

**Annual Report
of
Institutional Progress
2002-2003
Coastal Georgia Community College**

**ANNUAL REPORT
of
INSTITUTIONAL PROGRESS**

2002-2003



COASTAL GEORGIA COMMUNITY COLLEGE

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

University System of Georgia

2002-2003 ANNUAL REPORT OF INSTITUTIONAL PROGRESS COASTAL GEORGIA COMMUNITY COLLEGE

SECTION A: SUMMARY OF MAJOR INSTITUTIONAL ACCOMPLISHMENTS --

P-16 Council--The P-16 Council met four times during the academic year. Among the topics discussed were No Child Left Behind legislation (facilitated by Pam Smith of the Office of Educational Accountability), the Report Cards with indicators explained for all sectors, the Quality Core Curriculum Revision, and examples of successful interventions being implemented elsewhere which might reduce the dropout rate in Georgia's K-12 schools. Georgia Department of Education staff dealing with revision of the Quality Core Curriculum requested the Council to participate in a review of the proposed new curriculum standards. This request was made because of the very strong business component of the P-16 Council. The Council members responded well to this request and spent more than three hours engaged in small group work and discussion regarding the proposals. The President summarized the findings of the small groups and transmitted them to the Department of Education. This process occurred prior to the Purdue team reinventing the Quality Core Curriculum using private consultants. The Council continues to be closely aligned with the Education Committee of the Brunswick and the Golden Isles Chamber of Commerce with the President deeply involved with both groups.

Coastal Georgia Minority Outreach Program--The Minority Outreach Program enjoyed its tenth anniversary in summer 2002. The program supports directly Goal #2 of the BOR's Strategic Plan "to expand participation by increasing access while maintaining quality and enhancing diversity." The dropout intervention program provided 68 seventh grade African American boys during the summer with special assistance in mathematics and language arts for five weeks on the College campus. The long term goal is for each youth to complete high school with preparation for admission to the USG. The partnership with the Fourteen Black Men of Glynn continued to develop an even stronger commitment of these successful professional men to mentoring the youth in this program. This tenth anniversary was very special and many program completers returned to share experiences with the younger boys. The Fourteen Black Men of Glynn announced funding of a \$1,000 annual scholarship in honor of President Dorothy L. Lord to be awarded in Fall 2003. The College was selected as one of six institutions to participate in the focus groups of the USG's African American Male Initiative (AAMI) and the President served on the USG Task Force for the AAMI.

Knowledge Is Power Event and Chancellor's Campus Visit: In fall 2003 the Chancellor visited the coastal Georgia region and the University System hosted representatives from the several coastal counties at the Coastal Center in Savannah for the regional "Knowledge is Power" tour stop. The KIP event was very successful and numerous participants in the group process were very helpful in focusing the discussion on barriers and opportunities affecting economic development of the region. The goals of the meeting were met. Local actions were taken to address local items identified in the KIP follow-up discussion.

The visit from Chancellor Meredith to the campus of CGCC came on the day following the KIP luncheon meeting. This event was very successful in affording the Chancellor and the faculty and staff an opportunity to get better acquainted and also to demonstrate the status of college

facilities, and to meet the community. The address by the Chancellor to the Brunswick Rotary Club was extremely positive and continues to generate an occasional comment or question from a fellow Rotarian about the University System.

Publicizing the College--Numerous opportunities for publicizing the college occurred during the year including speeches, newspaper interviews, newspaper articles, etc. The President made approximately 40 speeches in the region during the past year. As an ex officio member of the Board of Directors of the Brunswick/Golden Isles Chamber of Commerce the President is a member of the Education Committee and provides a monthly report about the College to the Chamber members. This relationship has proven to be extremely beneficial to the College in educating Chamber members, building support for the annual Compton Lecture, and for the annual "A Day in the Community for CGCC." A new radio station provided time each week to promote the College. Each week "The College Minute" was aired providing brief information about events and programs. Each month a 15 minute program called "Learning Links" was aired.

Art Program Improvements--Through the efforts of a new faculty member, major improvements have been made in the instructional program in Art. The art classroom/studio was reorganized for greater space efficiency. New materials were acquired and existing materials were organized in a more usable manner. Better use of existing gallery space on campus for display of student art was made, and a complete revision of the art curriculum was accomplished in order to make it more compatible with the requirements needed for student transfer to a four-year institution.

On-Line Course Support--New fully on-line courses for Regents' Review, Introduction to Communication, and some Computer Information Technology and Business and Office Technology courses have been added to the curriculum. More than half of the faculty are now using products such as WEB CT and WEB Assign to enhance instruction in and out of the classroom, administer homework assignments, facilitate discussion groups and learning communities, and provide other supplemental resources for classes.

