

**Annual Report
of
Institutional Progress
1999-2000
Coastal Georgia Community College**

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of
INSTITUTIONAL PROGRESS**

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COASTAL GEORGIA COMMUNITY COLLEGE

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

University System of Georgia

1999-2000 ANNUAL REPORT OF INSTITUTIONAL PROGRESS

COASTAL GEORGIA COMMUNITY COLLEGE

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

MASTER PLANNING--The master planning process continued over the entire fiscal year utilizing the professional consulting services of Harper Partners, Inc. of Atlanta and Miami. Numerous workshops, surveys, and interviews were conducted on campus with faculty, staff, students, and community members participating. The major areas addressed in the master plan included the college, mission, and goals; existing campus conditions; future campus requirements; alternative concepts; the preferred master plan; and cost estimates. The major issues which were explored in depth included the desirability of providing safe separation of pedestrian and vehicular circulation, the need to demolish the existing Applied Technology building and replace it with a larger modern instructional facility to meet the workforce training needs of local industry, and the need for a Joint Use Facility to support the interinstitutional collaboration with Armstrong Atlantic State University and Georgia Southern University and to consolidate all student support services into a single location.

FACILITY PLANNING FOR PERMANENT CAMDEN RESIDENCE CENTER--Design funds for the Camden Residence Center were included in the FY 2000 budget. Following the Board's required architectural selection process a team of design architects was chosen: John Tuten and Associates (Brunswick) and Lord, Aeck, and Sargent (Atlanta) who would work together with CGCC through the design phase during this year. This was an all-engaging project for a small campus, and faculty, mid-level administrators, and executive level management were all engaged in the numerous meetings and planning sessions related to the building. By the conclusion of FY2000 the plans were nearing completion and the artist's rendering of the building was provided. Meetings with the Camden Advisory Committee provided feedback regarding the building design and coordination with the City of Kingsland regarding construction of the roads and utilities to the site was ongoing during the year. The bid for this building is expected to be awarded in early January 2001.

INSTITUTIONAL SELF-STUDY IN PREPARATION FOR REAFFIRMATION OF ACCREDITATION--The all engaging process of institutional self-study in preparation for reaffirmation of accreditation continued for the full academic year. Every college employee was assigned to a committee and the level of participation varied widely across the campus with the heaviest load being borne by faculty and administrators. The process proved beneficial to the campus as various items were identified for improvement, including the implementation of a Computer Technology Plan with an evaluation process and strengthening institutional effectiveness through fine-tuning the planning process. After the University System's adoption of guiding principles for distance learning, the campus developed its own distance education goals with an evaluation process. Other policies were updated including the College Statutes, the Faculty

Handbook, the Staff Handbook, the Campus Safety Plan, the Campus Maintenance Plan, and a program review process for the transfer program. CGCC will be a stronger institution as a result of the self-study process and the resulting improvements which have occurred.

CONNECTIONS WITH K-12 SCHOOLS--(1) P-16 The Coastal Georgia Community College P-16 Council (as a sub-unit of Armstrong Atlantic State University's P-16 Council) continued its work toward two major goals: improvement of student achievement for postsecondary education and for employment and improvement of parental involvement with schools. During the 1999-2000 academic year committees of the Council produced three products: (1) a draft for a Parent Handbook which is to be published and utilized in conferences to be held for all ninth graders and their parents as diploma choice occurs; (2) the content of staff development needed by counselors and other school personnel to make these parent conferences successful in appealing to parents who have had previous negative experiences with schools; and (3) the content, design, and delivery methods to be followed in providing parent conferences throughout the six counties of the Council and the coordination of these activities through the county staff development officer.

During the 1999-2000 academic year the Georgia Tech Prep and Georgia School to Work initiatives moved forward in this region and the adopted plan of work included the parental involvement agenda already being developed by the P-16 Council. Because of the broad-based P-16 Council and its strong business community participation, the relationship of Tech Prep and School to Work goals was very logical with several P-16 Council members also serving on the advisory committees for these programs. **(2) State P-16 Initiatives** Two P-16 sponsored programs at the State level included CGCC participation this year: PACTS- Performance Assessment for Colleges and Technical Schools and QUE-Quality Undergraduate Education. An English professor who is the CGCC representative to the Armstrong Atlantic State University P-16 Council represents the College on the PACTS project. At this time the PACTS project is defining the academic and performance standards for exit to postsecondary education and assessment for these standards. A team of faculty members in science and mathematics are representing CGCC on the Quality Undergraduate Education task force and their work during this year remains in its early stages. **(3) Academic Alliances** The Academic Alliances in mathematics and science brought faculty of both levels together to collaborate as judges in planning and carrying out the Regional Science and Engineering Fair hosted by CGCC and chaired by a science faculty member. This collaboration also facilitated the Chemistry professor administering the High School Chemistry Olympiad Exam for the Coastal Empire Section of the American Chemical Society. In addition, activities connecting local middle school faculty in science and mathematics were conducted. Among these were middle school students using college science laboratory facilities to perform their experiments, using the college astronomy telescopes for celestial viewing, and college faculty assisting middle school students through tutoring in mathematics and science two afternoons per week. The Associate Degree Nursing Program faculty established a partnership with local high school health occupations classes and conducted several presentations at the high school. **(4) PREP** The Postsecondary Readiness Enrichment Program (PREP) served students in nine middle schools and in five high schools. The middle schools used the after school Homework Centers on Tuesday-Thursday each week, and local middle schools provided late afternoon transportation for the students. The High Schools had

