

**Annual Report
of
Institutional Progress
2003-2004
Coastal Georgia Community College**

2003-2004 ANNUAL REPORT OF INSTITUTIONAL PROGRESS
COASTAL GEORGIA COMMUNITY COLLEGE

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

P-16 Activities—The CGCC P-16 Council during 2003-2004 held four meetings with an average attendance of about twenty-five persons drawn from the business and education communities served by the College. Topics discussed included presentation of the Partnership for Reform in Science and Mathematics (PRISM) by AASU faculty directing the initiative; work of The Education Trust regarding the value of the high school diploma in representing college readiness with copies of the study provided to each Council member; and a review of the literature in higher education regarding Early College, Middle College, and other acceleration mechanisms in relationship to Georgia's need for improvement in high school graduation rates. Strong participation of science and mathematics faculty has occurred with the PRISM project. The P-16 sponsored guide for parents and students entering ninth grade which assists in guiding diploma choice was revised and distributed this year with continued acclaim from schools. The manual is now used in nine counties. This item supports the USG Strategic Plan, Goal eight.

African American Male Initiative—Following a year of participation in the USG study of the African American Male in Higher Education, CGCC organized a student group called The Torchbearers which is affiliated with the local chapter of the 14 Black Men of Glynn (patterned after the 100 Black Men of Atlanta) on the College campus. These male college students support each other's personal development and success, and the successful African American men in the local community actively mentor them. Two college staff members who are members of the Fourteen serve as campus advisors. It is believed that this student group will prove to be a major asset in supporting the retention and success of African American male students. They have developed a constitution and have been recognized as a student activity. The College received \$10,000 from the Board of Regents for the AAMI which was spent to support the drop out intervention program for seventh grade African American males operated by the College since summer 1993. This program is known as the Coastal Georgia Minority Outreach Program and it supports "a more educated Georgia" by enlarging the pipeline of persons ready for postsecondary education. This item supports the USG Strategic Plan, Goal two.

Feasibility Study for a Capital Campaign—A local donor supported the cost for assessing the potential for the College to raise up to \$10 million in the local community in a major capital campaign. The intent of this analysis was to provide demonstration of community commitment for addressing serious facility needs for the Brunswick campus and to leverage positive attention by the Board of Regents on the college's facility needs. This study provided documentation through extensive community interviews that the College could likely raise \$5 million in the local community to support facility needs. The positive publicity resulting from this local study did in fact influence the public perception of the College and its needs; knowledge of this study reached the ears of several members of the Board of Regents who have connections with the College's service area. This item supports the USG Strategic Plan, Goal seven.

CGCC's Involvement with the Council of the Eight Great Powers—During the year a series of information sessions were conducted on the campus by faculty and special guest speakers for students, college employees, and the community to provide information about the G-8 Sea Island Summit held from June 8-10, 2004. The U.S. Department of Health and Human Services and state, federal, and local law enforcement agencies in a unified command developed agreements with the College regarding use of facilities, but at the last minute with the intervention of the Governor those plans were thwarted by the necessity to guarantee the freedom of assembly and freedom of speech rights of persons who wished to publicly disagree with the economic globalization posture of the Great Powers. College police officers performed in an outstanding manner and in collaboration with federal and state law enforcement personnel to protect college property and to monitor the activities of the protesters in a moderate manner while providing a safe and welcoming environment. It was quite a surprise for the President to receive a "thank you" letter from the chief organizer of the protest acknowledging the professional manner in which the protesters had been treated by College personnel.

SACS Involvement - During the year the President chaired two SACS Committees, including a Special Committee in Mississippi and one of the first round of Off-Site Reaffirmation Committees utilizing the new SACS Principles of Accreditation. This activity is enriching to the institution through providing the President with firsthand knowledge of interpretation and implementation strategy for the new Accreditation procedures. At the 2003 Annual Meeting of the Commission on Colleges the President was given outstanding recognition for Meritorious Service to the Commission on Colleges and received a beautiful Waterford crystal award.