International Studies Improvements--Through the efforts of the faculty member who assumed the responsibility for coordinating International Studies there have been major improvements in this area. The coordinator and other faculty have participated in University System meetings and conferences on international issues as well as conferences sponsored by other agencies. Publicity about opportunities for international travel and study has been widely circulated among students and faculty and an on-campus International Studies Organization has been created and officially sanctioned. A web page related to International Studies issues has been created and is updated on a regular basis by the coordinator. As a result of these efforts, four students participated in study abroad courses in the summer of 2003 and one faculty member taught as part of the University System's summer program in Italy. Other faculty foreign travel included a one-week trip to Spain as a guest of the Spanish government and a four-week trip to Argentina as part of a Fulbright activity. The highlight of the year for the college was the presence of a Fulbright Scholar in Residence from Argentina who taught history classes and made a wide variety of presentations to staff and students as well as various groups throughout the local community and the region.

History and Constitution Requirements--History and political science faculty worked with appropriate administrators to clarify confusion of non-University System of Georgia transfer students regarding options to address the US and Georgia history and constitution degree requirements. The proficiency examinations used as an alternate path for satisfying the history and constitution requirements were revised and updated, and an expanded and clarified statement of these requirements is included in the college *Catalog*.

Math and Science Department Student Effort--The faculty of the Department of Mathematics and Natural Sciences made a major effort to establish additional contact with their students by holding two sessions during the year to provide information about academic programs, graduation requirements, faculty information, and to answer questions. These sessions were attended by all departmental faculty and by many students majoring or planning to major in mathematics or science.

Allied Health and Nursing Certification/Licensure Exams--The graduates of the Radiologic Science Associate degree program had a 100 per cent pass rate on their registry exam for the second year in a row. The Associate degree nursing program graduates had a 94 per cent pass rate on their national licensure examination. The Licensed Practical Nursing program graduates had an 83.3 per cent pass rate on their licensure examination which was an improvement over the previous year's scores.

Program Accreditation and Review--The Associate degree nursing program underwent re-accreditation review by the National League for Nursing as well as a state approval review by the Georgia Board of Nursing. In both cases the reviews were successful with only minor suggestions for improvement. The NLN accreditation was renewed for the maximum allowed eight years, and the Georgia Board of Nursing approval was renewed for the maximum allowed five years. Also during 2002-2003 all degree and certificate programs authorized by the Department of Technical and Adult Education underwent the Performance Accountability Review which is the DTAE version of comprehensive program review which is conducted every three years. The visiting peer review team found no deficiencies for any of the technical programs or in any of the support services affiliated with the programs.

Academic Programs and Workforce Development--The college developed and implemented a new Criminal Justice certificate program which, with the already existing transfer program in Criminal Justice, will allow the college to better serve the needs of law enforcement agencies in the service area. A new collaboration was initiated with the Trident Refit Facility at the Kings Bay Naval Submarine Base and the Camden County School system in order to provide co-op experiences for high school and college students and to provide new training for workers at the Trident Refit Facility. In Brunswick, the Georgia Pacific paper mill began requiring completion of the Process Control Technical Certificate of Credit at the college for admission into an entry level operator position at the mill. This parallels the requirement in place for maintenance technicians employed at the Georgia Pacific facility to complete the Manufacturing Maintenance Technology Program at the college.

Quality Undergraduate Education (QUE) Project--Faculty members in the areas of biology, chemistry, and history participated in the University System-sponsored Quality in Undergraduate Education project and assisted our partner institution, Armstrong Atlantic State University, in working on the curriculum articulation and enhancement aspects of this project including several meetings and attendance at a national conference.

Faculty Accomplishments--Several individual faculty received recognition for their research and professional development efforts including presentation of a paper at a meeting of the American Chemical Society, publication of an article in a peer reviewed scientific journal on the behavior of primates, receipt of a grant for historical research from the White House Historical Association, and service activities such as serving as a reviewer for the math and science partnership program of the National Science Foundation and chairing the BOR academic advisory committee on psychology. The University of Georgia Terry College of Business Economic Outlook luncheon featured a professor of economics as the speaker for the local economic forecast. Faculty also organized a series of open campus forums covering a variety of topics which were well attended by faculty and students.

Campus Network Upgrade--The upgrade of the campus computer network infrastructure was completed with the final conversion of the campus network backbone to Gigabit technology. All campus buildings are now connected with SISCO level 3 networking equipment which has resulted in a greatly enhanced and more reliable state-of-the-art network environment for the institution.

Help Desk Implementation--Technology support was made more accessible by the implementation of a Help Desk System which allows rapid communication of computer support needs through voice and e-mail and provides a mechanism for prioritizing, tracking, and responding to such requests.

PeopleSoft and BANNER Support--An application systems analyst was added to the computer services staff to provide primary support to the PeopleSoft HR and financial systems as well as reporting support for the BANNER student system. This position made a very strong impact in resolving many long standing technology issues.

