

**Annual Report
of
Institutional Progress
1998-1999
Coastal Georgia Community College**

**ANNUAL REPORT
of
INSTITUTIONAL PROGRESS**

1998-1999



COASTAL GEORGIA COMMUNITY COLLEGE

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

University System of Georgia

**1998-1999 ANNUAL REPORT OF INSTITUTIONAL PROGRESS
COASTAL GEORGIA COMMUNITY COLLEGE**

SECTION A. SUMMARY OF MAJOR INSTITUTIONAL ACCOMPLISHMENTS

CONNECTIONS WITH K-12 SCHOOLS: During this year the Coastal Georgia Community College P-16 Council continued its agenda targeted toward the improvement of student performance and concentrated on the role of parents with schools as a major key element in improving student achievement. This emphasis on parental involvement continued for a second year and featured best practices among the six counties which are members of the Council, a review of the literature on national best practices, and a review of videotapes featuring Secretary Richard Riley and Vice President Al Gore in a national teleconference on this subject. From all of this came an identification of common elements which a successful parental involvement program should include.

The 1998-99 academic year included elections for local school board seats in the several Council counties and the strong business community view was that the Council should find a way to inform all school board members about the importance of the Statewide and local P-16 agendas and Council activities. In April 1999 a very successful informal "low country" dinner for board members and the P-16 Council was financed by the business community and was held on Jekyll Island. The meeting was interactive and from the small groups emerged an awareness of the obstacles to successful parental involvement and some possible solutions. The boards seemed sold on making parental involvement a high priority in the various counties.

The Coordinator of Recruiting continues to hold office hours in each high school in the counties comprising the college service area. Secondary counselors and registrars work closely with the Coordinator to assist students with the transition to college. The College's Interorganizational Council hosted a successful mentoring day for elementary school students after school in the spring. Over 100 students attended this event which emphasized reading and story telling. Faculty from the General Studies Division made a presentation to middle school students on the topic "College Admission Requirements" to encourage their interest and understanding of college attendance. Physical education faculty made a presentation to area high school and middle school coaches regarding the "Prevention and Care of Head Related Injuries." Arts faculty hosted the Very Special Arts Spring Festival and the Fall Arts Festival on the campus for area high school students.

The Academic Bowl continued to be a very successful linkage activity with area high schools. More than 100 students from ten area high schools participated in this competition. Faculty prepared questions, served as coaches and time keepers, and assisted with fund-raising, publicity, and in other ways. A faculty member assisted with the Georgia Two-Year College Academic Quiz Bowl Championship at Valdosta State University. The regional Science and Engineering Fair is coordinated by the science faculty and is hosted on the college campus. Faculty were involved in judging both the regional and the State Science and Engineering Fairs. The chemistry faculty member administered the national American Chemical Society High School Olympiad Exam. Academic Alliances in mathematics, foreign language, English, and science continued their collaborative linking activities. This emphasis on outreach and articulation with the K-12 systems reflects the emphasis of the CGCC Strategic Plan.

The Postsecondary Readiness Enrichment Program (PREP) at CGCC had a most successful year. Homework Centers functioned at every middle school in Glynn, Camden, Wayne, and McIntosh Counties and served 358 students. The improvement of student achievement was noteworthy as reported by the center coordinators who track student improvement on examinations and in report card grades. The school systems are very positive about the difference the Homework Centers make in reinforcing student study skills and improving performance.

In Glynn County the PREP program has been selected to participate in the College Board's demonstration project to determine the impact of targeted instruction which addresses PSAT competencies within the context of the Georgia Curriculum Frameworks on student performance. The Glynn County seventh graders in the Homework Centers benefited from having instruction by teachers who had been trained with this approach. These students will be assessed again in the eighth grade to determine the gain and again in ninth grade. When the PSAT is taken in tenth grade, this group will be compared with the group which has received no special instruction. We believe that this technique when used with teachers will improve instructional outcomes for students and that the PSAT and later the SAT will reflect the improved performance. The Glynn County School system was chosen for participation in this project by the president who was asked to "choose" one of the four counties with which the college is working with PREP.

The summer component of PREP was also quite successful and served 138 students from the four counties. These students included 67 seventh graders, 56 eighth graders, and 15 ninth graders. The curricular content emphasized mathematics and science. For their volunteer service component the students assisted area nursing homes.

The private funding for PREP is slated to expire in 2001. The program has made a positive difference, but it is doubtful that this institution will be able to sustain the program when the PREP funding expires.

A major business community concern is related to the need for a quality workforce. After two years of talk without action the Chamber of Commerce determined to press the issue by collaborating with the School Board to prepare a vision and goals statement. The president with private sector business representatives and two school board members served on a Glynn County Schools vision development team to prepare a new mission and goals statement for the school system. The extensive process included a review of school and county demographic data, school performance data, surveys involving a statistically valid sample of students, parents, teachers, and the general public followed by public hearings in each school board district to review the data and receive public comment. A new superintendent began his duties on July 1 and the first order of business was Board approval of the mission and goals statement developed by the team. The intended workforce emphasis was reduced, but included, which somewhat satisfied the business community.