"Advanced PREP" activities which were also centered around providing tutorial homework assistance after school. In addition, the high school students receive information about college financial aid, making application to college, and preparation for the SAT. Students in "Advanced PREP" visited technical schools and colleges. The summer component of PREP served 174 students in grades 7-10 concentrating in Language Arts, mathematics, and science at the appropriate performance level for the students as determined by the PREP staff who had worked with the individual students during the year. These students come from four different counties. The Community Service Program for PREP during the school year and during the summer included the following actions by students who: participated at the Sunrise Care and Rehabilitation Center where they read to patients and made Easter eggs for the senior citizen residents; provided more than 200 pieces of clothing to the Salvation Army; shelved books for the International Seamen's house library; and, participated in the Keep Brunswick and the Golden Isles Beautiful project by removing trash from the road leading from Highway 17 to the entrance of Needwood Middle School. Student evaluations have been overwhelmingly positive; data from the schools indicate that academic performance has improved; and parental anecdotal information indicates strong satisfaction.

The president is very concerned about the continuation of PREP after private funding expires in 2002, as expected. It is most unlikely that this institution can afford to continue the program with institutional funding or that private funding can be successfully found.

Recruitment Connection to Secondary Schools--The Coordinator of Recruitment has established office hours at all the middle and high schools in the five counties served by CGCC. The Student Recruitment Team proposed, the President approved, and the Foundation funded a Presidential Honor Scholar program which provides ten scholarships for area high school students awarded on the basis of academic achievements and in addition to the HOPE scholarship. At CGCC these students are involved in the tutorial program as well as various aspects of student leadership and student recruitment. The president hosted a luncheon for counselors and facilitated a very informative discussion in which the counselors provided very helpful suggestions regarding how the recruitment activities could be more effective. Many of their suggestions have been incorporated into materials, procedures, and methods of conducting the student visits to the campus and also visits to the high schools by college staff. The President's "Coke and Cookie" open visits with students also focused on how student recruitment might be improved. From those sessions came several recommendations regarding strengthening the role of students in the recruitment activities which were adopted. Another activity which enhanced connections between high school students and the college was the third Academic Bowl competition on the campus which brought large numbers of academically strong high school students, parents, and others to the campus.

INTERAGENCY COLLABORATION--During this year collaboration between the DTAE, the Department of Labor, and the Department of Human Resources at the State level continued at the local level through the College's two DTAE sponsored grant programs: New Connections to Work and the Georgia Fatherhood Program. New Connections to Work served 101 persons who had been recipients of Temporary Aid to Needy Families, were referred by either DFCS or the local DOL for participation, or were recruited by the college for participation. The program focuses on providing

employability skills and on work readiness. At the conclusion of the program through local business collaborations, job interviews and job placement occurred. This program has succeeded in placing 68 persons into jobs during the 1999-2000 year. The Georgia Fatherhood Initiative extends the collaboration to include the Department of Child Support Enforcement and Pardons and Parole as non-custodial fathers are provided job skills to enable them to pay child support and keep their family off welfare. This program served 63 persons and has placed 25 persons in jobs during this year.

