

Annual Report
of
Institutional Progress
2006 - 2007
Coastal Georgia Community College

University System of Georgia
2006-2007 Annual Report of Institutional Progress
General Guidelines

The guidelines for the *2006-07 Annual Report of Institutional Progress* follow. As in the past, the *Report* should be prepared in concise narrative form, including only those tables, charts and graphs that are essential to each section of the narrative.

The total length of the *Annual Report of Institutional Progress* should not exceed 20 pages. Please send an electronic copy to Nicola.Juricak@usg.edu by **November 16, 2007**. In addition, please send an electronic copy of your most recent institutional strategic plan.

Section 1 (Required)

Annual Progress in Assessing Institutional Effectiveness

Please describe the major changes over the past year, to include the following as appropriate (not all will be applicable in any given year or to every institution):

- The adoption of new or significantly revised student learning outcomes in general education and/or the degree majors;
- The adoption of new or significantly revised outcome measures in administrative and support functions;
- The implementation of new methods for assessing learning and/or non-academic outcomes;
- Institutional follow-up as the result of assessment evidence:
 - Functional Changes: The implementation of changes in academic, administrative or support functions and processes;
 - Attainment: Evidence of specific improvements in student learning outcome attainment in general education and major programs and of improved attainment of administrative and support services outcomes;
- Major findings from self-studies and peer reviews performed for institutional and program accreditations as related to institutional effectiveness;
- Comments on the institution's response to revised effectiveness-related accreditation requirements established by SACS/COC and/or the accrediting associations for nursing, teacher education, business, etc., to the extent that those have affected the institution in the past year;
- An overview of the activities in 2006-07 and major improvements associated with the implementation of Comprehensive Program Review.

Section 1 should be no more than five pages in length.

Section 2 (Required)

Overall Institutional Health

Please describe any major changes identified in the past year in the overall condition of the institution. Section 2 should be no more than five pages in length.

Section 3 (Optional)

Summary of Major Institutional Accomplishments in 2006-2007

If you wish to add additional information on your institution's accomplishments over the year, you may do so in this section. If you choose to include this section, please identify and briefly describe the major accomplishments of the institution in the preceding year. This section should be no more than five pages in length. You may consider including the following areas in your discussion of accomplishments, as well as other areas:

1. Annual Progress in Institutional Strategic Planning
Identify and briefly describe all major institutional strategic planning goals attained and new or revised institutional priorities adopted in the preceding year. This section should be no more than three pages in length.
2. Improving Student Retention and Graduation
Provide a description of effective activities and initiatives designed to increase student retention and graduation rates. This section should be no more than three pages.

Coastal Georgia Community College

2006-2007 Annual Report of Institutional Progress

Section 1: Annual Progress in Assessing Institutional Effectiveness

The adoption of new or significantly revised student learning outcomes in general education and/or the degree majors:

Faculty in all transfer and career program areas are in the process of evaluating and re-writing learning outcomes for all courses and programs to make the outcomes more student focused and performance based. This process will be completed during the 2007-2008 year. A parallel review of the college's general education outcomes also is underway.

The adoption of new or significantly revised outcomes measures in administrative and support functions:

The Director of Institutional Advancement coordinated with the various administrative offices on campus to produce the first "Value Added" document, highlighting the accomplishments of faculty, staff, and students. The CGCC Speakers Bureau was also launched this year to offer informative, lively, timely programs and presentations for civic organizations, special interest groups, church groups and high school classes.

The College is undergoing a brand development process to reposition itself with its various constituencies. A new logo has been adopted with business templates available, and a marketing plan is underway to leverage the buying power of all CGCC constituents. A mini campaign was launched in June 2006 for Applied Technology and Business fields. The results from this min-campaign were positive and included outdoor advertising, radio, print ads, and a comprehensive brochure. Consumer interest increased, as measured by numerous telephone calls. The logo was implemented with a one-year phase out period and it has been very well received by community, faculty, staff, and students.

The college library administered the LibQual+^(TM) survey to students, faculty, and staff as a new assessment tool. This survey was developed by the Association of Research Libraries to assess satisfaction with library services and resources. Results from the 2006-2007 survey will be used to make improvements during 2007-2008.

The library staff developed outcomes and an assessment instrument for measuring the effectiveness of the library orientation program. Feedback from this assessment will be used to make improvements in the orientation program.

The Learning Center Coordinator has developed outcomes measures to help assess the tutor training process.

Employee Self Service for Human Resources functions, including payroll for all faculty and staff, has steadily grown as the functionality has been experienced by other employees. Student employees have been encouraged to register and utilize Employee Self Service. At this time, 176 faculty, staff and student employees are registered and using Employee Self Service.

