed to by the School Dean and the Vice President for Academic Affairs. The Post-Tenure review includes an evaluation by the Tenure and Promotion Committee that makes a determination of level of faculty performance.

Tenure track faculty members complete a rigorous and prescriptive application process, according to the College's regulations, when they stand for promotion or tenure.

Student Course Evaluations

As the American Association of University Professors (1990) maintains in its "Statement on Teaching Evaluation," students' evaluations and performance matter. The College seeks to provide the individual student with an opportunity to offer constructive criticism to his/her instructor, as well as to provide each faculty member with data that may be used in the review of faculty performance for promotion and tenure.

In Fall Semester 2009, the College moved from hard copy to electronic course evaluations – online form. The main reasons for the change from hard copy to electronic include the following: the online form is faster to fill out, allows students to consider their responses more reflectively, and encourages students to provide substantive comments without a prescribed completion time. In addition, faculty members no longer need to take class time to ask students to complete evaluations.

In Fall Semester 2010, a total of 802 students completed an online course evaluation. Given the low participant rate (a -21 percent drop from Fall Semester 2009), the College is actively working to develop a new approach to student course evaluations and is reviewing strategies to increase student participation in Spring Semester 2011.

3.3.1.2. Administrative Support Services

<u>Identifies Expected Outcomes</u>

The College identifies expected outcomes for its administrative support services, assesses the extent to which it achieves the outcomes, and provides evidence of improvement based on a review of findings. Each administrative support unit annually identifies expected outcomes consistent with the mission of the administrative support unit and the annual strategic plan (academic year 2010-2011). Administrative support services provide a framework upon which the College builds its educational programs. These units deliver support services to ensure that the institution functions effectively and efficiently.

Administrative support services at the College include these five primary units:

- Advancement
- Athletics[5]
- Business Affairs
- Institutional Effectiveness
- Technology Services

<u>Assesses Extent of Outcome Achievement</u>

Each organizational unit creates a unit assessment plan (form) 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. 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 annual 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

---

[5] Athletics, prior to academic year 2009-2010, was part of Student Affairs

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

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. This analysis and discussion *closes the loop* and provides a springboard for planning the activities for the next cycle.

Provides Evidence of Improvement

The College's planning and evaluation processes have resulted in continued improvements in administrative support services. Specific examples of improvements (academic years 2008-2009 and 2009-2010) are described in Tables 4 and 5. Each unit goal is linked to a specific institutional strategic goal (highlighted in red) during that particular academic year. These tables detail either improvements made in response to needs discovered during the review process or illustrate improvements resulting from successes.

For a sample administrative support services unit assessment plan submitted to the OIE in academic year 2008-2009, click here, and for academic year 2009-2010, click here.

Table 4: Continuous Improvement, Academic Year 2008-2009

Sample of Administrative Support Services					
Unit	*Goals[6]*	*Outcomes*	*Measures*	*Findings*	*Action Plan*
Business Affairs	Appoint planning committee and liaison officials to develop transition plan for technical and adult education programs currently administered by the College **(9)**	Transfer the administration of technical education programs to the state's technical college system	Completed technical program transition plan	Committee was appointed and a transition plan implemented for technical and adult education programs with an effective transition data of July 1, 2009	As a result of the transition plan, College was able to move on completing renovations to former applied technology building to house new Student Activity Center (SAC)
Institutional Effectiveness	Enhance customer services for both internal and external clients through continuous improvement **(15)**	Finalize transition to new survey processes, data collection and dissemination, and comprehensive strategic planning and performance evaluation efforts	Needs assessment survey and individual interviews	Campus needs assessment completed – factors affecting enrollment (12%), student surveys (12%), SACSCOC and professional accreditation (11%), and enrollment reports (10%) ranked as the highest functions needing to be performed effectively and efficiently by OIE	Review and expand existing institutional research reporting capabilities to improve data collection and analysis; explore more efficient ways of disseminating information for ease of access, with special emphasis on electronic means; enhance faculty and staff ability to access external data sources via emerging developments in information technology; expand opportunities for cooperative support and engagement with College departments; develop an interactive OIE website with basic data gathering needs, including student demographics, student tracking, program assessment
Advancement	Plan for 2008-2009 marketing strategy for new College mission **(16)**	Create and implement an institutional marketing plan	Survey research, focus groups	Marketing plan written and an RFQ and RFP issued to hire a marketing firm to assist with overall marketing messages and institutional branding	Marketing firm identified (Red Pepper) and market research and recommendations to be prepared and implemented

