

**2004-2005 ANNUAL REPORT OF
INSTITUTIONAL PROGRESS**

**2004-2005 ANNUAL REPORT OF INSTITUTIONAL PROGRESS
COASTAL GEORGIA COMMUNITY COLLEGE**

SECTION A: SUMMARY OF MAJOR ACCOMPLISHMENTS IN 2004-2005

University Center, i.e. Brunswick Center – The Brunswick Center consortium of CGCC, Armstrong Atlantic State University (AASU), and Georgia Southern University was authorized in spring 2005 to use the official designation as a University Center. Although this Center has existed and functioned on the campus of what is now Coastal Georgia Community College as a University Center since 1986, the College was not previously authorized to post signage using this status. In recent years indications from the public of a lack of understanding of the existence of university level programs (baccalaureate, master, and education specialist) at this site produced a specific request from the President and subsequent approval regarding use of this signage.

The Brunswick Center Consortium produced sixty-three graduates at the baccalaureate level and thirty-three graduates at the masters level during the 2004-2005 academic year. A majority of these graduates were in teacher education. In addition, twelve students received teacher certification through the post-baccalaureate alternative preparation program offered through the Brunswick Center by Armstrong State. Another accomplishment was the creation of a student chapter of the Georgia Association of Educators jointly sponsored by CGCC and Armstrong State and including both two-year college and university education majors.

The University Center provided through this nineteen year old consortium was the subject of a presentation by the CGCC President at the July 2004 meeting of the Education Commission of the States addressing the role of the two year college in teacher education. This national meeting was well attended by teams from two year and four year colleges. Subsequent to the meeting a team of educators from the University of Central Michigan and Lansing Community College visited both CGCC and the two partner universities to see firsthand how this very successful University Center operated. The Michigan consortium is now in the process of implementing a similar program to increase access to teacher education programs in that state in a cost effective manner.

Allied Health and Nursing Certification and Licensure Exams – The Associate Degree Nursing graduates have compiled a 98% pass rate this year for first time testers. The Associate Degree Radiologic Science graduates had a 100% pass rate on their registry exam. The Licensed Practical Nursing students achieved an 88.5% pass rate for first time testers. In the Surgical Technology program, 100% of the graduates who took the voluntary national certification exam passed on the first attempt. The students from the Patient Care Technician program earned a 100% pass rate on the state Nursing Assistant exam.

New Academic Programs – New certificate of credit programs were developed in Automotive Body Repair Fundamentals, Computer Aided Manufacturing, and Golf Course Maintenance. Each of these programs is intended to put trained workers into the workplace in a minimum amount of time.

P-16 Activities

(a) **Collaboration with Service Area K-12 School Systems** -- CGCC continued its leadership in coordinating the activities of the Tech Prep and School-To-Work initiatives in Camden, Glynn, and McIntosh counties, although the School-To-Work federal grant program ended during the year. These programs have improved course articulation and student movement from high school to college or directly into the workplace. They also have provided additional career advising and instructional resources to the school systems, supplied faculty development opportunities, and generally served to improve the image of career and technical education. CGCC career program faculty members met with their high school counterparts to review program requirements, update Tech Prep articulation agreements, and continue peer communication on subject matter and related issues.

(b) **Early College Grant Awarded and then Declined** -- CGCC collaborated with the Camden County School System in applying for and obtaining an Early College Grant through the University System. However, Camden County Schools administrators determined that the loss of formula funding from the State Department of Education when the students entered the college program could not be sustained. They felt that without the resources to implement the project, the grant must be declined.

(c) **Planning for Dual Enrollment in McIntosh County** — At the request of the McIntosh County Superintendent of Schools and with the cooperation of the Southeast Georgia Health System, the College presented an introductory health careers program in the McIntosh County schools as a preview of a year long effort planned for the 2005-2006 academic year. These students are earning a high school diploma and a technical certificate of credit as Patient Care Technicians. This certificate prepares students for immediate employment.