USG INTERINSTITUTIONAL COLLABORATION: The vehicle for interinstitutional collaboration and service delivery in this region is the Brunswick Center, which is the consortium of CGCC, Armstrong Atlantic State University, and Georgia Southern University. The Brunswick Center provides to the citizens of southeast Georgia seven baccalaureate degree programs and eight master's degree programs. This program addresses especially the "Efficient Use of Resources" as identified in the USG's Guiding Principles for Strategic Action. The GSAMS system is very heavily used for delivery of these programs making CGCC the heaviest user of the GSAMS system for the USG in its delivery of services for a largely non-traditional student population. The great majority of students attending the Brunswick Center are enrolled in graduate and undergraduate programs in education, reflecting the System emphasis on "making teacher education a high priority." Five full-time faculty and staff from Armstrong Atlantic State University are housed here at CGCC. Forty-eight students earned baccalaureate degrees from AASU having completed their work at the Brunswick Center in 1999-2000, representing almost 20% of the total graduates of these baccalaureate programs at Armstrong. In addition, ten students earned master of education degrees in early elementary or middle school education, representing almost 22% of all AASU graduates in these two programs.

Other program collaborations between CGCC and Armstrong Atlantic State University include the collaborative program for Nursing and for Dental Hygiene. Both of these programs rely on GSAMS for course delivery. The nursing program is delivered from Brunswick to the Armstrong campus whereas the dental hygiene program is delivered from Armstrong to the Brunswick campus. The Nursing Program had 100% of the nursing graduates of the distance learning program pass the licensure examination, thereby documenting appropriate outcomes and the quality of that program. An increase in the number of nursing students and the location of program delivery is under consideration for the future. The dental hygiene program had five completers in 1999 and three in 2000, all of whom are employed in the Brunswick area.

The collaboration with Abraham Baldwin Agricultural College to offer the associate of applied science degree in Ornamental Horticulture and Golf Course Management in the Brunswick area began in Fall 1999 with a much smaller number of students than expected. The program has had normal attrition, and ABAC announced in spring 2000 that the program would close after the beginning cohort completes the technical program of study due to low enrollment and high cost. Coastal Georgia Community College is one of the participating partner schools in the Liberty Center with Armstrong Atlantic State University, Georgia Southern University, Savannah State University, and East Georgia College. CGCC continued to provide staffing for developmental studies courses

and at the Army's request added a new degree program in Computer Information Technology. The program began with limited enrollment, but the Army expects enrollment to increase and has encouraged continuation of the program. Plans were made in spring 2000 for CGCC and East Georgia to offer Area A of the Core during 2000-2001.

In fall 1999 Armstrong Atlantic State University provided assistance to CGCC in the area of "Technology and Instruction" by providing a resource person to share strategies and tips for success with the faculty. This was a very successful activity and did encourage the application of technology into instruction. CGCC served as a beta site for the Universal Catalog and Universal Borrowing Project using the Voyager library automation system. This process has streamlined the process whereby students at remote locations can access library materials from any library in the University System.

NATIONAL PATTERNS OF EXCELLENCE--The Coastal Georgia Minority Outreach Program for the seventh year continued as a drop-out intervention program targeting seventh grade African American males who demonstrate performance two grade levels below their age and other at risk factors. The five week intensive remediation program served sixty youths in June-July 1999. Collaboration with the middle schools in three counties remained very strong and pre-test to post-test scores reflected significant academic improvement. The follow-up activities on the fourth Saturday of each month continued and were enhanced by four Career Experience Activities coordinated with area businesses whose owners/managers were members of the Brunswick Rotary Club. Several youths who completed the program are now students at CGCC with full scholarships provided by the Fourteen Black Men of Glynn who are partners with the college. Three colleges in other states sought information pertaining to the program during this year.

The Academic Advising Center at Coastal Georgia Community College was acclaimed during this year by the National Academic Advising Association (NACADA) and by the National Council for Student Development which awarded the first annual Terri O'Banion Shared Journey Award to Coastal Georgia Community College and Gainesville College for collaborative orientation and academic advising programs. The Vice President for Student Development Services was selected to chair the 24th NACADA Conference for fall 2000 which will be held in Orlando and was invited to contribute a chapter in the Jossey-Bass/NACADA Comprehensive Academic Advising Handbook. He was also selected to head a national task force on faculty advising for the National Academic Advising Association.

National recognition has been achieved by several student activities and organizations. The college literary magazine, Seaswells, was awarded a "First Place with Special Merit" award in the literary magazine category by the American Scholastic Press Association Competition. Omicron Omega Chapter of Phi Theta Kappa was recognized as the Georgia Regional Service Hallmark Award winner, received the Outstanding Yearbook Award for Georgia, was recognized in the region as a five star chapter, and was selected as the presidential chapter for the Georgia Region for 2000-2001 which means that the chapter will host the Georgia Regional Conference for 2000-2001. The chapter was also ranked #17 internationally for the Scholarship Hallmark award and #50 for the

overall Hallmarks Award. The chapter contributes leadership and service to the campus on an ongoing basis.