Camden Center Construction—The 2003-2004 academic year saw the conclusion of construction for the 90,000 square foot Camden Center located approximately 40 miles away from Brunswick in Kingsland, Georgia, on 75 acres of donated land. This Center has been a collaborative project spanning several years from inception to completion with unique requirements involving collaborative partnerships with the donor of the land, the City of Kingsland for paving and site preparation, and with the general community through extensive private fundraising. The efforts of the Vice President for Business Affairs were extensive and his coordination of the myriad of details involved with the architects, the construction company, the City of Kingsland for paving, and GSFIC was exemplary. Despite careful coordination throughout the project, many unanticipated challenges arose near the project's end with the contractor's prolonged schedule for completion; the deficiencies in the electrical installations necessitating employment of a new electrician; data and voice cabling; the extensive punch list items to be tracked, etc. The coordination of the purchase of furniture and equipment between Board of Regents and Department of Technical and Adult Education funding was a challenge as well. Several unique installations in this building required careful follow-through, including the teaching kitchen, the child care center, the library, and the Center's administrative office areas. When the project reached substantial completion, the final touches remained which included the installation of the donor wall which included raised metal etchings of the likeness of four key community leaders instrumental in the project's success; completion of the landscaping and irrigation contract; hiring of a signage consultant to determine appropriate interior and exterior directional signs; and outsourcing preventive maintenance of the HVAC systems and water treatment.

The Center was dedicated after numerous delays and the College was able to move into the new Camden Center building in May at the start of the first summer term 2004. The dedication was attended by approximately 250 community persons who felt a great sense of pride in the completion of this project. This project was the first State-funded major capital funding project at Coastal Georgia Community College since 1983, when the last building on the Brunswick Campus was completed. As the project neared completion, Express Scripts, a major pharmaceutical insurance processing company, announced the opening of its largest call center in the nation in St. Marys and publicly attributed this move to the presence of a postsecondary education facility in the County which represented quality workforce preparation.

The new building provides a greatly more attractive and functional academic setting including several classrooms, specialized laboratories, technical program space, and support areas. During the period covered by this report, only one short session was held. Additional sections of core curriculum classes were added for the first summer term. Much effort was expended in attempting to determine how to staff technical programs which require full-time faculty for the new facility, in view of the budget allocation which did not include funding for the needed positions for the Camden Center. Support positions for a librarian, a student services professional, and a technology support person were added to the budget for FY 2005. Staffing will be a critical problem for the Center into the future, if funds continue to be unavailable for the necessary staffing.

Major Repair and Renovation Projects—An event of great significance occurred with the installation of the first-ever air conditioning system in the arena area of the Howard Coffin Gymnasium, where public assemblies like graduation have been held with great discomfort since the construction of the facility in 1969. The comfort level of the April 30, 2004, graduation was the highest in the history of the College as students, faculty, staff, and the community enjoyed the results of this project. The MMR funds allocated for this project included \$340,083.

Comprehensive Facilities Funding Request—The Classroom/Technology Building was submitted as an \$18,800,000 Major Capital Project in March 2004; the 90,000 square feet project was subsequently selected for presentation to the Board of Regents at their June meeting. This project provides for replacing the steel frame construction Applied Technology Building with new, modern, state of the art instructional space for technical programs of study and for relocating the nursing and allied health programs from the existing Allied Health Building into new space. This comprehensive project includes renovation of the Allied Health Building into a Student Services Complex which would then house all intake-related aspects of Student Services in one location instead of the several places where these services are now located. This would enhance student convenience especially for the many “first generation students” who are served by the College and improve the likelihood that these students will persist to enroll and attend. The project would also include a new “gateway” entrance to the College making the newly renovated Student Services Complex highly visible to all persons coming to the campus.

It was exciting for the President to be asked to present this proposed project at the June 2004 Board meeting and thrilling to have this project selected as the highest priority among all new projects presented for consideration. The Technology/Classroom Building is now ranked #17 on the Board’s Project Priority List. A Minor Capital Project to renovate the instructional space in the Physical Education Building was approved in June 2004 in the amount of \$4,790,000.