Website Upgrade--During 2002-2003 the college website received a major revision and upgrade. A new content management software system for the website was purchased which allows multiple users to maintain their portions of the website while at the same time providing tools for administering the site and reviewing content prior to publication. Personnel in several departments of the college have been trained to use the system, and the amount of information available on the college website has grown tremendously. Noteworthy are improvements related to registration and advising including an on-line version of the class schedule very early on in the schedule development process and degree plans available to students and advisors which can be printed and which are regularly updated.

PLATO Implementation--With the assistance of funds provided through the School-to-Work Program, the college was able to acquire and implement a PLATO Pathways system for use in the Learning Center to provide supplemental instruction for students needing help. This computerized system provides content related help for students in addition to the tutoring and other services that are available in the Learning Center and through the Student Support Services grant program.

Library Collection Assessment--During 2002-2003 the library conducted a complete inventory of the library collection. A follow-up to the inventory is an assessment process which is underway to determine weaknesses in the collection and help develop a long-range plan for updating the collection. Preliminary indications are that many of the volumes are old and may be of limited usefulness at the current time. Efforts to update the library collection will be beneficial to academic programs and will be incorporated into the program review process.

Brunswick Center--The Brunswick Center consortium of CGCC, Armstrong Atlantic State University and Georgia Southern University, produced 66 graduates at the baccalaureate level and 51 graduates at the masters level. Nearly half of the students receiving bachelors and masters degrees in Early Elementary Education and Middle School Education from Armstrong Atlantic State University came through the Brunswick Center.

Academic Preparation for New Camden Facility--The academic area has been heavily involved in preparations to eventually occupy the new facility being constructed in Camden County. This participation has involved consultation on last minute alterations in construction plans, working with advisory groups on potential academic program development, prioritizing and reprioritizing programming and staffing needs as construction schedules and anticipated funding levels constantly changed throughout the year, identifying and preparing to order instructional equipment and developing and seeking approval of the actual academic programs to be offered at the new facility. Numerous personnel in the academic area have been involved in speaking to individuals and groups in Camden County to help acquaint them with the new Center and to seek input on needs.

Continuing Education--The Department of Continuing Education offered 368 courses during the 2002-2003 academic year and served 3978 participants. Ninety-one of these programs were contract courses which served 635 individuals. There were also 224 events held in the conference center which involved an estimated 17, 081 people. At the Camden Center, 24 courses were offered serving 165, many of whom were involved with the closing of the Durango-Georgia Paper Company. Computer courses were also offered in McIntosh County, teaming with McIntosh Sustainable Environmental Economic Development. New programs offered included Medical Transcription, Primary Payroll Skills and a number of new computer courses. Collaboration continued with the Glynn County Commission on Children and Youth in the childcare arena and with the UGA Small Business Development Center. Courses were offered for Jered Industries, Rich SeaPak, MAP International, Glynn Teachers Federal Credit Union, the Coastal Health District and FLETC.

Adult Literacy--The Adult Literacy Center was in its second year of being a part of the College. The program in McIntosh County was reestablished and increased in numbers served. A total of 402 individuals received their GED through the testing program in the three counties served (SDA 26), and 147 of these were Brunswick Job Corps students. There were two graduations held for the program, one in December and one in June of 2003. An open house for GED graduates was held in the Conference Center to assist them in making the transition to come to the College and more of them are doing so.

Service Learning--Service Learning was coordinated by the Director of Student Life who was quite successful in engaging faculty with students in service learning activities. This particular college-wide activity is known as "Into the Streets." Four projects were carried out by student volunteers. Fifteen students: painted the Salvation Army's Manna House (free community soup kitchen for the homeless) and two weeks later moved Manna House to its new location. Twenty-two students also worked at a Habitat for Humanity house where they prepared the foundation, assembled concrete forms, spread packing sand, and cleared a "dumping area" located behind the house. A second Habitat for Humanity house was also underway with eighteen volunteers preparing for indoor framing of the house which entailed cutting lumber, pounding nails, building bulkheads, and frames for exterior and interior walls. Another service learning activity engaged twelve students in conjunction with the organization Keep Brunswick and the Golden Isles Beautiful and the students cleaned up an illegal dump site in a public location, cleared abandoned tires, trash, etc. for a new park.

Student Development Services Improvements--Online registration was implemented resulting in extended enrollment periods available to new and current students and reduction in the "herd" mentality related to registration. The College website was redesigned to improve access to educational planning information for students and for faculty advisors. Program and advising plans for all degrees and certificates were made available on the website and can be downloaded as needed. A Welcome Center concept was implemented to serve as a one-stop information resource for new and current students. Recruitment and information efforts were expanded at all area high schools utilizing Presidential Honors Scholars who had attended the various high schools as part of the recruiting team and providing timely information to counselors in training sessions held in late fall. In addition, placement testing was computerized and made available on a walk-in basis for entering students. Dissemination of information to academic advisors was improved through establishing a list serve for advisors and implementing regular academic advisement updates. All of these strategies are designed to improve efficiency and thereby to improve student satisfaction.

