

**Annual Report
of
Institutional Progress
2001 - 2002
Coastal Georgia Community College**

**ANNUAL REPORT
of
INSTITUTIONAL PROGRESS**

2001-2002



COASTAL GEORGIA COMMUNITY COLLEGE

3700 Altama Avenue
Brunswick, Georgia 31520-3644

University System of Georgia

**2001-2002 ANNUAL REPORT OF INSTITUTIONAL PROGRESS
COASTAL GEORGIA COMMUNITY COLLEGE**

**SECTION A: SUMMARY OF MAJOR INSTITUTIONAL ACCOMPLISHMENTS IN
THE PRECEDING YEAR**

REAFFIRMATION OF ACCREDITATION PROCESS--Gaining institutional reaffirmation of accreditation in December 2001 without further follow-up was an outstanding feat. With full documentation of recommendations provided in the Response to the Visiting Team's Report, the College Delegate Assembly approved full reaffirmation of accreditation. All of the recommendations are now implemented, and the planning process has been amplified to assure that assessment data generated through the Academic Profile or graduation survey results, for example, are actually being utilized by faculty in framing new goals. The recommendation regarding a full external audit of the College Foundation was completed on a timely basis with no adverse findings. The strategic goal pertaining to reaffirmation of accreditation has been attained.

PRESIDENT'S FORUM--During the 2001-2002 academic year the President instituted a meeting with the mid-level managers and the persons who report directly to the President, plus a Staff Assembly representative. This group meets on the fourth Tuesday of the month and any member may submit agenda items. This has served very well to get issues which need college wide discussion on the table and to eliminate reliance on the "informal network." The FORUM has resulted in much more communication among various groups on a timely basis and has brought more coordination even to preparation of the schedule of classes. The President's goal to improve internal campus communication has been attained.

PHYSICAL CAMPUS IMPROVEMENTS--A Major Repair & Renovation Project to replace all air handling and related infrastructure in the Administration Building was completed. This project resulted in greatly improved temperature and humidity control. The impact of this project was immense while it was in process with every administrative office in the building relocating for some period of time due to the construction activity. The construction of a major mechanical room addition to the Administration Building was necessary to house the new equipment required to operate the building's systems. Another major physical campus improvement was the replacement of the hot and chilled water piping in one major section. A leak signaled the problem and the pipe which had already served well beyond its useful life could not be successfully repaired. In the Science Building new bulletin boards and lobby furniture were purchased. The Student Center courtyard and the surrounding corridor were improved with a new ceiling, paint, and thorough cleaning of all exterior surfaces.

CAMPUS FACILITY PLANNING--As a result of Campus Master Planning which was completed and the plan accepted by the Board in Fall 2000, facility planning for the future has a more directed focus. The Master Plan clearly identified future facilities needs and their potential location as well as identifying needs for Major Repair & Renovation of existing facilities. An architect was retained to assist in planning for a full renovation of the thirty-four years old non-air conditioned gymnasium. This well documented Minor Capital Project Request was submitted in March 2002 and focused on addressing serious indoor air quality, life safety and ADA, air conditioning, plumbing, and electrical

concerns. At the conclusion of the fiscal year encouragement was received from Board of Regents Facilities Office Staff regarding the funding merits of the project. The strategic planning goal relating to funding requests and completion of projects identified as MRR has been attained.

Capital Outlay Requests for the Board of Regents are now required to be much more complete and detailed than ever before, including having a very reliable cost estimate before making a request. In line with this expectation, an architect was retained to assist the College in planning for a new Technology Building to house technical and health programs and a full renovation of the existing Allied Health Building to house Student Services and other related campus functions. Many hours were spent by staff working closely with Harper Partners, Inc. to develop detailed specifications related to a capital outlay proposal for these two connected projects to be submitted in March 2003. The strategic planning goal related to employing an architect early in the planning for Major Capital Outlay Requests has been attained. The original item to plan a separate Student Success/Classroom Building has been redirected to a renovation of the Allied Health Building to house "Student Success"/Student Services functions.

CAMDEN CENTER PLANNING AND CONSTRUCTION--Numerous aspects of the complicated Camden Center Project were ongoing during the year. Several stages of plan review, the bid opening, and award of the bid occurred by early June 2001. Groundbreaking was held on June 21, 2001. Site preparation had proceeded in a separate contract from the building and construction activity was ready to commence at the conclusion of the 2001-2002 year. The City of Kingsland proceeded with the site clearing, including parking lots. The President and the architect participated in numerous meetings related to the specific responsibility of the City of Kingsland for various aspects of this project. By the conclusion of June 30, 2002, the project was approximately on track. Throughout the year numerous meetings were held to address various aspects of the project, including the details regarding the classroom and office furnishings for the Board of Regents portion of the building with Lord, Aeck and Sargent Architects and their representatives, planning for the audio-visual equipment and installation with Wave Guide representatives, preparation of the design for the curb and guttering for the parking lot, and for the overall configuration of the parking lots and access roads. Numerous meetings were held regarding telecommunications with local TDS Telecom representatives as well as BellSouth and representatives of the Georgia Technology Authority; and arrangements were made to secure natural gas service to the site. The College's Institutional Planning Goal regarding Camden Center construction was attained.

Another aspect of the Camden Center activity included the work of the President with an informal local President's Advisory Committee. Several meetings were held between the President and a small local committee to address appropriate staffing of the ten separate technical program advisory committees which will determine direction and emphasis of the technical programs housed at the Center. In addition, this small committee worked closely with the President to determine the future functions and membership of a President's Advisory Committee for the permanent Center. Although the Camden Project has had a local committee of supporters and informal advisors, with the opening of the Center in August 2003 a more permanent role must be identified for a President's Advisory Committee in Camden County.

In fall 2001 a grant proposal for the College Foundation in the amount of \$1.2 million was presented to the St. Marys United Methodist Church Foundation, which handles grant requests for funds from the Warren Bailey Estate. The proposal was for funds to construct and equip a full

function daycare center on the Camden Center property. Although the Executive Director of the Church Foundation found strong merit in the proposal, it was determined that sufficient funds were unavailable for the project. Instead, the president was encouraged to present the proposal in 2002 in anticipation of release of a large portion of the principal of the Bailey Estate.