Business Services—In 2004 the first GASB compliant Annual Financial Report was completed and filed in a timely manner. A local CPA firm was engaged by the College Foundation to perform audit services to assure compliance with GASB 39. The State Audit had no exceptions or findings noted. A reorganization plan for Business Services was developed to provide greater service to the campus in areas of grants accounting and purchasing. The FY 2005 budget was prepared in the PeopleSoft Financials system and was submitted to the Board of Regents on time. Numerous budget amendments were completed with quarterly updates provided to the BOR budget office on a timely basis. The CGCC Foundation Investment Committee which works with the VP for Business Services reviewed portfolio management alternatives and transferred Foundation funds to Trusco Capital Management, with specified strategies for improving rates of return for restricted funds while maintaining an emphasis on capital preservation.

Adult Literacy—During the year 1,220 students enrolled in the programs offered by the Adult Literacy Program in Service Delivery Area 26 serving Glynn, McIntosh, and Camden Counties. During the year 247 individuals completed the test of General Educational Development and received their certificates. The Literacy Program maintains a GED testing contract with the federally funded Job Corps Program in Brunswick and also provides literacy services to the Glynn County Detention Center. Two graduations were held for GED graduates and two open house activities were held to encourage enrollment in College credit programs for their continuing education. A cooperative program was begun with the Latin American Resource Center to provide instruction at the Center to teach English language to Hispanic students.

Continuing Education—During the 2003-04 year 395 courses involving 3,130 participants were conducted. Twenty-eight contract courses served 433 persons; 178 other events were held in the Southeast Georgia Conference Center which served an estimated 14,515 people. Twenty-one non-credit courses were offered in Camden County and several were also offered in McIntosh County in collaboration with the McIntosh organization promoting Sustainable Economic Development (SED). The Wal-Mart corporation selected CGCC's Continuing Education Program as part of their network for delivery of the company's online inservice instruction for employees nationwide. Continuing Education is very near self-sufficiency in generating income to offset expenses.

The College was very involved in attracting Express Scripts to Camden County during Spring 2004, and the Camden Center was the site for the major community event which presented the company to the community. Express Scripts received assistance from Georgia Quick Start which was facilitated by the College; their start-up workforce was trained directly by Quick Start personnel and continuing education in the future is expected to be provided by CGCC. A Brunswick call center, New Roads, was assisted in expanding their workforce with the provision of much needed training. The CVN Pole Company in Kingsland was given assistance in the development of their workforce through Quick Start which was facilitated through Continuing Education.

Participation in Base Realignment and Closure Committee (BRAC)—The president serves on the BRAC Committee for Kings Bay Naval Submarine Base. The close collaboration between Camden County Schools and the College is a major strength in the portfolio being developed in support of Kings Bay. In addition, the new Camden Center physical facilities are a great asset in portraying the educational resources available for the Navy in Camden County.

This Committee is a major public relations effort by the Camden community galvanized by the Citizens Advocacy Group, a permanent support group for the Navy in the community. The Congress will implement BRAC in 2005.

Improving Student Services - Several major improvements have been implemented in the use of technology to improve services to students. A shift away from mass registration just prior to the beginning of the term has been made through an increased emphasis on use of technology for registration and a shift toward earlier student involvement in thinking about and preparing for enrollment. An increased emphasis on academic advisement has been provided. Coordinated efforts with Institutional Advancement and Academic Affairs have assisted in advertising and promoting the shift toward earlier student involvement in planning and early registration. A significant alteration in student behavior toward earlier academic advisement and class enrollment has been noted. The College now registers more than two thirds of major term enrollment before the posted "registration day" just before classes begin, and registration on that final day before classes is now referred to as "Last Minute Registration" to convey the importance of using the COAST online registration system in advance. Financial Aid counseling has been increased and is included in the process leading up to course registration, rather than occurring after the fact when a problem occurs for the student whose registration cannot be processed on a timely basis due to a "financial aid hold." Students are able to see their grades online after they are posted which has reduced the demands on the Records office for grades. Grades are provided electronically to students, thereby eliminating the time and expense of wholesale mailing of grade reports. Significant improvement in student satisfaction has been noted on the student surveys completed since these changes were implemented.