(d) **Other Collaborative Efforts** -- Other collaborations with the area schools included recruiting high school students to participate in both the ACCEL and dual enrollment programs. Courses were offered on site at Brunswick High School in English Composition and Principles of Economics. These courses were taught by College faculty during the school day at the high school site. The College faculty and students involved reported a positive sense of accomplishment with these classes.

(e) **PRISM Project** -- CGCC is an ongoing participant in the Partnership for Reform in Science and Mathematics (PRISM) coordinated in Georgia's southeast region by Armstrong Atlantic State University and including the Glynn, Camden, Chatham, and Bryan County public school systems. Four CGCC faculty are paid associates in the PRISM project, and several other faculty have participated in various meetings and presentations related to this NSF funded and USG administered project. Accomplished participation projects include: establishment of science learning communities; collaboration with school system teachers, instructional coaches, and administrators; CGCC campus visits by elementary school students related to projects on the scientific method and on microscopy; development of a safety video; and faculty presentations at a PRISM conference and at a spring meeting of the Coastal chapter of Phi Delta Kappa, a national education society which encourages scholarship, leadership, and research in education.

(f) **CGCC P-16 Council** —Two meetings were held during the 2004-2005 academic year. This Council has been ongoing since spring 1996 and it has been directed and chaired by

the CGCC President. The shifting of P-16 activities to focus almost exclusively on teacher education and away from the community-based P-16 Council with a more local implementation focus has made continuation of the Council very difficult for a two year college even when a University Center with several teacher education programs in place operates on site. During this year a major effort was made to support the *Education! Go Get It!* initiative. Representatives from Georgia GO were invited to address the P-16 Council to inform school system personnel and community persons about this important new initiative. The meeting was held on the College campus and it was very well attended with about 30 community and school system representatives. Superintendents from four of the six counties in the P-16 Council area served by the College were in attendance with accompanying staff. The discussion was very positive and promising. However, for months after this meeting, no action occurred with *Education! Go Get It!* and business people grew weary of the lack of action on something which had been billed as such a great thing. This was not helpful in maintaining the interest and support of the business community.

(g) Dual Enrollment and Community Aspiration for a Charter Technical High School -- In March 2005 a group of business persons motivated originally by concerns about the lack of availability of personnel qualified for employment as electricians and for other building trades learned about the Central Education Center in Coweta County which has placed in a single location an off campus center for a technical college and traditional high school core courses, and attending high school students are engaged in dual enrollment with the technical college. This program of excellence received a national award in 2004 and the youths attending this school perform at higher levels, achieve higher grades, score higher on mandated examinations, and complete high school at higher rates than other students who are not in the program in the same county. Students graduating from the program earn a high school diploma and a technical certificate of credit which is a workforce certification that they are proficient in a technical field. The President and other college representatives visited this exemplary charter school and all were sold on the concept. With the strong support of the business community, it appears that the Glynn County group is moving toward developing a charter school with a vision for a dedicated physical plant.

In late spring 2005 College administrators and faculty invited to the campus about 350 business persons believed to have an interest in this model. The goal of this activity was to demonstrate how the dual enrollment component with a technical college operated and to educate the public about the technical education programs available at the College. About 25 persons attended this open house. There seemed to be little interest or understanding regarding how dual enrollment programs operate with the College, although without a College with technical programs operated under DTAE auspices, a Central Education Center type model cannot be implemented. It is believed that this model will be evolving over the next two years or so.

International Studies – A record seventeen CGCC students participated in study and travel abroad during the 2004-2005 fiscal year. Countries visited include Argentina, Chile, Italy, England, China, Mexico, and Pakistan. All but two of the trips involved programs affiliated with the USG. Seven of the students went to Italy and were accompanied by a faculty member who taught courses in language and history while there. Two active and one retired faculty member accompanied six CGCC students to Argentina and Chile where courses in geology and intercultural communication were taught. While the group was in Argentina, they made connections with the faculty member from Argentina who had been at CGCC in 2003-2004 as a

Fulbright Program Scholar in Residence. In addition to the travel, other international studies related activities during the year included celebration of International Week; seven meetings of the on-campus International Association which included some type of program or presentation; foreign visitors speaking on campus; attendance at various international related conferences; and participation in USG international studies meetings and activities. The College Foundation provides a modest level of financial support for students who wish to study abroad which is used to match the funds provided by the USG for study abroad scholarships.