During this year the most frustrating aspect of the Camden Project was the failure of either the Board of Regents or the Department of Technical and Adult Education to secure financial support from the 2002 General Assembly for equipment needed for the project. These needs will be resubmitted for the FY 2003 Amended Budget and/or the FY 2004 Budget.

TECHNOLOGY IMPACTS--During the 2001-2002 year tremendous technology impacts were experienced. These were especially connected to the implementation of PeopleSoft Financials and to numerous BANNER upgrades, changes in Board of Regents Student Information Reporting Systems requirements, implementation of continued BANNER remediation processes (Georgia Best) necessary to eliminate institutional tailoring, and implementation of the Curriculum, Advising, Program Planning Project (CAPP). CAPP provides students and advisors access to academic program advisement information, graduation audits, and documentation of transferability of course work among programs. In addition, BannerWeb was implemented in July 2002 which enabled students to check online their course schedules, register, and access transcript information.

With the employment freeze implemented with the System budget reductions, a much needed position in Computer Services was not filled. Therefore, the support staff for all of these impacting technology changes was severely limited and far less adequate than was needed. Nevertheless, great progress was made during the year. Through the dedication of the Vice President for Business Affairs and the Director of Business Services, the PeopleSoft Financials conversion went forward with relatively few problems, as compared to other institutions. Through the dedication of the Records staff BANNER implementation and related systems were installed and utilized effectively. The limited Computer Services staff (a director, one programmer, and one technician) valiantly worked to support the new and upgraded systems.

The long-term impact of the changeover to a totally technology-driven environment with zero tolerance for human error has brought a complete redefinition in qualifications for personnel working in records and registration functions. The impact on work and the workforce has been incredible both in the Business Office from PeopleSoft Financials and in the Records area with extreme amounts of overtime required to manage the workload resulting from BANNER upgrades, Georgia Best, and CAPP. This has also had major impact on the Business area which has been required to adapt entirely to a new system and on an unrealistic timetable. The implementation of Bannerweb was a major break-through and it is expected that the process of student registration during 2002-2003 will become more reliant on technology as students become more informed about the ease of using the new system. In addition, full implementation of the CAPP system will also lead to more of an error-free academic advisement system for students as well as greatly improved graduation checks to assure that students have met all degree requirements. The long-term impacts of this system are also being experienced with the labor intensive approaches which are now required in academic affairs support areas to assure that all necessary data have been entered into the system.

Institutional Advancement/Fundraising--For the fourth year the College Foundation sponsored "A Day in the Community for Coastal Georgia Community College" which is a focused fund drive

targeted to both continuing and new donors to the Annual Fund. The event engages students, Foundation members, and volunteers from area businesses in publicizing the event, harvesting pledges, and delivering balloons to donors. The major annual fundraising event for the College Foundation is the Compton Lecture, named for the first president of the Sea Island Company, a major local business. This lecture is not only a fundraiser but also an opportunity to recognize Compton Scholars who are identified as the most outstanding students from the high schools in the college's five-county service area. In 2001-2002 the College Foundation raised \$625,000 in restricted funds and \$92,000 in unrestricted funds. A major highlight was getting a donor to pledge \$100,000 to the Foundation to qualify for a matching Challenge Grant from the Hites Family Community College Scholarship Foundation. The \$200,000 will be invested in an endowment fund whose interest will provide scholarships to community college students seeking to transfer to a senior college. With the \$200,000 already invested from the same sources in FY 2001, the corpus of this endowment before interest reached \$400,000. It is intended that academically successful African American students will be given special consideration for these funds when they can be dispersed. This is part of a "Grow Your Own" initiative to increase African American faculty at CGCC. Another major highlight for the year was a complete realignment of publications images so that all college publications and media advertising have a more professional, marketable, and uniform image. The College Marketing and Recruitment Committees were involved in review of proposed directions with a professional consultant. Billboards, a marketing campaign using radio and television, and even development of a special marketing jingle were all effective in reaching a broader audience. The College's Institutional Plan strategic goal regarding use of the Recruiting and Marketing Committee were attained.

Audit Results--The State Audit for 2000-2001 was completed with no exceptions or findings noted. State auditors complimented the careful work of the VP for Business Affairs and the Director of Business Services, with whom they worked closely during the performance of the audit. Preparation of the Annual Financial Report provided a challenge in meshing GASB requirements with the changes which have been made to the accounting process as a result of the PeopleSoft implementation.

Human Resources Progress--A plan designed to take advantage of tax savings based on the requirements of the Internal Revenue Services Tax Code, Section 125 plan was provided for employees who wished to purchase this coverage from pre-tax funds. In addition, a Section 457 Deferred Compensation Plan was established offering employees expanded opportunities to save and plan for retirement. The College's Institutional Planning Goals related to Section 125 and Section 457 plans were attained.

Redesign of the College Website--The college website has been modified and redesigned to keep pace with technology and to be more user friendly. Institutional information, including an on-line catalog are available from the website and a student may request a copy of the catalog on CD. The website has brought an increase in e-mail from prospective students as well as from enrolled students who have questions. In addition, the e-mail site has become the point of access for reaching information about vacant positions and the GAEasy online application which is becoming increasingly popular. The Director of Computer Services was successful in receiving authorization

from EduCause for a new and simpler domain name for the College--cgcc.edu. The strategic planning goal to increase awareness of the college web site has been attained. The Continuing Education web site was also reviewed and updated during this year which was another strategic planning goal which was attained.

Continuing Education and Adult Literacy--The Department of Continuing Education offered 389 separate courses serving 3935 enrolled students. In addition there were 239 separate events held in the Conference Center involving about 14,729 persons. Continuing Education offerings in Camden County included 32 courses with 187 enrollees. Among the offerings in Camden County were special contract courses with Durango-Georgia (computer), Lockheed Martin Management Association (ACCESS), and Satilla Community Bank (PowerPoint). In addition, the Administrative Medical Office Assistant certificate program was offered in Camden for the first time. Outreach to McIntosh County included several computer courses offered in conjunction with the McIntosh Sustainable Economic Development group. The strategic planning goal to increase continuing education course offerings in Camden County has been attained.