INTERAGENCY COLLABORATION: During this year the DTAE sponsored New Connections to Work and the Georgia Fatherhood programs continued as a local application of the statewide collaboration of the Departments of Labor, Human Resources, and the DTAE.

The Fatherhood Program added to this collaborative the Departments of Child Support Enforcement and Pardons and Parole. These connections provide the basis for active judicial direction and involvement in the identification of persons who are not custodial parents but who need permanent jobs in order to pay child support which will assist in keeping their families off welfare. Both of these programs were successful in reaching a special targeted audience seeking permanent employment and job retention remains above 70 percent. The CGCC P-16 Council determined that the Council would act as the Advisory Committee for both programs, thereby conserving the time of busy Council members and keeping the business community informed. Further, the connection with P-16 has led to the addition of a strong parenting component for the New Connections to Work and the Fatherhood Program and parents in these programs are required to become involved with the school attended by their children. These programs are supported by Georgia's federal block grant funds. The New Connections to Work Program received \$300,000 and the Georgia Fatherhood Program received \$92,000 this year.

CONNECTING STUDENTS AND TECHNOLOGY: The upgrade of BANNER to version 3.1 occurred with only minor problems. BANNER continues to be quite successful at CGCC in linking admissions, student records, financial aid, and student fee payment functions for improved student services. During this year electronic services have been implemented for the exit loan counseling process with good results. Students are registered in remote locations on campus as they are advised, increasing the level of student satisfaction with registration without lines. Student e-mail has consistently grown in popularity and use. Weekly updates to students are posted by the Director of Student Life. Numerous faculty are utilizing student e-mail as an additional way to communicate. CGCC was offered the opportunity to move its implementation of the new Interconnected Library System forward by two years, and by Spring 1999 the corrections to the existing machine readable catalog had been entered and the system was successfully tested in April 1999. The new system proved to be more efficient, more cost effective, and with the improvements has come increased use, including inappropriate use, of the library by unsupervised youth not yet sixteen years of age. This circumstance led to the promulgation of a policy which restricted access of unsupervised youths below the age of sixteen to the library. The rationale for this policy was explained to middle and high school principals and faculty and appropriate adjustments in implementing the policy are sometimes made based on their recommendation. The improvement in student conduct has been very positive. These actions regarding use of technology reflect the USG's Strategic Plan.

INTERINSTITUTIONAL COLLABORATION: CGCC has a long history of University System collaboration which predates the post 1994 popularity of the concept. The Brunswick Center consortium (CGCC, Armstrong Atlantic State University, Georgia Southern University) completed its thirteenth year of operation with a productivity of 41 baccalaureate degrees and 11 master of education degrees from Armstrong and three baccalaureate degrees from Georgia Southern. A total of seven baccalaureate degree programs and nine separate master's degrees are offered through the Brunswick Center. GSAMS is heavily utilized in the delivery of instruction by both universities which is greatly appreciated by the non-traditional population served by both institutions. The heavy use of GSAMS by the Brunswick Center operation in Brunswick and at the Camden Center makes CGCC among the heaviest users of the GSAMS system in the University System.

Coastal Georgia Community College finds the extensive usage of facilities by Armstrong Atlantic State University and Georgia Southern University to have an adverse impact on CGCC's ability to use its own space. With growth, space allocation may change. The Brunswick Center reflects several of the USG's Guiding Principles for Strategic Action: 1, 8, 13, 18, 20, and 21. A major improvement for AASU students has been the installation of on-line BANNER services which provide immediate registration and a more efficient way to link financial aid payments to fees charged. Georgia Southern University has not installed BANNER for the Brunswick Center courses which slows down their registration process.

The Board of Regents approved a collaborative external associate of applied science degree in Ornamental Horticulture and Golf Course Management in the Brunswick area to be delivered by Abraham Baldwin Agricultural College and CGCC beginning in fall 1999.

Armstrong Atlantic State University and Coastal Georgia Community College collaborate to provide the A.S. degree in Nursing in Savannah, and the program is being delivered successfully via GSAMS linking Brunswick and Savannah. The first class of graduates of this program included sixteen students. Thirteen of the sixteen students were minority students and 93% of them passed the NCLEX national nursing licensure examination. The oldest student who graduated from the Savannah cluster was sixty years of age and she enjoyed her graduation in the company of eight grown children and thirteen grandchildren!

Another continuing collaboration is that between CGCC and the University of Georgia Terry College of Business. The popular annual Georgia Economic Outlook Luncheon is co-hosted by CGCC and UGA with the local Chambers of Commerce. A CGCC economics professor provides the Local Economic Outlook based on an analysis of key economic indicators in the Southeastern Georgia Region.

The Liberty Center, a consortium which opened in 1998 linking Savannah State University, Armstrong Atlantic State University, Georgia Southern University, East Georgia College, and Coastal Georgia Community College, initiated services to the uniformed service persons and civilian personnel at Ft. Stewart Army Base in Hinesville. Although AASU has management responsibility, all member institutions offer courses. CGCC has been limited to offering Learning Support courses and the AAS degree in Computer Information Technology. The most disappointing aspect of the Liberty Center was the low enrollment compared to projections. Learning Support courses have also been offered at Hunter Army Air Base in Savannah.