The web site is being continuously maintained to improve access to educational planning information for students and faculty advisors. Programs of study and student advising plans for all degrees and certificates are updated to reflect changes in requirements. Students no longer see their academic advisor as essential in providing access to details regarding their program of study and they have been empowered by technology to seek out this information and to utilize it. Process changes in Admissions and Records have improved workflow, reduced the volume of misplaced documents, and improved services to the Associate Degree Nursing Program, a limited admissions program. The Welcome Center concept was utilized as a one-stop information resource for new and current students and a Student Services Information Center telephone service was initiated.

An innovative approach was implemented at the Camden Center with the addition of a full-time Student Services coordinator position. Admissions counseling, career counseling, and disability services counseling are all provided on a regular basis. In addition, financial aid advising services are provided on site at the Camden Center with more frequent visits by regular Financial Aid Office staff traveling to the Camden Center.

Modest Student Center renovation plans were initiated to improve working conditions and workflow for the Coordinator of Student Life and the many student organizations with whom he works. This renovation has been planned for fall 2004. The Student Activity program received national recognition in the category for two year colleges. The service learning activity "Into the Streets" continues to teach students the values inherent in "giving back" to the community.

Students chose to participate in the project in which they had the greatest interest: clean-up of beaches, parks, and roadways; assisting with painting a local shelter for abused women; removing trash from a vacant lot in preparation for development of a neighborhood park; or working on a Habitat for Humanity project.

The student literary publication *Seaswells 2003* earned national recognition as the Most Outstanding College Literary-Art Magazine for the year 2003. Only two other community colleges in the nation in the size range of CGCC have ever received this top national award from the American Scholastic Press Association. This is the fourth time that CGCC has received this award. The award is based on content coverage, organization, design, presentation, and creativity. The dedication of the *Seaswells 2003* advisor is exemplary.

Brunswick Center – The Brunswick Center consortium of CGCC, Armstrong Atlantic State University, and Georgia Southern University produced seventy graduates at the baccalaureate level and thirty-two graduates at the masters level. Forty-nine percent of the students completing a B.S. or M.Ed. in early childhood education at Armstrong State were Brunswick Center students. In addition, twenty-one students received teacher certification through the post-baccalaureate alternative preparation program offered through the Brunswick Center by Armstrong State.

Allied Health and Nursing Certification/Licensure Exams – The Associate Degree Nursing graduates had a 93% pass rate for first time testers during calendar year 2003 on their national licensure exam. The Associate Degree Radiologic Science graduates had a 100% pass rate for first time testers on their registry exam for the fourth consecutive year. The Licensed Practical Nursing students achieved a 90.9% pass rate for first time testers during calendar year 2003 on their state licensure exam. This result was a significant increase over the previous year. The students from the Patient Care Technician program, a new program this year, had a 100% pass rate on the state Nursing Assistant exam.

Program Accreditation and Review – During the 2003-2004 academic year the Radiologic Science Associate Degree program had a site visit from JRCERT and received no recommendations and full re-accreditation for eight years which is the maximum allowed. After review of its re-accreditation report, the Surgical Technology Certificate program was notified that accreditation was renewed for the maximum of ten years. As a follow-up to NLN re-accreditation during 2002-2003, the Associate Degree Nursing program conducted a USG academic program review during 2003-2004. There were no significant findings. The required report was filed with the USG Academic Affairs office.

New Academic Programs – New certificate of credit programs were developed and initiated in Patient Care Technician, Air Conditioning Systems Maintenance, Computer Troubleshooting and Repair, Banking and Finance Fundamentals, and Small Business Management. Each of these programs is intended to put trained workers into the job market in a minimum amount of time.