Learning Support Grant--The 2002-2003 academic year was the first full year of the Learning Support Grant. The program capacity is 160 students, and the number of students served exceeded that number after counting non-program students who were advised by the full-time faculty member. A strong positive characteristic of the program is its use of the learning community concept. For this group of students, many of whom are at risk of failure, the ability to produce strong students in mathematics and science was an outstanding accomplishment. In spring semester 100% of the students who attempted the Regents Exam in Mathematics were able to exit developmental studies. The present location of the Learning Support Services Grant offices has been successfully integrated

into the Learning Resources Center/Library, creating a mainstream location for the program which eliminates any sense of embarrassment for these students who need significant amounts of learning support to achieve success.

Camden Center Construction and Related Activities--Construction continued on the 93,000 square foot Camden Center facility in Kingsland. The facility is expected to be dedicated on December 14, 2003, and to open for classes in January 2004. The progress on the Camden Center during this year was disappointing in terms of delays, and yet exciting in terms of the emerging creation of a facility which will change the educational future for Camden County citizens. The specific activities associated with construction during the 2002-2003 academic year included: selection of classroom and office furnishings; working with Georgia Technology Authority officials in selecting telecommunications equipment, working with a consultant regarding selection of networking equipment and data cabling, getting the site lighting design completed, working with the City of Kingsland officials regrading paving of parking lots and access roads, developing landscaping and irrigation plans including placement of wells and piping, rotunda lighting to highlight the donor wall and lobby displays, and selection of a landscaping contractor. Further detailed work was completed with kitchen, library, and instructional technology equipment, and staffing plans were developed for the building support positions. All of these tasks were completed by the Vice President for Business Affairs (CBO) who also managed numerous aspects of the Camden Center construction project including voluminous correspondence with GSFIC, Board of Regents Facilities Office personnel, and the project architect. Working with the interior design architect in determining appropriate classroom and office furniture and equipment was a major task.

Major Repair and Renovation Projects: The funding from MRR funds for FY 2003 was \$664,802. Projects included: replacement of chilled and hot water loops; replacement of the Applied Technology Building roof; replacement of the Conference Center chiller; replacement of the heat pump in plant operations, replacement of fence around college property adjacent to a very busy street, installation of automatic retractable gym bleachers, and improved campus walkways where root intrusion under the concrete had created uneven surfaces.

Comprehensive Facilities Funding Request-- CGCC contracted with Harper Partners, the master planning architects for the college, to assist in the preparation of an architectural program for a new \$20,000,000 technology/student services complex known as the Gateway Project. This project was submitted as a Major Capital Project in March 2003. The project entails construction of 87,248 gross square feet of new space to house laboratory, classroom, office, and support space to accommodate the academic requirements of the following programs: Computer Information Technology, Computer Aided Drafting and Design, Machinist, Welding, Industrial Maintenance, Business and Office Technology, Culinary Arts, Automotive Technology, Horticulture, Nursing, Practical Nursing, Radiologic Technology, Clinical Laboratory Technology, Surgical Technology, and Emergency Medical Technology.

The complex also entails the construction of a 5,000 square foot facility to house the Adult Literacy Program for which the college has assumed responsibility from the Glynn County Board of Education. This facility will be located adjacent to the Science and Allied Health Buildings with

dedicated parking for convenient access. This comprehensive project also requires the complete renovation of the 17,479 square foot Allied Health Building. This building is outdated and has serious HVAC concerns. The renovated facility will combine all aspects of student services in one convenient location to better serve students. The final phase of the project calls for the demolition of the Applied Technology Building which is consistent with the master plan. All DTAE programs will be moved to the newly constructed facility. The project will also entail entrance modifications allowing to college to clearly identify the main entrance to the college on the north side of campus. Roadway and parking modifications will also be made to clearly guide prospective students to the appropriate area to receive comprehensive services.

As part of the Comprehensive Facilities Funding Request, the college submitted two Minor Capital Projects in March 2003. These included the \$5,000,000 project to renovate instructional space in the Physical Education Building and a \$1,774,000 project to make improvements to the Plant Operations Building. The renovation of the Physical Education Building remains a very high priority for the college as the building is in poor condition. In addition to inadequate temperature and humidity control, the building does not meet life safety codes and does not comply with ADA and Title IX.

Implementation of Financial Reporting Requirements--The GASB compliant Annual Financial Report was completed in a timely manner. The annual State Audit was completed with no exceptions or findings noted. Numerous PeopleSoft queries and reports were created to improve internal accounting functions. The initiative and follow-through demonstrated by the CBO and the Director of Business Services with both PeopleSoft challenges and GASB implementation were very positive.