One failure of collaboration has been in the admissions policy phase-in for the Savannah area where inaction prevailed on the part of the two universities, despite repeated offers by CGCC to assist both institutions with the delivery of Learning Support courses for those students unable to be admitted to the senior institutions. Both universities declined the offer of assistance and have gone a different direction.

MODEL NATIONAL CALIBER PROGRAMS: The Coastal Georgia Minority Outreach Program, a drop out intervention program for seventh grade African American males, continued for a sixth successful year at CGCC. Impressive gains were made in language arts and mathematics by these youth after spending five weeks in intensive instruction on the college campus. The follow-up activities for these rising eighth graders were strengthened by the addition of a Career Experience component developed in close collaboration with the local organization known as the Fourteen Black Men of Glynn and the Brunswick Rotary Club of which the college president is president-elect. Several Rotarians opened their businesses to the students for field trips which highlighted various occupations and the educational requirements for the professional positions. This program was acclaimed by the Southern Association of Community, Junior, and Technical Colleges in its quarterly newsletter. The Atlanta Cities in Schools program has sought information about this very successful initiative. Approximately \$30,000 in private funds are raised by the president each year for this program.

The Academic Advising Center at Coastal Georgia Community College provides academic advisement support services to students who are undecided about their major and to students who may have entered the college with Learning Support needs. A very remarkable aspect of this program is that the total staffing of the center is provided by faculty volunteers. The coordination which is extensive is provided by a single faculty member who contributes her time consistently. This program was nominated for the national Bellwether Awards program sponsored by the University of Florida's Institute of Higher Education. The program was showcased at their national conference in spring 1998. Although not selected for the award, numerous colleges have inquired about replicating this very successful program.

Several student activities were accorded national recognition. Seaswells, the College literary magazine, was awarded for the sixth year a First Place with Special Merit Award by the American Scholastic Press Association Competition. The newspaper, The Mariner's Log, has also been accorded national recognition in journalism. The Omicron Omega Chapter of Phi Theta Kappa received several awards, including an international Phi Theta Kappa Continued Excellence Award for Advisors. The chapter has been accorded significant recognition in Georgia and nationally for its hallmarks of scholarship, leadership, and service.

MANDALA MOVEMENT: The institution sent five staff members to Abraham Baldwin Agricultural College to participate in the Mandala Movement training activity. This program's purpose is to facilitate the development of an environment of understanding, acceptance, and respect that actively supports and celebrates both unity and diversity. The participants returned to the campus and informed faculty and staff about what a positive experience this training had been. The remarkable thing which resulted was that persons who before this activity had been unlikely to see common ground as individuals actually returned with an understanding of the other's viewpoint. Activities coordinated by the team included a special "Faces of America" presentation focusing on diversity and a one-man show "The Brothers" which reflected four different male perspectives on life. A film "Managing Diversity" was used as a focus during Red Ribbon Week. A workshop activity focusing on recurrent issues related to society's broadening view of civil rights will be held during the 1999-2000 academic year.

THE GEORGIA ASSOCIATION OF TWO-YEAR COLLEGES: In November 1998 Coastal Georgia Community College hosted the annual meeting of Georgia's Two-Year College Association, since the president of CGCC served as president of that organization in 1998-99. This meeting was outstanding with a record attendance of approximately 180 participants. The teamwork and cooperation from the entire college faculty and staff made this event a major success which was highly acclaimed by attendees.

CAMDEN RESIDENT CENTER: Throughout the year the Camden Center project required detailed management by the president who worked with individual donors, with the City of Kingsland, and with the property donor who gave the seventy-five acres to the Board of Regents for the permanent Camden Resident Center. A major time commitment by the president was essential to bring together all of the individual components of this off campus project which was required to meet a different set of guiding principles from campus-based projects.

Fundraising for the Camden Center was ongoing during the year to develop the required Operating Endowment for an off-campus project to receive capital outlay funds. The fundraising activity has been quite successful and the goal set by Central Office staff has been exceeded. The roads, utilities, and parking lots seem to be on track with the City of Kingsland's plans. The Environmental Site Review was performed with partial compensation by the donor for the wetlands component of the survey. The proposed reclassification of wetlands is very favorable in providing additional uplands upon which the project can be located without dealing with environmentally sensitive areas of the property.

The overall enthusiasm of the Advisory Committee and of the community at large continues to be very strong. Further, the accord with the DTAE forged by the Chancellor and the Commissioner regarding provision of instructional equipment and full-time technical faculty for the first two years of operation remains intact. The Camden project is part of the institution's strategic plan and it extends access to more Georgians as envisioned in the System mission statement and strategic plan.

MRR PILOT STUDY: CGCC was one of three institutions to participate in the MRR Pilot Study for the USG. Several campus visits were made by the team members and a final report including a template was developed which will be very useful in assisting the institution to plan more effectively for future MRR and minor capital projects with focused priorities.