A Customer Service Initiative has been implemented with success. The Financial Aid Office was the focus of the college plan to improve Customer Service, and that unit has made great strides in the improvement of services. This College unit was named a finalist in two of the Chancellor's Customer Service recognition endeavors.

The planned implementation of the Voice Over Internet Protocol (VOIP) telecommunications system in collaboration with four other USG institutions is expected to result in long-term cost savings and increased call management efficiency leading to improved customer service.

Planned implementation of e-Procurement and Expense modules in the PeopleSoft Financials upgrade will allow online completion of requisitions and travel authorizations, travel expense statements, and healthcare flexible spending reimbursements. These modules should reduce paperwork and further streamline back office operations.

Customer satisfaction surveys have been implemented by Plant Operations to assess performance of custodial and grounds staff. Results have been very reaffirming for Plant Operations staff.

Plant Operations work statistics are now tracked including number of work orders completed, number of preventive maintenance tasks completed, number of campus events supported, number of vehicle requests supported, etc.

The graduating student survey is being used to measure the effectiveness of payroll operations to determine if direct deposit options for students have resulted in meaningful difference in customer satisfaction. Results of this implementation are not yet available.

The Continuing Education staff added a Conference Center user evaluation to assess customer satisfaction with its facilities and service. Data from these evaluations are used for continuous improvement. In the past, conference services had not been fully isolated as a separate performance unit. However, in the future, the emphasis on the facility as a conference destination will be expanded. Therefore, evaluating present performance in depth is relevant to ongoing and future goals.

The program and course evaluation processes for Continuing Education have been revised to collect different data. Data from these evaluations are used to provide information to instructors and then to engage instructors in dialog considering how continuous improvement of faculty performance will be achieved.

The implementation of new methods for assessing learning and/or non-academic outcomes:

The faculty in science disciplines are experimenting with more frequent testing and its impact on student learning. During spring semester 2007, one professor did a study which seemed to show that students undergoing more frequent course testing made significantly better grades than those following a more traditional testing schedule covering larger blocks of content.

The psychology faculty developed new learning outcomes for the general psychology course based on the recent work of the USG Academic Advisory Committee on Psychology. The psychology faculty then developed a new pre-test/post-test to help assess the new learning outcomes and began using it in summer 2007.

As new methods for assessing student learning, faculty in accounting, computer information technology, and industrial systems technology added capstone courses and/or internships to their programs.

Institutional follow-up as the result of assessment evidence:

Functional Changes:

- Upgrade to Banner 7
- Banner eXtender for imaging admissions and financial aid documents
- Financial Aid loans now processed through Banner
- Structural and substantive changes made to new student orientation to allow the offering of more orientation programs to assist student retention.
- Assessment results from the Board of Regents Internal Audit disclosed the need for the Business Office to add an additional position to enable proper segregation of duties.
- Functional classification in the chart of accounts for the Brunswick Center and a portion of Computer Services have been changed to more properly reflect accurate financial reporting compared to peers.
- Goals for CE for FY 2005-2006 identified reducing the number of cancelled courses due to insufficient enrollment. In FY 2006-2007 course cancellations in Continuing Education were reduced by 17%.
- Goals for CE set for FY 2005-2006 identified increasing the number of students served in open enrollment classes. In FY 2006-2007 the number of open enrollment students in Continuing Education increased by 23%.

Attainment:

- Implementation of the Nebraska point of sale and inventory control system has modernized bookstore processes and procedures enhancing overall customer service and effectiveness.
- Acquisition of a campus police automobile has increased visibility of campus police and serves as a deterrent to criminal activity which unfortunately has been on the rise within the city limits of Brunswick.

The annual College Assessment Report includes the expected outcomes, method of assessment, the results of the assessment, and the use of the assessment results including cost submitted from all College units. These units are inclusive of all departments in the academic area, all support services, and all administrative offices. The College Assessment Report is filed in the Office of Institutional Research and Planning and is also available on the college website under the Strategic Planning link. The Assessment Report documents approximately 190 changes to improve institutional effectiveness that have been identified college-wide as a result of the 2006 – 2007 assessment process. Much data collected through surveys are utilized as part of the assessment process. The Graduating Student Satisfaction Survey is one of the important surveys that is administered each semester to all graduating students and addresses both academic and non-academic outcomes.