Faculty Recognition – The National Institute for Staff and Organizational Development (NISOD) which includes CGCC as a member college annually hosts a national program centered on teaching in a two year college. Each member institution is invited to submit the name of the “Teacher of the Year.” At this annual meeting the videos are all shown, a program is produced showcasing the pictures of all of the teachers being recognized, and providing a certificate. This year a CGCC math instructor received recognition by NISOD as an outstanding teacher. She was also recognized locally when the Brunswick/Glynn Chamber of Commerce hosted a recognition event honoring teachers of the year from each school in Glynn County.

A chemistry instructor was selected to attend a special NSF workshop on organic chemistry. A physics instructor was selected to attend two Chautauqua workshops on physical science. The most senior professor in the sciences was nominated by the President for the USG Outstanding Faculty Member Award to be presented at the first USG Foundation Gala. Everyone was thrilled when he received the USG Board of Regents Faculty Hall of Fame Award for two year colleges.

A history faculty member was selected for a National Endowment for the Humanities Workshop in North Carolina in early summer 2004. She was also invited to attend the annual Roosevelt Reading Festival in Hyde Park, New York, where she was one of ten writers honored. She was invited to read portions of her book on the New Deal which is entitled **Disputed Ground, Farm Groups that Opposed the New Deal**. She was also invited to speak about her research for the book.

The Head of the Business Studies Department presented the local regional economic outlook at the annual UGA Terry College of Business Economic Outlook Luncheon and Seminar in Brunswick. Four faculty members presented papers at national or regional conferences. The VP for Student Development Services presented at the National Academic Advising Association (NACADA) Conference in June 2005, at the Fall 2004 NACADA annual meeting, and at the DTAE Triad meeting of academic, student affairs, and business officers.

The Advising Coordinator was elected chairperson of the Two-Year Colleges Commission for the National Academic Advising Association (NACADA) from 2003-2005. The Advising Coordinator was also appointed to serve as one of the five Steering Committee members for the Commissions and Interest Groups for 2005-2007 terms. This is the first time that a two-year college person has held this position. The purpose of the Steering Committee is to work with four commission chairs (Two Year Colleges, Advising Students with Disabilities, Faculty Advisors, and Technology in Advising) and, with two interest group chairs (Canada and Pre-Law), to serve as a point of contact to accomplish goals for advising various disciplines at the national level.

An Assistant Professor of Nursing (RN, MSN, ONC) was appointed to the National Board for Orthopedic Nurse Certification and presented at the 2005 National Association of Orthopedic Nurses Annual Conference. Another administrator served as a consultant to the Louisiana Board of Regents for review of practical nursing programs.

tuition for the students, clinical preceptors, part-time clinical faculty, and will employ the students when they exit the program.

African American Male Initiative Grant— Coastal Georgia Community College’s African American Male Initiative Program known as The Coastal Georgia Minority Outreach Program was identified as an “exemplary program of excellence” and was rewarded with a grant for \$10,000 to support the work of “expanding the pipeline” of graduates prepared for postsecondary education after high school. This drop-out intervention program targets African American male rising seventh grade students who are already underperforming by two years for their age group. A five week summer program provides intense remediation in mathematics and language arts to improve performance and increase the likelihood that these youths will graduate from high school with preparation for postsecondary education.

Federal Combined Giving Program—Application was made and approved for College participation in the Federal Combined Giving Program for academic year 2005-2006. With a Navy Base, a Coast Guard Station, and the Federal Law Enforcement Training Center within the College service area it was determined to be important to touch this potential source for expanding the college’s giving base in the community. This required a lengthy application process and was a two year effort on the part of the President and the Comptroller with approval given for participation in the 2005-2006 academic year. It is expected that a significant number of federal employees will contribute to the College as part of this “check off for payroll deduction” for the CGCC Foundation.