MASTER PLANNING: Physical facilities master planning was begun with the choice of a consultant and preliminary meetings having begun by June 30, 1999. Most of this activity will be a feature of 1999-2000. The master planning tasks will include a recommendation for the physical placement of the new Camden Resident Center as well as long range future facilities projected for that property. The primary focus of master planning will be on reviewing the adequacy of existing facilities in Brunswick and projecting physical facilities to accommodate presently unmet facilities needs and to plan for additional needs. Major concerns related to master planning are the inadequate facilities for technical programs to either expand or to add new programs. An occupational needs assessment for Glynn and McIntosh counties was completed by Georgia Tech's Economic Development Institute Director in Brunswick. Growing occupational demands require facilities not presently available.

MRR PROJECTS: The major MRR project for the year was the repaving of the gymnasium parking lot which had been invaded by tree roots causing uneven and dangerous conditions for pedestrians. The lot was closed and re-engineered, graded, repaved, and a new configuration of landscaping put into place. This lot includes eighty additional parking spaces and emergency call boxes which are a positive asset. This lot will be completed in fall 1999 and reopened to student use.

FINANCIAL CLIMATE: This year was one of the two toughest years experienced during this president's tenure. Semester conversion brought severe financial results for the institution. The headcount actually increased approximately three percent, but the students reduced their course loads bringing a severe reduction in internal revenue which caused a mid-year budget reduction. A further significant budget reduction is expected in State funding in the FY 2000 budget due to the nearly 13 percent EFT reduction. Expenditures for travel, non-technology related equipment, and supplies were all reduced. The special funding initiatives from lottery and other sources provided funds which assisted the areas of greatest need. During this year the CGCC Foundation provided its greatest ever financial support to the college, after a very successful annual fund drive which raised \$126,278 in unrestricted funds. Further, federal block grant funds through the DTAE provided a New Connections to Work and Fatherhood Program, and both programs address very specific audiences and goals for which the college is accountable. Both of these grants are intended to assist clients receiving either Temporary Aid to Needy Families (TANF) or non-custodial parents who are not meeting their child support responsibilities. In both cases these students are seeking economic self-sufficiency through additional job preparation.

AUDIT REPORT: CGCC received the lowest risk rating from the internal audit function at the Board of Regents. The College had no findings from the review by the State audit department.

HUMAN RESOURCES: A new grievance procedure was developed for faculty and staff. The new procedure encourages the use of Alternative Dispute Resolution procedures. In line with this emphasis the 1998 fall convocation inservice workshop activity for faculty concentrated on alternative dispute resolution techniques, and the Georgia State University ADR facilitator was most effective with the CGCC faculty.

ENHANCING WORKFORCE PREPARATION FOR EMPLOYMENT: The Radiologic Science Program had 100 percent placement of graduates. All graduates scored above the national average on the Registry examination. The Medical Laboratory/Clinical Technology program engaged collaboratively with other institutions including Okefenokee Technical Institute where the College program director is assisting that program in the absence of a master's degree prepared program director in order for the OTI students to meet requirements to stand for the national examination. Further, CGCC is sharing the local major clinical affiliate and a clinical instructor with the Armstrong Atlantic State University MLCT program. The Practical Nursing Program had maximum enrollment and an 88 per cent retention rate with 23 of 25 graduates employed in the field. The Surgical Technology program completed its self study and was accorded national accreditation through 2004.

The IBM AS/400 computing partnership with two major local employers continued. Faculty participated in a two week training program at the Rochester, MN, IBM facility. A software grant worth \$450,000 was received from IBM. The Computer Information Technology curriculum was requested for the Liberty Center and the program is to be taught during next academic year at the Liberty Center. Through the ICAPP project at Valdosta State University, which includes CGCC as a partner, an information technology workforce needs assessment has been completed. This collaboration with the ICAPP project has also resulted in the development by Valdosta State University of a BAS degree in Computer Information Technology. This will allow students completing the AAS degree in Computer Information Technology to ladder into the BAS program retaining full credit for the technical courses completed in the AAS program. A CGCC faculty member in Computer Information Technology has served as chair of the Computer Science and Systems Analysis Regents Committee this year.

The Quick Start owned state certification programs in Customer Service and Manufacturing were offered with good success. The Manufacturing Specialist program is being offered on site at a major seafood industry with the result that all completers of the program will receive a \$.50 per hour wage increase which provided the extra incentive they needed to complete the program. The machinist program has continued to offer on-site industry based classes with a local tap and tool manufacturer. This program has been revitalized as a result of this industry based approach. The program is now using laptop computers in this off-campus location to simulate a numerical control laboratory.

The Manufacturing Maintenance Technology program which is closely aligned with the needs of the paper and pulp industry was requested to offer an advanced certificate in Operations. A second major pulp and paper employer in Camden County publicized its intent that future new employees in maintenance would be required to enroll in the Manufacturing Maintenance Technology program before they would be interviewed or employed. Both major paper and pulp industries have made a major commitment to employment of a quality workforce which rests on the pre-service preparation of their employees at CGCC.