In keeping with the College mission to provide academic programs leading to the AS and AA degree for transfer students and career programs to include the AAS degree for students seeking immediate employment, Coastal Georgia Community College promotes eight general education outcomes. Students will be able to:

1. demonstrate effective college level writing skills;
2. solve problems using a range of mathematical reasoning skills;
3. demonstrate computer literacy;
4. demonstrate awareness of cultural differences;

5. participate in social activities;
6. demonstrate knowledge of American issues and facts;
7. demonstrate critical thinking skills; and
8. demonstrate oral communication skills.

Educational outcomes have been regularly assessed by the Measure of Academic Proficiency and Progress (MAPP), a national exam, and the Majors Test, a locally developed exam prepared for each major. Course based material examinations and student and employer surveys documenting the achievement of outcomes are also utilized.

The transfer program assessment results mean average is lower when compared with last year's results. The mean scores decreased in Critical Thinking, Reading, Writing, Mathematics, Social Sciences, and Humanities. New objectives to address these declines have been introduced by division chairs in these areas of study.

An additional measure of student achievement is the Regents Test. The average pass rate for first time examinees who took the Reading Test is 72.27% and for those who took the Essay is 87.54%.

Programs in the Allied Health Division that have exhibited above average pass rates for licensure and registry exams include Radiological Science – 100%; Practical Nursing – 78%; Nursing – December class – 100%, May class – 94%.

Major findings from self-studies and peer reviews performed for institutional and program accreditations as related to institutional effectiveness:

As the result of a DTAE Performance Assessment Review conducted in 2005-2006, changes were made in 2006-2007 to track the use of Perkins funds at the college to each specific technical program.

Comments on the institution's response to revised effectiveness-related accreditation requirements established by SACS/COC and/or the accrediting associations for nursing, teacher education, business, etc., to the extent that those have affected the institution in the past year:

The project initiated to review and revise course and program learning outcomes and put them in a more performance based context is part of the process to prepare for future reaffirmation of accreditation by SACS. There were no other accreditation changes or reviews requiring follow-up during 2006-2007.

An overview of the activities in 2006-2007 and the major improvements associated with the implementation of Comprehensive Program Review:

During the 2005-2006 academic year, USG program reviews were carried out for the following associate of applied science and/or certificate programs: Business and Office Technology, Clinical Laboratory Technology, and Welding. Improvements implemented during 2006-2007 as a follow-up to these reviews include: revision of learning outcomes, developing a mentoring program, standardizing course rubrics, improving information provided part-time faculty about program requirements, improving audio-visual classroom equipment, improving the tracking of students nearing program completion, and hiring additional clinical assistants.

During 2006-2007, four additional academic programs were reviewed. They were Associate of Applied Science in Accounting, Associate of Applied Science and one year

certificate in Drafting, Associate of Science in Radiological Science, and a 1 year certificate in Surgical Technology. Follow-up on results will occur during the 2007-2008 academic year.

Section 2: Overall Institutional Health

Instructional and Administrative Space Deficiencies – The need for additional classroom and laboratory space on the Brunswick campus is well documented. In addition to general classrooms, the college has a serious need for a science laboratory, a computer laboratory and updated program space for health sciences and applied technology. Current lack of space hampers the offering of additional class sections, especially at night, and the development of new academic programs. The college has no more space for faculty offices or for the addition of needed support staff. In addition, inadequate space creates unacceptable working conditions for administrative areas such as Computer Services.

Staff Workload – The time demands on administrators, faculty, and staff continue to increase. There are frequent complaints about perceived overwork and increasing numbers of comments about not being able to do any more. Faculty perceive that more and more non-instructional work is being pushed on them. Academic division chairs and directors, as well as the Vice President for Academic Affairs (VPAA), feel stretched beyond reasonable limits and note that quality of performance is suffering even while many things remain uncompleted. The growth of the Camden Center and the increasing number of internal constituencies within the service area create an immense personal demand on the President whose direct involvement is often expected by various constituencies. Continuation of this situation without relief may well have a negative impact on productivity and quality of service, and encourage employee turnover. This issue was a factor in the early retirement decision made by the VPAA, and wears very hard on all of the Presidents' Cabinet members and the President as well.

Assimilation of New Personnel – During 2006-2007, thirteen new faculty and support staff were hired for new or replacement positions in Academic Affairs. These added to the twenty-three hired for 2005-2006 and the fourteen hired for 2004-2005 have helped to create various personnel issues and challenges. It is difficult to assimilate that many new people at a small college in such a short period of time. Many of the new employees are younger and have little previous experience; they also bring different attitudes and needs to the table. It has been difficult to maintain a consistent direction for these new employees. Further, the work ethic demonstrated by many of these new employees differs dramatically from that of more seasoned employees.

