

**Annual Report
of
Institutional Progress
2000 - 2001
Coastal Georgia Community College**

**ANNUAL REPORT
of
INSTITUTIONAL PROGRESS**

2000-2001



COASTAL GEORGIA COMMUNITY COLLEGE

**3700 Altama Avenue
Brunswick, Georgia 31520-3644**

University System of Georgia

**2000-2001 ANNUAL REPORT OF INSTITUTIONAL PROGRESS
COASTAL GEORGIA COMMUNITY COLLEGE**

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

REAFFIRMATION OF ACCREDITATION PROCESS -- The year 2000-2001 was the third year in which Coastal Georgia Community College faculty, staff, and students were engaged in the institutional self-study process. The major events included publication of the final report, preparation for the site visit by the Visiting Committee, and preparation of the follow up report for the Commission on Colleges after the visit had been completed. This process was all encompassing and faculty, staff, students, and community members were involved in the process. The visit went very well with 12 recommendations, most of which were somewhat minor from the perspective of the thirteen conditions of eligibility for accreditation, and several commendations were given for student services with its community service emphasis and its outcomes based assessment, for the College Foundation for its advocacy of the College, and for the President for leadership related to the Camden Center.

The Visiting Committee recommended that the planning and evaluation processes for educational programs be improved. Although the DTAE programs have an ongoing program review process in place, the transfer programs have just begun to implement the University System's program review process and did not have a completed cycle for review. Another concern which is related to the first is that data gained from results of standardized tests, comprehensive course and program examinations, licensure examinations, employer feedback, and opinions of former students were not being utilized effectively in the evaluation of non-technical instructional programs. Although all of these items are utilized for program improvement and this data is systematically gathered, the Committee felt that the data was not being effectively utilized in part due to comments from a few faculty who were not really aware of how the institutional effectiveness process and its data driven processes utilized institutional data. In the institutional response to the report, information has been provided regarding how CGCC will improve the utilization and dissemination of information which is systematically gathered for the purpose of assessing effectiveness of programs and services.

A surprise from the visit was that the current thinking of the Criteria and Reports Committee of the Commission on Colleges is that a course such as English 1102 Composition II is to be considered a "tools" course and may not be used as the humanities/fine arts course in the general education core for associate degree programs of study. This affected all of the College's associate of applied science degree programs where this course had been utilized as a humanities course. Those programs of study have now been revised to include courses which anyone would accept as humanities courses. Two part-time faculty credentials issues were addressed by informing these two faculty that they will longer be employed to teach. In both instances neither faculty member had eighteen graduate hours in the discipline and other qualifications used by the institution as allowed by the Criteria for Accreditation were questioned by the committee. Other recommendations related

to catalog errors and documenting evaluation of the college safety plan, investment policies and guidelines, and the distance learning program. Reaffirmation is expected to occur in December 2001.

The process leading to Reaffirmation of Accreditation began in fall 1998 at the same time as the change from the quarter to the semester calendar. Faculty who had been engaged in the total curriculum review and preparing the changes for semester conversion were somewhat less than enthusiastic about the extensive processes involved with self-study and a Visiting Team. The greatest challenge of the process was to maintain a high level of faculty engagement with the process from 1998 through 2001. The results of the process are being used to improve the institution and are in many ways much more far-reaching than the formal reaffirmation process. The formal institutional planning process is being amended to increase the level of ownership which the faculty feel with institutional planning and to directly engage the president in more direct dialogue with the Institutional Planning Committee. In addition, internal communication will be strengthened by informal means and by the creation of "The President's Forum" which will engage all mid-level managers in a monthly session with the President and the Cabinet. Coastal Georgia Community College will be stronger as a result of the self-study process.

MASTER PLANNING PROCESS--The physical facilities master planning process had begun in 1999-2000 and carried forward into the 2000-2001 academic year. Harper Partners presented their findings to the campus Master Planning Committee and after review of three alternative scenarios, the most acceptable approach for the campus included: a pedestrian centered atmosphere which would involve removing cars from the interior of the campus with a relocation of parking to perimeter areas and a realigned main entrance from Altama Avenue into a cul de sac arrangement which would close the dangerous short-cut now often utilized by the community in bypassing a busy corner and traffic light and would provide a safer campus environment. In addition, the master plan projected locations for a new Applied Technology Building to house the technical programs and a new Student Services/Classroom Building which will for the first time allow the co-location of all the separate pieces of the student intake process in a single place to better serve students. In addition, the new master plan also projects a location for a future Cultural Arts facility to serve campus and community needs.

The report to the Board of the major tenets of the master plan was followed by a full presentation of the final Master Plan to the faculty on February 23, 2001. The Visiting Committee was very impressed with the quality of the CGCC Master Plan during their visit to the campus in March 2001.