Collaboration With Service Area K-12 School Systems – CGCC continued as the administrative entity and lead partner for the Tech Prep and School-To-Work initiatives in southeast Georgia. These programs have improved course articulation and student movement from high school to college, provided additional career advising and instructional resources to the schools, supplied faculty development opportunities, and generally improved the image of vocational/technical education. CGCC career program faculty members teaching in areas included in the Tech Prep articulation agreements met with their counterparts during the academic year to update the articulation agreements and continue peer communication in the appropriate subject areas. CGCC personnel also had numerous meetings with high school administrators and counselors for the purpose of promoting additional dual enrollment and post-secondary options courses. This effort resulted in new dual enrollments in criminal justice classes at CGCC and the offering of two college level courses on-site at Brunswick High School. This effort continues and may result in additional courses and collaborations.

PRISM Project – CGCC and the Glynn County School System were selected to participate as partners with Armstrong Atlantic State University in the Partnership for Reform in Science and Mathematics initiative funded by an NSF grant obtained by the USG. Several CGCC faculty members are serving on various committees related to this grant. At least four faculty will be serving as PRISM Associates and will be involved in learning communities, planning of summer courses and workshops, and action research projects with K-12 teachers.

Faculty Recognition – A business instructor was selected as the national advisor of the year by the National Academic Advising Association (NACADA). A communication instructor received national recognition as an outstanding teacher by the National Institute for Staff and Organizational Development (NISOD). The Head of the Business Studies Department presented the local regional economic outlook at the annual UGA Terry College of Business Economic Outlook Seminar and Luncheon. Several faculty members had publications in national and regional professional journals. Two faculty members were selected to serve as advisors for university students to help oversee their graduate research projects.

International Studies – Five CGCC students studied and traveled abroad during summer 2004 including one nursing student who received a study abroad scholarship from the Medical Assistance Program (MAP) International. In spring 2004, CGCC was awarded an \$8,500 grant by the USG Office of International Education to develop a new study abroad program in Mendoza, Argentina. This program will take place in summer 2005 and will feature courses in the areas of education, geology, and intercultural communication. Additional CGCC faculty members have become interested in international studies and have been appointed as representatives to various USG International Studies Councils. During 2003-2004 Board of Regents staff visited CGCC and made a presentation to faculty on incorporating international issues into regular courses. Through the efforts of the CGCC International Studies Coordinator, the college now has an active international studies organization, which is attended by students and staff and an excellent web site to promote international activities.

Retention Activities – Every academic department had at least one departmental goal related to student retention. The results of some of these activities are reported elsewhere in the annual report.

The activities of the Learning Center were strengthened considerably during 2003-2004. A full time Learning Center Coordinator was hired in January 2004 to oversee both the Brunswick and Camden learning centers. The tutoring budget was increased by 50% during the academic year and was increased again for the new fiscal year. Additional funds also were budgeted for instructional materials. The number of students being served in the Learning Center and the number of hours of operation have increased dramatically in the past year. Faculty regularly recommend students to be tutors and refer students to be tutored. Several faculty members also volunteer their own time to serve as tutors in the Learning Center.

During the first few weeks of the semester, many faculty members attempt to contact students who are not attending class regularly. Several faculty members are focusing more attention on providing out of class review sessions for students. Some instructors also are using CDs to distribute notes, outlines, syllabi, and other materials to their students. Many faculty members try to stay in regular contact with their students using e-mail or the communication module in WebCT. Also, specific learning outcomes have been developed for all Core Curriculum courses enabling students (and part-time faculty) to get a better understanding of the expectations for these courses.

Minority Hiring – After an extensive recruiting campaign during spring 2004, the college managed to hire three new African-American faculty members in the fields of nursing, psychology/political science, and business and office technology/computer information technology. In addition, a mathematics position was filled with a Russian national who adds another type of diversity to the faculty.

Computer Services Initiatives – One of the most important and time consuming activities of the Computer Services staff this past year was bringing on-line the technology at the new Camden Center. This included installing three network hubs, approximately three hundred computers, and three computer servers. Numerous other “problems” had to be solved as the computers in the instructional laboratories and offices were brought on-line and integrated into the college network. Computer Services also increased security on the college’s local area network through installation of a new campus firewall which has reduced greatly the number of malicious incidents on the network. Other important projects included helping with expansion and re-configuration of the library computer labs and implementation of the internet version of the COMPASS Test. Computer Services also worked with the Office of Information and Instructional Technology as the pilot site to develop and implement the USG’s new emergency web service in the event of a campus power outage or emergency closure.