Full-time Faculty Employment – For the 2004-2005 academic year, thirteen new faculty were hired. Seven of these were new positions and six were replacements for resignations and retirements. Three of the new hires are African-Americans who are assisting the college to address a major diversity challenge, which has been identified in a previous year as a major institutional challenge. This improvement is greatly appreciated.

Retention Activities – Every academic department and office continued to have at least one goal related to student retention. Academic Affairs personnel also continued the practice of attempting to contact and counsel students not attending class on a regular basis during the first few weeks of the semester.

In the interest of student retention, additional increases were made in the budget of the Learning Center in order to provide more tutoring assistance for students. During fall semester 2004, 156 students were tutored in the Learning Center. The majority of these students were seeking help in math and English.

Other retention related activities included: information sessions for students planning to transfer into selected scientific and medical fields; faculty volunteering their personal time to serve as orientation leaders, advising center advisors, Learning Center tutors, and student organization advisors. Faculty also provided out of class review sessions for students and provided supplemental class materials to students by way of CD, e-mail, WebCT, and WebAssign. Faculty maintained out of class contact with students through e-mail and WebCT.

SECTION B: ANNUAL PROGRESS IN INSTITUTIONAL STRATEGIC PLANNING

The 2002-2007 Strategic Plan of the Board of Regents identified eleven goal statements supporting the unified theme of "A More Educated Georgia." Coastal Georgia Community College continued to support the University System of Georgia's Strategic Plan with the institution's thirteen strategic planning priorities that linked the college to the USG plan. Seventeen on-going goals from the previous years (1999-2003) and fourteen new goals with additional steps were developed to support the thirteen planning priorities of the institutional strategic plan. An update on the accomplishments of the 17 on-going goals and the 14 new goals is included each year as part of the on-going planning process. Each year as updates occur and new goals are formulated, a complete report documenting this information is provided to the USG Office of Strategic Research and Analysis.

During the 2004-2005 academic year, 16 of the 17 on-going goals from the 2003-2004 academic year were accomplished with most action steps completed. One goal was not accomplished due to budget constraints. The 16 on-going goals which were accomplished are:

1. Implement activities focused on improving student retention rates and academic advising.
2. Student Development Services and Academic Affairs will implement activities focused on improving student retention rates.
3. Student Development Services and Academic Affairs will implement activities focused on improving academic advising for students.
4. Encourage students and faculty to participate in travel and study abroad opportunities.
5. Seek to fund and fill new faculty and staff positions to better support academic offerings at all locations.
6. Identifying the level of desired staffing, services, and equipment needed in order to provide an appropriate level of student support services at the Camden Center.
7. Provide non-credit courses and outreach to high schools in Camden and McIntosh Counties.
8. Publicize the availability of adult literacy services throughout locations where services are provided in Service Delivery Area #26 for Adult literacy and implement the retention strategies affecting students in the program.
9. Provide appropriate technical support to all areas of Student Development Services.
10. Expand workforce development programs.
11. Maintain and improve the College's internet website and on-line course offerings.
12. Develop additional partnership opportunities with service area P-12 school systems and with the region's two and four year colleges.
13. Promote a stronger media presence, awareness of the college image, and a consistent image about the Camden Center.
14. Reevaluate and improve current marketing of continuing education and the adult literacy programs.
15. Assist in the development of new goals for the College's Strategic Plan for the 2004-2005 academic year to include updates of existing goals, all to be distributed and communicated to key groups within the College.
16. Link College-wide budget and planning to the assessment process implemented by the Institutional Planning and Assessment Committee.

The one on-going goal not achieved due to lack of funds is:

Address increasing college publicity needs and fund raising initiatives by adding a new development coordinator or specialist position.