One faculty member was selected to participate in the Abraham Baldwin Agricultural College Fulbright-Hays grant for a study/travel visit "Tradition and Transition in Japan" for five weeks in Summer 1999. Outcomes from this visit were shared broadly with the campus and the community.

GEORGIA RECOGNITION OF EXCELLENCE--A Licensed Practical Nursing student was selected as one of the top five Georgia GOAL students by the Department of Technical and Adult Education. Outstanding students from technical programs across the state were nominated by their home campus and competed for state awards. The CGCC Registrar was elected Chairperson of the Regents Administrative Committee for Records and Admissions, as President of the Georgia Association of Registrars and Admissions Officers, and serves on the Editorial Board of the Southern Association of Collegiate Registrars and Admissions Officers. The Financial Aid Officer was selected to present at the 2000 USG BANNER Summit as the University System Financial Aid Officers' representative. The Athletic Director and Basketball Coach was selected by his peers as the Region Coach of the Year and was selected by the Atlanta Tip-Off Club as the Georgia Two Year College Basketball Coach of the Year. The VP for Student Development Services was selected to chair the Regents' Administrative Committee on Institutional Effectiveness conference focusing on Commission on Colleges (SACS) Accreditation and the role of institutional effectiveness; this conference is scheduled for fall 2000. The Division Chair for Allied Health and Nursing was elected to the Executive Board of the Georgia Nurses Association. Nursing faculty made presentations at five different Georgia conferences on topics including evaluating distance learning, transition to practice in mental health nursing, P-16 collaboration in health occupations, critical thinking, curriculum revision, and testing critical thinking skills. General Studies faculty also participated in Regents Academic Committees during the year and numerous conferences in the fields of psychology, health and physical education, and the sciences.

Students continued to excel in the health programs in performance on licensure examinations with Radiologic Science students scoring two points above the national average on the registry examination and with 100 per cent of the distance learning nursing students in Savannah passing the national licensure examination. In addition, 100 percent of the graduates from the Radiologic Science, Associate Degree in Nursing, Practical Nursing, Clinical Laboratory Technology, and Surgical Technology were employed immediately after graduation.

One radiology faculty member passed the mammography registry examination. One history faculty member participated on the team which developed the first U.S. History course for Georgia GLOBE's e-core. An English faculty member chaired the national Two Year College Association of Teachers of English annual meeting held in Savannah in February 2000 with responsibility for local arrangements. Through her efforts about twelve faculty and staff became involved in various details of the conference.

WORKFORCE RELATED ISSUES: The health programs continue to have strong enrollment with a waiting list for admission to the nursing programs both in Brunswick and in the Savannah distance learning cluster. Demand is significantly increasing for registered nurses throughout the region and site expansion of the distance learning outreach to the Savannah region is being considered.

The collaboration with Valdosta State University and their ICAPP project continued for a second year in 1999-2000. CGCC Faculty in Computer Information Technology participated in Microsoft NT training at Valdosta State University. A survey was completed regarding needs for national computer certifications as part of this project, and the results indicated that national certifications were NOT required for employment in computer related fields in this region of Georgia, but might enhance salary levels of new hires.

Quick Start programs were carried out during this year with Georgia Pacific Forest Products Division, and with Gulfstream (aircraft manufacturing). Intensive efforts were made with the local business community to market the Quick Start owned programs Certified Manufacturing Specialist and Certified Customer Service Specialist. In Spring 2000 a special ceremony was held to recognize the achievement of completers of the Certified Manufacturing Specialist, a technical certificate of credit program which had operated as an on-site industry program at a large seafood processing industry. At this time a total of 56 persons in the seafood industry have completed this program and each has received an immediate salary increase as a result.

Four new technical programs were approved by the DTAE to serve specific needs of the Georgia Pacific Paper and Bleached Board Division in Brunswick. A new Emergency Medical Technician program was also approved and will begin accepting students in fall 2000.

To assure the quality of the DTAE programs, a state-level program review process known as Performance Accountability System/Performance Accountability Review was implemented in fall 1999 with the result that all CGCC technical programs were found to be in compliance with DTAE requirements. There were no recommendations resulting from this program review. This program review process was very helpful to CGCC in identifying areas where changes were needed in order to achieve all of the requirements of the DTAE.

The College became very involved with the statewide effort to incorporate the national Tech-Prep and School-to-Work initiatives into the delivery of technical education programs. Coastal Georgia Community College is the fiscal agent for these grants, each of which serves Camden, Glynn, and McIntosh Counties which comprise the DTAE Service Delivery Area for CGCC. The coordinator is housed at CGCC which provides a strong resource for college faculty in these articulated programs. Both grants are focused on providing a quality workforce.