The president has continued involvement and participation with the SeaCoast Workforce Development Board, serving on the Program Committee for the Board and on the Brunswick Area Committee to oversee JTPA and other workforce preparation contracts. The major thrust of the Board was understanding the Workforce Incentive Act. The president has also continued active involvement with the Brunswick/Glynn Chamber of Commerce, serving on the Executive Committee of the Chamber in 1998-99. The president was awarded the prestigious Chairman's Award for Outstanding Service as the Most Valuable Board Member. The CGCC P-16 Council emphasizes quality workforce issues with its goal to improve student achievement for employment.

USE OF LIBRARY TECHNOLOGY: The usage of GALILEO continued at a very significant level. In summer 1998 the college was informed of its Phase I status for implementation of the Georgia Interconnected Libraries (GIL) project. In the fall the adjustments began as the on-line catalog was corrected and converted and in April 1999 the system was at an operational level. The automation conversion project provided an opportunity for the library to weed the collection of much out-dated

audio-visual material. Many computers both at the Camden Center and at the main campus were replaced with Y2K compliant computers. A new computer linkage as part of GIL enabled Coastal Georgia Community College to assure that all students in surrounding counties were able to access library reserve materials for their courses through an electronic reserve system. This year's automation project underlined the personnel needs of the library for strong computer technical support.

CONTINUING EDUCATION: The Continuing Education program offerings increased to 219 courses and served 3,179 participants. Thirty contract courses were offered to 529 participants. In addition 150 events were coordinated by the department with an estimated 11,698 participants. Certificates were offered for the Child Development Associate, Legal Assistant, Master Landscaper, and Administrative Medical Office Assistant programs. The Continuing Education department was approved to be a testing center for Microsoft officer User Specialist (MOUS).

FACULTY PROFESSIONAL DEVELOPMENT AND SERVICE: Faculty were a key ingredient in the success of the Georgia Two-Year College Association annual meeting hosted by the college in November 1999. During this year faculty have made presentations to a number of different organizations and groups such as the Valdosta State University Technology Conference, the Georgia Academy of Science, to Coastal Georgia Community College faculty and students in workshop formats, and to middle school students and staff, and to various civic organizations. Faculty utilized the Web discussion forum in American Government courses; participated in the Desktop Distance Learning initiative and the WebCT Help Desk project; and, hosted a meeting of the Academic Advisory Committee on Foreign language for a Technology in the Classroom workshop. Faculty received four Teaching and Learning Grants for a total of \$31,732.

Faculty are actively engaged in college, USG, and community service activities. Among these are the "First Night" celebration held on New Year's Eve, the Very Special Arts Festival, the Fall Arts Festival, Habitat for Humanity, Manna House, the Audubon Society, Red Ribbon Week, keep Brunswick and the Golden Isles Beautiful, Southeast Georgia P-16 Council, Coastal Georgia Community College P-16 Council, the Coastal Georgia Minority Outreach Program, the Academic Alliances for English, Science and Mathematics and Foreign Languages.

Faculty participated in numerous professional development activities: Southeastern Conference on the Teaching of Psychology, developing online courses with WebCT, Video Exploratorium Georgia Art Educators Association Conference, American Association of Physics Teachers, Southern Atlantic Modern Language Association Section, Small Scale Chemistry for Pollution Prevention in General Chemistry Instruction, and the Georgia Teaching and Learning Institute at Callaway Gardens.

Faculty shared their talents with the community by serving as a pianist at The Cloister Beach Club and for Honors Night, providing a Metal sculpture exhibit, and a "Polynesian Chieftains" photography exhibit.

Faculty engaged in outreach and service through consulting and translating an operators handbook for a local defense contractor; coordinating the Model UN program with area high schools and Georgia Southern University; developing and helping to set State standards for foreign language in Georgia; serving as a consultant to Educational Testing Service as a reader in physics; assisting the Coastal Georgia Minority Outreach Program; coordinating the Risley Middle School Suggs Superstars Program in science; and serving as the Director of the Coastal Georgia Community College Golf Marathon and the Tournament Director of the NHSCA National Championship of Golf Federation.

Faculty publications include an article in Modern Fiction Studies; a chapter on Congress for the textbook People and Politics: An Introduction to American Government; reviewer of an American Government Text We the People; "Chemistry Camp: A Fun and Educational Way to Spend a Summer Day"; and "The Chemistry of a Lake; A Practical Course for the Non-Science Major."

Numerous staff received statewide recognition. College personnel were appointed to the state Task Force on Loan Default issues; elected to the Chair-Elect of the Regents Advisory Committee for Registrars and Admissions officers; President-elect of the Georgia Association of Collegiate Registrars and Admissions; Executive Committee of the Georgia Junior College Athletic Association; and, program chair for the national conference for the Association for Campus Programming. The Vice President for Student Development Services was selected as the 2000 Conference Chair for the NACADA Conference.

Students also achieved significant recognition for the College Literary Magazine, Seaswells. Omicron Omega Chapter of Phi Theta Kappa achieved several regional and international awards this year and the PTK Continued Excellence Award for Advisors. The men's tennis team placed third in the Nation.