Overall Financial Health:

The financial health of Coastal Georgia Community College remains excellent. The general operating budget increased from \$14,307,272 in FY 2007 to \$15,317,508 in FY 2008 due to increases in internal revenues and formula funding for enrollment increases, salary increases, annualizer, utilities, health insurance, worker's compensation, and retiree fringe benefits. The overall FY 2008 budget for the college is as follows:

General Operations	\$15,317,508
Special Funding Initiative	\$ 15,895
Departmental	\$ 350,000
Sponsored	\$ 6,300,000
Total	\$21,983,403

Three full-time general education faculty positions were added to meet additional student demand, reduce class size, and reduce reliance on part-time faculty. One RN faculty position was added to expand the program. One information technology position was added to provide WebCT support and to manage the campus website. A position designated to serve as the Coordinator of Business and Industry Initiatives/DTAE Work Ready Program was added as well. Funds were also added to the budget to increase part-time faculty pay and to provide funds for technology systems maintenance fees assessed by OIIT.

The financial position of the Coastal Georgia Community College Foundation continues to improve. Total assets have grown from \$3,147,000 to \$8,619,936 in just the past three and one-half years. Audits of the foundation have been clean, investment results have been outstanding, and the budget for the Foundation is at record highs for unrestricted funds and endowed scholarships.

Section 3: Summary of Major Institutional Accomplishments in 2006-2007

Student Support Services - Improvements in several student support services functions have been implemented. Student Success seminars in Brunswick and at the Camden Center have been provided emphasizing time management, resume writing and interviewing skills. The annual job fair was held with strong participation by employers, students, and community persons. Strong improvements were made in the area of disability services by providing more effective information to students in a handbook detailing processes related to special accommodations and other special services. As a result of the publishing of these requirements fewer students lack documentation at the time of their first contact with the counselor. A clearly stated process has guided students more specifically in attaining needed accommodations. Eighty-four students are receiving special accommodations.

The **Financial Aid Office** participated in the Governor's special customer service initiative with a goal to increase the service level provided to all parties. A constant awareness of customer service has emerged over the year with implementation of new strategies to improve communication and to increase efficiency in implementing services regarding all types of awards through use of cross-training of staff.

Through the **Georgia Fatherhood Program** made available through the Department of Technical and Adult Education 51 males who are non-custodial parents have been provided with occupational skills training, enabling them to qualify for employment so that they can support their dependent children. In addition, the **New Connections to Work Program** (DTAE) had 89 females (single parents, displaced homemakers, single

pregnant, and TANF recipients) who were provided with life skills training, occupational skills preparation, pre-employment workshops, tutoring, and counseling.

Significant improvements in processes in the **Records and Registration** area were implemented during the year. Among these were pushing back the payment date for early registration so that notification of the payment deadline could be made on a timely basis, providing mini-training activities at faculty meetings, and formalizing the Presidential Exception admissions procedure. The acquisition of Banner eXtender provided an effective tool in reducing errors and making student data instantly available during the registration process by having the student data scanned directly into the data system rather than being entered manually.

The President's Honor Roll for Community Service honored the **Office of Student Life** with its stellar recognition, and CGCC was the only USG two-year college to receive this national recognition of the outstanding service learning activities in which students were engaged. A single student chapter of **The Georgia Association of Educators** which includes teacher education student members from both CGCC and from Armstrong Atlantic State University who are attending classes on the CGCC campus through the Brunswick Center provides connections and mentoring activities among all levels of education students.

This was the second full year of implementation of a **Student Welcome Center** which served 10,541 persons (students and prospective students), providing services including coordinating the intake academic advisement of new students, serving as an information resource for new and returning students, and assuring ready student access to staff who could answer questions about any phase of student development services on the campus. A call center has been implemented and students at risk of being dropped from classes for non-payment or non-attendance are contacted and provided the opportunity to solve the problem and remain enrolled.

African American Male Initiative - The participation of CGCC in the University System's AAMI Initiative in 2003-2004 led to the development of a support organization for African American male students in 2005 which would provide guidance for their personal and academic development through mentoring to be provided by local successful African American males. The Torchbearers student organization has been very successful in assisting college retention efforts through personal development of the male students and connecting them with strong successful role models. During the 2006-2007 academic year the Torchbearers became involved in providing 215 local middle and high school students with academic and career guidance. They also served as tour guides for high school seniors visiting the Camden Center.

Community service activities for the Torchbearers have included a Habitat for Humanity Build project, partnering with the American Cancer Society and the Fourteen Black Men of Glynn to implement a Prostate Cancer Awareness Screening Project, tutoring Brunswick High School students for the high school graduation test, and working with the Glynn County Schools tutoring program for at risk students in middle and high school.