Financial Challenges-- Preparation of the College FY 2004 Budget Plan for the March 2003 budget hearing was completed with the active involvement of the CBO. The areas emphasized included opportunities and challenges faced by the college, enrollment changes and trends, and the budget reduction plan to handle the 3% holdback which excluded instruction and the 2% cut which did not exclude instruction. Utilization of new formula funds was discussed and the FY 2004 new funding plan was presented highlighting the most critical Camden Center faculty and staff positions needed. The FY 2004 budget was prepared in the PeopleSoft HR/Payroll system and was submitted to the Board of Regents on time. Six budget amendments were completed during the year using the PeopleSoft Financials system.

Auxiliary Enterprises--The markup of new and used books was reduced by 5% in order to ease the burden of high book prices and to improve student satisfaction while maintaining fiscal responsibility. This price reduction was made possible by the profitability of the bookstore.

Institutional Advancement/Fundraising--Fundraising activities during the year were quite successful bringing in \$127,000 in unrestricted funds and \$400,000 in restricted funds. Major components of this success included the campus fundraising efforts, the annual "A Day in the Community for Coastal Georgia Community College," and the annual Compton Lecture which was sponsored by the Foundation. The special guest for the Compton Lecture was CBS news

commentator Bob Schieffer who lives in the region. He charged no fee for this outstanding lecture and the event netted \$40,460 for the Foundation.

All college publications and media advertising received a new look which was a more professional and marketable image. Examples of new publications included: the General Studies Division Transfer Program brochure; the CGCC Multi-purpose brochure; the college catalog on CD-ROM; and brochures for the Computer Information Technology, Welding, Automotive Fundamentals, Machinist, Associate Degree Nursing, and Radiologic Science programs.

Donor recognition for the new Camden Center was planned as well as a major fundraising campaign for a scholarship endowment for the Camden Center. This campaign will be executed in tandem with the dedication of the new Camden Center in mid-December 2003.

SECTION B: ANNUAL PROGRESS IN INSTITUTIONAL STRATEGIC PLANNING

The Board of Regents adopted a new Strategic Plan in 2002 that included a revised vision and mission statement supported by eleven goal statements, all supporting the overarching theme of "a more educated Georgia". In 2002-2003, Coastal Georgia Community College supported the new BOR Strategic Plan by focusing on achieving the thirteen strategic planning priorities of CGCC that supported the System's plan. Ten on-going goals from previous years (1999, 2000, 2001) and fourteen new goals with steps to achieve these goals were developed to support the thirteen planning priorities of the institutional strategic plan. An update on the accomplishments of both the ten on-going goals and the fourteen new goals are included each year as part of the on-going planning process. Each year as updates occur and new goals are formulated, a full report documenting this information is provided to the Office of Strategic Research and Analysis at the Board of Regents.

During 2002-2003, nine of the ten on-going goals were either partially accomplished or completed with some action steps either being delayed or continuing due to budget constraints.

The nine on-going goals are as follows:

- Collaborate with architects, city of Kingsland officials, Board of Regents, and the Georgia State Finance and Investment Commission regarding the construction and ultimate occupancy of the Camden Center.
- Seek to find and fill new faculty and staff positions needed to better support academic offerings at all locations.
- Assist in the continued identification and application of technology to the instructional setting and seek additional resources to facilitate the effort.
- Expand workforce development programs.
- Maintain and improve the College website and evaluate on-line computer course offerings.
- Promote a stronger media presence, awareness of the college image, and a consistent message about the Camden Center.
- Implement increased awareness of college programs through more consistent messages to reach larger audiences and to promote enrollment growth.
- Assist in the development of new goals for the college's Strategic Plan for 2002-2003 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 by the Institutional Planning and Assessment Committee.

One remaining on-going goal was not achieved due to lack of funds:

- Address increasing college publicity needs and fundraising initiatives by adding a new coordinator or specialist position.

Each of the 14 new goals contained more than one step (action plan). During 2002-2003 the majority of the steps were accomplished that were associated with each of the 14 new goals. There were a limited number of steps that became on-going because of budget constraints. The 14 new goals that were accomplished are as follows:

- Implement Academic Affairs activities focused on improving student retention rates.
- Implement Academic Affairs activities focused on improving academic advising for students.
- Implement Student Development Services activities focused on improving student retention rates.
- Implement Student Development Services activities focused on improving academic advising for students.
- Work with selected faculty, the Coordinator of International Studies, and Student Services to encourage students and faculty to participate in study and travel abroad opportunities.
- Prepare for the opening of the new Camden Center by completing development of appropriate academic programs; further identifying staffing, services, and equipment needs; and preparing to administer the new facility.
- Prepare for the opening of the new Camden Center by identifying staffing, services, and equipment needs in order to provide the appropriate level of student services.
- Provide non-credit offerings and outreach in Camden and McIntosh counties.
- Integrate the adult literacy program for Service Delivery Area 26 into the college and provide more outreach for adult literacy in the three counties in the SDA.
- Provide for appropriate technical support to all areas of Student Development Services.
- Reevaluate and improve current marketing of continuing education programs.
- Engage Master Planning architect to develop preliminary architectural program for a new technical facility consistent with college mission and Master Plan. A complete renovation of the Allied Health Building to provide for the consolidation of all student services functions will be programmed as well. Parking lots and roadway work will be considered.
- Compete for MRR funds and initiate and complete projects funded by the Board of Regents Office of Facilities.
- Evaluate the effectiveness of the Graduating Student Satisfaction Survey.