Several new programs of study were offered this year including Dental Coding, Pharmacy Technician Certificate, Visual Basic 1 and 2, and a Professional Women's luncheon series. Online courses were also offered in conjunction with the vendor ED2Go. Collaboration between the Glynn County Commission on Children and Youth is ongoing with childcare training as the focus. In addition, the collaboration with the UGA Small Business Development Center has increased. The goal to increase the number of students who return to complete advanced continuing education courses after completing their first course has been attained as well as the Strategic Planning Goal to evaluate on-line course delivery in continuing education.

The Adult Literacy Program was transferred from the Glynn County Board of Education to the College on July 1, 2001. Employees were transferred from the Board of Education to the College with new performance evaluation documents, new employment standards, and new procedures for everything from travel to basic accountability. New Adult Literacy Advisory Committees for each county were developed and meet on a quarterly basis. Of the 432 students completing the GED in the calendar year 2001, seventeen of them enrolled at the College. Due to space constraints it was necessary for the Adult Literacy Program to remain at the Glynn County Schools Adult Education Center. New signage using the name of the College and its logo was provided through a local grant proposal funded for this purpose. Adult Literacy Program employees have been included in the college wide fall convocation, special college luncheons, and other events. The strategic planning goal to integrate adult literacy into the college has been attained.

Building Enrollment--Strong linkages with public schools were maintained and increased during 2001-2202. The Coordinator of Recruitment arranged office hours at the Middle and High Schools throughout the five counties served by the College. The Coordinator of Recruitment serves on a local Middle School Council which serves an advocacy role for academic improvement within this middle school and in the community. The Presidential Honor Scholarship Program, supported by the College Foundation, assisted in increasing direct from high school enrollment. These honor students were selected through a competitive application process driven by their academic achievements and leadership activities while in high school. These students serve on the Student Government Association, serve as tutors in the Learning Center, and assist directly with student recruitment.

Involving recent high school graduates in recruiting activities has been very positive. These students are seen almost as "peers" and receive a very positive reception from their friends still in high school. In addition, these honor students are treated as "student ambassadors" who are called upon to represent the college during the year. An annual Academic Bowl brings representatives of eleven area high schools to the campus for this competition which includes special achievement awards.

A student Call Center, now in its third full year, served prospective and enrolled students. Student callers contact students who have not met all of the admissions requirements, who have completed the admissions requirements but have not registered, and students who have registered but have not paid their tuition. Many students contacted via this means respond favorably and it has improved enrollment, increased retention, and given an enhanced customer service view. These activities support the goal to implement activities beneficial to the recruitment and retention of students.

Enhanced Student Services--The CGCC Orientation Booklet received a Certificate of Merit for Outstanding Publications from the National Academic Advising Association (NACADA), and the Vice President for Student Services received NACADA's coveted Pacesetter award which recognizes a commitment to academic advising. The number of students who receive disability services has grown to forty-nine students. A sizeable increase in student referrals from Vocational Rehabilitation Services was noted and efforts to reach disabled students earlier in their high school career is being made so that they can be better informed about fundamental requirements of the ADA and specific requirements for receiving disability services from the Board of Regents institutions. A computer-based career guidance system, DISCOVER, has been provided. The software is available in the Learning Center and in the Camden Center Library. To expedite the admissions and placement process, the Computer Placement Assessment and Support System (COMPASS), has been adopted and will replace the formerly used College Placement Examination (CPE). COMPASS provides immediate scoring and reporting and will enable testing to be available on demand for improved student service. In addition, educational planning and academic advising will be enhanced as a result of the modular design and the diagnostic measures incorporated into COMPASS. These activities support the goal to implement activities beneficial to the recruitment and retention of students.

Service Learning--The Student Services area directs the Service Learning opportunities afforded on a widespread basis to CGCC students. This orientation begins in the fall when human service agencies are invited to a "campus fair" to present their activities to students in individual booths. Students sign up for specific activities in which they are interested and volunteer their time to those organizations during the year. In addition, an organized program called "Into the Streets" was provided on a Saturday in the fall. Students assembled at 7:30 a.m. for breakfast in the Student Center, matched their interests to various projects, and departed for their service locations by 8:30 a.m. Among the projects were painting the Women's Shelter (Amity House) interior, cleaning up the Brunswick Dykes waterfront, cleaning up the DNR Nature Trails, cleaning up the area under the St. Simons Causeway, and assisting with the refurbishing of a vacated Habitat for Humanity house by pressure washing the exterior, painting the interior, and making needed repairs. Students gained a strong sense of the importance and value of "giving back" to the community through these projects. This goal supports the University System of Georgia goal to develop graduates who are intellectually and ethically informed individuals who are capable of leadership and creative endeavors.

Student Activities--The Director of Student Life organized a canned food drive which netted more than 4,000 separate donated items for local charities. The Student Government Association received Honorable Mention at the 2002 Association for the Promotion of Campus Activities (APCA) National Conference in the category of Programming Board of the Year. CGCC ranked second behind the University of Akron, and was the only two-year college nominated and considered for the award. Cultural Affairs events were extremely well attended with three out of five events having "standing room only" attendance. With the diligent efforts of the Director of Student Life, CGCC had the highest return and completion rate of any Board of Regents institution on the ACT Student Opinion Survey which was administered during this year.

In Athletics the College excelled during the 2001-02 year. The men's Basketball team won the Region XVII Championship and went to the National Tournament in which only sixteen teams were competing for the National Community College Championship. The basketball coach was selected as the District 10 Coach of the Year and was also chosen for the second consecutive year as the Georgia Tech Tip Off Club's Coach of the Year. Individual players excelled with three players selected by coaches as All Region players, four players selected as All Tournament players, and one player selected as the Most Valuable Player for the Regional Tournament. Four out of five sophomore players received full scholarships to senior colleges. Three of the five sophomores graduated from CGCC. The women's Softball team won second place in the Region XVII Tournament with three players selected by coaches as All Region players, and two players selected as All Tournament players. Three out of three sophomores received full scholarships to senior colleges.