---

[6] **Institutional Strategic Goal 9**: Establish more robust and responsive workforce preparedness programs by realigning the administration of technical and adult education programs to the state's technical college system.
Institutional Strategic Goal 15: Restructure and enhance planning and assessment process.
Institutional Strategic Goal 16: Restructure Institutional Advancement to provide distinctive but integrated focus on both marketing and development.

Table 5: Continuous Improvement, Academic Year 2009-2010

Sample of Administrative Support Services					
Unit	*Goals[7]*	*Outcomes*	*Measures*	*Findings*	*Action Plan*
Institutional Effectiveness	Create a web framework with basic interactive features, including data request form, survey calendar, assessment resources **(7)**	Develop an Intranet and Internet presence to educate and support campus data and information needs	Number of times OIE web page are accessed; report summarizing number and nature of data requests	Created and maintain an OIE website and Intranet web presence to share information; received a total of 29 data requests since August 2009	Work with Technology Services to finalize the implementation of an Intranet traffic software package, as well as an e-calendar of key OIE events
Advancement	Inform and engage alumni and friends of the College **(3)**	Incorporate alumni and friends of the College into comprehensive development plan and development goals; form an active alumni and friends of the College listsev to share information on College events; utilize listserv to send e-newsletter and additional cultivation tools	Evaluate the following, as indicated in comprehensive development plan: number of e-mails/contacts in database; number of new alumni identified; percentage growth of solicited alumni giving	First successful import of alumni information from Registrar's records into Raiser's Edge database occurred; 5,467 new alumni were identified; 267 new alumni were sent non-solicitation congratulatory letters; College of Coastal Georgia Alumni Facebook account was established; alumni w/active e-mail addresses received the *Mariners' Connection* e-newsletter; first donor and alumni newsletter was distributed May 2010 with a 29.5% readership rate	The next challenges will be using the data to: locate "lost" alumni through address finder services in Raiser's Edge (locate active e-mail addresses for recent graduates as well as tenured alumni); partner with Student Affairs to engage "found" alumni in Homecoming activities and opportunities for campus engagement; consider first solicitation of alumni in Fall Semester 2011
Business Affairs	Enhance participation for faculty and staff training sessions, including human resources, finance and accounting, computers and technology, safety, and physical plant **(8)**	Provide training sessions in the areas of customer service, ethics, ADP (Shared Services), active shooter, campus emergency notifications, and environmental health and safety will be provided to faculty and staff	Number and types of training sessions delivered; number of faculty and staff participants	Human Resources conducted a web-based training needs assessment survey (82% response rate) – ethics training was a key focus for all faculty and staff and scheduled training sessions were requested on various topics, including active shooter and campus emergency notifications	Professional development calendar established based upon survey results; focus on customer service and rapid process improvement initiatives are planned for academic year 2010-2011; effective use of technology resources will continue to be an area of emphasis

[7]**Institutional Strategic Goal 3**: Secure public and private financial resources to meet educational, operating, construction, facility and equipment needs.
Institutional Strategic Goal 7: Create an environment that supports research, scholarship and service while maintaining the College's mission and vision.
Institutional Strategic Goal 8: Create an institutional culture of diversity, excellence, civility, compassion, respect and renewal for faculty, staff, students, and visitors.

3.3.1.3. Educational Support Services

Identifies Expected Outcomes

Each educational support unit annually identifies expected outcomes that are consistent with the mission of the educational support unit and the annual strategic plan (academic year 2010-2011).