PHYSICAL CAMPUS IMPROVEMENTS--During the 2000-2001 year MRR funds were utilized in renovation of the main student parking lot with the addition of parking spaces and improved lighting, drainage, traffic flow, and the addition of emergency call boxes. The Central Duplicating Office and the Physical Education Building lobby were renovated with new lighting, paint, and ceiling tile, and Central Duplicating got a new heat pump to better control temperature and humidity. With the assistance of a local interior decorator, the entire President's suite was improved with new draperies and furniture, including the President's Dining Room, the Conference Room, the office

suite, and the small conference room. The result was a much improved appearance. An asbestos abatement and overall improvement to the electrical system project was part of an MRR project begun this year but carried over to the FY02. Emergency MRR funds were necessary during the year to repair leaking underground chilled and hot water piping.

CAMDEN RESIDENCE CENTER PLANNING--The ongoing work with the architectural firms engaged to develop the planning and construction documents for the Camden Residence Center was in process throughout the year. In October 2000 the 100% Construction Roundtable Review was held at the Board of Regents Office. The construction documents and specifications were further reviewed by GSFIC construction personnel and by the USG staff and external consultants for the Board of Regents. The drawings and specifications were edited in all cases where findings and suggestions were made. The President and the architect met several times with representatives of the City of Kingsland relative to the construction of the roads and utilities to the building site. Access roads, water, sewer, and power were all in place by spring 2001 awaiting the results of the bid process. In addition, the architect received approval from GSFIC to separately contract for site preparation so that when the construction bid was let there could be immediate progress. The project was bid on May 15, 2001, and the project was awarded to Two States Construction (Augusta). The groundbreaking ceremony held on June 29, 2001, was celebrated by about 115 community leaders, public officials, and the interested general public. The collaborative aspects of this facility were highlighted so that the general public would understand the comprehensive mission for CGCC which includes programs under the governance of the Board of Regents of the USG and the Department of Technical and Adult Education.

COASTAL GEORGIA COMMUNITY COLLEGE P-16 COUNCIL--The CGCC P-16 Council continued its work during this year with a very directed goal to increase parental involvement with schools. Work on this goal has been in progress for the prior two years as related literature has been reviewed, best practices have been presented for review, and strong support from the business and industry community has been gained. It was determined by the Council in spring 2000 that a handbook to guide the diploma discussion between parents and ninth grade counselors and other school representatives would be the most useful of all interventions. In late fall 2000 about fifteen P-16 Council members participated in a "lock in" during which the copy for the handbook was prepared. The costs involved in publication of 3,200 copies of the handbook and preparation for distribution was approximately \$5,000. Georgia P-16, the Southeast Georgia P-16 Council at Armstrong Atlantic State University, and a special grant from the Georgia Pacific Foundation provided funding for the project. The publication **Guide to a Successful Educational Experience: A Handbook for Students and Parents** was distributed to the six counties which make up the CGCC P-16 Council. Brunswick High School's printing graphics program produced the handbooks.

In addition to preparation of the handbook, it was necessary to conduct inservice training with the manuals for schools personnel in the six counties of the Council. This training was ongoing during the spring semester and will be completed in the 2001-2002 academic year. The handbook was so well received by the schools that Altamaha Technical College sought and was given permission to issue the Handbook to the three counties in their service area who were not in the CGCC P-16

Council region. Okefenoke Technical College is also considering distribution of the handbook in their service area as well. The business community is very enthusiastic about P-16, and is very supportive of the use of this manual.

The chairperson of this P-16 Council was invited by the Georgia P-16 Initiative group to speak at the Spring statewide P-16 meeting about the topic of how to engage the community in the P-16 dialogue. This presentation was very interesting for the presenter because of the extent to which the questions from the audience revealed almost a total lack of engagement by the general business community across Georgia with the issues being addressed through P-16.

COASTAL GEORGIA MINORITY OUTREACH PROGRAM and PREP--The Coastal Georgia Minority Outreach Program (CGMOP) continued for its ninth year during the summer of 2000. A total of 72 seventh grade African American boys were enrolled in the program. The long term program goal is to increase access to higher education for African American males by increasing the numbers of these young men who will graduate from high school. This program is funded with private money raised annually by the president and brings together a partnership of African American males who are members of the Fourteen Black Men of Glynn and who are mentors to the youths who spend five weeks on the College campus engaged in intensive remediation in mathematics and language arts. This is a very successful program which seeks as its goal to enlarge the numbers of African American males who graduate from high school with the skills and motivation to continue their education. This program has been very successful in getting more students to graduate and to enroll in postsecondary education. The Fourteen Black Men of Glynn raise funds throughout the year to provide scholarship assistance to completers of the CGCC summer program and several youths who have completed the program are now in college. The college remains in contact with these young men while they are still in high school and through a Saturday Academy held on the fourth Saturday of each month, they receive information from the college about programs and services and are provided with tutorial assistance as needed. Four of the students from the Class of 1994 are now students at CGCC.

During this year all of the youths who were enrolled in the CGMOP Summer Program were also enrolled in PREP activities at their middle schools. These Summer Program youths come from Glynn, Camden, and McIntosh Counties. Through PREP there will be further reinforcement of the skills which are stressed in the intense campus-based component of the Coastal Georgia Minority Outreach Program.