Significant improvement in equipment for technical programs has been achieved during this year. The DTAE in 1999-2000 received a special allocation from the General Assembly which was allocated on a cash or in-kind matching basis. CGCC was able to receive \$50,000 in new funds

through this process. These funds were used to benefit the Manufacturing Maintenance Technology Program. In addition, from other funds new computers were secured for the Computer Information Technology program and for the Machinist, Drafting and Design, and Manufacturing Maintenance Technology programs. In addition the Machinist program was able to purchase a Computer Numeric Control (CNC) Milling multi-media training system and upgraded CNC lathe training software, as well as a retrofit and upgrade of the Bridgeport milling machine used in the program. The Welding program received a new iron worker cutting machine. Although an equipment deficit remains, significant progress was made during this year. Faculty in these programs were also able to participate in professional workshops involved with using the new equipment and software. Two faculty participated in the annual DTAE Excellence in Teaching seminar called "The Lighthouse Institute."

PRIVATE GIVING--Fund-raising activities were given an increased level of importance for the campus in funding a margin for excellence. "A Day for Coastal Georgia Community College in Brunswick/Glynn County" set a \$30,000 goal and raised over \$35,000 in its second year as a major event. The third Compton Lecture was sponsored by the Foundation with Elizabeth Dole as the keynote speaker. New endowment/scholarship funds were added during the year in the amount of \$200,000. A strong 92% participation in giving rate from college employees and retirees was reached. Giving from all sources, restricted and unrestricted, reached a total of approximately \$628,000 for the year.

IMPROVEMENT OF STUDENT COMPUTER ACCESS--Student access to computer laboratories on weekends and during late evenings was an ongoing campus issue for most of the year. A networked computer laboratory in the library was reconfigured to reflect the software available in the open access computer labs and made available to students during all the hours the library is open. Since the library is available for longer hours each day than the computer labs, including late evening, this has addressed a major student need. User satisfaction surveys in the library have been utilized on a regular basis and the assessment findings reinforce that students now reflect a higher level of satisfaction with access to computers.

Y2K PREPARATION--The Y2K effort required extensive documentation of all equipment which was managed by the Director of Computer Services. A testing process for Y2K was implemented and no problems were found on January 1, 2000. During the year new equipment was secured to achieve Y2K compliance, greatly benefiting the entire campus.

CONTINUING EDUCATION--Continuing Education offerings for Camden County increased significantly during this year as did enrollment in both Glynn and Camden County. Approximately 3,200 participants attended 257 different courses with 36 contract courses serving 513 participants from area businesses. In addition, approximately 11,850 persons participated in 160 public events held in the Conference Center auditorium. Areas of emphasis continue to be in computing where new courses and programs were offered, such as C+ language. In addition a Floral Design Certificate was offered as a new program. Another new programming emphasis is in Hispanic cultural diversity.

BUSINESS SERVICES-- (1) Major Repair & Renovation Projects During 1999-2000 the Gymnasium Parking Lot which contains 282 spaces was completely repaved and expanded with more security lighting and emergency telephones. In addition, design work was completed for the repaving of a second major parking lot. ADA improvements were designed for the Library and Administration Building. "Facelift" projects were completed to recarpet the Administration Building, the Library, and the Science Lecture Room. In addition, the entire interior of the Science Building was improved with upgraded lighting and ceiling tiles throughout the building as well as complete repainting of interior spaces. **(2) External Grants** External grants were received for computer equipment through the ICAPP project with Valdosta State University. The New Connections to Work Grant through DTAE brought in \$125,000 for serving the welfare to work population. The Georgia Fatherhood Initiative brought over \$78,000 for preparing fathers who are noncustodial parents for work. In addition the DTAE initiatives in School to Work and Tech-Prep brought in \$60,000 and over \$26,000 respectively. The CGCC Foundation provided the greatest amount of financial support to the college ever in FY 2000 as well. **(3) Human Resources** The Human Resources staff developed and distributed a policy against all forms of illegal harassment which clearly indicated the method to be followed for reporting harassment. **(4) Audits** Audits from the State Audit Department, the Board of Regents internal auditors, and DOAS state purchasing all occurred in the same fiscal year and all audits were clean with no significant findings noted. **(5) PeopleSoft Implementation** All business office staff participated in extensive PeopleSoft training activities. New accounting, budget, purchasing, fixed assets, accounts receivable, and accounts payable modules were implemented.