The College establishes goals for all its educational support services units that involve administrators and faculty working in concert with Academic Affairs and Student Affairs programs. These goals are derived from and consistent with the stated mission and vision of the College, and responsive to the annual strategic planning process.

Educational support services directly impact and affect student learning. The units that deliver these services tend to be on the front lines, working directly with internal and external audiences. Educational support services at the College include the following 17 primary units grouped by Academic Affairs (9) and Student Affairs (8):

Academic Affairs[8]

- Academic Services
    - Center for Academic Advising[9]
    - First year Experience[10]
    - Learning Center
    - Learning Support
    - TRiO

- Camden Center
- Center for Service-Learning[11]
- Instructional Technology[12]
- Library

---

[8]Academic Affairs reported as a collective educational support services unit in academic year 2008-2009; however, beginning in academic year 2009-2010, after a transitory year involving a leadership and institutional mission change, assigned educational support service units began reporting individually

[9] New educational support services unit (Fall Semester 2010)

[10] New educational support services unit (Fall Semester 2011)

[11] New educational support services unit (Fall Semester 2010)

[12] New educational support services unit (Spring Semester 2011)

Student Affairs[13]

- Admissions and Orientation
- Career Services
- Counseling and Student Support
- Financial Aid and Veterans Affairs
- Registrar
- Residence Life and Housing
- Student Life
- Testing and Disability Services

Assesses Extent of Outcome Achievement

Each educational support services unit is likewise managed through the unit assessment plan process embraced by administrative support services in which each program defines its purpose, its connection to the mission of the College, its expected outcomes, and assessment information related to expected outcomes.

All of this information informs the annual planning process for support organizations and contributes to defining the annual plans for each organization 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).

Provides Evidence of Improvement

The College's planning and evaluation processes have resulted in continued improvements in educational support services. Specific examples of improvements (academic years 2008-2009 and 2009-2010) are described in Tables 6 and 7.

Each unit goal is linked to a specific institutional strategic goal (highlighted in red) during that particular academic year. These tables detail either improvements made in response to needs discovered during the review process or illustrate improvements resulting from successes.

For a sample educational support services unit assessment plan submitted to the OIE in academic year 2008-2009, click here, and for academic year 2009-2010, click here.

---

[13]Student Affairs reported as a collective educational support services unit in academic years 2008-2009 and 2009-2010; however, beginning in academic year 2010-2011, having completed a Student Affairs reorganization over a two-year period as a result of a leadership and institutional mission change, assigned educational support service units began reporting individually

Table 6: Continuous Improvement, Academic Year 2008-2009

Sample of Educational Support Services					
Unit	*Goals[14]*	*Outcomes*	*Measures*	*Results*	*Action Plan*
Counseling and Student Support	Educate administration, faculty, staff, and students about various disabilities and legal requirements **(2)**	Faculty will be informed about disability issues, including pertinent legal issues	Present workshops to faculty members on dealing with ADA issues and/or current case law	Faculty and staff workshops presented to select groups; Disability Services Coordinator met with Camden Center faculty & staff individually to discuss ADA issues/current case law	Faculty and staff are now able to provide accurate information regarding process to gain accommodations – discouraging faculty and staff to not accommodate without appropriate notification from Disability Services Coordinator
Learning Center	Evaluate the effectiveness of services and resources for planning and program improvement **(7)**	Assess the TutorTrac system for tracking and scheduling the use of Learning Center services	Determine how the implementation of TutorTrac has improved the collection of Learning Center data and what improvements, if any, are still needed	TutorTrac has streamlined several processes for the Learning Center related to scheduling and data reporting; it has created a rich collection of data that is useful for planning, assessment and evaluating students and tutors (students login to TutorTrac prior to each tutoring session and respond to questions regarding the purpose for the tutoring session)	TutorTrac has the capability of importing data from Banner to capture progress reports on students including midterm and final grades; requests have been submitted to have reports created that will enable research of grade distributions in specific classes so that a comparison can be made between students who receive tutoring and students who do not

---

[14] **Institutional Strategic Goal 2**: Ensure all learning support and retention assistance programs have maximum impact on student performance.
Institutional Strategic Goal 7: Evaluate any additional expansions using smart technology and in concert with any partner USG institutions.