The fourteen new goals for 2004-2005 contained more than one step, and the majority of the steps were accomplished. The fourteen new goals accomplished are as follows:

1. Implement activities aimed at student success and retention.
2. Prepare for the full functioning of the Camden Center by identifying staffing, services, and equipment needs in order to provide an appropriate level of student services.
3. Emphasize issues such as planning, management, academic programs, and support services as the Camden Center moves toward full implementation.
4. Assist Academic Affairs in the orientation of faculty and staff for the Brunswick Campus and the Camden Center.
5. Address identified deficiencies in technology support for Student Development Services.
6. Improve the functionality of the Camden Center for instruction.
7. Implement and integrate a new, networked registration system for Continuing Education.
8. Implement a unified and consistent approach to marketing the College through brand recognition.
9. Build support for a major Capital Fund drive by creating greater awareness of unmet college needs.
10. Coordinate with architects, engineers, and Board of Regents Office of Facilities personnel involved with the \$4,790,000 Minor Capital Project to renovate the Physical Education Building.
11. Renovate the Student Life Office, vending, and the storage areas in the Student Center to provide a Welcome Center for new and prospective students.
12. Compete for MRR funds and initiate and complete projects funded through the Board of Regents Office of Facilities.
13. Begin implementing business practices and procedures to replace the use of the social security number as the primary student identifier.
14. Investigate the possibility of creating an on-line planning process, utilizing the 5-column assessment document, for all units of the college.

SECTION C: ANNUAL PROGRESS IN ASSESSING INSTITUTIONAL EFFECTIVENESS

The annual College assessment report includes the expected outcomes, the assessment method, the assessment results, and the use of the assessment results including related costs submitted by all units of the College. These units include all sub-units in the academic area, all support services, and all administrative offices. The assessment report is filed in the USG Office of Institutional Research and Planning. Approximately 250 changes have been documented college-wide as a result of the 2004-2005 assessment process directed toward improving institutional effectiveness.

In keeping with the College mission to provide academic programs for transfer students and general education core programs for both AAS degree and certificate students seeking immediate employment, CGCC promotes eight general education outcomes. Students will be able to:

1. Demonstrate effective college level writing skills.
2. Solve problems using a range of mathematical reasoning skills.
3. Demonstrate computer literacy.
4. Demonstrate awareness of cultural differences.
5. Participate in social activities.
6. Demonstrate knowledge of American issues and facts related to include history and government.
7. Demonstrate critical thinking skills.
8. Demonstrate oral communication skills.

Educational outcomes have been regularly assessed by national (Academic Profile) and locally developed exams (Majors Test), course based material, and student and employer surveys documenting the achievement of the outcomes.

A program review process for career programs (DTAE) has been developed (PAR-Performance Accountability Review) and a program review process for (USG) transfer programs, including nursing, occurs on a rotating basis which provides additional assessment data.

The Academic Profile (AP) national examination results are slightly below average when compared with the results of the previous year; however, the transfer program participants scored very close to the 50th percentile national mean average.

An additional measure of student achievement is the Regents Test. The average pass rate for first time examinees in Reading was 78% and for the Essay was 81% for the academic year 2004-2005. The year includes Summer 2004, Fall 2004, and Spring 2005. These scores continue to demonstrate the strong success of the Reading and English program.

Pass rates on the 2004-2005 NCLEX, national licensure exam for registered nurses, was 98%. This rate was 5% higher than the score the previous year. The licensed practical nursing exam exhibited a pass rate of 88.5%.

SECTION D: IMPROVING STUDENT RETENTION AND GRADUATION

Based upon the most recent information available regarding student retention and graduation, the following tables reflect data provided by the Board of Regents' Office of Strategic Research and Analysis.

**University System of Georgia
Retention Rate Report**

**One-Year Rates
First-Time Full-Time Freshmen
Fall 2003 Cohort**

		Number Enrolled Fall 2004		Number Graduated Fall 2003-Summer 2004				
<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 2004 or Graduated</u>	<u>Institution- Specific Percentage Retention Rate</u>	<u>System- Wide Percentage Retention Rate</u>
Coastal Georgia Community College	379	224	243	3	3	133	59.89%	64.91%

**University System of Georgia
Graduation Rate Report**

**Associate Degree Three-Year Rates
First-Time Full-Time Freshmen
Fall 2001 Cohort**

			Number Graduated Through Summer 2004 Institution Specific		Percentage Graduation Rate Institution Specific		Total
<u>Institution</u>	<u>Total Beginning Cohort</u>	<u>Year of Graduation</u>	<u>Graduated</u>	<u>Transferred</u>	<u>Graduated</u>	<u>Transferred</u>	<u>Graduated or Transferred</u>
Coastal Georgia Community College	189	2004	33	28	17.46%	14.81%	N = 61 % = 32.28