Another component of the African American Male Initiative is the Coastal Georgia Minority Outreach Program which originated in 1993 and completed its fourteenth year

in summer 2007. Funding for this program is secured through private contributions. This is a drop-out intervention program for seventh grade boys many of whom are performing about two grade levels below where they should be for their age. These youths from three counties served by CGCC are brought by bus to the College campus for five weeks during the summer, are provided a diagnostic exam followed by five weeks of targeted instruction in language arts and mathematics, and generally demonstrate significant performance improvement by the end of summer. These youths are provided follow-up activities on the fourth Saturday of each month during the school year through their high school years. Many of these youths select Coastal Georgia Community College to begin their education beyond the high school.

Strategic Capital Model - The College contracted with GSB Architects to assist in developing its first submission following the terms of the strategic capital model template. Capital project priorities included a new Health Sciences Building and the renovation and expansion of the Applied Technology Building. The long-standing partnership between Armstrong Atlantic State University and the College has involved consideration of an increased role for healthcare education for the region. Currently, CGCC has an associate degree nursing program at Memorial Hospital in Savannah where faculty office space is scarce both at the hospital and at AASU. AASU needs space in Brunswick to offer the BSN program on a regular basis. Consequently, plans for each institution have included space for the other institution in buildings like CGCC's Health Sciences Building which has been proposed under the Strategic Capital Model. Between 2009-2014 CGCC expects to receive funding for the new Health Sciences Building (\$14.8 mil) and for the expansion and renovation of the Applied Technology Building (\$6.9 mil). The college may be allocated design funds in FY 2009 to enable proceeding with an architectural program for Health Sciences.

Capital Projects - Funding of a minor capital project to renovate the gymnasium, add one new classroom studio and construct a Central Stores facility which could be used as interim "swing space" for the dislocated classrooms in the gym was authorized in 2004. However, bond sales were delayed, and the project finally got underway in 2006. The Natatorium renovation portion of the project was deleted due to very high costs, and the decision was made to replace the pool with space for aerobic exercise and other physical activity classes.

An Infrastructure Project is expected to be bid in December 2007. This project will consist of installation of a new electrical duct bank loop, new chiller, new underground piping, and an upgrade of the campus network. This project anticipates future growth of the College and the need to expand the infrastructure capacity.

Facilities and Plant Operations - Numerous projects were addressed in 2006-2007, including a Pre-Disaster Hazard Mitigation Plan as required by the State's "Disaster Resistant University" initiative. Other projects included signage, lighting, and a temporary parking lot for the Warehouse which would provide classrooms while the gym is being renovated; installation of shelving, furniture, and carpeting at the McIntosh Workforce Center; redesign of external space for the culinary program including a walk-in cooler on a platform which was architecturally integrated into the total service enclosure at the Camden Center; renovation of the second floor of the Student Center for

realignment of student services functions, and completion of seven special projects for beautification of the campus grounds.

Business Services - The GASB compliant Annual Financial Report was completed by the deadline; no exceptions were noted on the State Audit; no findings were noted on the BOR Internal Audit; the college received an audit rating of 1; worked with the CPA firm to complete the Foundation audit for 2006; and worked with the Registrar, Financial Aid Director, and Computer Services personnel to implement an attendance verification system which decreased student liabilities by about 20%.

Business Affairs - The VP for Business Affairs compiled extensive data for the 2007 budget process, as requested, and completed significant financial analysis comparing CGCC to other two year colleges in the nation and within the USG, concluding that expenditures for instruction and institutional support were slightly above average, and that were considerably less than average in academic support. Expenditures per square foot were less than average on operation and maintenance of plant. The Kansas Study data were compared to CGCC, as well. The VP for Business Affairs continued to manage the investments of the College Foundation with excellent results with equity and fixed income investments exceeding their benchmarks.

Institutional Advancement - The Office of Institutional Advancement during the past year has undergone significant change. Following the unexpected resignation of the Director and a replacement search, the person who had served as Marketing Coordinator was selected as Director, and that selection has proven to be a wise move. Campus collaboration with that office has been outstanding as the new Director led an analysis of community position with the assistance of an external consultant. Focus groups from the campus and the community provided extensive input, providing many positive suggestions. As a result a new logo has been selected and will be implemented with a one year overlap with the existing logo; and a marketing communications plan is underway to leverage the buying power of all CGCC constituents. A Speakers Bureau has been organized with a published directory for community distribution; and a full branding process connected with the new logo is being executed.