SECTION C: ANNUAL PROGRESS IN ASSESSING INSTITUTIONAL EFFECTIVENESS

The expected outcomes, method of assessment, and actual results for general education, and all units of the College including all departments in the academic area, support services, and each administrative office are submitted annually for the assessment report. The assessment report is filed in the Office of Institutional Research and Planning. Approximately 310 changes are documented college wide as a result of the 2002-2003 assessment process to improve institutional effectiveness at the institution.

In keeping with the College mission to provide academic programs for transfer students and core programs to include both the AAS degree and certificate programs for students seeking immediate employment, CGCC has accepted eight general education outcomes as follows:

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. Participate in social activities.
6. Demonstrate a knowledge of American issues and facts, to include history and government.
7. Demonstrate critical thinking skills.
8. Demonstrate oral communication skills.

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

In 2002-2003 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 (DTAE) has been developed (PAR - Performance Accountability Review) and the program review process for transfer programs (USG); also including nursing, take place on a rotating basis which provides additional assessment data. During November 2002, the college participated in the DTAE Performance Accountability Review (PAR). All certificate and associate applied science degrees are included in the review process. The team found no deficiencies for any program. The Nursing program had their National League for Nursing (NLN) site visit for reaccreditation which was successful during 2002-2003. The Nursing program also had a successful site visit from the Georgia Board of Nursing (BON). The BON continued the program approved for five years which is the maximum time allowed. The Radiologic Science program has also been engaged in a self-study for reaccreditation of this program following a site visit scheduled for November 2003.

The Academic Profile (AP) national examination results continue to be above average when compared to last year's results; the transfer program participants scored slightly lower. However, they were slightly higher than the national mean average.

An additional measure of student achievement is the Regents' Test. The average pass rate for first time examinees in Reading was 80% and for the Essay was 81% for the academic year 2002-2003. The year includes Summer 2002, Fall 2002, and Spring 2003. These scores continue to demonstrate the strong success of the Reading and English program.

The pass rate on the 2002-2003 national licensure exam for registered nurses was 94%. This was the same result as the previous year's score. However, the licensed practical nursing exam exhibited a pass rate of 83.3%, which was a 5% increase, when compared to the previous year's score. Radiologic Science students continued a 100% pass rate which is considerably above the national average.

SECTION D: 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 2001 Cohort

		Number Enrolled Fall 2002		Number Graduated Fall 2001-Summer 2002				
<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 2002 or Graduated</u>	<u>Institution- Specific Percentage Retention Rate</u>	<u>System- Wide Percentage Retention Rate</u>
Coastal Georgia Community College	226	117	132	4	4	90	53.54	60.18

**University System of Georgia
Graduation Rate Report**

**Career and Transfer Associate Degree Three-Year Rates
First-Time Full-Time Freshmen
Fall 1999 Cohort**

			Number Graduated Through Summer 2002		Percentage Graduation Rate	
<u>Institution</u>	<u>Total Beginning Cohort</u>	<u>Year of Graduation</u>	<u>Institution- Specific</u>	<u>System- Wide</u>	<u>Institution- Specific</u>	<u>System- Wide</u>
Coastal Georgia Community College	92	2002	17	17	18.48	18.48

A new Strategic Plan was introduced during the Summer of 2002 to the University System of Georgia by the Board of Regents. One of the initiatives and goals of the plan addressed ways to increase student retention. The Chancellor charged each President with the implementation of this goal. Each college developed a target retention rate from fall semester to fall semester for first-time/full-time degree seeking freshmen. The target was to be reached by 2007 with each institution providing an annual progress report.

In response to the new Strategic Plan goal and the charge by the Chancellor to the Presidents, a target retention rate was proposed in October 2002 that analyzed data of the last five years in order to respond to the Chancellor's request to develop a target retention rate. A target retention rate of 58.58% to be reached by 2007 was agreed upon by the Cabinet after careful analysis of all the data.

In January, a Retention Task Force was formed to analyze how the College could improve retention. The task force was representative of all areas of the college with a membership of twenty people and chaired by the Institutional Research Director. The Director of Institutional Research prepared a review of the literature on retention to be shared with the group to help prepare and assist the task force in developing a workable retention plan. Also analyzed were former Institutional Strategic Plan Goals from 2000 to the present addressing retention, the college's previous participation in the First-Year Experience (in 1999-2000) and the outcomes of that project, the ongoing evaluation of the Learning Support Program, the implementation of the new Student Support Services Grant, CGCC Fact Book, USG Retention Rate Report, tutoring and mentoring, orientation, and other pertinent information. The Task Force developed the following Retention Plan that is ongoing.