COASTAL GEORGIA COMMUNITY COLLEGE P-16 COUNCIL--The CGCC P-16 Council during this year continued its emphasis on effective utilization of the publication **GUIDE TO A SUCCESSFUL EDUCATIONAL EXPERIENCE: A Handbook for Students and Parents**. Major progress was made in getting this P-16 sponsored project moved to the implementation level in the six member counties. In McIntosh County the handbook was used as a textbook for seventh graders during the entire year and it was very effective in educating students and parents about opportunities and challenges for their students. In Camden County by the conclusion of the academic year the counselors had determined that they would use the handbook in 2002-03 to instruct students regarding academic planning as well as use it with parents. In Glynn County the handbook was distributed and reviewed during the mandatory conferences between school and parent when diploma choice is being determined. In addition, permission was granted to Appling, Wayne, Ware, and Liberty Counties to use the manual so long as the attribution was given to the CGCC P-16 Council and the manual was kept intact. The manual was reprinted and circulated in Spring 2002 for use with parents.

To keep School Board members in the six counties served by the Council informed about Georgia P-16 and CGCC P-16 Council activities, all were invited and strong representation from each county did participate in an evening dinner meeting resourced by the business community. The business community's engagement with P-16 issues remains very strong and there is a clear understanding of the linkage between education and economic success of the community and the State. All superintendents and school boards had an opportunity to hear Sheila Jones (P-16 Director for the Board of Regents) who briefed the group about the impact of HB 1187 and the new Education Coordinating Council (ECC) and the Office of Education Accountability and how those entities had affected the mission of the P-16 Councils. The meeting also provided an opportunity to

showcase to Board members the P-16 handbook developed by the Council. The handbook was reviewed in detail with each person attending receiving a copy. Many positive comments were received from Board members and others regarding the usefulness of the handbook for students and parents.

Another major Council activity has been to develop an understanding of the Office of Education Accountability and its charge regarding the K-12, University System of Georgia, and Department of Technical and Adult Education Report Cards. The indicators have been reviewed, the process has been discussed, and Dr. Pam Smith, Assistant Director for Standards and Research at the Office of Education Accountability has visited with the Council to discuss the entire process of K-12 Criterion Referenced Competency Testing (CRCT) and surrounding issues. Due to the dysfunction of the Glynn County School Board during the past several months it has been more important than ever to provide objective and clear information to these community and business leaders regarding all public education issues.

The Council has also identified an interest in subject area level transitions within the disciplines of English and Mathematics. A strategy has been designed by the Council to develop teams in English and Mathematics which will provide representatives from each of the six counties by level to work as teams to review the linkages between elementary, middle school, high school, and postsecondary levels in English and Mathematics to assure that students are ready to perform successfully at the next level. This vertical linkage project within disciplines has the backing of all the counties which see this as an appropriate activity which would supplement what they are already engaged in doing with their subject matter teams for the CRCT. All of the activities of the P-16 Council support the USG strategic goal and the CGCC goal to make public education more seamless and to work collaboratively with all other sectors of public education.

Coastal Georgia Minority Outreach Program and PREP--For the ninth year in the summer of 2001 the Coastal Georgia Minority Outreach Program was provided on the campus of CGCC. This is a drop-out intervention program which targets seventh grade African American males who fit the following profile: performance is two grade levels below where the student should be for his age; the student likely has an attendance problem; the student has ability as documented by prior testing; and the student has been identified by the Middle School principal and counselor as being most able to benefit from this intensive summer program of instruction on the college campus. In 2001 seventy-one boys participated in the five-week program of intensive remediation in language arts and mathematics on the college campus. The partnership between the College and the school boards of McIntosh, Glynn, and Camden Counties resulted in bus transportation being provided for the youths to the campus and for the several field trips. This year the boys were able to visit Savannah State University for a tour and to hear about programs and opportunities for study. Cultural enrichment activities included visiting museums in the region such as Seabrook Village and field trips included especially a court and jail visit, made possible by a local African America Superior Court Judge who serves on the College Foundation. Through a GSAMS connection, inmates from the Autry State Prison in Pelham were connected with these youths and the two groups of young men interacted back and forth with the inmates fielding questions asked by the seventh graders about the penal system. Another strong aspect of this program continues to be the mentoring of the youths by the Fourteen Black Men of Glynn.

The Career Experience component of the follow-up of these youths, hosted by Brunswick Rotary Club members, went very well during this year with memorable field trips to Gulfstream

Aircraft, Inc., to the Georgia Ports Authority automobile port in Brunswick, and the Southeast Georgia Regional Medical Center. Several boys from prior years received scholarship assistance to continue their education through the Fourteen Black Men of Glynn scholarship program.

The USG Postsecondary Readiness Enrichment Program (PREP) continued during this year. Even with reduced budgets programs continued in Camden, Glynn, McIntosh, and Wayne Counties. The Homework Center model continued to be very effective with these students. The Homework Center was staffed with a teacher and paraprofessional employed with grant funds. Students who began with PREP as seventh graders have been followed into their high school years and kept involved with the program. For these older students the summer PREP camp is a summer highlight. PREP students complete pre-Algebra and are strongly advised to take Algebra I when they begin ninth grade. This year one hundred percent of Glynn Academy and 85% of all other high school PREP students took Algebra I in ninth grade. The greatest challenge for high school PREP is to retain student interest in PREP when after school jobs and other activities become strong competition for the students' time.

COLLABORATION WITH SECONDARY SCHOOLS-- CGCC works very closely with secondary schools in the region. Among the linking activities are an annual Quiz Bowl which brings outstanding high school students to the campus for a day of competitive quiz games with prizes awarded to participating high school teams. Another activity which brings secondary and postsecondary sectors together is the Regional Science and Engineering Fair which has been held on the college campus for the past eight years. The Director of the Science and Engineering Fair is a College biology faculty member and all science faculty participate in planning, working with the students, and judging the exhibits. The Director includes K-12 faculty in the planning and leadership of the event. Parents are extremely complimentary about the organization and program of this event. An annual luncheon for high school counselors is another linking activity. Counselors are brought to the College campus for lunch to hear about new programs, activities, and admissions requirements. Other collaborative activities include having college faculty visit in the high schools and provide special lectures. A faculty member delivered several lectures on the dangers of the "Date Rape" drugs which included more than 200 students from the two local high schools. Another faculty member works very closely with high school science faculty and with advanced students in science. The College Student Center was rented in the spring by an area high school for the Principal's End of Year Reception which provided a final opportunity for graduating seniors to visit with all their high school teachers and to have yearbooks signed.