The College was able to participate with the Department of Technical and Adult Education institutions with fundraising training from the Clements Group, a nationally known two-year college advancement consulting firm. Through this experience the College is implementing improvements in Foundation processes and procedures, including revision of bylaws. The Foundation provided approximately \$160,000 in scholarships during this year from unrestricted funds and \$161,000 from restricted funds. The document "Adding Value, Serving Society" was prepared to replace the "Brag Sheet" and that document has proven very useful in many ways over the year. The 2006-07 Annual Fund provided a 4% increase in annual giving with a total of \$108,137 contributed to the College Foundation.

Continuing Education - The Division of Continuing Education had a new Director in 2006-2007. Innovations in Continuing Education have been welcomed by the community as well as the College. Among these are new special events. An Administrative Professional's Day Celebration recognized college administrative professional staff and was open to the community with outstanding attendance. The new

Liberty Bell Award Ceremony was held in conjunction with National Law Day and was well attended by local attorneys, judges, and others interested in legal issues. A special award was presented to the Crime Victim Liaison for the Glynn County Police Department. The Robert Abbott tribute was also a new event which was added in honor of a native of St. Simons Island who established The Chicago Defender, one of the nation's last African American daily newspapers still in publication. Continuing Education activities are also provided at the Camden Center where 130 community events were held serving 10,942 community residents during this year.

The economic development focus of Continuing Education is quite pronounced. The Director of Continuing Education participates in Entrepreneur Friendly initiatives in Camden, Glynn, and McIntosh Counties, with Chambers of Commerce and the Development Authorities of all three counties, and serves as the liaison with the Board of Regents' Intellectual Capital Partnership Program (ICAPP). In addition, the Director actively partners with the UGA Small Business Development Center in Brunswick, providing services to local entrepreneurs. The Director is completing the Georgia Institute of Technology Certified Economic Developer Training (CEDT).

Annual Progress in Institutional Strategic Planning

The 2007 Strategic Plan of the University System of Georgia defined six broad goals that guide and focus on a continued theme of "A more educated Georgia." Coastal Georgia Community College supported the USG Strategic Plan with the institution's nine strategic planning priorities that linked the college to the USG's plan. In 2006 – 2007, 24 goals were developed to support the nine planning priorities of the college strategic plan. The accomplishments of goals are included each year as an update incorporated into the on-going planning process. As updates occur and new goals are developed, a complete report documenting this information is provided to all college administrative units and to the USG Office of Strategic Research and Analysis at the Board of Regents.

During the 2006 – 2007 academic year, 15 of the 24 goals were accomplished; one was partially completed, and 6 became on-going. One goal moved forward to 2007 – 2008, and one goal was not completed. Many of these goals contained more than one step. These 24 goals are as follows:

1. Assist the Retention Task Force in implementation of the CGCC retention and graduation plan. (Completed and On-going)
2. Implement the new teacher education initiatives of the USG including STEM funding proposal and attempt to recruit and graduate more students interested in becoming teachers. (Completed and On-going)
3. Develop procedures and resources to support SDS initiatives aimed at student recruitment, enrollment, learning, retention, and success. (Completed)
4. Secure staffing and technical resources to support SDS initiatives aimed at student recruitment, enrollment, learning, retention, and success. (Not Completed)
5. Identify and complete campus beautification projects to enhance efforts to improve student retention and graduation rates. (On-going)
6. Establish a systemic collaboration with Coastal Georgia Community College to inform literacy students of CGCC programs, processes, policies, etc. and assist in transitioning students from Adult Literacy to postsecondary education. (On-going)
7. Insure the diversity needs of the student body are met through a variety of activities

- and opportunities designed to engage students and foster student retention and success. (Completed)
8. Insure appropriate access for student learning and educational success. (Partially completed)
 9. Provide resources to support student learning and educational success. (Completed)
 10. Compete for construction General Obligation bond funds and Major Repair and Renovation (MRR) funds. (On-going)
 11. Compile and submit all required documentation to the Board of Regents as part of the new FY 2008 budget process. (Completed)
 12. Improve customer service and increase efficiency in business operations. (On-going)
 13. Develop private fundraising activities which will serve the College's five county service area and will align with the overall College mission, including specific actions which will improve student retention. (Completed)
 14. Insure an appropriate level of service is delivered at the Camden Center. (Completed)
 15. Expand services to existing area business and industry and to entrepreneurs. (On-going)
 16. Increase community awareness of and participation with non-credit courses and use of conference center facilities. (Complete)
 17. Increase non-credit enrollment and decrease the number of non-credit courses cancelled because of insufficient enrollment. (On-going)
 18. Develop student performance-based learning outcomes and assessment methods for all credit courses and programs. (Completed and On-going)
 19. Develop a marketing campaign to articulate a strong brand position and communications program. (Completed)
 20. The annual fund drive will be restructured to include a more comprehensive approach to fund-raising. (Completed)
 21. Foundation members will participate in activities to improve the engagement of Trustees and increase their knowledge about the programs, students, and issues facing the College. (Completed)
 22. Assist in the development, updates, and posting to the College website of new goals for the College's Strategic Plan for 2006 – 2007. (Completed)
 23. College-wide budget and planning will be linked to assessment by the Institutional Planning and Assessment Committee. (Completed)
 24. The Director of Institutional Research and Planning will provide leadership in the role of the College SACS Liaison for the SACS Reaffirmation internal audit to be conducted Spring Semester 2007. (Moved forward to 2007 – 2008)