PRIVATE GIVING: Several fund-raising initiatives were handled very successfully: the campus Annual Fund had 93 percent participation of college personnel; "A Day for Coastal Georgia Community College in Brunswick/Glynn County" raised \$26,000 in its first year as a major event; the Camden fund-raising effort topped \$350,000, exceeding the Chancellor's target goal for this off-campus project's operating endowment. Finally, the second annual Compton lecture was very successful with David and Julie Eisenhower as the guest lecturers. All of these events made 1998-99 the most successful year ever for private giving to the College.

REGENTS TEST PASS RATE: The percentage of first time enrolled students completing the Regents Test requirements placed Coastal Georgia Community College fourth in the University System with an initial pass rate of 86.84 percent.

SECTION B: ANNUAL PROGRESS IN INSTITUTIONAL STRATEGIC PLANNING

Strategic Planning Goals Attained: Requested Capital Outlay funds for the Camden Center. Project has moved up to #4 on the Capital Planning Priority List and design funds were approved in the FY 99 supplemental budget. It is anticipated that construction funds will be provided in either the FY 2000 supplemental budget or the FY 2001 original budget.

In 1998-99 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, 23 new goals and steps to achieve those goals were developed.

With strategic planning being an on-going process, a majority of the previous 64 goals were achieved during 1996-97 and 1997-98 with most of the goals continuing from year to year. An update of those accomplishments, as well as the current year's new goal updates, are included as part of the Coastal Georgia Community College Institutional Strategic Plan. Each year as updates occur and new goals are formulated, a report documenting this information is sent to the Board of Regents.

During 1998-99, twenty-three major strategic planning goals were attained. They were as follows:

- To enhance the advisement/orientation program on campus.
- To enhance student life through increased flow in Student Center.
- To improve the efficiency and effectiveness of admissions, records, registration, and financial aid processes.
- Increase the compensation rate for part-time and overload faculty.
- Submit the official proposal for the EMT program to the Board of Regents and the DTAE.
- Prepare the Surgical Technology Program for the Accreditation Process.
- Provide additional support services, equipment and instructional materials for off-campus and distance learning classes.
- Increase use of instructional technology through additional support time and resources, provision of an additional computer lab, equipping of "smart" classrooms and development or purchase of on-line courses.
- Work with the Georgia Southern University registrar's office to implement on-line registration for GSU/Brunswick Center classes directly into the GSU BANNER system.
- Work with the Armstrong Atlantic State University College of Education to improve and systematize AASU graduate degree offerings in Camden County.
- Work with the Georgia Southern University graduate school to increase the number of GSU graduate students at the Brunswick Center.
- Work with department chairs at Armstrong Atlantic State University and Georgia Southern University to complete semester transition programs of study for baccalaureate degree students.
- Work to enhance the advertising and marketing of the Brunswick Center to attract more students to Brunswick Center programs.
- Provide additional support services, equipment and instructional materials for off-campus and distance learning classes.
- Increase use of instructional technology through additional support time and resources, provision of an additional computer lab, equipping of "smart" classrooms, and development or purchase of on-line courses.
- Implement Peoplesoft Human Resources and Payroll Software.
- Policy manuals will be further developed for the Institutional Advancement Office with the consideration of a SACS review in the future.

- Institutional Advancement Office will change marketing strategies and/or time of promotions and advertisements to enhance the semester system and registration system now being used.
- Improve the working conditions in the Science Building and Gym.
- Update the Coastal Georgia Community College Facilities Master Plan.
- Participate in an MRR Pilot Study.
- Develop the organizational structure to include the appropriate materials to implement a successful self-study project leading to the reaffirmation of accreditation of Coastal Georgia Community College by Southern Association of Colleges and Schools.
- Review/implement the current faculty/staff evaluation process.

SECTION C: ANNUAL PROGRESS IN ASSESSING INSTITUTIONAL EFFECTIVENESS

The expected results, methods of assessment and actual results for general education, all programs of study, and academic and support services are submitted annually for the assessment report. The assessment report is filed in the Office of Planning and Institutional Research.

In keeping with the college mission of providing academic programs for transfer students and career 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. These outcomes are as follows:

1. To write effectively at the college level.
2. To solve problems using a range of mathematical reasoning skills.
3. To demonstrate computer literacy.
4. To demonstrate an awareness of cultural differences.
5. To develop participation in social activities.
6. To demonstrate a knowledge of American issues and facts, to include history and government.
7. To demonstrate critical thinking skills.
8. To 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 1998-99 all college units developed and revised their students' expected learning outcomes based upon the above eight general education outcomes. A program review process for both transfer and career programs is being developed and will be implemented in the fall of 1999 which will provide additional assessment data.

The transfer program assessment results continue to be outstanding. The graduating students achieved a higher mean score than 25 other colleges out of a group of 28 on the Academic Profile (AP) national test (short form). Scores in three areas (humanities, college level reading, and using mathematical data) of the seven areas tested on the Academic Profile have improved over last year's scores. Scores in four areas (social sciences, natural sciences, college level writing, and critical thinking) remained the same. The System's latest transfer report indicated 180 Coastal Georgia Community College graduates transferred to 24 different University System of Georgia institutions. The report also showed that 60% 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, practical nursing, medical lab technology and radiologic science students continue to be excellent. All exit tests for career and certificate programs that are standardized or locally developed have passing scores by all graduates of Coastal Georgia Community College.