College staff were involved in a Southern Regional Education Board visit to two exemplary middle schools in the area. The intent of this visit was to refocus the middle school curriculum to a more rigorous standard in mathematics and English in order to reduce the ninth grade shock which often leads to early high school drop outs. This project is a companion to the well known "High Schools That Work" project for secondary schools.

The entire Tech Prep and School to Work programs have brought closer linkages with all secondary schools in the area as the final two years of high school are connected to the postsecondary certificate programs. During this year a group of fifteen high school educators participated in a Summer Educator Academy which brought them to the College to learn more about the postsecondary vocational programs and also to industry to learn about current industry requirements and industry expectations regarding postsecondary education. The advanced standing which completers of the tech prep program are able to achieve has been an incentive for closer

collaboration between the two sectors in technical fields. McIntosh and Camden Counties have requested that the ASSET examination be given to their tenth grade students in technical programs so that the results can be used as an advisement tool in high school. Through this avenue more high school students are aware of the skills levels which they must meet for postsecondary education. In addition forty-five Camden and Glynn County students interested in machining and welding attended a presentation about these programs and visited the College technical program laboratories.

The Allied Health and Nursing Department has established a partnership with the Health Occupations classes in area high schools to encourage students to pursue careers in Nursing and other allied health fields. Nursing students visit the Health Occupations classes and practice drug calculations and administering "medications" (candies) to high school students.

WORKFORCE RELATED ACTIVITIES/Collaboration with Business and Industry-During this year two new technical programs were developed. The first class of Emergency Medical Technicians completed licensure with an 85 % pass rate and the paramedic sequence was added. The first group of paramedic students was enrolled but will not complete the program until the second year of the program of study. In addition a new Automotive Technology Certificate program was developed to begin in Fall 2002.

A faculty member spent two weeks on site at the Georgia Pacific Paper and Bleached Board plant as part of the "Teachers in Industry" program in June 2002. He became much more aware of processes and content which should be included in the Manufacturing Maintenance Technology (MMT) Program. New MMT certificates were developed as a result of this interaction.

The nursing shortage continued in this region. The distance learning nursing program serving the Savannah area relocated to facilities at Memorial Health University Medical Center. The hospital provided a GSAMS-equipped classroom and funds to support part-time faculty and Distance Learning facilitators. This program continues to meet a very specific need in the Savannah area and the hospital and the community are very interested in program expansion. Results of the nursing licensure examination for CGCC continued to be very strong with a passing rate of 94%, and the Radiologic Science program had a 100% pass rate.

Based on input from the program advisory committee, the Marketing and Management Program was revised and has become a Management Program only. It is believed that this will lead to stronger placement opportunities for completers of the program.

Computer Information Technology needs identified among clientele of Navy Campus at Kings Bay Naval Submarine Base in Camden County resulted in a new program of study beginning in spring 2002. Although it was initially envisioned that this program would be offered "on base" at Kings Bay it was determined that it would be offered instead at the Camden Center. The program has been very successful with all seats filled in the classes with Naval personnel and civilians enrolled. With continuing amicable relations with the Director of Navy Campus it is expected that the program will continue to be publicized as an opportunity for clientele of Navy Campus. In addition, during this year the offer was made to allow a college representative time on base to present programs from the college.

A DTAE grant in the amount of \$8,400 was received from the Department of Technical and Adult Education to develop a "Placement Process" for technical students. This project for the long-term will greatly assist the college in being more responsive to the general public's need to access graduates. A computerized posting of resumes of graduates and posting of job vacancies by the college have been developed.

COLLABORATION WITH USG INSTITUTIONS AND IMPROVING ACCESS TO POSTSECONDARY EDUCATION, INCLUDING STUDY ABROAD--Several initiatives not already identified in this report have an impact on improving access to postsecondary education. Among those are the Brunswick Center offerings which reflect the availability of eight baccalaureate degrees and several graduate degrees at CGCC from Armstrong Atlantic State University and Georgia Southern University. The Camden Center will be in a permanent facility by August 2003 with greatly enhanced geographic access for residents of Camden County to postsecondary technical education and pre-baccalaureate degree programs. The service by the College to military bases is seen through the provision of developmental studies at Kings Bay Naval Submarine Base as a subcontract relationship with Valdosta State University and at The Liberty Center operated on post at Fort Stewart Army Base in providing developmental studies courses (mathematics), and it is expected that the Associate of Science Degree Program in Criminal Justice will begin in 2002-2003. The effective use of distance learning technology through GSAMS facilitates this instruction at The Liberty Center, The Brunswick Center, and at The Camden Center.

CGCC faculty in biology, history, and chemistry have participated with other USG institutions and institutions from other states in developing discipline standards to define college level competencies in these fields. Faculty have participated in several meetings involved with the national initiative Quality Undergraduate Education (QUE). Collaboration has also included linkages with groups like The Georgia Consortium to provide wider opportunities for students and faculty to study and/or teach abroad. During this year a Fulbright Scholar-in-Residence grant was submitted and approved and a scholar from Argentina will spend the 2002-2003 academic year on the campus. A new campus contact person was appointed for the International Studies Programs for the College, demonstrating greater enthusiasm and more collaboration with other System institutions.

FACULTY PROFESSIONAL GROWTH AND DEVELOPMENT--During this year several faculty members have participated in professional growth and development activities which directly affect both students and the community. Since 1997 a business professor has provided the local economic forecast for the University of Georgia Terry College of Business Economic Outlook Luncheon. He does this with outstanding data which he personally researches, with an engaging humorous style which is always highly complimented by attendees. This same faculty member has published five papers and was invited to present at the Austrian Scholars Conference at Auburn University on his work "Catholic Perspectives on the State." In addition, he writes a weekly column in the business section of **The Brunswick News**.

