> **3.4.12** The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**
>
> **Compliance Status:** Compliance

The College of Coastal Georgia uses technology to enhance student learning in a variety of methods, modes and techniques depending on the specific course, program and service. The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology and the Internet, as well as open access to computers in public areas, learning resource labs, and wireless access throughout the entire campus.

Technological Availability and Support

On the Brunswick campus, every classroom is equipped with an instructor's station that includes a networked computer with Internet access, a video/DVD player, a video projection unit, and a document projection unit. There are three classrooms equipped with video conferencing. At the Camden Center in Kingsland, Georgia, every classroom is equipped with an instructor's station that includes a networked computer with internet access, a video/DVD player, a video projection unit, and document projection unit.

There are 13 computer labs on the Brunswick campus and four at the Camden Center, totaling 395 stations available for student, faculty and staff use. Besides the open computer labs, there are 24 classrooms available to students in Brunswick and seven at the Camden Center that are equipped with networked computers for instructional use. The classrooms on the Brunswick campus were expanded by 11 with the recent construction and opening of a new Health & Sciences building that includes one – 125 seat tiered classroom; two – 50 seat classrooms; one – 40 seat computer classroom; and six seminar rooms.

Technological support in the new Health & Sciences Building includes high resolution video projectors, speech and sound reinforcement systems, and a HD videoconferencing system.

Furthermore, the College offers on-campus wireless Internet connections to all of its current students, faculty and staff; however, public access to campus wireless is not permitted.

Technology Management and Orientation

The College uses Blackboard/Vista as its learning management system, which provides a solid asynchronous learning environment for thousands of diverse students in a fully-online environment; it is also used for web-enhanced and blended/hybrid courses. Web-enhanced courses are traditional classroom-based courses that meet regularly on campus, but use some Blackboard/Vista tools and features to enhance teaching and learning.

Faculty can enhance communication with students with Announcements and Mail; engage students with Discussions; give students 24/7 access to course materials; post and receive

---

student assignments electronically; and provide students immediate feedback with Grade Book. Blended/hybrid courses are non-traditional courses that replace 25 percent – 74 percent of traditional, face-to-face instruction with online learning activities. These courses combine the best of face-to-face instruction with online learning. Students and faculty enjoy the convenience of delivering and receiving assignments electronically with the ability to continue discussions beyond the classroom walls and provide useful tools for students to share information and collaborate online.

Students are introduced to the College's technology during orientation, where they have training on student email and web registration processes. Instructional Technology has available comprehensive tutorials for both faculty and students that introduce them to the Blackboard/Vista learning management system tools. The student tutorial contains step-by-step modules that assist students through the use of visuals and videos. Faculty online tutorials include modules that range from basic fundamentals of the system to creating assessments, building the syllabus, and mastering the grade book. Instruction is also provided to students in the use of Coastal Online Academic Scheduling Technology (COAST) that enables online access to course registration.

A variety of faculty workshops, downloadable templates, and mentoring programs are also available to assist with technology in the classroom. One full-time faculty member with expertise in Blackboard/Vista was provided with a course reassignment to serve as a technical advisor for all faculties.

Effective Spring Semester 2011, the College hired a Coordinator of Instructional Technology to develop and deliver programs and consultations on teaching, technology integration, and related areas for faculty, as well as work closely with academic and support units to address their needs on instructional technologies. Additionally, the Coordinator will provide technology tutorial support for students as part of a campus-wide effort to increase overall awareness, support and utilization of instructional technology opportunities.

Academic Program Support

All degree programs offer classroom-delivered, face-to-face courses with technical, asynchronous support provided via the College's Blackboard/Vista capabilities. A review of degree programs indicates that students are learning to use a variety of types of technology in support of the learning objectives – English and Teacher Education sample syllabi showing technology use.

The most sophisticated simulation model is used in nursing. The Laderle SimMan enables students to practice basic and advanced skills embedded in patient care scenarios. Medication administration and response, heart and breath sounds and resuscitation measures allow students to practice real life patient situations in a controlled setting. This has been shown to lessen anxiety and promote active learning in the clinical setting.   Moreover, classroom teaching is enhanced by the use of web sites which facilitate student learning of real life hospital dynamics and case studies approaches to clinical learning. Computer assisted tutorials allow students to practice for the NCLEX-RN, review case studies, and up to date clinical scenarios.

The teacher education program, for example, has three Specific Measurable Achievable Realistic Time (SMART) boards installed in classrooms. This technology will be used not only for instruction, but for demonstration purposes, so that teacher candidates begin to see and explore the versatility of SMART boards in the classroom. Given that the majority of classrooms in the College's immediate service region have state-of-the art technology, it is important that teacher candidates are exposed to technology, software, and applications that enhance instruction and exploration in the classroom.

In the business program, for example, two accounting courses (ACCT 3100, ACCT 4100) are instructionally supported through lab-based software applications, while two required information system and computer application courses (ITEC 3100, ITEC 3110) are also supported through specialized self-paced software, as well as lab-based instruction.

Library

Further instruction in the use of information technology is provided through the Clara Gould Memorial Library – see Comprehensive Standard 3.8.1 for listing of electronic periodicals and other learning resources. One of the objectives of the Library is "to provide access to, organize, and preserve quality collections in a variety of formats." As noted in the response to Core Requirement 2.9, many of the collections that the Library provides access to are presented through various technologies.

Student Advisement

Given some of the growing challenges associated with the increasing volume of student-to-advisor ratios at the College, there had been an urgent need to streamline the advisement process to increase efficiency and effectiveness. An online institutional advisement system – referred to as *Moody Advising* – was developed by the College's Chief Network Administrator for use by both faculty members and students interested in a particular major(s) to see what classes are required to meet graduation requirements and how best to move through academic channels in a timely manner; it has been very popular amongst undecided majors. Overall, the new system has dramatically streamlined a rather sluggish advising system with a more timely and accurate student-centered approach.

Technological Support and Access

A Technology Fee Committee that includes faculty, staff and students meets each Spring Semester and evaluates submissions from School Deans for technology expenditures for the upcoming academic year. Beginning Fall Semester 2009, students are charged a technology fee of $60.00 per semester to finance computers and printers for academic labs, instructional software, and multimedia equipment for classrooms, and to provide additional computer lab assistants to extend lab hours.

The College has a Technology Refresh Plan (TRP) for life-cycle replacement of servers, network devices, desktop computers and laptop computers. By establishing life cycles for each area of technology, the College maintains a focus on keeping technology up-to-date on both the Brunswick and Kingsland campuses and under manufacturer warranty.

The plan includes academic equipment, as well as mission critical administrative equipment. The College's goal is to provide the best computing resources available for faculty, staff, and students based on available resources. Wireless access is available throughout the Brunswick campus, as well as the Kingsland campus. As new buildings are built and/or remodeled, wireless and wired access are included in the design as the demand for expanding the College's network coverage continues to increase.

Technology resources, including technology refresh resources, are allocated based on priority needs. Needs are determined through the College planning processes, and shall be transformed into programs, projects or initiatives and classified as high, medium, or low priority. High priority initiatives are typically mission critical, required by code or law, essential to insure privacy, security and safety, or are driven by economic factors. Medium or low priority initiatives and programs are prompted by the need to stay competitive, improve efficiency, add value, create opportunities, improve services, and respond to the demand for more services.

Supporting Documentation

[Sample syllabi showing technology use (English)](#)

[Sample syllabi showing technology use (Teacher Education)](#)

[College of Coastal Georgia Technology Refresh Plan](#)