SECTION B: ANNUAL PROGRESS IN INSTITUTIONAL STRATEGIC PLANNING

In 1999-2000 the college focused on achieving the thirteen strategic planning priorities adopted as part of the 1995 revision of the college's mission statement. For those 13 strategic planning priorities, 25 new goals and steps to achieve those goals were developed.

With strategic planning being an on-going process, five additional goals were in progress from 1997 and 1998. An update on the accomplishments of both the 25 new goals and five on-going goals, as well as the current year's new goals, 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 Board of Regents.

During 1999-2000, 19 of the 25 major strategic planning goals were attained. They were as follows:

- Develop and implement additional class scheduling formats to provide increased flexibility, more options for potential students, and long-range enrollment planning.
- Increase use of instructional technology through additional instructional support time and resources, provision of an additional computer lab, equipping "smart" classrooms, and developing or purchasing of on-line courses.

- Increase the pool of available, qualified, part-time faculty.
- Improve the orientation and supervision of part-time faculty.
- Provide additional support services equipment and instructional materials for off-campus and distance learning classes.
- Continue the increased support from Student Services/Student Life in planning and implementing student activity programming for Camden students.
- Increase the available pool of qualified part-time (adjunct) faculty to teach at the Camden Center.
- Collaborate with architects, engineers, and the master planning consultants to develop an effective design for the 90,000 square feet Camden Center facility to be built in Kingsland.
- Increase faculty resources devoted to the Camden and Liberty Centers, to information technology programming, and to economic development initiatives such as ICAPP.
- Increase non-credit offerings and outreach in Camden county.
- Purchase an imaging document system for joint use (Business/Financial Aid/Registrar) and employ Kelly Services personnel for data entry to comply with Board of Regents and SACS records management mandates.
- Implement new and revise existing Tech Prep agreements and other articulation mechanisms with interested high schools, technical institutes, and colleges and universities.
- Expand workforce development programs.
- Maintain and improve the College Internet site and evaluate distance learning and on-line course offerings.
- Develop Policy manuals for the office of Institutional Advancement with the consideration of a SACS review in the future.
- Organize and critique all fundraising projects carried out on main campus and at the Camden Center to determine additional projects to raise additional funds for the Foundation.
- Assist in the development of new goals for the College's Strategic Plan for the 1999-2000 academic year to include updates of existing goals, all to be distributed and communicated to key groups of the College.

- Link college-wide budget and planning to assessment through the work of the Institutional Planning and Assessment Committee.
- Implement the second phase of the institutional self-study process through work of the SACS Self-Study Director assisted by the Steering Committee.

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

- Complete major repair and renovation projects.
- Replace worn and soiled carpet in high traffic areas.
- Implement PeopleSoft Human Resources and Payroll Software.
- Update the Coastal Georgia Community College Master Plan.
- Participate in an MRR Pilot Study.

The six remaining new goals were not achieved due to the lack of funds. They were as follows:

- Hire a Coordinator of Advisement and Retention to coordinate campus advisement programs, retention activities, and to assist with recruitment activities and events.
- Hire a full-time Student Services Specialist support staff position to assist the Coordinator of Recruitment, Coordinator of Retention, and Director of Student Life with recruitment, retention, and student life activities on campus.
- Increase the part-time Counseling position at Camden Center campus to a full-time position.
- Add permanent faculty in English/Reading, biology, and social science to the Camden Center. In addition to faculty, hire a part-time computer/library assistant.
- Hire a technical resource person to assist with BANNER upgrade implementation, technical support, etc. for the Student Development Services area (to be titled as Assistant Registrar) who will provide support in writing scripts, technical support for upgrades, loading of software, support of COMPASS testing, IPEDS, and other reports, etc. It is expected that services will be provided approximately as follows: 40% - Registrar/ Admissions; 35% - Student Services; 25% - Financial Aid.
- Increase part-time position in Financial Aid office to full-time and hire part-time position in Admissions to improve admissions/financial aid services for potential and enrolled students.

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.

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 will be able to:

1. Write effectively at the college level.
2. Solve problems using a range of mathematical reasoning skills.
3. Demonstrate computer literacy.
4. Demonstrate an awareness of cultural differences.
5. 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 1999-2000 all academic college units developed and revised their students' expected learning outcomes based upon the above eight general education outcomes. A program review process for career programs has been developed and the program review process for transfer programs will be implemented in the fall of 2000 which will provide additional assessment data.