SECTION B: ANNUAL PROGRESS IN INSTITUTIONAL STRATEGIC PLANNING

The Board of Regents continued the Strategic Plan that was adopted in 2002 which included eleven goal statements supporting the unified theme of "A more educated Georgia". In 2003-2004, Coastal Georgia Community College supported the Board of Regents Strategic Plan with the thirteen strategic planning priorities that linked the college to the System's plan. Seventeen on-going goals from previous years (1999, 2000, 2001, 2002) and eight new goals with intermediate steps were developed to support the thirteen planning priorities of the institutional strategic plan. An update on the accomplishment of both the 17 on-going goals and the eight 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 2003-2004, 15 of the 17 on-going goals were accomplished with most action steps completed. The two remaining on-going goals were not accomplished due to budget constraints. The 15 on-going goals are as follows:

1. Implement, within Academic Affairs, activities focused on improving student retention rates.
2. Implement, within Student Development Services, activities focused on improving student retention rates.
3. Implement, within Student Development Services and Academic Affairs, activities focused on improving academic advising for students.
4. Work with faculty, the Coordinator of International Studies, and Student Services to encourage students and faculty to participate in travel and study abroad opportunities.
5. Prepare for the opening of the new Camden Center and the implementation of new academic programs, services, and responsibilities.
6. 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.
7. Seek to fund and fill new faculty and staff positions needed to better support academic offerings at all locations.
8. Prepare for the opening of the new Camden Center by identifying staffing, services, and equipment needs in order to provide an appropriate level of student services.
9. Provide non-credit courses and outreach in Camden and McIntosh counties.
10. Provide for appropriate technical support to all areas of Student Development Services.
11. Expand workforce development programs in Brunswick and at the Camden Center.
12. Maintain and improve the College Internet site and evaluate on-line computer course offerings.
13. Promote a stronger media presence, awareness of the college image, and a consistent message about the Camden Center.
14. Assist in the development of new goals for the College's Strategic Plan for the 2002-2003 academic year to include updates of existing goals, all to be distributed and communicated to key groups of the College.

15. Link college-wide budgeting and planning to assessment after the ranking of institutional priorities by the Institutional Planning and Assessment Committee.

The two on-going goals not achieved due to lack of funds are as follows:

1. Implement activities focused on improving student retention rates in both Student Development Services and the Academic Affairs area.
Action Step One: Hire coordinator of advisement/retention to coordinate new student orientation, Advisement Center, and CGCC 1101 (*College Success Seminar*).
2. Address increased college publicity needs and fund raising initiatives by adding a new development coordinator or specialist position.

Each of the eight new goals contained more than one step with the majority of steps accomplished. Two action steps associated with the two unmet goals will become on-going because of budget constraints. The eight new goals that were accomplished are as follows:

1. Develop staffing and outsourcing plan to accommodate Camden Center needs in the areas of plant operations, business services, and auxiliary enterprises.
2. Acquire equipment to support the transfer and career programs to be offered at the Camden Center.
3. Assist Academic Affairs and Student Development Services in the hiring of faculty and staff for the new Camden Residence Center.
4. Integrate the adult literacy program for Service Delivery Area 26 into the College and provide more outreach for adult literacy to the three counties in the SDA.
5. Create additional partnership opportunities with service area P-12 school systems.
6. Reevaluate and improve the current marketing of continuing education and the adult literacy programs.
7. Compete for MRR funds and initiate and complete projects funded by the Board of Regents Office of Facilities.
8. Assist in the implementation of retention strategies to improve retention rates at CGCC which support Goal four of the BOR Strategic Plan.

SECTION C: ANNUAL PROGRESS IN ASSESSING INSTITUTIONAL EFFECTIVENESS

Documents identifying the expected outcomes, method of assessment, and actual results of general education instruction, from all units of the College including all departments in the academic area, all support services, and all administrative offices are submitted annually for the assessment report. The assessment report is filed in the Office of Institutional Research and Planning. Approximately 228 changes have been documented college wide as a result of the 2003-2004 assessment process to improve institutional effectiveness.