Coastal Georgia Community College continued to emphasize the development of retention strategies for 2004-2005 as a college wide effort to improve the retention rate. Many of these strategies became an on-going initiative as part of the college's retention plan. The College took a pro-active approach again for 2004-2005 to address the retention and graduation rate initiative adopted by the BOR and the USG. All employees (faculty, staff, and administrators) were involved in efforts to improve identified areas of weakness related to retention. This year's Convocation activities again included a nationally known keynote speaker who focused on strategies for improving retention. The speaker also conducted a workshop with the faculty centered around retention issues. Each unit of the college also developed an expected learning outcome for their 2004-2005 assessment document that addressed improving retention.

Retention rates comparing Fall 2003 to Fall 2004 show that the college's institutional retention rate increased from 59.07% to 59.89%. The Retention Task Force continues to act as a catalyst for the college as a whole in efforts to improve retention rates. Strategies directed toward retention initiatives are continuing to be developed, implemented, and evaluated.

RETENTION AND GRADUATION IMPROVEMENT STRATEGIES 2004-2005

President

1. Provide a Convocation focus on improvement of student retention and graduation which will include ALL college employees.
2. Provide a workshop activity for faculty which will focus only on instructional strategies which will positively affect retention.
3. Provide leadership to the College in developing a plan for improvement of student retention and graduation to support the Board of Regents emphasis on retention.

Vice President for Academic Affairs

4. Achieve a better understanding of issues related to student retention by working with Computer Services to develop reports on faculty grade distribution and student retention by sub-group.

Vice President for Student Development Services

5. Work with the Advisement/Orientation Committee to integrate the "Welcome Center," orientation, and academic advising into one enrollment process focused on retention.
6. Continue communication and collaboration among all offices of SDS and between SDS and Academic Affairs departments to improve retention efforts.

Institutional Research and Planning

7. Graduating students will complete the College's assessment program by answering the Student Satisfaction Survey and taking a Major Test or the Academic Profile Test. The sharing of these results will assist the college in efforts to improve retention.
8. The IR Director will serve as chair of the College Retention Task Force to help improve retention at CGCC.

General Studies Division

9. Continue to use methods devised by division/departments to collect and summarize data.
10. Review current practices employed by faculty and administrators to retain students.
11. Review currently available sources of data and information regarding retention and student satisfaction.

Department of Natural Sciences and Mathematics

12. Strengthen academic advisement of Science and Math majors.
13. Insure consistency and quality in courses taught.

Social Sciences and Physical Education Department

14. Increase individual attention given to students by counseling at risk students and by monitoring and following up on absences.
15. Being visible and available to students outside of the classroom (document students requesting help / advice outside the classroom).

Learning Support Department

16. Completion of English, Math, Reading programs by students who will then pass the exit CPE/COMPASS.
17. Learning Support faculty will participate in retention efforts — contacting students who miss class, holding conferences about performance with students as needed, etc.
18. Faculty members will tutor in the Learning Center.
19. Faculty members will participate in department sponsored retention activities.

Allied Health Department

20. Faculty will pilot Student Learning Communities in the Practical Nursing Program.

Applied Technology Department

21. Determine “at risk students” — Faculty will determine actions and plans designed to keep students in program.

Business Studies Department

22. Continue “personal touch” strategy; maintain limits on class size; establish Criminal Justice Club at the Camden Center.

Camden Center

23. Director of Student Life has increased both the number of cultural events and other student events.

Brunswick Center

24. Initiate a retention study for the Brunswick Center to compare number of program admissions to number of program graduates in the various baccalaureate degree programs offered.

Learning Resources Center

25. Review the retention and program completion rates of students who use Learning Center services.
26. Review the retention and program completion rates of students in the Student Support Services Program.