The transfer program assessment results continue to be outstanding. The graduating students achieved a higher total mean score than 20 other comparable two-year colleges out of a group of 28 on the Academic Profile (AP) national test (short form). The Coastal Georgia Community College students achieved the same total mean score as three other two-year colleges out of the same group of 28. When comparing the mean score in each of the individual areas (Humanities, Social Sciences, Natural Sciences, College Level Reading, College Level Writing, Critical Thinking, and Using Mathematical Data) CGCC graduating students, as a group, scored a higher mean score than the mean score in each of these areas of study evaluated separately. When comparing this years separate mean scores for each area of study, the group did not do as well when compared to mean scores last year in the areas of Humanities, Social Science, College Level Reading, Critical Thinking, and Using Mathematical Data. In the areas of Natural Science and College Level Writing, the mean scores this year were higher than mean scores last year.

Another measure of student achievement is the Regents' Test. The average of first time examinees in Reading was 85% and for the Essay was 87% for the academic year 1999-2000. These scores continue to demonstrate the strong success of the English program.

The System's latest transfer report indicated 144 Coastal Georgia Community College graduates transferred to 23 different University System institutions. The report also showed that 65% of the Coastal Georgia Community College students who transferred to another University System institution achieved the same or higher GPA at the receiving institution. In addition, students overwhelmingly rate the college high on the graduating students' satisfaction survey.

Pass rates on national licensure and certifying exams for registered nursing, medical lab technology, and radiologic science students continue to have scores at or above the national average.

SECTION D: RETENTION RATES AND GRADUATION/TRANSFER RATES)

The latest information regarding retention is that available through the University System's Benchmarking Project which is based on data reflecting the class entering in 1996, 1997, and 1998. Those statistics reflect a retention rate from first to second year of 44.95% in 1996, 56.97% in 1997, and 56.91% in 1998. The latest available data for first-time, full-time associate degree or certificate seeking freshman students is based on fall 1996. The three year graduation rate in 1999 was 9.5% compared to the System rate of 10.1%. Coastal Georgia Community College has 70% part-time student enrollment and an average age of 27.4 years, whereas the graduation rate is based on first-time, full-time degree seeking students which was about 30% of the freshman enrollment in 1996.

During 1999-2000 major efforts were directed toward improvement of the retention and graduation rates. CGCC volunteered to participate in the First Year Experience Project funded for the USG by the Pew Charitable Trust because of institutional concerns centering on low retention and graduation rates. After reviewing all aspects of retention, it was determined that the focus of the CGCC First Year Experience Task Force would be: improvement of the Learning Center for first year students; improvement of orientation for new students; and improvement of the interface between new students and campus contacts. A complete assessment by the issue subcommittees guided the review and weaknesses and improvements needed were identified. As a result of this process, changes were agreed upon and implemented. The Orientation program for all entering students was revised around the theme "Charting Your Course for Success" and will be implemented for students entering in fall 2000. The Learning Center concerns were addressed with new computers purchased for the lab and by assignment of a Learning Center Director who is also a faculty member with a reduced teaching load who was employed to oversee the lab, to coordinate the tutors and volunteer faculty who work in the lab, and to assist students. Improving college communication with students is ongoing and will continue throughout 2000-2001.

Another major outgrowth of the assessment of the Learning Center was the President's decision to seek Title III funding through a Special Student Services Grant which could expand the services provided to include a full-time counselor for the Center, paraprofessional staff for the center to

supplement faculty time in the Center, more tutors, as well as other improvements. In addition, expanded space for the Center is being sought through redistribution of space from a medium size classroom to a larger classroom with greater flexibility.

Other activities and initiatives which were targeted toward increasing student retention and graduation include:

1. Beginning a formal mid-term grade process whereby faculty submit mid-term grades for all enrolled students which were then mailed to the students. Advisors and faculty were encouraged to meet with students to discuss their grades prior to the last day to drop a class without penalty.
2. Faculty were provided academic alert rosters for each of their classes which identify the students who are new to the college, or who are on academic warning or academic probation. Faculty are encouraged to work more intrusively with the students identified on these rosters.
3. Academic advisors were provided revised lists of enrolled advisees each semester with the student's GPA, academic standing, address and telephone number. Advisors were encouraged to use these lists to work more closely with advisees during the semester.
4. Academic development workshops were co-sponsored by the Student Development Services staff and by the Learning Center staff.

In addition to these new activities which were added in 1999-2000, an overall emphasis continues on improvement of student retention and graduation rates. The close collaboration between the Vice President for Student Development Services and the Vice President for Academic Affairs continues in such matters as joint responsibility for the Academic Advisement Center and in constantly emphasizing successful strategies with faculty and staff.