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

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 knowledge of American issues and facts, to include history and government.
7. Demonstrate critical thinking skills.
8. Demonstrate oral communication skills.

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

In 2003-2004 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 a program review process for (USG) transfer programs, including nursing, occurs on a rotating basis which provides additional assessment data. The Radiologic Science program engaged in a self-study which led to reaccreditation of this program following a site visit which occurred in November 2003. The team found no program deficiencies and program approval was given for eight years.

The Academic Profile (AP) national examination results continue to be above average when compared to the national results; the transfer program participants scored 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 79% and for the Essay was 82% for the academic year 2003-2004. The year includes Summer 2003, Fall 2003, and Spring 2004. These scores continue to demonstrate the strong success of the Reading and English program.

Pass rates on the 2003-2004 national licensure exam for registered nurses was 93%. This was 1% lower than the previous year's score. However, the licensed practical nursing exam exhibited a pass rate of 90.9%, which was a 6% 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 2002 Cohort**

		Number Enrolled Fall 2003		Number Graduated Fall 2002 – Summer 2003				
<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 2003 or Graduated</u>	<u>Institution- Specific Percentage Retention Rate</u>	<u>System- Wide Percentage Retention Rate</u>
Coastal Georgia Community College	281	163	183	3	3	95	59.07	66.19

**University System of Georgia
Graduation Rate Report**

**Associate Degree Three-Year Rates
First-Time Full-Time Freshmen
Fall 2000 Cohort**

			Number Graduated Through Summer 2003		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	203	2003	31	31	15.27	15.27

Coastal Georgia Community College continued to emphasize retention strategies for 2003-2004 as a college wide effort to improve our retention rate. Many of these strategies were developed in 2002-2003 as part of the college's retention plan.

The college took a pro-active approach for 2003-2004 to address the retention rate and adopted the theme "Creating a Welcoming Environment" which involved all employees (faculty, staff, and administrators) in efforts to improve identified areas of weakness that were related to retention. This academic year was dedicated to improve retention rates by the college as a whole. Convocation activities included a nationally known keynote speaker who focused on strategies for improving retention. The speaker also conducted a workshop with the faculty centered around retention issues. Each unit of the college also developed an expected learning outcome for their 2003-2004 assessment document that addressed improving retention.

Retention rates comparing Fall 2002 to Fall 2003, show that the college's institutional retention rate increased from 53.5% to 59.07% and the systemwide rate increased from 60.2% to 66.19%. Hopefully the significant improvement in retention rates resulting from the efforts of our retention task force will encourage this to be an ongoing project for the College. The success of the Retention Task Force efforts to improve student retention rates supports the expectation of continuing improvement of student retention.

RETENTION AND GRADUATION IMPROVEMENT STRATEGIES 2003-2004

1. Increase student retention by continuing to support the following: (a) The University System of Georgia's African-American Male Initiative (b) CGCC Retention Task Force and the College's Retention Plan (c) CGCC's Institutional Strategic Plan.
2. Improve student retention by helping to create an environment where faculty and staff are eager and able to provide excellent instruction and student services.
3. Improve student retention in the adult literacy program through managed enrollment.
4. Continue communication and collaboration among all the components of Student Development Services and between Student Development Services and Academic Affairs departments to improve retention efforts.
5. Provide a schedule of student events which will appeal to a broad range of the student population. Students who attend events are likely to have positive perceptions of the events and hence are more likely to be retained.
6. COMPASS Testing used to determine readiness to exit developmental studies will become operational at the Camden Center. Increased availability of testing should aid retention.
7. Minority Advising Program students will acquire information and appropriate referral for academic assistance which will impact retention. Special tutorial services will enhance the opportunity for success.
8. The Advisement/Orientation Committee will develop workshops for advisors to improve skills to assist students and aid in retention efforts.
9. Develop a plan for initiating academic planning and advising as soon as students are accepted into college which will aid in retention efforts.