The PREP program continued to center around the after-school Homework Centers provided in each middle school of Camden, Glynn, McIntosh, and Wayne Counties with eight functioning sites. The Summer PREP program also was offered for two weeks of enrichment for selected youths from these programs who were determined to be the most likely to profit from this experience. The Summer PREP activities centered around Science and Mathematics with a volunteer component included. Enthusiasm was high as demonstrated by the students and their parents who assisted and participated with the Friday night "sleep over" which was greatly enjoyed by the students who ate their way through the evening while enjoying educational games, fun videos, and all the other activities of the

evening. Parents promptly appeared at 7:30 a.m. to pick up their children who had not slept during the long night! Many of the youths in the summer 2000 program were not acquainted with the concept of "giving back" to their community as was emphasized through the volunteer programs which involved tutorial activities for summer school students, visits to nursing homes, and highway clean up activities. The Postsecondary Readiness Enrichment Program continues to be a very strong program.

ENROLLMENT IMPROVEMENT--Several strategies have been employed during this year to improve enrollment. A Recruiting Team evolved in 1999 from the local Task Force designated for the Pew funded First Year College Experience Program. The Recruiting Team/Task Force has worked diligently since 1999 to determine ways to address the significant enrollment losses which occurred due to semester conversion. In spring 2000 this group conceived the special initiatives to reach out to non-traditional students which have been successfully implemented. These included a streamlined approach to Student Orientation which included trying to serve students enrolling for fall earlier in the summer to assure their successful registration. A Call Center manned by enrolled students was set up as an innovative practice by the Vice President for Student Affairs to improve communication with potential students by contacting students who had not completed the full admissions process, those who completed admissions processes but stopped without registration, students who did not complete the financial aid process, etc. The ability to reach students who are potential dropouts was substantially improved through this process. In addition a Marketing Committee was established as an ad hoc committee reporting to the president to examine public perception of the ways in which the college positions itself for the recruitment of students in its printed literature, its paid advertisements, and the overall image of the college. This Committee had begun to make a difference by the end of Spring Semester and during the early Summer committed to a new view book which should be available during fall 2001 and for billboards which would be used to advertise the comprehensive nature of the programs offered by the college, i.e. pre-baccalaureate degree programs for transfer and technical education programs. The appearance of these billboards occurred in late June and early July 2001 and were received very positively throughout the community.

BANNER REMEDIATION AND PROGRESS MADE--During 2000-2001 registration and other data-related student processes were almost paralyzed by the problems inherent in the BANNER Student Information System. The problems crystallized in fall 2000 after the July upgrade of BANNER was scheduled by OIIT. The late timeline did not provide sufficient time for a small institution with limited computer services personnel to fully test and debug the upgrades. Consequently, when fall registration occurred it became apparent that students whose data had been entered into the BANNER system prior to the upgrade could not proceed with registration because of inherent conflicts between the upgrade and the former system with the only remedy being individual reentry of student data into the system before registration could proceed. This led to much student dissent, long lines, and other unhappiness with the institution.

The outfall of this process was that the President requested and received extraordinary assistance from OIIT staff who sent a "SWAT" team which spent 1.5 days on campus and determined a course of action to generally address many issues with the BANNER system. Central to this was the strong urging that the President reconstitute the BANNER team and become the Chairperson of the BANNER team, which was an extraordinary step. This recommendation was perceived as essential to restoring confidence that a team approach could and would work. Throughout 2000-2001 and continuing to the present the President is acting in this role with the Registrar serving as co-chairperson from the functional area. A team approach did result from this strategy and all tables in BANNER were individually reviewed and decisions made regarding elimination of all tailoring which had been inserted by CGCC personnel largely because of the DTAE connection with BANNER dating to 1994 so that only the "Georgia Mods" remained in the system according to prescribed OIIT and SCT tables. This was a most laborious process, but a productive one and by summer 2001 the College was able to expect with confidence a successful registration for fall even with implementation of BANNER 3.0 before fall with expectation of being at BANNER 5.0 in time for implementation of PeopleSoft by October 2001 as expected.

COLLABORATION WITH SECONDARY SCHOOLS -- a. Automotive Technology Program--

-A new automotive technology program was developed to serve postsecondary educational needs of area automotive industries in collaboration with Glynn County Schools. Since the College has no available space for any new technical program it was determined that the shop space at Brunswick High School could be made available to the College during the evening, that area industries would support the program with a new car and with tools, and that a qualified instructor who was ASE certified and the supervisor of one of the largest automotive garages in the region would be available. The assessment of initial need which guided development of this program was conducted under the aegis of the Brunswick Golden Isles Chamber of Commerce and the Brunswick Glynn Development Authority. The program will begin in fall 2001.

b. Adult Literacy Program--Further collaboration with Glynn County Schools was demonstrated when Glynn County Schools offered to transfer responsibility to CGCC for the Adult Literacy Program which serves Glynn, Camden, and McIntosh Counties. This transfer was effective on July 1, 2001, and grant funding from DTAE was authorized to finance the program. It is hoped that moving this program to CGCC will encourage more GED completers to continue their postsecondary education by enrolling in technical programs at CGCC.