A faculty member audited courses at the Federal Law Enforcement Training Center here in Brunswick on several topics to strengthen his knowledge in addressing aspects of narcotics investigations, crime scene investigations, and various aspects of criminal and constitutional law.

Several faculty members developed Web CT course websites and integrated all aspects of this software into their courses. Several faculty members are involved with professional associations. Among these are one faculty member who was appointed to the Education Committee of the American Society of Primatologists.

Many other faculty and administrators of all levels have participated in professional development opportunities, attending meetings of various types and making presentations. In addition several faculty and administrators have served on accreditation teams for SACS, nursing, and clinical laboratory technology.

SECTION B: ANNUAL PROGRESS IN INSTITUTIONAL STRATEGIC PLANNING

In 2001-2002 the college continued to focus on achieving the thirteen strategic planning priorities adopted as part of the 1995-1996 revision of the college mission which also includes a recent reevaluation of the mission statement during the 2001 self-study process. Seventeen new goals as well as 13 on-going goals were developed for the 13 strategic planning priorities.

With strategic planning being an on-going process, the 13 on-going goals have been in progress in various stages from either the 1999 or 2000 strategic plan. An update on the accomplishments of both the 17 new goals and the 13 on-going goals from 2001-2002, as well as the new and on-going goals for 2002-2003, are included as part of the Coastal Georgia Community College Institutional Strategic Plan. Each year as updates occur and new goals are formulated, a full report documenting this information is provided to the Office of Strategic Research and Analysis at the Board of Regents.

In addition to several of the strategic planning goals being tied to information and instructional technology, Instructional and Information Technology Strategic Planning is integrated into all areas of institutional planning beginning at the unit level. This is evidenced by the assessment process where goals (expected outcomes) are initially formulated. Planning documents for one of the major areas of the college, Academic Affairs, describes how all IT requests tied to money from all departments reporting to academic affairs are prioritized by the Vice President for Academic Affairs and his staff. As money becomes available these prioritized technology needs are met. Beginning in fall 2002 a new sub-committee of the Institutional Planning and Assessment Committee will review requests for technology funding that is supported by the unit's assessment reports. Guidelines have been established in determining allocations of funding for technology.

During 2001-2002, 10 of the 17 major strategic planning goals were attained. They were as follows:

- **Seek ways to add more international focus to the college curriculum and to encourage more students and faculty to travel and study abroad.**
- **Increase admissions services to potential students as they move through the admissions process.**
- **Arrange for a complete audit of the CGCC Foundation as required by the SACS reaffirmation committee.**
- **Integrate the adult literacy program for Service Delivery Area 26 (Glynn, Camden, and McIntosh Counties) into the College and provide more outreach for adult literacy services to Camden and McIntosh Counties.**
- **Increase the number of students returning to continuing education to attend additional and/or advanced computer courses after attending lesser computer introductory courses.**
- **Increase the advertising budget by at least \$10,000 to support more consistent messages to reach larger audiences and to promote enrollment growth.**
- **Engage architects to develop preliminary architectural programs for the proposed Student Success/Classroom Building, the proposed Applied Technology Center, and the proposed Renovation of the Physical Education Building.**
- **Compete for MRR funds and initiate and complete projects funded by the Board of Regents Office of Facilities.**

- Assist in the organization, planning, and implementation of a Cabinet level Planning Retreat to be held off campus for the purpose of developing a Five-year (Long-Range) Vision.
- Prepare and implement a Section 125 Plan which offers Flexible Spending Account (FSA) Plans; update existing FSA Plans to comply with current IRS rules and regulations.

Twelve of the thirteen on-going goals for the College's Institutional Strategic Plan were also attained. They were as follows:

- Explore and implement class scheduling options providing increased flexibility for current and potential students.
- Work with the Recruitment and Marketing Committees to help implement activities beneficial to the recruitment and retention of students.
- Increase non-credit offerings and outreach in Camden County.
- Collaborate with architects, city of Kingsland officials, Board of Regents and the Georgia Finance and Investment Commission regarding the construction and ultimate occupancy of the Camden Center.
- Develop the academic programs to be implemented at the new Camden Center.
- Implement PeopleSoft financial software to include new accounting, budget, purchasing, fixed assets, accounts receivable, and account payable modules.
- Assist in the identification and application of technology to the instructional setting and seek additional resources to facilitate this effort.
- Expand workforce development programs.
- Maintain and improve the Continuing Education Internet site and evaluate the on-line course offerings.
- Assist in the development of new goals for the College's Strategic Plan for the 2001-2002 academic year to include updates of existing goals, all to be distributed and communicated to key groups of the College. College-wide budget and planning will be linked to assessment by the Institutional Planning and Assessment Committee.
- Improve data collection and reporting systems to better identify, collect, and utilize information needed for academic decision-making and assessment.

The seven new goals and one on-going goal were not achieved due to the lack of sufficient funds. Most of these goals will be carried forward to become on-going goals for the 2002-2003 Institutional Strategic Plan. The goals were as follows:

- Hire a Coordinator of Advisement/Retention whose responsibility will be to coordinate the freshman experience program and the new student orientation program.
- Provide increased technical support to all areas of Student Development Services, including BANNER support for admissions/records, financial aid and student services.
- Hire a part-time (25 hrs. per week) Admissions Clerk III to assist with admissions processing at the Camden Center.
- Hire a part-time (25 hrs. per week) Financial Aid Clerk to assist with financial aid counseling and financial aid processing at the Camden Center.
- Increase the part-time advisor position to full-time position at the Camden Center to assist with admission counseling, orientation activities, student life activities, advisement and testing.