Improving Student Retention and Graduation

Coastal Georgia Community College has developed a Retention/Graduation Plan that has been implemented with the intent to improve retention and graduation rates by making modifications and improvements in various internal practices and activities and by developing new initiatives. Specific areas of emphasis have been identified and goals have been developed for improvement. The areas of emphasis and accomplishments follow.

Academic Advising - An Academic Advising Committee was approved and chaired by a Division Chairperson. The Committee was very active during 2006-07 and made significant progress. Duties of the Director of the College Welcome Center were revised to remove

academic advisement coordination and those duties were reassigned to the Academic Advising Committee and the Division Chairpersons. The Academic Advising Committee, the division chairs, and the VPAA all cooperated to provide various advisor training activities throughout 2006-2007. Examples include: general advisor training at the beginning of the academic year for all faculty, specific training sessions for new faculty advisors, advising discussion sessions for general discipline groups, advising information related to requirements, training for the advisors to use Banner and COAST, unique advising tools developed by faculty member G. Moody and generally called the "Moody Program," question and answer sessions with the Registrar's office staff, a campus-hosted regional advising conference, and representatives sent to the National Academic Advising Association annual conference.

New print and electronic resources were identified and distributed. Advising forms and programs of study also were revised. The Academic Advising Committee began the process that will result in a complete revision and updating of the CGCC Advising Handbook. Some sections have been completed, and the total project should be finished during 2007-2008.

During 2006-2007, the Academic Advising Committee began collecting information related to the evaluation of academic advising. An evaluation process is expected to be in place by the end of the 2007-2008 academic year.

Campus Improvements and Beautification - Upon the retirement of the former long-serving Landscape Supervisor, a new supervisor was employed to lead the Landscape Team. The Landscape Team transformed the Brunswick campus during the past year to include many improvements: improved maintenance practices, a new sprinkler system, new flower beds, a stacked stone waterfall, hanging baskets, Holiday decorations, and the lighting of prominent campus signs.

At the Camden Center a wooded area was cleared providing visibility of the Center through pleasantly-spaced hardwoods. Undergrowth was thinned and flower beds were enhanced.

As a result of these landscape improvements, CGCC was honored with the "Clean Sweep" award presented by the group known as "Keep Brunswick and the Golden Isles Beautiful," which is the local affiliate of "Keep America Beautiful." On the 2006-2007 Graduating Student Satisfaction Survey, students awarded the Campus landscaping a satisfaction rating of 89% with several written comments from the students praising the changes in the appearance of the college grounds.

Data Collection and Analysis - Measurable characteristics of the first-time, full-time student cohort have been refined to specifically identify "at risk" students. Given that CGCC has the highest part-time enrollment of any institution in the USG, and this cohort is much larger than the college's first-time, full-time cohort, it was determined that all entering freshmen should be evaluated using these measurable characteristics to determine "at risk" students.

The Community College Survey of Student Engagement (CCSSE) will be administered again in spring 2008 and will be funded by the USG. Valuable data are obtained from participating students regarding various aspects of student engagement which heavily impact retention and graduation.

First Year Experience Course - A faculty/staff committee reviewed the course content for CGCC 1101 and made needed revisions. The updated version of this "First Year

Experience” course was implemented in Spring 2007, with additional revisions added during summer and fall 2007.

Upon recommendation of the Retention Committee the Cabinet approved a new requirement that all first-time, full-time degree and one-year certificate seeking students would be required to complete CGCC 1101 during their first semester of enrollment. This requirement was implemented in Spring Semester 2007 as a pilot project to determine its impact. If the impact was positive and significant, the practice of requiring the course would be expanded to other groups of students. Results of this impact review are not yet available.

The CGCC 1101 course is being accepted as elective credit by several USG institutions, especially by those institutions which have their own First Year Experience courses. As in other college transfer courses, the minimum faculty qualification required is a master’s degree.