c. Regional Science and Engineering Fair--All science and engineering faculty participated in the Coastal Georgia Regional Science and Engineering Fair which has been held on the CGCC campus each year since 1994. The fair is directed by a CGCC faculty member. Outreach to area science and mathematics faculty is achieved through this event which is considered by college faculty to be the central event of the Science and Mathematics Academic Alliance.

d. Other faculty outreach efforts--Local middle school students performed experiments in the chemistry and biology laboratories and viewed the night sky using the CGCC telescope. A chemistry professor administered the High School Chemistry Olympiad Exam to high school students, sponsored by the Coastal Empire Section of the American Chemical Society. Another science faculty member tutored math and science students from a middle school which serves large numbers of underprivileged youths for two days per week throughout the school year. Faculty served as hosts for small group discussions with area high school students visiting the CGCC campus, highlighting careers in a

variety of disciplines. Nursing faculty planned and conducted a "Nurse Shadow Day" in Brunswick and St. Marys which was attended by 35 students from Camden, Glynn, and McIntosh counties as they learned about education and careers in nursing.

COLLABORATION WITH BUSINESS AND INDUSTRY-- a. EMT Program--In 2000-2001 a class of 32 EMT students began their training. Planning and preparation for this program involved the local provider community of the Department of Human Resources region for EMT training which includes several southeast Georgia counties. This planning was ongoing at the time of semester conversion in 1998 and the content had to be repackaged into units appropriate for the semester. This required an extensive review by DHR which controls curriculum and licensure for the program. The program continued through spring 2001 with the first group of students slated to complete their licensure examination in summer 2001. This program was strongly supported by the local EMT community which is very pleased at the implementation of a program which assures the admission of qualified applicants for the program and therefore a higher licensure rate at the conclusion of instruction. **b. Certified Customer Service Program--**The Certified Customer Service Program was offered on site for the Jekyll Island Authority. This program included special outreach to business services employees as well as direct hospitality services personnel in hotels and restaurants on the island. This program began in January 2001 and had 20 participants. **c. Technical Certificates of Credit for Durango-Georgia Paper Company--**Following the purchase of the Gilman Paper Company by Durango-Georgia Paper Company (St. Marys, GA) in early 1999 it became obvious that investment in human resources by the company over the years had been lacking resulting in higher costs/unit of productivity for the world market than was profitable for the Mexican owned company. The company, recognizing a need to upgrade the quality of the labor force, sponsored 150 employees to enroll in CGCC short term training programs of study called "Technical Certificates of Credit" geared to the special needs of the paper industry. This program had been developed specifically to meet the needs of Georgia Pacific's Paper and Bleached Board Division in Brunswick in 1993 and was adaptable to the 2001 needs of Durango-Georgia employees. The program greatly boosted CGCC credit enrollment in FY2001 and is expected to continue indefinitely.

COLLABORATION WITH UNIVERSITY SYSTEM INSTITUTIONS-- a. At Kings Bay Naval Submarine Base--During the academic year 2000-2001 discussions were held with Valdosta State University regarding collaboration with CGCC on the Kings Bay Submarine Base in Kingsland, Georgia, where CGCC's permanent center is now under construction. A change of Base Education Officer at Kings Bay opened the way for CGCC to be considered for offering Learning Support Services to students attending on base who do not meet Valdosta State University admissions standards. This service had been previously assigned to South Georgia College. Discussions also resulted in a request for the Associate of Applied Science Degree in Computer Information Technology which potentially can articulate into the BAS Degree in Computer Technology which Valdosta wishes to offer on the base. Planning is proceeding to implement this program during the 2001-2002 academic year. **b. At Ft. Stewart--**Participation with the Liberty Center at Ft. Stewart and Hunter Army Air Field continued during the year with enrollment averaging approximately 20 students per class in Learning Support and Area A of the Core

Curriculum and fewer than eight students in the Computer Information Technology certificate and AAS degree programs with the result that by July 2001 the Army determined that the CIT program would no longer be offered at the base. The year ended amid uncertainty regarding the future role of the USG at Hunter unless an administrative presence could be maintained there. CGCC was requested by the Army Education officer to provide comprehensive community college programs at Hunter.

c. Brunswick Center--The Brunswick Center consortium in its fifteenth year of operation and composed of Armstrong Atlantic State University (AASU) and Georgia Southern University (GSU) continued to provide access to baccalaureate degrees (six from AASU and one from GSU) as well as graduate degrees (two from AASU and six from GSU). This activity addresses several Guiding Principles for Strategic Action which emphasize collaboration in serving needs. A total of 51 undergraduates earned baccalaureate degrees from AASU through the Center, representing 18.89% of AASU's 270 graduates from programs offered both through the Brunswick Center and on campus at AASU. In addition, 33.34% of the AASU master's degrees in early elementary and middle school education were earned through the Brunswick Center. Marketing of the Brunswick Center programs has been a priority during this year as the Director of the Brunswick Center has actively sought ways to increase the enrollment of the Center through his participation in the College Board conference "Marketing to Adult Students" and also outreach to Waycross College graduates and CGCC graduates as well as participating actively with the CGCC Recruitment and Retention Committee and with the Marketing Committee.