Advisement Center

27. Hold training sessions for Peer Advisors.
28. After studying advisor needs, the Advisement/Orientation Committee will develop workshops for advisors targeted to address the identified needs.
29. Develop a survey to determine success of the Peer Advising Program.

Recruitment Office

30. Will assist the Advisement Center in implementing an Admissions training workshop for High Schools and Middle Schools in the service area.

Student Life

31. Students will attend events in day and evening and use the activity hour.
32. Publicize events to inform students effectively.
33. Students will participate in community based service projects.
34. Students will report understanding of agencies and projects in community, learn the value of team work, raise awareness of need, and students will involve other students.
35. Students will increase knowledge of themselves, group communication skills, group decisions, and leadership.
36. Student body and faculty will be aware of SGA activities and opportunities for involvement.

SDS — Testing Center (Camden Center)

37. COMPASS Testing will become operational at the Camden Center which will increase the availability of testing.

Minority Advising Program

38. MAP students will acquire information and receive appropriate referral for academic assistance.

SECTION E: MANAGEMENT OF CAMPUS CONFLICT AND CHANGE

One member of the Campus Committee on Alternative Dispute Resolution mediated a conflict on campus during the 2004-2005 fiscal year. The entire Committee held no meetings but some members attended the Summer Institute on Campus Management in July 2004.

A new member was added to the College's list of trained campus mediators after one member transferred to an out-of-state institution. The newly trained mediator is a highly respected minority male who is expected to become an asset for the entire Board of Regents system.

In early Summer 2004, two employees who worked closely together developed significant personality conflicts with each other. After several meetings with the supervisor and the Director of Human Resources, a mediation session was held. By the time of the mediation, other members of the department had developed sympathies with one party or the other. The mediation seemed only to clarify the difficulties between the two persons without finding a solution, and the two "camps" in the department were left to make conclusions on their own. One of the employees in the dispute left the College, and the department, headed by a new supervisor who operates in a more direct manner, is now functioning smoothly again.

In January 2005, a staff member acted in a threatening manner toward his colleagues and his supervisor. Because of his position of public trust as a Public Safety Officer, he was removed from the workplace during an investigation into his actions. Interviews were conducted with many of the persons with whom he came in contact and a review of his history of problems in the department was completed. A written reprimand was provided to the employee and subsequent meetings were held with the entire department to clarify supervisory relationships and discuss concerns. As a result of this measured response, the department has returned to a positive and healthy work environment.

In February, 2005, a remark interpreted as a racial slur was made by a Caucasian male employee to a group of female employees, one of whom made a complaint in writing. The employee admitted his error a few days after the remark, apologized to the entire group and in particular to the person to whom it was directed. A written warning was given to the offending employee who seemed to be genuinely remorseful and contrite. Management's concern about this situation resulted in a special workshop being conducted using a presenter from another USG institution to address all types of behavior likely to be perceived as stereotypical for various races. The workshop was well attended and the content was received favorably by supervisors.

Several weeks later, a new program, titled HR1101 addressing items such as diversity, safety, employment policies, and other matters, was implemented on campus and was designed to inform employees about many employment-related matters. This communication effort is expected to reduce ambiguity in the minds of employees, and improve job satisfaction. While the HR 1101 program cannot be credited with reducing disputes, studies have shown that open communications vehicles like this are a factor in reassuring employees regarding the employers' intent to create a supportive, equitable, and open workplace climate.

In May, 2005, a professional employee was terminated for many reasons, including making threats to her supervisor. During discussions with her in April, she remarked about the need to make her grievances known to others, but when mediation was offered, she declined. After her termination, she filed an EEOC complaint, and the employer again offered mediation

through the EEOC mediation program. Her decision to accept or reject the College's offer to mediate will be forthcoming in the near future.

The College continues to advertise the Alternative Dispute Resolution Program and to encourage additional participation by employees in training activities for mediators. All new employees learn about the ADR program at length during a new employee orientation program developed during the 2004-2005 year. No other changes in the ADR marketing program are recommended for the future.