Table 7: Continuous Improvement, Academic Year 2009-2010

Sample of Educational Support Services					
Unit	*Goals*[15]	*Outcomes*	*Measures*	*Results*	*Action Plan*
Learning Center	Enhance customer services for students **(2)**	Improve learning opportunities for students to be successful, including returning adults, first-generation students and other at-risk populations	Student and faculty surveys; monitor the use of Learning Center services using TutorTrac and individual student conferences	Faculty survey found 80% respondents felt that Learning Center services are valuable; 97% felt tutoring assists students who are at risk of failing or dropping a course; 77% refer students to the Learning Center; student survey results indicated that 91% found services to be valuable and helpful in course success	Discussed the results of the survey with Learning Center tutors and incorporated responses to question into future training and program assessment
TRiO	Support student success both academically and personally **(2)**	Plan and provide required workshops addressing financial planning and various other educational and cultural presentations	Disseminate surveys to participating TRiO students at the completion of each program	Overall, 90% of the students surveyed indicated satisfaction with the workshops; 5% suggested more information related to financial literacy	Redesigning workshop presentation to include more focus on financial literacy tools
Library	Develop facilities that meet the needs of a growing institution **(7)**	Understand how present students and staff view the library facilities and gain insight regarding improvements	LibQual and focus groups with the nursing, business and education faculty and students	Ultimately students identified the following important roles: 1) an electronic gateway and repository; 2) a centralized resource providing information, technology and informational services for academic and leisure pursuits; and 3) a space for individualized and group study	The library space is being configured to facilitate quiet study and group work with clear signage

Continuous Process Improvement

Continuous process improvement enables each unit to evaluate its current and future goals and plan strategies to better serve students, faculty and staff. Continuous improvement builds on existing efforts and brings about meaningful change to ensure that student and client needs are being met. At the end of each academic year, units submit assessment plan updates to the OIE.

---

[15] **Institutional Strategic Goal 2**: Develop a student-centered campus community.
Institutional Strategic Goal 7: Create an environment that supports research, scholarship and service while maintaining the College's mission and vision

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 (sample) to faculty, staff and students. Additionally, an annual institutional *Fact Book* containing various charts and tables of demographic data is available to the College community and general public.

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 institution's mission and purpose statements and its long-range plan. The Committee recommends measurable outcomes so that progress can be monitored and serves as a liaison with campus stakeholders for continuous assessment.

3.3.1.4 Research within the Educational Mission

The College is primarily a teaching institution. However, with the transition to a four-year state college status and a mission that supports engagement with the regional community through applied scholarship, the institution supports and encourages faculty in their scholarly activities.

Faculty who possess terminal degrees in their respective disciplines and teach in the baccalaureate degree programs, have, as part of their normal set of professional responsibilities, the expectation of active scholarship. This scholarship is broadly defined to include discipline specific research, application of discipline knowledge in service to solutions of community problems, integration of knowledge across disciplines, and the scholarship of teaching and learning. College support is provided through the promotion of increased grant writing activities, course load reassignments to provide time for scholarly activities, funds to attend professional meetings to present research, and the development of partnerships with the regional community in support of applied scholarship that improves education, business, and living standards of the people of coastal Georgia.

While teaching effectiveness is recognized as the most important attribute of a faculty member, as noted in the *2010-2011 College of Coastal Georgia Full-Time Faculty Handbook*, the College recognizes a requisite for effective teaching is active involvement in the intellectual and scholarly developments within a faculty member's field.