d. Savannah Nursing Program--The Associate of Science Degree in Nursing program offered via GSAMS at AASU in Savannah continued with strong success. Noteworthy was the 100 percent pass rate of these students on the nursing licensure examination, demonstrating the quality of the program and the parity of their performance on this external quality measure. This outreach effort continues to be very significant and during the year connections with Memorial Medical University Hospital continued relative to relocating the didactic portion of the program and an additional GSAMS site to that location in Fall 2001. In addition, Savannah State University located on the East side of Savannah proved to be a successful location for the GSAMS laboratory site which would be necessary for the expanded program.

e. Quality Undergraduate Education--The USG sponsored program in Quality Undergraduate Education underwritten by funds from the Pew Charitable Trust paired CGCC and Armstrong Atlantic State University faculty in the same disciplines to develop standards and associated learning outcomes for students completing the same courses in both levels of institution. The process of collaboration has included the opportunity for selected faculty to participate in conferences with colleagues from other states conducting similar articulation activities. In addition, the annual K-16 conference sponsored by the Education Trust provided an opportunity for these faculty to showcase what they have learned from this project.

f. Georgia GLOBE Activities--Two faculty members have participated in developing e-core courses during the year. One faculty member taught an e-course during spring 2001 and another is slated to teach an e-course in fall 2001. Through Continuing Education a number of online courses were offered through Georgia GLOBE's contract with KnowledgeNet in the area of Information Technology certifications. It is expected that this will become more popular as the service is publicized during next year.

g. Continuing Education--Collaboration with the Small Business Development Center of the University of Georgia was ongoing during the year. In addition, through collaboration with Georgia Southern University training was provided for human resources professionals and certified public accountants.

TECH PREP/SCHOOL TO WORK--Articulation agreements have been signed with secondary schools in Glynn, Camden, and McIntosh Counties linking the technical programs offered at the postsecondary level with the companion programs offered at the secondary level. Completers of these programs at the high school level are provided with advanced standing in the postsecondary programs thereby accelerating student progress toward certificates and associate degrees in these technical fields. These three counties are part of the Service Delivery Area designated for CGCC by the Georgia Department of Technical and Adult Education. The Coordinator for Tech Prep and School to Work is provided office space at no charge by CGCC as a contribution to the success of this collaboration. The support of the Tech Prep Coordinator was key in the completion of the P-16 Project **Guide to a Successful Educational Experience: A Handbook for Students and Parents**. The housing of this coordinator on the campus of CGCC has provided a strong coordinating point with the college which has been very constructive. It is fair on balance to note that the questionable management of the Tech Prep and School to Work grants by DTAE personnel at the State level has provided a very strong challenge to the fiscal affairs area at CGCC and to the program coordinator.

PROFESSIONAL GROWTH AND DEVELOPMENT--Several faculty and administrators have published articles in journals, chapters in books, made presentations at professional meetings, and hosted professional meetings in Southeast Georgia during the year. Among these professional meetings were the Georgia Academy of Science, the USG Human Resources officers, the USG Payroll Group, the Student Development and Academic Affairs Officers Summer Meeting, and the USG Business Officers Summer Meeting. Faculty from all areas of the college attended and made presentations at national and state conferences. Among these were the South Carolina Association, of Developmental Education, the National Association of Developmental Education, Chautauqua the Southeastern Regional Convention of the National Association of Academic Advising (NACADA), the American Association of Health, Physical Education, Recreation and Dance, the NSF sponsored Contemporary Lab Experiences in Astronomy, the National League for Nursing, and the International Council of Nurses. The University System of Georgia's web based learning project in nursing to promote the development of discipline specific learning modules was presented at this international conference by a CGCC faculty member in Copenhagen. In addition, five persons served on accrediting teams for regional and/or national accrediting associations, with two serving as team chairs. The Registrar and Director of Admissions served as president for the Georgia Association of Registrars and Admissions Officers and as Chair of the Regents Administrative Committee for Records and Admissions with both terms being served concurrently. The VP for Student Development Services was nominated for the Pacesetter Award of the National Academic Advising Association with the actual award to be presented in fall 2001 at the annual meeting, was named as President-Elect for the National Academic Advising Association, and chaired the National Academic Advising Association Annual Conference. The Director of Student Life was nominated by the National Council for Student Development to attend a national institute on leadership in student services for two year colleges.

STUDENT ACHIEVEMENTS--a. Student Publications--The College literary publication *Seaswells* was named the Most Outstanding College Magazine for 2000 by the American Scholastic Press Association for the third year of the five years the award has been given. The magazine was also given a First Place with Special Merit Award for the seventh year of the ten years the award has been given. This magazine brings together writing and photography by staff, faculty, and students.

b. Athletics--The men's basketball team placed #1 in the Region Conference and #2 in the State. The basketball Coach and Athletic Director was named as the GJCAA Coach of the Year and the Atlanta Tip-Off Club's Two-Year College Coach of the Year. A basketball player was selected as the GJCAA Player of the Year and was selected as a member of the GJCAA All American Team. The women's softball team placed #3 in the State.