- **Increase the marketing/promotion budget for the Camden Center to assist in meeting enrollment goals for the new facility which will open in fall 2003.**
- **Add a new coordinator or specialist to assist with ongoing fundraising activities including grant preparation, to develop an Alumni Association, and to address additional publicity needs for the College resulting from the new Camden Center.**
- **Seek to fund and fill new faculty and staff positions needed to better support academic offerings at all locations.**

SECTION C: ANNUAL PROGRESS IN ASSESSING INSTITUTIONAL EFFECTIVENESS

The expected outcomes, method of assessment, and actual results for general education, and all units of the College including all departments in the academic area, support services, and each administrative office are submitted annually for the assessment report. The assessment report is filed in the Office of Institutional Research and Planning. Approximately 300 changes are documented college wide as a result of the 2001-2002 assessment process to improve institutional effectiveness at the institution.

In keeping with the College mission of providing academic programs for transfer students and core programs to include both the AAS degree and certificate programs for students seeking immediate employment, CGCC has accepted eight general education outcomes. These outcomes follow.

Students will be able to:

- 1. Write effectively at the college level.**
- 2. Solve problems using a range of mathematical reasoning skills.**
- 3. Demonstrate computer literacy.**
- 4. Demonstrate an awareness of cultural differences.**
- 5. Participation in social activities.**
- 6. Demonstrate a knowledge of American issues and facts, to include history and government.**
- 7. Demonstrate critical thinking skills.**
- 8. Demonstrate oral communication skills.**

The outcomes have been regularly assessed by national (Academic Profile) and locally revised exams, course based material, and student and employer surveys regarding the achievement of the outcomes.

In 2001-2002 all academic college units developed and revised their students' expected learning outcomes based upon the above eight general education outcomes. A program review process for career programs has been developed (PAR - Performance Accountability Review) and the program review process for transfer programs, also including nursing, take place on a rotating basis which will provide additional assessment data. The Nursing program has been preparing for National League for Nursing reaccreditation and site visit by engaging in their program self-study during 2001-2002. The Radiologic Science program has also been engaged in a self-study which leads to reaccreditation of this program following a site visit in fall 2002.

The Academic Profile (AP) national examination results continue to be above average when compared with the average mean score from 34 like institutions by Educational Testing Service

(ETS). When comparing this year's separate mean scores for each area of study, the group of participating institutions achieved a higher mean score than last year in the areas of Critical Thinking and Reading. In the areas of Humanities and Social Science, the score remained about the same as last year. However, in the areas of Writing, Mathematics, and Natural Science, the scores were lower than in the previous year. It is certainly noteworthy that the CGCC scores in each area were above the average mean score for participating institutions in all areas.

An additional measure of student achievement is the Regents' Test. The average pass rate for first time examinees in Reading was 80% and for the Essay was 82% for the academic year 2001-2002. The year includes Summer 2001, Fall 2001, and Spring 2002. These scores continue to demonstrate the strong success of the Reading and English program.

Pass rates on the 2001-2002 national licensure exam for registered nurses was 94%. This was an 11 % increase from the previous year's score. However, the licensed practical nursing exam exhibited a pass rate of less than 80% which was a drop of 7% when compared to the previous year's score. Radiologic Science students continued a 100% pass rate which is considerably above the national average.

SECTION D: RETENTION RATES AND GRADUATION/TRANSFER RATES

Based on the most recent information available regarding student retention and graduation/transfer, the following tables reflect data produced in conjunction with the Board of Regents' Report Card initiative.

**University System of Georgia
Retention Rate Report - One-Year Rates
First-Time Full-Time Freshmen
Fall 2000 Cohort**

		Number Enrolled Fall 2001		Number Graduated Fall 2000-Summer 2001				
<u>Institution</u>	<u>Total Beginning Cohort</u>	<u>Institution- Specific</u>	<u>System- Wide</u>	<u>Institution- Specific</u>	<u>System- Wide</u>	<u>Number Not Enrolled Fall 2000 or Graduated</u>	<u>Institution- Specific Percentage Retention Rate</u>	<u>System- Wide Percentage Retention</u>
CGCC	230	128	150	4	4	76	57.39	66.96

**University System of Georgia
Graduation Rate Report
Career and Transfer Associates Degree Three-Year Rates
First-Time Full-Time Freshmen
Fall 1998 Cohort**

			Number Graduated Through Summer 2001		Percentage Graduation	
<u>Institution</u>	<u>Total Beginning</u>	<u>Year of Graduation</u>	<u>Institution- Specific</u>	<u>System- Wide</u>	<u>Institution- Specific</u>	<u>System- Wide</u>
CGCC	107	2001	20	20	18.69	18.69

University System of Georgia
 Percent of
 First-Time Full-time Transfer Associate Degree Seeking Freshmen Matriculating in Fall or Summer, 1998
 Who Completed an Associate Degree Program or Transferred to a Four-Year Institution
 By Fall 2001

Institution	All FT-FT-DS Freshmen Number	Number Graduated		Number Transferred		Number Graduated	
		Number	Percent	Number	Percent	Number	Percent
CGCC	84	14	16.67	11	13.10	25	29.77

The first chart of statistics reflects an institutional retention rate of 57.39% and a system-wide retention rate of 66.96% for first-time, full-time, degree seeking freshmen who began in Fall 2000 and either re-enrolled for Fall 2001 or completed their program of study by the Fall of 2001. The second chart illustrates the beginning cohort of 107 first-time, full-time freshmen who began in Fall or Summer 1998 and completed a Career or Transfer Associate Degree through Summer 2001 show a graduation rate of 18.69%. The final chart represents a beginning cohort of 84, which represents only transfer associate degree seeking first-time, full-time freshmen who enrolled in the Fall or Summer, 1998 and completed an associate degree or transferred to a four-year institution by Fall 2001. Those students graduating with an associate degree are represented by 16.67% and those students that transferred represent 13.10%. The combined percentage of 29.76% represents those students who either graduated or transferred by Fall 2001.

These statistics reflect a retention rate of 60.48% for Coastal Georgia Community College for first-time, full-time freshmen that began in Fall 1999 and either re-enrolled for Fall 2000 or completed their program of study by the Fall of 2000. Additionally, first-time, full-time freshmen that began in Fall or Summer 1995 and completed an Associate Degree/Certificate Program or transferred to a four-year institution by the Fall of 1999 show a rate of 33.33%. Both the retention rate and graduation/transfer rate show an increase in the percentages from the previous years' statistics.