THE BRUNSWICK CENTER: One specific improvement has been to institute planning for on-line BANNER registration of Georgia Southern University undergraduate and graduate students into the GSU system. This has already been accomplished for AASU. In addition to giving AASU administration immediate statistics on enrollment numbers in classes at the center, this has facilitated the payment of financial aid for these students. Armstrong Atlantic State University made registration and other services available to their students at the center via their new web page.

SECTION D: RETENTION

When the institutional results for the 1997 Student Satisfaction Survey were reported to the institution, they were reviewed in detail at the executive level with the President's Cabinet and in more detail with the Vice President for Student Development Services and the Vice President for Academic Affairs. This led to a co-directed activity during the 1998 Fall Convocation which focused in detail on the ACT Student Satisfaction Survey results.

CHANGES IN RESPONSE TO THE 1997 STUDENT SATISFACTION SURVEY: One of the issues cited in the survey was that students were uncertain how to proceed when they entered the administration building. A new position of Information Clerk was created and located in the main administration building lobby. This has been a major asset in improving customer service for students and the public in general and has generated much positive comment from both sectors.

Another student criticism was lack of activities in which they could be involved. Semester conversion provided the opportunity to create a Student Activity hour on Tuesdays and Thursdays which has allowed student organizations a definite time to meet without competing with classes. As a result, student involvement across the campus in cultural, co-curricular, and entertainment activities has

increased significantly. The Student Center area has become more popular and has been updated in appearance to improve its attractiveness to students as a place to congregate. Student participation in SGA has also improved.

Students complained about registration. Registration has been streamlined with registration now provided from terminals in the faculty member's offices with central fee payment. In addition, continuous registration which is often implemented with the semester calendar is being studied as it relates to academic advisement and improving registration in general.

Improvement of customer service was a year long focus for Student Development Services with the setting of specific goals and expected outcomes. An outside consultant was brought on campus to work with staff and student workers in improving customer service. The inservice activities were well received by all staff.

The annual institutional Student Satisfaction Survey was utilized with students in 1998-1999 and the results were used to plan goals and objectives for the 1999-2000 academic year.

Since student satisfaction is correlated with student retention and graduation rates, it is expected that the improvements being made to the campus to increase the student sense of community and therefore student involvement and participation will positively impact retention and graduation. To provide further support for the improvement of retention and graduation figures, an Advisement/Orientation Standing Committee was given a renewed purpose after the review of the ACT Student Satisfaction Survey results. That committee has focused on improving academic advisement for all students. This was accomplished in part by the creation of a new advisor manual which was the focus of a faculty workshop. Understanding and valuing best practices in academic advisement have been valuable to this committee. A systematic review of best practices in academic advisement was undertaken through the network of student affairs professionals involved with the National Academic Advising Association (NACADA).

Faculty are encouraged to work closely and aggressively with their advisees and with students in their classes to give individual assistance. Immediately after the drop/add period the following information is provided to faculty: a list of advisees who have registered for the semester complete with addresses, academic standing, GPA, e-mail, etc. This is provided with pre-posted postcards which can be mailed to students. On their class roll faculty are informed of new students to the campus and those who are on academic warning or probation, and they are encouraged to work closely with these students to provide the academic support needed for student success.

Academic and student support services are now more closely aligned. The personal development workshops offered in the past by Student Development Services are now offered jointly with SDS and the Learning Center. This has increased the flow of traffic into the Learning Center and has highlighted the availability of academic support services which often prevent a student from dropping out.

Other changes will be fully implemented during the 1999-2000 academic year. Among these are a requirement that students be advised of their academic standing in courses by receiving a mid-term grade. These grades are mailed to students a week before the last day to drop without penalty. The students are encouraged to meet with their instructor and/or academic advisor to assess their progress and to determine how they can raise their grades in the remaining part of the term. This is a pilot project approved by the Vice Chancellor for Academic Affairs which authorized a one week delay in the last day to drop without penalty and requested Coastal Georgia Community College to determine the effectiveness of this student information in assisting retention. Students had complained in the Student Satisfaction Survey of not knowing their progress in courses on a timely basis.

Restructuring of the recruitment efforts occurred in spring and the Coordinator of Student Recruitment now reports directly to the Vice President for Student Development Services, is located in close association with counseling, student life, career development, and academic advisement which are all services typically more valued by traditional age students. The team approach has been enhanced by the President's appointment of a Recruitment Committee which is also functioning in a team approach with the Coordinator. It is expected that all of these positive changes will favorably affect retention and graduation rates at Coastal Georgia Community College.

SECTION E: OVERALL INSTITUTIONAL HEALTH

The institution's overall fiscal health had a decided downturn during this academic year. The impact of semester conversion was extremely severe in terms of loss of Equivalent Full-Time Units. Although headcount continued to increase and Regents approved enrollment targets were met, the EFT declined precipitously. This caused a major local revenue crisis with approximately \$200,000 reduced from the budget by the end of fall 1998. The decline in EFT continued in spring semester and further budget reductions were necessary.