CONTINUING EDUCATION--A total of 372 courses with 3,185 participants were offered in 2000-2001 with several courses offered online. Twenty-eight of the courses were contract courses serving 367 persons. Among these contracts were courses for the Federal Law Enforcement Training Center, the City of Brunswick, and Glynn County Governmental employees. New course offerings included conversational Spanish and floral design offered in Camden County and certificate programs in dental assisting and photography and a computer camp for children offered in Brunswick. Welding assessments were provided for Durango-Georgia (St. Marys, GA) employees. The results of this assessment were utilized to place employees in CGCC certificate of credit programs being offered on-site to the Durango-Georgia employees.

INSTITUTIONAL ADVANCEMENT--The annual campus campaign included 92% of all employees as participants. For the third year "A Day in the Community for CGCC" was carried out as a directed fund raiser for the college which relies on a large number of volunteers. In one day over \$38,000 was raised. The groundbreaking ceremonies and reception in Camden County was planned and carried out by the Director of Institutional Advancement. The fourth year of the Compton Lecture was a major success with former U.S. Senator Sam Nutt as the guest lecturer. The proceeds of the Compton Lecture are utilized as part of the Annual Fund for the Foundation. The involvement of Foundation members in fundraising activities and meetings has resulted in increased participation from Foundation members in meetings and money raised. The HITES Family Scholarship Foundation proposed a match for CGCC of up to \$100,000 for the College to fund student scholarships to complete the baccalaureate degree. A local donor provided the matching funds. Not counting the HITES matching funds, the Institutional Advancement office has raised \$104,000 in unrestricted funds and \$398,000 in restricted dollars

SECTION B: ANNUAL PROGRESS IN INSTITUTIONAL STRATEGIC PLANNING

In 2000-2001 the college continued to focus on achieving the thirteen strategic planning priorities adopted as part of the 1995 revision of the college's mission statement which also includes a reevaluation of the mission statement during the recent self-study process. Seventeen new goals as well as nine on-going goals were developed for the 13 strategic planning priorities.

With strategic planning being an on-going process, the nine on-going goals have been in progress in various stages from either the 1997, 1998, or 1999 strategic plan. An update on the accomplishments of both the 17 new goals and nine on-going goals from 2000-2001, as well as the new goals for 2001-2002, 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.

During 2000-2001, all of the 17 major strategic planning goals were attained. They were as follows:

- Improve communications with potential and enrolled students at CGCC.
- Work with Academic Affairs and Business Affairs to access system technology advances.
- Improve customer service.
- Create a plan to utilize students in the area of recruitment, admissions, and retention.
- Explore and implement class scheduling options providing increased flexibility for current and potential students.
- Identify and implement activities beneficial to the recruitment and retention of students and to the marketing of the various academic programs of the college.
- 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.
- Create and fill faculty and staff positions to better support academic offerings at off-campus locations.
- Implement PeopleSoft financials software to include new accounting, budget, purchasing, fixed assets, accounts receivable, and accounts payable modules.
- Provide comprehensive information to faculty and staff regarding substantial changes to the Board of Regents health insurance plan including the introduction of a new preferred provider option.
- Assist interested faculty in the identification and application of technology to the teaching and learning environment and seek additional physical, fiscal, and personnel resources to facilitate this effort.
- Because of the need for additional funds in Camden County at the Camden Center for scholarships, equipment, and in the not so distant future a new center, additional ways to raise money for the center are going to be addressed.
- Develop a wide-spread marketing campaign for the new Camden Center project to increase visibility and increase enrollment in Camden County.
- The Self-Study Director assisted by the Steering Committee will implement the third phase of the institutional self-study process.
- Implement a systematic, ongoing academic program review system and make identified program improvements as needed.
- Create and implement a system to identify, collect, and utilize information needed for decision making and assessment.

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

- Complete major repair and renovation projects.
- Update the Coastal Community College Facilities Master Plan.
- Collaborate with architects, engineers, and the master planning consultants to develop an effective design for the 92,000 square foot Camden Center facility to be built in Kingsland.
- Increase non-credit offerings and outreach in Camden County.
- Expand workforce development programs.
- Maintain and improve the College Internet site and evaluate distance learning course offerings.
- Assist in the development of new goals for the College's Strategic Plan for the 2000-2001 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.

The one remaining on-going goal was not achieved due to lack of funds. It was as follows:

- Hire Coordinator of Advisement and Retention to coordinate campus advisement programs, retention activities, and assist with recruitment activities and events.

SECTION C: ANNUAL PROGRESS IN ASSESSING INSTITUTIONAL EFFECTIVENESS

The expected outcomes, methods 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 182 changes were documented collegewide as result of the 2000-2001 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, Coastal Georgia Community College has accepted eight general education outcomes. Students shall 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. Develop 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 and locally revised exams, course based material, and student and employer surveys regarding the achievement of the outcomes.