Faculty creative work and scholarly activities are evaluated as part of the tenure and promotion process. The College guidelines serve to clearly communicate expectations required for tenure or promotion within the disciplines. Within this context, the College has found it appropriate to annually evaluate the creative work and scholarly activities of its faculty. Scholarly activity and creative work goals for each upcoming academic year are discussed as part of the regular review of faculty performance that occurs in April.

Each faculty member performs an annual self-evaluation of his or her teaching, advising, service and professional development, which includes scholarship. Then, each School Dean completes an independent evaluation of each faculty member's performance and then meets with the faculty member to set goals for the next year. This process provides full-time faculty members with the opportunity to state specific objectives and prioritize goals related to teaching, scholarship and creative work, service, and professional development expectations, and to receive constructive and documented feedback from supervisors. The respective School Dean reviews the extent to which scholarly outcomes were achieved and identifies areas needing improvement or attention. School Deans' suggestions for improvement, driven by expectations within the College's guidelines for tenure and promotion, are incorporated in the next year's professional development plan.

A number of the faculty members in the baccalaureate degree programs have continued their scholarly activities and some are engaging the regional community in their efforts.

In the business program, one faculty member is working with the Brunswick and Downtown Economic Development Authorities on an action research project looking at effective means for re-developing a commercially-challenged section of the city of Brunswick; another recently completed a study of competitive intelligence systems in financial institutions that was published in the top-rated *Journal of Marketing Management*; two faculty members have advised the

regional arts association on ways to increase its effectiveness in targeting potential sources of support; and a fourth is working on a new edition of a book designed to help students effectively prepare for worthwhile careers.

In the teacher education program, faculty members are actively engaged in scholarly activities, including grant writing, publication of completed research, and partnerships with community schools. One faculty has published her work in the journals, *Gifted Child Today* and *Preventing School Failure,* as well as publishing the book, *Children with High-Functioning Autism: A Parent's Guide*. Another faculty member has presented his innovative idea to require practicum experiences outside of elementary and secondary schools in businesses with informal education connections closely connected to their content concentrations at the National Student Teaching & Supervision Conference. Senior faculty are presenting lessons learned from developing new teacher preparation programs at the annual meetings of the American Association of Colleges for Teacher Education and Association of Teacher Educators.

In the nursing program, one faculty member is researching geriatric clinics and outreach, while another is researching Polycystic Ovarian Syndrome with a focus on integrated care utilizing Eastern and Western methodologies. Another faculty member is investigating the avoidance of abuse in the workplace with a focus on innovative management intervention for nurse-to-nurse education and care. All nursing faculty actively review and incorporate any new materials, medications, or practice into classroom, lab or clinical settings.

New faculty members in the natural and social sciences brought active research programs with them and are preparing to engage students in their research projects. Additionally, the School Deans remain active in their respective scholarly endeavors.

Institutional Research Board (IRB)

To effectively assess and support faculty research project proposals, the College's Institutional Review Board (IRB) was established in Fall Semester 2009 to ensure the protection and ethical treatment of human research participants through review of proposed and ongoing research studies conducted under the auspices of the College.

The decisions of the IRB are guided by the ethical principles set forth in The Belmont Report and Federal guidelines known as "The Common Rule" (OHRP: Title 45, Part 46-Protection of Human Subjects). The Board reviews research protocols, participant informed consent documents, and investigator credentials to ensure compliance with federal regulations and any and all applicable laws and regulations in order to ensure that research subjects are appropriately informed about the risks and benefits of participating in a research study.

The IRB is comprised of highly qualified individuals representing a variety of scientific and non-scientific disciplines. Each member has experience with all facets of the approval process and a deep concern for participant welfare and safety.

3.3.1.5 Community/Public Service within the Educational Mission

In 2008, as a newly designated state college, the College expanded its engagement with the community, reaching beyond its boundaries to serve a "broader" community. With the mission change came an extension of service from a five-county area to a 12-county area and beyond.