RETENTION PLAN

Areas of weakness were identified as they relate to retention. Three Sub-Committees were formed to address the identified areas for improvement.

Sub-Committees		
A. Academic Environment	B. Physical Environment - Facilities	C. Student Population Identification
<ol style="list-style-type: none"> 1. Advising - Address need in Learning support, General Studies, Technology 2. Mentoring of adjunct faculty 3. Tutoring 4. Student Services - Customer Service Attitudes 5. Interview Students 6. Student Needs 	<ol style="list-style-type: none"> 1. Classrooms 2. Study areas for major buildings 3. Welcome Center 4. Intramural Activity 	<ol style="list-style-type: none"> 1. Academic Preparedness 2. Test Scores 3. Personal Goals 4. Intake - Who are our students 5. Technical / Transfer 6. Identify Retention Rates for all students

There have been three task force meetings and several individual sub-committee meetings. This plan is a work in progress and updates occur regularly. The college participated in three teleconferences during Spring Semester on topics related to retention which assists in comparing CGCC's work to national trends and data.

The focus for the upcoming academic year will be on retention. The theme "*Creating a Welcoming Environment*," was selected to involve all employee efforts (faculty, staff, and administration) to help increase retention awareness and statistics. A support staff workshop will be held July 21, 2003 conducted by an outside consultant addressing retention strategies. The fall 2003 convocation keynote speaker will be a consultant who is highly regarded in his efforts to help increase retention by employing new and different strategies specific to our institution. He will also conduct a faculty workshop on retention ideas and strategies, and work with our administration and retention task force as well.

RETENTION AND GRADUATION IMPROVEMENT STRATEGIES 2002-2003

a: Academic Affairs--Orientation. All health programs conducted extensive orientation sessions, created and utilized comprehensive student handbooks to ensure that students were well informed about program requirements.

Advising. The RN program initiated "signed advising plans", so that students have written materials to follow in planning their coursework for the RN program.

Instruction. General Course Goals and Specific Learning Outcomes were written and reviewed for the majority of courses taught for the General Studies Division. Full and part-time faculty and students will have access to these revisions so that the expectations for the course will be obvious to all involved. An analysis of student grades with assistance from computer programming is being developed. Low grades (D,W,F rates) were analyzed using comparison and analysis within and among departments. Teaching and learning to improve student success were also discussed.

Professional Development. Selected college faculty and staff have attended retention related workshops at two national conferences and two in-state conferences sponsored by the USG.

“What’s New?” Computer programming has been developed to better track retention of all CGCC students. Visits have been made to classes, print material has been distributed on campus, and presentations have been made in faculty and staff meetings to promote the Learning Center and the Student Support Services Grant. Awareness and usage have both increased.

b. Student Development Services (SDS)--Orientation. New student orientation was designed to allow for students to connect with academic advisors and other faculty while gaining information important for college success. Student-faculty connections and college success strategies are important for student retention.

Welcome Center. The Student Development Services office was renamed the Welcome and Information Center and was publicized as a one-stop resource for students. The goal was to provide students with ready access to information for career and educational planning, an important factor in student retention.

Call Center. New students were contacted during second week of class by telephone. A brief questionnaire was used to determine success of orientation and enrollment processes. Students were encouraged to make connections with advisors and with the SDS Welcome Center staff.

Student Activities. All-campus cookouts and other activities were specifically designed to assist students with social integration into the campus culture. This has been shown to be a critical factor in student retention.

Minority Advising Program/Minority Academic and Social Development Association (MAP/MASDA). Culturally appropriate activities were conducted specifically for minority students to create a nurturing environment. This included utilization of faculty and staff as mentors for the students. A clearly identifiable peer group has been shown to be especially important in the retention of students of color.

Mid-term Grade Intervention. The SDS office coordinated the mid-term grade process and provided specific information to advisors, identifying their advisees who were in academic danger so that retention interventions could be implemented.

Advising. The SDS Welcome and Information Center staff in conjunction with the Advising Center faculty, developed individual advising relationships with new students and students with undeclared majors. Such individual connections with students have been demonstrated to be critical to student retention.

“What’s New?” Video monitors across campus were utilized to disseminate information to students about campus activities (to encourage social integration), academic assistance (to promote academic success), college resources (such as career planning), and important college dates.

Advising List Serve and Training. Information and training were provided to advisors through several avenues including an electronic e-mail list serve and on-line tutorials. The goal was to improve the quality of advising to increase student satisfaction and retention.