In 2000-2001 all college academic 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 and is regularly utilized; the program review process for transfer programs will be implemented in the fall of 2002 which will provide additional assessment data. The Associate of Applied Science Degree in Accounting, a career program, engaged in the program review process during the 2000-2001 academic year. As a result of this process there were six findings leading to seven recommendations for program improvements.

The Academic Profile (AP) national test results have been received by the Institutional Research and Planning Office for the 2000-2001 academic year. The transfer program assessment results continue to be well above average. The graduating students achieved a higher mean score than most of the institutions in their comparison group. CGCC was in the 94th percentile for the first and second comparison groups. Both of these groups used 34 like colleges for the mean score comparison. A third comparison was done this year by ETS grouping CGCC with many more colleges. A total of 218 colleges were in the third comparison group. In this comparison using a larger group, CGCC still fared higher than the average mean score for the group, but dropped to the 51st percentile. A fourth comparison was done using a comparison group of 123 colleges. In this group, CGCC ranked in the 72nd percentile. In the third and fourth comparison groups, many of the colleges did not share a similar mission. Therefore, CGCC still did well when compared to much larger institutions including both two and four year colleges and universities. The first and second comparisons were with institutions with a similar mission. When comparing this years separate mean scores for each area of study, the group achieved a higher mean score than last year in the areas of Humanities, Natural Science, College Level Reading, College Level Writing, Critical Thinking, and Using Mathematical Data. In the area of Social Science, the score remained the same.

An additional measure of student achievement is the Regents' Test. The average pass rate for first time examinees in Reading was 82% and for the Essay was 85% for the academic year 2000-2001. These scores continue to demonstrate the strong success of the English program.

Pass rates on the 2000-2001 national licensure exam for registered nurses was 83%. This was a slight decline from the previous year's score. However, the licensed practical nursing exam exhibited a pass rate of 86.5% which was a significant improvement when compared to the previous year's score. Medical lab technology and radiologic science students continue to have scores above the national average with both achieving 100% on the licensure exam.

During this past year, the college completed the self-study process in preparation for the reaffirmation of accreditation. The SACS Reaffirmation Visiting Committee Report resulted in only

twelve recommendations and an overwhelming five commendations for the college. The low number of recommendations received by the college demonstrates the high success achieved for this project recognizing that the average number of recommendations given by a SACS team during 2000-2001 was over thirty. The college as a whole has profited greatly in assessing institutional effectiveness by involvement in the reaccreditation process.

SECTION D. IMPROVING STUDENT RETENTION AND GRADUATION

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

University System of Georgia Retention Rate Report

One-Year Rates First-Time Full-Time Freshmen Fall 1999 Cohort

		Number Enrolled Fall 2000		Number Graduated Fall 1999-Summer 2000				
<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 Rate</u>
Coastal Georgia Community College	124	70	78	5	5	41	60.48	66.94

USG Review - Benchmarking Percent of

First-Time Full-time Freshmen Matriculating in Fall or Summer, 1995 Who Completed an Associate Degree/Certificate Program or Transferred to a Four-Year Institution By Fall 1999

	Full-Time Freshmen	Male Freshmen	Female Freshmen	White Freshmen	African- American Freshmen	Hispanic Freshmen
Coastal Georgia Community College	33.3%	32.5%	33.8%	37.9%	18.0%	50.0%

These statistics reflect a retention rate of 60.48% for Coastal Georgia Community College for first-time, full-time freshmen who began in Fall 1999 and either re-enrolled for Fall 2000 or completed their program of study by the Fall of 2000. Additionally, of the 327 first-time full-time freshmen who 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. Advisement/Orientation--The Advisement/Orientation Committee revised the student orientation manual to provide more specific student information about academic success. Subsequently, student orientation leaders and faculty were trained on effective use of the manual which was then used in all new student orientation sessions. This revised manual is called *Charting Your Course* and it was selected for a Certificate of Merit for Outstanding Publications for 2001 by the National Academic Advising Association (NACADA). Each subject area concentration was reviewed and changed as necessary to make more specific information available regarding what should be included in the educational plan. These guides were implemented in Fall 2001.

b. Advisement Center--The advisors who work in the Advisement Center made personal contacts to their assigned advisees through telephone calls, letters, and e-mail to offer assistance during the semester. The students then met individually with the advisor and developed educational plans focusing on their area of concentration and addressing academic problems they are having.

c. Plan for Peer Advisors--In spring semester students enrolled in Learning Support classes were assisted by peer advisors working in collaboration with faculty advisors to assist other students with registration and educational planning. Based on the success of this first activity, it is expected that peer advising will be expanded and that more training will be provided for those students who will function as peer advisors during 2001-2002. It is anticipated that many problems during registration could be assisted by a network of peer student advisors.

d. Student Development Seminars--A series of academic development/personal development seminars were collaboratively offered by Student Development Services and the Learning Center. Topics covered were time management, note-taking skills, test-taking skills, and study skills. These seminars were held in the Learning Center and provided academic assistance to students as well as increased the numbers of students who visited the Learning Center for the first time and became aware of the extensive support services available there.

e. Mid-Term Grade Reports--Students were provided formal notification of their level of academic performance at mid-term. Mid-term grades are sent to students and to their advisors who meet individually with the students to review their progress. Individual faculty were provided with "academic alert" class rolls at mid-term which "flag" students in their classes who are having academic difficulty. These efforts continue to assist students in making more realistic assessment of their progress and to encourage them to remain enrolled and to complete the semester.