The College's commitment to community and public service stems directly from its mission to integrate meaningful experiential and holistic community service on campus and in the broader community with instruction and reflection to enrich the learning experience, fostering an attitude of generosity in service, teaching civic responsibility and strengthening communities. The College has historically taken an active role in community events and public service. Examples of community and economic development engagement programs include entrepreneurship support services provided by faculty and students, economic forecasting, unpaid internships, co-op education work assignments, and expanded cultural opportunities.

Community service extends beyond the Strategic Master Plan and is embedded in many areas of the College. Under the direction of the President, the College has taken on a significant role in the community and public service arena, and growth will continue to occur as the College's infrastructure expands. Three areas that have a particular focus on community and public service are (1) Center for Professional Development and Lifelong Learning; (2) Center for Service-Learning; and (3) School-based community engagement and outreach.

Center for Professional Development and Lifelong Learning

The Center for Professional Development and Lifelong Learning provides quality, relevant, non-credit programming and conference services for College internal and external audiences.

Identification of expected outcomes

- Develop new high quality and relevant professional development opportunities that complement the College's baccalaureate degree programs and support the institution's mission

- Increase usage of the Southeast Georgia Conference Center by business and private sectors

- Participate in Camden County business community events and increase enrollments in professional development courses offered in Camden County

Assessment of the extent to which they achieve these outcomes

Every course and program offered through the Center for Professional Development and Lifelong Learning, whether offered for continuing education credit or professional certification, is evaluated by course participants. Instructional quality, preparedness of instructors, appropriateness of the physical environment in which the course is offered and relevance and usefulness of course content are among the items which participants evaluate – sample.

Results of these evaluations are used to help determine which instructors will be retained for future course offerings and whether or not a given course continues to prove beneficial to recipients in light of market forces that influence interest and enrollment.

Evidence of improvement based on the analysis of the results

In academic year 2009-2010, a series of new programming initiatives were unveiled, including a Business *Currents Breakfast* series and *Lunch and Learn* series; Pharmacy Technician and Medical Billing/Coding Certificate programs; and a public forum series showcasing Education faculty. Each of these additions supported an area of the College's new baccalaureate degree programs. The *Lunch and Learn* series focused on business topics, such as hiring, marketing and conflict resolution. The breakfast series was presented entirely by faculty from the School of Business and Public Affairs as a way to showcase new faculty. This is also true of the community forums presented by the School of Education and Teacher Preparation.

However, in Spring Semester 2010, a 60 percent staff reduction – coupled with low participant numbers at the *Lunch and Learn* series, the *Currents Breakfast* series, and the community forums hosted by the School of Education and Teacher Preparation – led to a decision to discontinue these efforts as a formal series.   The Center will continue to collaborate with all five Schools and host relevant events as requested by each.

The Center staff participated in a variety of Camden County events, including meetings of the Kings Bay Employers Committee and several job/education fairs hosted by the Camden County Department of Labor as a means of networking and discussing new programming options. Camden county employers (Bayer Crop Science and Express Scripts) have indicated a desire for customized training, but have not yet identified start dates for training. Once new initiatives have been formalized, an assessment mechanism will be incorporated to track progress and address implementation and delivery aspects.

New certificate programs were added following focus group input from the School of Nursing and Health Sciences faculty and the Glynn County Department of Labor, with each certificate meeting a community need in the area of health sciences, including pharmacy technician and medical billing and coding certificate programs.

Expanded outreach efforts also resulted in a cooperative venture with the workforce investment board in Savannah to develop additional certificates (e.g., Administrative Medical Office Assistant) eligible for WIA funding. Revenue comparison of fiscal year 2010 to 2009 indicates that space rental and food service revenues increased by 22 percent primarily due to the development of new marketing materials promoting the Center, as well as a web page dedicated to conference center rentals and collateral printed piece. In fiscal year 2010, 155 participants were served at the Camden Center in Kingsland, Georgia, an increase of eight percent from the previous year.

Center for Service-Learning

The service-learning partnerships of the College are underway with the appointment in Fall Semester 2010 of an external advisory board that works closely with the new Director of Service-Learning, who will be overseeing the development of a Center for Service-Learning on campus.