SECTION E. OVERALL INSTITUTIONAL HEALTH

The institution's overall fiscal health has not recovered from the results of semester conversion. Although headcount has improved, EFT has only slightly recovered since the advent of the semester calendar. Students continue to strongly resist taking a full load on the semester calendar. Major recruitment efforts to attract new students to replace the lost EFT have brought only limited results because of the pervasive low average student load. As reflected in the Benchmarking Project, CGCC has the highest percentage of part-time enrollment and the highest average age of any System institution. These characteristics have major institutional impacts on institutional support functions and costs.

Very positive during this period of enrollment loss has been the System's continuation of funding for technology initiatives so that the core mission of teaching and learning can be somewhat insulated from the budget reductions which have occurred in many areas of the institution.

A positive impact on the institutional climate and health has been the change of atmosphere and general usability of the Student Center. The Student Center has not traditionally been well used by students. The purchase of new furniture which is more inviting, more flexible in its arrangement possibilities, and lounge furniture has resulted in an atmosphere more attractive to students and as a result more students are congregating in the student center on a regular basis at all hours of the day and night than in the past.

A new Presidential Honors Scholar program for high school students which was funded by the College Foundation has been very positive in bringing outstanding students to the campus who have demonstrated strong leadership skills and who are willing to provide service hours to the college in return for their scholarship. This has greatly strengthened SGA and other student organizations. These students are very involved in recruiting activities with their home high schools where they are warmly welcomed and where they have many contacts among their friends who are still in high school.

The reaffirmation of accreditation process had significant impact on the institutional climate. Because of the increase in workload from semester conversion and the institutional self-study process which occurred simultaneously, faculty have felt a sense of overload which has had a negative impact on morale. What should be a routine process of developing a calendar which will consider student need and will consider institutional need to maximize student enrollment to address financial requirements has generated quite unrealistic proposals and significant controversy. Most astonishing have been the quite unrealistic approaches which have been taken to developing a calendar. This has provided a significant challenge for the Vice President for Academic Affairs and for the President as approaches to scheduling classes are developed which will meet financial requirements of the institution and have faculty support. Although successful schedule models which have worked effectively in other states with semester calendars are easy to find, faculty seem quite unwilling to accept proven models, preferring instead to make unrealistic proposals which are not affordable. Semester conversion has appeared to push the campus toward a more confrontational management style which is also less satisfying in an environment which had previously been driven largely by consensus.

The president has taken proactive steps toward keeping open dialogue with faculty including inviting faculty for "Coke and Cookies" to have conversation with the president in a setting which is not the president's office or conference area. This strategy was employed with good success in creating informal communication with students, staff, and faculty during the year. More such informal opportunities will be sought and utilized during the fall semester 2000 and thereafter. The president learned a great deal from each campus constituency through each open and free-wheeling discussion. Maintaining an open climate for giving and receiving ideas has seemed to have a positive impact on this problem area.

The Camden Center Project continues to engender positive support from the campus as a whole. Faculty from across the campus and academic administrators have been deeply involved in the design process for the Camden Center as every effort has been made to design a facility which would

serve students and faculty well for many years. Many faculty see the Camden Center permanent facility as being able to greatly assist in improving enrollment because of its attractiveness and the technical program mix. Faculty are very concerned about adequate full time staffing for the Camden Center.

Retention and graduation statistics remain a concern for the campus and during this year the engagement of faculty in the First Year Experience project and in the Recruitment Task Force has raised their level of consciousness regarding these important issues. The institution's benchmarking data has been used to good advantage to document institutional performance on many indicators in relationship to comparator institutions.

The overall benchmarking effort at the System level demonstrated without doubt the inadequacy of staffing levels to support extensive and new data collection needs and brought into sharp focus the existing problems with the BANNER student information system. The problems with the BANNER system at CGCC stem largely from the 1994 implementation of BANNER as part of the DTAE system prior to USG adoption of BANNER with its Georgia Modifications. As BANNER upgrades have multiplied over recent years, the overlay of initial tailoring has remained and has skewed the implementation of the BANNER upgrades which must be continuously tailored at the local level to override the basic modifications which were designed into the system in its earliest phase. During this year end of term grade processing was a nightmare every term, indicating clearly problems deeply imbedded in the tables which drive BANNER. Resolution of this problem is beyond the capability of computer services personnel and the level of cooperation between functional users and the computer services personnel has suffered as a result of these unresolved problems. Assistance will be needed from OIIT in order to address these problems. Addressing the problems is critical for the effectiveness of the benchmarking as well as serving our own students well with the upgrades which BANNER is intended to accomplish. Certainly before the degree audit and web aspects of BANNER can be implemented, these changes must be incorporated.

Although there are some challenges to the institution's health and well being, the president remains very optimistic about the ability of the campus to address these concerns and to move forward.