SECTION E: OVERALL INSTITUTIONAL HEALTH

From the financial perspective the financial health of the college was severely strained with the reductions in the FY 2002 allocations. The accumulated reductions due to enrollment losses in calendar year 2000 and 2001 plus the unfunded portions of the increase in health insurance were difficult. However, in spring 2001 student enrollment began to improve significantly and that improvement held through the summer term. The first year of the student technology fee netted over \$140,000 in revenue which was plowed back into improvements of computer services to students, both in equipment and in technical support.

A major challenge for the fiscal affairs of the college arises from the large number of federal grants in which the college participates. All of the grants, except the Student Support Services grant, are connected to the DTAE mission. The level of involvement of CGCC in these federal grants has escalated significantly during this year with the addition of School to Work and Tech Prep, and the continuation of Perkins funding for technical education, the New Connections to Work, and the Georgia Fatherhood Initiative. On July 1, 2001, adult literacy which is funded by ten separate federal grants came to CGCC. Also in July 2001 the College learned that the Student Support Services grant (TRIO) which had long been sought had been awarded. The challenge arises from the management of so many separate federal grants without a single restricted fund accountant who can be assigned to these responsibilities. None of the DTAE managed grants provide any funds for indirect costs, since all indirect costs are retained for State expenses. The Student Support Services grant does provide limited funds for indirect costs, but not sufficient to hire the personnel needed for this additional responsibility. With the conversion to PeopleSoft financials, reporting has never been more complicated.

Another major challenge arising during the year relates to the planning and program development for the new Camden Center. Advisory Committees for the technical programs are needed and curriculum discussions with those groups will lead to the exact program direction and emphasis for the ten technical programs to be developed in Camden. All categories of college personnel seem to be concerned about the Camden Center and its programs but especially how costs involved will be covered without siphoning away resources from Brunswick. In addition to concerns, it appears that the campus is primarily excited and looking forward to the construction and reality of the Camden permanent facility.

The greatest challenge facing the College at this time is the management of technology. The problems within BANNER continue in spite of the good work which is being done to clean up past problems with modifications of the software. The problem of workload and limited staff to perform the work is a major issue. Getting additional staff to assist with BANNER and PeopleSoft was the highest priority in budget preparation for FY2002. This position was to be advertised immediately after the FY 2002 budget year began but the employment freeze has caused the position to remain on hold due to budget restrictions. This is a very major position which is key to making BANNER and PeopleSoft work together effectively. This is an area where OIIT personnel can be of some

assistance and they have done so in the past. However, much greater attention to campus driven calendars related to implementation of software upgrades should be given.

Another challenge facing the College is participation in the Liberty Center and possibly Hunter Army Air Base. The Liberty Center is not funded by the University System and the support staff is simply not affordable to be able to staff the Center in a manner appropriate to its mission. This has definitely had a negative impact on enrollment at the Center. With the new Army Education Center which is to be constructed within the next two years at Ft. Stewart, staffing levels for the University System institutions involved with the Liberty Center will require additional assistance from the University System.

A significant challenge is posed by the seeming inability of the College to attract and employ qualified minority candidates for instructional positions. Within the last five years three minority faculty have either retired or moved to other employment and have been unable to be replaced with new qualified minority faculty. If this trend continues, soon there will be no minority faculty at CGCC. In an effort to address this issue, the HITES scholarship which have been recently endowed by the HITES Family Scholarship Foundation and local matching funds have been focused on the preparation of qualified minority students at CGCC who with assistance from these funds might complete the baccalaureate degree. Then, CGCC expects to work with the state universities to place those students in appropriate graduate programs with the expectation of their seeking employment at CGCC. This "grow your own" approach has worked in other places and it will be attempted here over the next several years. First, the endowed funds have to earn interest which will be spent for this purpose.

Campus morale seems to have improved over the previous year. Completion of the self-study with such a fine report from the Visiting Committee did much to lift campus morale. Another contributing factor was the improvement of enrollment during Spring semester 2001. The president's exhortations to faculty regarding the schedule and adapting to the needs of nontraditional students finally paid off with multiple entry points included in the summer schedule of classes and most especially with an entry point which would attract direct from high school students who had graduated in May or June. The success of this model was outstanding and the success was attributed to the schedule of classes. The positive enrollment trends should improve the long term financial position of the College. The president invited all faculty to "Coke and Cookies" with the president during the year for dialogue on topics of interest to faculty. Similarly, the staff and students were also invited to participate in their own sector "Coke and Cookies" meetings with the president. Maintaining an open relationship with the faculty, staff, and students is important to the maintenance of morale.

Even with the challenges, the president remains optimistic about the progress which has been made during this year, the improving financial position of the college with enrollment growth, and the overall improvement in morale which seems to have occurred.

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