Start-up grant funds from the Saint Marys United Methodist Church Foundation are being utilized to seed the new Center for Service-Learning. Specifically, the funds are being used to support the Director and program development for the first 18 months. The Center is charged with initiating and supporting curricular and co-curricular activities that enhance student learning and respond to the critical needs of the immediate community through collaborative campus and community partnerships.

Identification of expected outcomes

- Increase faculty knowledge of service-learning through participation in basic information sessions

- Develop new community partner relationships and establishment of active partnership sites

- Create a service-learning advisory body that includes faculty, staff, students and community partners

- Offer set of new service-learning courses in multiple academic disciplines

- Increased student awareness of service-learning opportunities

- Develop service-learning website to serve as an information portal for students, faculty/staff and community partners with information regarding partnership possibilities, service-learning courses offered, service opportunities and assessment strategies

Assessment of the extent to which they achieve these outcomes

As service-learning is gradually unveiled to students, staff and faculty on campus, several assessment mechanisms will be utilized, including the number of faculty participating in service-learning information sessions and post-session surveys evaluating effectiveness of presentation, learning outcomes and willingness of individual faculty members to pursue further training; number of courses taught designated as service-learning courses; number of students enrolled in service-learning courses and participating in the project(s); number of community organizations willing to work as partners and offer service opportunities for students; number of cooperative memorandums of understanding signed; and number of student organizations the Director of Service-Learning meets with to discuss service possibilities.

Evidence of improvement based on the analysis of the results

A post faculty workshop survey found that approximately 20 percent of participants indicated that they needed assistance in learning more about service-learning best practices and required more guidance in how they might begin to identify possible community partnerships. To address these areas of concern, as well as to refortify the concept of service-learning to faculty, the new Director of Service-Learning is providing a six-week Service-Learning Faculty Scholars Program in Spring Semester 2011 to support curriculum redesign and production of syllabi for new service-learning courses to be offered within one academic year.

In Fall Semester 2010, two student forums were sponsored on the Brunswick campus and one at the Camden Center that focused on service-learning, and an external advisory board was charted to provide guidance and direction in creating synergistic partnerships between the community and College. Additionally, a service-learning web page was also created during the same time to provide useful and up-to-date information on service-learning and associated opportunities.

School-based Community Engagement & Outreach

Beyond the Centers for Professional Development and Lifelong Learning and Service-Learning, a number of School-based programs engage in specific community-related and experiential learning activities with established outcomes, measures for those outcomes and use of results of the assessment for continuous improvement.

Table 8 provides a few examples of core areas of annual community/public service.

Table 8: School-Based Community Engagement and Outreach Initiatives

School & Program	Outcomes	Measures	Use of Results
School of Business and Public Affairs. Involvement in Team-Oriented Management Assessment Projects (TOMAP)	Students rate project as being a valuable learning experience Clients want to re-engage future students	Satisfaction survey using a psychometric (5-point) Likert-scale	12 out of 13 students rated the project 4 or higher in terms of being a valuable learning experience. All clients contacted are willing to re-engage future student teams. Enhancing process documentation to provide more interim feedback of progress from both student teams and clients was suggested.
School of Mathematics & Natural Sciences. Participation in Expanding Your Horizons program with Glynn County middle school girls for career development in the STEM areas	Increase girls' interest in the STEM areas Enhance parents' support and understanding of the program	Workshop evaluation form	Over 150 middle school girls attended the workshop and evaluations revealed that >90 percent of the students polled felt that the workshop was beneficial and made the learning of science fun and stated they would attend again. Ninety-eight percent of the parents attending felt the information given to them was beneficial.