On-Line Orientation and Resources. Web-based resources were developed to give students information including orientation to college services and resources, academic plans for degree and certificate programs, and career exploration tools. The goal was to provide information and college connections that would foster retention.

c: Institutional Research and Planning -- Survey Data. The Institutional Research Office provided data to help with the retention of students from the *Graduating Student Satisfaction Survey* which is administered every semester to graduating students. Information is gathered, including student comments from the following areas: Educational Outcomes of General Studies Core

Courses, Admissions and Records, Academic affairs, Learning Resources, Financial Aid, Business Office, and Student Services. The results of the survey are disseminated annually to appropriate administrative personnel and faculty to help with future planning for a more effective learning environment for retaining students and contributing to student success. A *Non-Returning Student Survey* was administered to also assist with retention efforts.

SECTION E: OVERALL INSTITUTIONAL HEALTH

General Financial Issues--As a result of increased enrollment and other factors, Coastal Georgia Community College has not yet suffered as deeply from the State budget cuts as have some other institutions in the University System. The academic area has been able to do what is necessary, although in the process it has become more dependent on part-time faculty than is desirable. The percentage of sections taught by part-time faculty has crept up continuously over the last several years. Through use of student technology fees, minimal technology equipment needs have been met, although more instructional equipment money is needed. Year-end funds, available at the end of the 2003 fiscal year, were considerably less than anticipated leading to a year-end backlog of unfilled equipment requests. If additional state budget reductions are in the offing, it is likely that increased tuition revenue will be unable to cover the needs, and cutbacks in program activity and/or staffing may be necessary to balance the budget.

General Atmosphere--A combination of the normal press of business in a small college with limited staff, seemingly increasing workloads at all levels of the institution, the pressure of preparing to bring on-line a new facility at a distant location, the lack of a pay increase and rumors of upcoming increases in health insurance premiums are combining to produce a somewhat negative mood. Increasing complaints are being heard about people having to work too hard and put in extra hours and being distracted from other responsibilities, like teaching, that are deemed to be more important. This mood is not extreme, is not totally negative, and is muted somewhat by anticipation of new opportunities on the horizon. However, it is beginning to create problems and general resistance to new assignments. If the State financial situation gets worse, these internal issues could be exacerbated and elevated to a more serious problem level. If there is a reversal in the enrollment growth trend, that also would have a negative impact on these issues.

Student Development Services --Increased enrollment requires strategic restructuring of application and admission process along with continued utilization of on-line enrollment. Staffing and space limitations continue to be a challenge. The increase in enrollment also is straining the current advising process. Budget constraints have prevented implementation of advising goals to include a coordinator of advising and the expansion of the Advising Center. The dispersed locations for student services continue to pose problems for a heavily "first generation" student population.

Faculty Diversity--During the year one full-time faculty member in mathematics who is African American was employed on a one-year temporary assignment. The decision was to make this a one-year temporary position because of insufficient time for a complete search. This provides only two full-time faculty who are African American which is an unacceptable level. If this

individual proves to be successful the President intends to make this position permanent without further advertisement because it has been filled with a minority person. Several faculty positions became vacant during the 2002-2003 academic year, but African American faculty remained almost nonexistent in the employment pool, despite extraordinary efforts in trying to attract them.

Facilities Concerns--The instructional space available for technical programs continues to be extremely inadequate and in no way comparable to space for similar programs which is available in free-standing Georgia technical colleges. This is a serious obstacle for the technical programs. In an attempt to move facility needs forward with the Board of Regents Project Priority Process for the FY 2005 List, the College Foundation in spring 2003 determined that a \$10 million capital fund drive would be undertaken for a project which would provide new construction space for the existing technical programs plus the adult literacy program and would provide for renovation of the existing Allied Health facility to serve as a Student Development Services complex. The total project is estimated at above \$20 million. The inadequate instructional space is a serious threat to overall institutional health.

Assistance Needed From BOR--The college will be unable to implement the academic programming for the new Camden Center at the level which is needed unless the Board of Regents provides salary money for the instructional and support positions needed at the new facility. In addition, the Board of Regents needs to match on a continuing basis the staffing money being provided by DTAE for the Camden facility as required by the cost sharing agreement between the Board of Regents and DTAE. If this funding is not forthcoming, full implementation of the planned programming for the new facility will take a long time to become effective. In addition, the important partnership with the DTAE will be placed in serious jeopardy.

Conclusion--The college managed to handle the \$246,300 budget reduction that occurred during FY 2003 as FTE enrollment increased 16% which provided additional internal revenues. An allocation of \$300,000 in late FY 2003 for the Camden Center allowed the institution to acquire much needed equipment unable to be purchased from bond funds. In addition, late allocations for health insurance and for strong audits also provided financial assistance.

The overall institutional condition of Coastal Georgia Community College even with the challenges of budget reduction, facilities, and staffing continues to be healthy. The greatest concerns at the moment center around staffing for the Camden Center and staff morale in general, but the President remains very optimistic about the future outlook for the college.