RETENTION AND GRADUATION IMPROVEMENT STRATEGIES--a. Academic Affairs-

The Vice President for Academic Affairs has initiated a review of academic policies and procedures which will ultimately have a positive impact on class size, course substitutions, and "I" grade procedures. The General Studies Division has expanded its academic support services by developing strategies to better use the Learning Center. Strategies include the following: 1) encourage faculty to volunteer their time to be in the Learning Center to assist students; 2) increase materials to better assist student learning; and, 3) administer student surveys to solicit ideas for improving the Learning Center. An adjustment of faculty office hours occurred to ensure faculty availability. Academic alert rolls were provided by Student Development Services to assist faculty in identifying problem students. These rolls also helped faculty increase individual attention given to certain students needing assistance. The format and content of the Study Skill course was revised to make it more relevant and "hands-on". A revision of science course offerings also occurred to provide more meaningful choices for non-science majors. The science department also worked together to create clearer learning objectives for their courses. An orientation, training, and mentoring program was developed for adjunct faculty. Learning communities were formed for Math 1111 to better address

problem areas and form student support study groups which greatly increased retention rates. The Nursing Department identifies at risk students and monitors grades on a regular bases. The nursing students also participate in care mapping for each patient during the clinical experience. This mapping procedure carefully identifies a correct plan to help with patient recovery. Student participation in this clinical process helps to better educate the nursing students and creates a successful clinical experience. **b. Student Development Services**--Using trained peer advisors to help during peak hours of registration has greatly helped to decrease long lines and establish a more efficient use of personnel. The windows version of Compass has been implemented which creates a more effective way for group testing and is a nationally recognized testing instrument. Training sessions for faculty advisors have helped to address many problems encountered by faculty as well as students during the registration process. **c. Institutional Research and Planning**--The Graduating Student Satisfaction Survey is administered every semester to graduating students. Information is gathered including student comments which address the following areas: Educational Outcomes of General Studies Core Courses; Admissions and Records; Academic Affairs; Library; Financial Aid; Business Office; and, Student Services. The results of this survey are disseminated on a regular basis to appropriate administrative personnel and faculty to help create a more effective learning environment for student success. **d. Student Support Services Grant**--The college has been awarded a four-year Student Support Services grant. Year-one funds awarded amount to \$195,000. Staff hired for the grant program include a director, counselor, program assistant, and secretary. The grant is designed to serve 160 students who have been accepted to the college and meet one or more of the following criteria: 1) low-income; 2) first-generation; and 3) have documented disabilities, academic need and basic skills deficiencies.. The following services were offered to these students: tutoring (individual, group, and computer tutorials); study groups; workshops in academic skills and personal growth; academic counseling; career counseling; transfer counseling; personal counseling; academic advising including a graduation plan; choosing a major; assessment of individual learning styles; financial aid assistance; and student grant aid. Learning communities began to develop with close and frequent contact with instructors of the Student Support Services Grant participants. Of the 160 students served the first year of the grant, five transferred to another postsecondary institution and 139 (87%) were retained in this current academic year at CGCC.

SECTION E: OVERALL INSTITUTIONAL HEALTH

The overall institutional financial health during this year has been strong. Even with the budget reductions which occurred in 2001-2002 the College has been able to maintain financial strength. The loss of income was more than offset by increasing enrollment. The enrollment losses of the past two years have been reversed which is a very positive development. With this increase in enrollment has come more positive faculty morale.

A major challenge during this year was provided by all of the intermediate steps involved in preparing the Camden Residence Center Project for bid. The several levels of review and changes made in the project resulted in the final bidding being delayed. As a result the groundbreaking was pushed back to June 21. By the end of the fiscal year the project had barely begun. A significant continuing challenge related to the Camden Project is that of getting the DTAE support for instructional personnel and equipment. This portion of the original budget plan was rejected by the DTAE in its asking budget for FY2003 and remains to be addressed in the amended FY 2003 or the FY 2004 budget. Staffing will be a major challenge for this new facility to become functional.

One of the challenges of the year was the incorporation of the Adult Literacy Program into the College with its complicated financial base in ten separate federal grants with varying calendars. The reporting for these grants, complete with the complications resulting from PeopleSoft's implementation, as well as the added constraint provided by the DTAE method of reimbursing the grants provided a bit of a challenge to the financial aspect of institutional health. This college has never had to be overly concerned about cash flow, but with the plethora of federal grants, all of which are reimbursable, this year provided a challenge. The addition of the Student Support Services grant (TRIO) provided an additional aspect of this challenge.

Among the greatest challenges for institutional health are those in technology. During this year the overall BANNER remediation project (Georgia Best), CAPP, BANNER upgrades, SIRS upgrades, plus the implementation of PeopleSoft Financials have all provided significant challenges. The employment freeze prevented filling a Software Technician position which would have assisted the functional areas. A related concern is the extremely limited physical space available for housing Computer Services. The President is concerned for the future in the overall area of technology. OIIT Personnel who visited the campus and reviewed specific technology issues in fall 2000 found many challenges for the College and many of those challenges remain still unaddressed, including staffing of the area with appropriately prepared technicians. This is an area which if left unaddressed will impede future institutional progress.

A very significant challenge to institutional health is provided by an inadequate number of African American faculty. It is essential that appropriate role models be visible on the campus for African American students. At this time the College faculty includes only one African American faculty member. This is not a new problem, but a continuing problem which seems to defy the ability of the administration to make changes. The scarcity of African Americans in the total applicant pool is especially pronounced at this small, rural college. In the area of employment of African American faculty this College is in need of institutional support from the University System.

A continuing challenge for the college is the non-availability of really suitable space for the college's technical programs which are operating in very cramped and inadequate space which is not reflective of the "state of the art" type facility which the public believes represents quality instructional delivery. This is the College's highest priority for capital outlay and will be submitted as a proposed capital project in March 2004. As noted in the accompanying narrative, the College Master Plan identified this need and an architect has been retained to work on the details regarding this project.

Even with these continuing challenges the overall institutional health of Coastal Georgia Community College continues to be excellent. The improvement in morale over the past several months has also been very positive which has enhanced even further the President's optimism about the future outlook for the college.