School & Program	Outcomes	Measures	Use of Results
School of Education & Teacher Preparation. Participation in Communities of Coastal Georgia Foundation - Baby Steps Project	Increase the literacy skills of birth through age five children living in poverty stricken areas of Brunswick, Georgia Provide early childhood/special education teacher candidates with unique pre-k experiences in the community	Teacher candidates enrolled in four professional education courses will conduct environmental literacy scans of 5 selected pre-school agencies as well as conduct age appropriate reading activities with children for approximately five weeks	In collaboration with the larger scope of the Baby Steps Project, faculty will process feedback from teacher candidates, the agency directors, the Foundation's administration, and the other professional volunteers who are overseeing these service learning activities; feedback will be evaluated in April 2011 with recommendations made for program improvement
School of Nursing & Health Sciences. Development of an administrative structure to support outreach efforts and interdisciplinary partnerships which foster educational programs, services, research, technical assistance, and information dissemination	Establish collaborative relationship with Glynn County Health Department and the Immunization Coalition Expand the clinical option with Seafarer's clinic outreach Establish Advisory and Community of Interest Committee to provide oversight, review and dissemination of department work and goals	Number of established partnerships in the community	Through evolving relationships within Glynn County, nursing faculty and students are now serving as a primary resource for public health education in order to improve the health of communities; expanded working relationship with Seafarer's clinic through additional clinical placements; and developed a broad-based community advisory board
School of Arts, Humanities and Social Sciences. Creation and delivery of two pilot service-learning courses (*Introduction to Social Problems* and *English Composition)* in Spring Semester 2011	Improve decision-making, problem-solving and analytical skills Enhance understanding of classroom concepts by putting them into practice Ability to effectively communicate with others and improve personal effectiveness	Self-Assessment of Service-Learning survey	*(Findings and use of results pending completion of pilot service-learning courses in May 2011)*

Faculty members' serve as voluntary consultants throughout the local communities as well. President Valerie Hepburn serves as a member on the Glynn County Board of Health and the Jekyll Island Authority and assists with the Authority's revitalization project. Additionally, Dr. Don Mathews, professor of economics, volunteers his expertise and delivers the Economic Impact Report annually to the community in partnership with the University of Georgia's Terry College of Business.

Through the Advancement Office, a Speakers Bureau was established as a free resource to the communities served by the College to offer informative, lively, timely programs and presentations for civic organizations, special groups, or classes. Most recently, Dr. Kathleen Quinn spoke on the topic of aging and Alzheimer's to a group of local citizens.

The outreach efforts at the College illustrate the institution's commitment to public service and community collaboration. Moreover, public service projects provide real world experience that will sustain the College values of quality education, experiential learning, global awareness, leadership, and entrepreneurship.

Supporting Documentation

College of Coastal Georgia Faculty Senate membership (2010-2011)

USG Academic Affairs Handbook, Section 2.3.6

College of Coastal Georgia Comprehensive Program Review, Pre-baccalaureate programs of study for transfer, Associate of Arts and Associate of Science degrees, 2007-2008, Part 2 – Action Plan

College of Coastal Georgia General Education Outcomes

College of Coastal Georgia General Education Assessment Report, Linda Suskie, August 2010

College of Coastal Georgia General Education assessment flowchart

College of Coastal Georgia General Education assessment schedule

College of Coastal Georgia General Education Assessment Summary Report, 2009-2010

Specialized accreditation program listing

Educational Program Assessment template

Foundations of Excellence® (FOE) in the First College Year

College of Coastal Georgia Foundations of Excellence Final Report

College of Coastal Georgia Early Alert Program

College of Coastal Georgia Master Course Syllabus template

2010-2011 College of Coastal Georgia Full-Time Faculty Handbook

USG Academic Affairs Handbook, Section 4.3

Statement on Teaching Evaluation, American Association of University Professors (1990)

College of Coastal Georgia Online Student Evaluation Form

Office of Institutional Effectiveness Needs Assessment Survey results

2009-2010 College of Coastal Georgia Fact Book

"The Common Rule" (OHRP: Title 45, Part 46-Protection of Human Subjects)

Center for Professional Development and Lifelong Learning course evaluation sample

Saint Marys United Methodist Church Foundation grant application

Service-Learning, College of Coastal Georgia web page