10. Each academic program will have goals related to retention which promote academic success. Some examples include the following:
- a) Send letters and make calls to absentee students
 - b) Post mid-term grades online
 - c) Provide a status report in writing to the student after the student has failed to pass two exams
 - d) Hold tutorial sessions before exams
 - e) Conduct test reviews after exams
 - f) Provide counseling to each individual student by the faculty member
 - g) Offer instruction in study skills and reducing test anxiety
 - h) Provide computer tutorials
 - i) Provide tutoring by faculty volunteers in the Learning Center
 - j) Encourage faculty interaction with students outside the classroom
 - k) Structure assignments which require working in groups to provide more opportunity for individual and group assistance
 - l) Provide advisor/advisee training sessions
 - m) Develop more flexible class schedules
 - n) Use technology more effectively to assist instructional delivery

SECTION E: OVERALL INSTITUTIONAL HEALTH

Funding and Space Deficiencies—The inability to offer needed instructional programs due to inadequate funding and space limitations has become a major frustration. At the new Camden Center where facilities have now been provided, the funding is not available to employ the necessary full-time faculty to provide the level of technical program courses which are expected and needed by the community. The new programs which have been initiated at the Camden Center so far are heating and air conditioning technology and patient care technician, and both of these programs rely totally on part-time faculty. For the long term this cannot continue and it will not meet accreditation requirements. Any additional programs under the present conditions must also begin with part time temporary faculty. Full time faculty are essential for coordination of the program, for providing a continuous presence for students, for providing effective academic advisement, and for promoting the program in the community and recruiting students.

On the Brunswick campus, in addition to funding, the problem is inadequate classroom space and laboratory facilities. Even when program needs are known and part-time faculty are available, programs often cannot be started due to inadequate appropriate classroom space. The psychological aspect of this problem has been exacerbated by the availability of well appointed and spacious classroom and laboratory space at the Camden Center but not in Brunswick where the specific need exists.

In addition, the Student Center space is quite inadequate to accommodate the Student Affairs programming needed by a College of this size. Offices for student organizations are inadequate. The Welcome Center during this year has been sandwiched into the office area for the VP for Student Development Services and the growing success of this activity indicates clearly the need for expansion. The coordination of academic advising needs to be addressed and one proposal is to assign overall coordination of advising to a Welcome Center Coordinator who would have a dual role. Plans are being developed for the renovation in 2005 of a former snack bar in the Student Center to provide more space for this important activity.

Campus Climate—The fiscal uncertainty in the State has filtered down to the campus level. The constant rumors of budget reductions, the fear of layoffs, and political posturing from several sources have led to an edgy and worried faculty and staff who are concerned about the future of the College. The campus climate has also been adversely impacted by the increased demands on time of the faculty and staff which are prompted by enrollment growth without sufficient additional faculty to attend to the institution's infrastructure needs such as governance through Committee participation and academic advisement of students. People are being asked to do more and more with fewer resources and staff. Concerns about overwork and distractions from instructional duties are often voiced. On a very frequent basis, new demands come from the Board of Regents staff, from the DTAE staff, and from outside agencies. Salary increases are a thing of the past, while costs for faculty and staff families continue to escalate. Persons are reaching the capacity of their endurance. Without relief, sooner or later this atmosphere is very likely to have a negative effect on the efficiency and effectiveness of not only a single institution, but the University System as a whole. The climate generated by continuing fiscal crisis is debilitating at all levels of the organization, including the President's Office.

Campus Fiscal Health—During FY 2004 the College managed a budget reduction in the amount of \$188,304 (2.5%). Internal revenue generated as a result of strong enrollment growth in fall (22%) and spring (18%) semesters was able to offset most of this reduction. The continued decline in State revenues as a proportion of the total college operating budget is a concern. However, crisis has been averted due to the strong enrollment growth sustained by the College and the internal revenue generated by additional students. The allocation of \$300,000 in reserve funds for the Camden Center late in the fiscal year was very helpful in assisting with expenses for instructional equipment and BANNER Extender which will make the BANNER system more efficient and facilitate a greater level of customer service. The major continuing future fiscal concern is the trend toward reduction in State funding and the reduced financial commitment to education by the Governor and the General Assembly.