SECTION F: OVERALL INSTITUTIONAL HEALTH

Staffing

The College is doing well from an overall perspective. Funding has improved significantly, making it possible to add more full-time faculty. However, in heavily impacted general core subject areas such as mathematics, English, and the sciences the student load remains very high and additional sections utilizing part-time faculty are essential. However, the number of qualified part-time faculty available at the times when they are needed is a constant pressure on division chairs and the academic vice president. Assurance that all instruction follows exactly the prescribed course outline for a particular course becomes more difficult with more part-time faculty. However, the part-time faculty in occupational areas are a major asset in that they bring current knowledge from the specific field into the classroom and make a very positive contribution to student learning about the real world.

Instructional Space Deficiencies

The College is now utilizing every classroom and laboratory during "prime time" which is when students most want to attend. The lack of space negatively affects the class schedule, making it impossible to offer additional course sections, especially during the evening hours when more returning adults wish to attend. The student population at Coastal Georgia Community College is almost 70 percent part-time which creates its own dynamic affecting the College. The lack of appropriate classroom space also inhibits the development of new courses and programs. Project #17 on the Project Priority List which is a large classroom building will greatly assist this space problem. With design funds possibly on the horizon during the 2006 General Assembly, perhaps relief is not too far away.

Staff Workload

The student body at Coastal Georgia Community College has increased significantly during the past five years. Unfortunately, additional staff in academic affairs and in other administrative support areas have been added very sparingly in areas of student impact. The constraints of physical space prevent additional staff being added even though more personnel are much needed to assist with the workload. Staff in all of the administrative areas of the College complain about overwork and indicate that they have reached their capacity for workload. Even the President who has no professional assistance beyond the qualifications level of clerical support seems to be drowning in the workload of a growing college. The President's workload has been a subject for concern by chancellors for the past ten years, dating to the administration of Chancellor Steve Portch. Without adequate space to add personnel, the very heavy workload will likely continue, jeopardizing the continuing positive contribution of the personnel involved.

Community Interest in a Charter School

During this academic year local interest in emulating the Central Education Center concept developed in Coweta County has developed as a panacea for shortages of qualified personnel in key employment areas. This issue began with the frustrations of one Glynn County

public official who was unable to recruit a qualified labor force to work as electricians in his business. This individual learned about the Charter School known as "The Central Education Center" in Coweta County and was able to get several Chamber of Commerce members to visit the Center. This program can be delivered only through linking postsecondary technical programs offered as technical certificates of credit by an institution able to offer the DTAE technical programs.

The position of the College is that this is a good thing and having more high school students participating in dual enrollment could provide a means to improve the high school graduation statistics in Glynn County. The local group pushing the Charter School concept has employed a consultant who was the former CEO of the Central Education Center who will be providing the results of his analysis of need during the fall. College officials are quite concerned that guidance counselors have for several years downplayed the value of technical education and cannot be reasonably expected to become enthusiastic converts to dual enrollment who will actively recruit students and persuade parents of the value of something they have previously downplayed as a less than positive choice.

The Brunswick/Glynn County community represented by the Chamber of Commerce has embraced the concept of the Central Education Center and a \$6 million Special Purpose Local Option Sales Tax is expected to fund the physical plant. As a comprehensive community college with technical programs under the auspices of the Department of Technical and Adult Education, CGCC is trying to deal with this new challenge. Although a concerted effort to market dual enrollment for high school students in technical certificates of credit has been made, there are few takers in Glynn County.

Many people of influence and means in the community are strong supporters of this concept which rests squarely with dual enrollment of high school students seeking postsecondary workforce skills. The President and others at the College are concerned about the very "broad brush" approach which has been taken with this issue. The notion of "if we build it, they will come" is especially risky with technical education because no clear consensus exists regarding this dual enrollment direction. The tricky aspect of this issue is getting key concerns addressed in the planning process without appearing to be negative. For many years through the CGCC P-16 Council the President has been a public advocate for the many new approaches purported to encourage completion of high school. This is an extremely troubling issue which is exacerbated by the high profile of the persons who are supporting the Charter School concept. The President is trying to remain objective, participate in the planning process, and provide information when it is appropriate to do so.