The timing for the real one percent FY2000 budget reduction required by the USG Redirection Plan could not have been worse for this college. In addition to the loss of internal revenue which caused a reduction in EFT projections which reduced the FY2000 budget, the DTAE announced a full five percent budget reduction which cut another \$30,000 from the College budget. The result was that major and significant internal budget reductions were mandatory to develop a balanced budget for FY2000.

Administrative reorganization resulted from the college's fiscal problems. The Business and Industry Division chairperson's position was vacant and this is the position which administers non-health DTAE technical education programs. The second level person in that division retired. Elements of the two positions were combined into a new position. Advertisement did not bring hiring results and the new position remains unfilled. This has created a void which is difficult to deal with since the planning and development of the new technical programs for the Camden Center are at stake. The Business and Industry Division is being chaired by the Allied Health and Nursing Division Chair who has other DTAE health programs under her supervision and is a very seasoned administrator.

The experience of this year will be carefully evaluated to determine if having a single division chair for the two divisions can work for the long term. The president is very concerned about this vacancy and is trying very hard to assure the business community that local needs will be met.

In addition, the retirement of the Division Chairperson for Learning Support allowed the redefinition of the division as a department in General Studies. The duties of the new department head are more clearly defined and are similar in many respects to the Division Chair. However, the coordinator of PREP and the Coastal Georgia Minority Outreach Program, which had been major responsibilities of the Division Chairperson, now reports to the president directly. This arrangement seems to be working very effectively with minimum adjustment.

Other positions deleted included a mathematics and a counselor position. The impact of the administrative reorganization for financial reasons caught the attention of the campus. This situation has brought more understanding by faculty and a sense of making the best of the situation.

By February 1999 the president concluded that the turnaround in student EFT would be accomplished only by increasing total enrollment, since it seemed unlikely that students once on the quarter system would willingly increase their semester credit hour load. The title of the Assistant Director of Admissions was changed to Coordinator of Recruitment reporting directly to the Vice President for Student Development Services. This change allowed more of a team approach among the other SDS functions for recruiting. A Recruitment Committee composed of faculty, staff, and students was also appointed and began working closely with the Coordinator. The willingness of the campus to take on these additional responsibilities reflects the positive morale even in the face of financial problems.

The campus also feels very positive about the Camden Center Project. This will be the first building to be funded for Coastal Georgia Community College by the Board of Regents since the original campus was completed in 1974. The Continuing Education Building which opened in 1992 was constructed with a combination of proceeds from a local school bond issue and subsequent land swap for money from the bond and a large private gift. The campus and the region see the construction of the Camden Center as very much a gatekeeping activity for the further economic development of the lower southeastern coast. The president believes that the campus is very proud of the achievements in Camden County.

One challenge for the Camden Center which the University System should address in the near future from an overall perspective is the institutional contract for serving the needs of uniformed service persons at Kings Bay Submarine Base. So long as Valdosta State University has the contract for the full baccalaureate degree, the needs of service persons and civilian employees who meet only associate degree admissions requirements cannot be adequately served. With the strong unwavering support of Central Office personnel, Valdosta could contract with Coastal Georgia Community College for lower division academic services as the local service provider. When a highly visible Camden Resident Center owned by the University System is less than five miles away from the main gate at Kings Bay, it will become far more difficult to explain the lack of logic involved in importing two-year colleges from a distant location to serve personnel at Kings Bay. Further, the fiscal health of the Camden Center would profit from the additional enrollment.

Another major impact which has the campus pulling well together is the institutional self-study which is moving the college toward Reaffirmation of Accreditation in 2001. The campus committees are working hard and cooperatively; the spirit is very positive and is focusing on ways that the college can be improved which is the most desirable outcome. Another major positive impact for the campus is the higher profile which has been generated for the college by a number of Foundation activities: "A Day for Coastal Georgia Community College," the annual Compton Lecture Series, the fundraising activities in Camden County, and the Coastal Georgia Minority Outreach Program. These events generate much positive publicity and the College is connected in the popular view with these positives. The Foundation overall has moved to a higher level of involvement with the College.

Faculty satisfaction with the completed renovation of the Academic Building has been outstanding. After having this building off-line for more than two full academic years while full renovation was underway, the faculty were able to reoccupy the building. The 1997 Student Satisfaction Survey cited major facility dissatisfaction which the return to service of the Academic Building has partially addressed.

Retention and graduation completion continue to be major concerns for the campus which are being addressed. In addition, the physical master planning activity which was contracted in June 1999 has major implications for the long range future of the College. Technology needs for the campus continue to mount: hardware needs are very costly in preparing the campus for Peoplesoft and for the latest BANNER upgrades. Further concerns emanate from the shortage of qualified personnel to teach Information Technology fields and to work in support positions in computer services.

The economy of the College service area is very prosperous with unemployment at 3.1 percent. Future challenges lie in making the College more diverse in its student body and its employees. Reaching the underserved population of the region continues to be a challenge but future growth of the labor force requires expansion of educational participation by this population.

Although there are concerns about various characteristics of the institution's health, the president remains very positive regarding the future. A concentration on the college mission and a prioritized allocation of funds to support the mission will continue improving the overall health.