Internal Communication - In a non-residential campus setting, students have a variety of e-mail systems. The College intends to require that each student will use the College e-mail system for all official information, and that students understand that official communications will reach them in that manner. When the College e-mail system is upgraded in capacity, an information campaign will be waged to market the use of campus e-mail to students.

The video screens which are prominently displayed in public areas of each campus building are currently being used to provide information regarding registration, a calendar of other important dates, and other student-related information.

The Learning Center - The Learning Center and its services have been promoted in several ways, including participation in the Fall 2006 Learning Resources Open House event, making presentations in classes and at campus meetings, conducting special meetings with technical and career program faculty, campus signage, publishing and distributing a new informational brochure, and placing articles in the student newspaper, *The Mariner’s Log*.

Success of the Learning Center is evaluated by reviewing retention and program completion rates for students who use Learning Center services, as reported in the assessment documents and in other reports. Types of information collected and analyzed by the Learning Center staff include: numbers of students seeking tutorial services; tutoring hours provided; and course areas in demand for tutoring. The numbers, hours, and course area information are also collected for students receiving PLATO services. The grades, retention rates, and graduation rates for students receiving Learning Center services are all reviewed and studied. New software purchased in 2006-2007 will, when fully implemented, allow the Learning Center staff to collect and analyze data in a more timely and detailed manner.

New Student Orientation - During the delivery of the summer Pre-Advising Orientation Workshops (POW) the opportunity was provided for students who attended the morning session to register for fall classes during the afternoon. Students met faculty and staff at a cookout, and were then dismissed to advisors for academic advising and registration. Returning and re-admitted students were also invited to participate in the cookout, meet with their advisor, and register for fall semester classes. These opportunities proved to be most successful and the POW format is flexible and can be modified to include these changes. The new POW format will require planning by several campus constituent groups. It is

believed that these strategies will result in retention of the higher fall semester enrollment of 2006 throughout the year.

Student Organizations and Activities - One new student organization, Phi Beta Lambda for Students studying in business fields, was established during the 2006-07 academic year. The organization enjoyed a full year of activities and is expected to be active for the 2007-2008 academic year. Another new group, musically based, began to meet informally in 2006-2007 with expectations to formally organize in 2007-2008.

An appreciation luncheon honoring faculty advisors was held in spring 2006. The luncheon program focused on institutional procedures for student organizations and student appreciation of advisors which was very well received. Advisors were sent a recognition gift for their work with student organizations. Advisors gave this event a very positive review.

A campus leadership program was held in October 2006 and the College President was involved as one of the presenters at the conference. Students in attendance rated this as a very positive experience. A follow-up leadership development program was held in December, and that was also rated very positively by students. One hundred percent of the student leaders who attended both of these workshops were retained or transferred to another institution having completed their goals at CGCC.

Welcome Center - The College Welcome Center was established in 2005-2006 and served 9,100 students during its first year. In 2006-2007 the Center provided assistance to 10,541 prospective and/or current students. Presently, eleven faculty advisors volunteer regularly to work in the Welcome Center. In addition five student assistants are employed as work study students to provide peer advisement services in the Center and to work with college orientations for new students. These volunteer advisors and students are instrumental in assuring that appropriate and accurate information is given to prospective students. Current students are assisted in filing for financial aid, completing applications to CGCC, working with the College's automated registration system known as COAST, using WebVista, accessing college e-mail, as well as assisting with testing. The students have been instrumental in assisting in the recruitment of new students by leading tours arranged by the college recruiter. Several students have also returned to their home high schools to discuss college enrollment with juniors and seniors, thereby encouraging these students to attend CGCC.

A call center has been implemented and has proven to be a very successful tool for communicating with enrolled students. Working with staff in the Registrar and Financial Aid Offices, calls are made to students welcoming them to CGCC as well as providing a follow-up contact with students who were admitted but did not attend. Student to student connections are seen as a vital component in the active engagement of students from their earliest contact with the college.

Changes have been made to the Welcome Center providing more consistent procedures. All students are asked to sign in for accountability and to also provide statistical information regarding services rendered.

Brunswick Center - The Brunswick Center consortium of Coastal Georgia Community College, Armstrong Atlantic State University and Georgia Southern University has existed for twenty-three years and is intended to provide baccalaureate and graduate programs on the campus of Coastal Georgia Community College to benefit the citizens of southeast Georgia. During the 2006-2007 academic year, 351

students were actively enrolled in Brunswick Center courses. The Brunswick Center consortium produced 81 graduates at the baccalaureate level during 2006-2007. All of these graduates, with the exception of six, were from Armstrong Atlantic State University and many were in teacher education fields. In 2006-2007, 44 percent of the total AASU graduates in Early Childhood Education and 50 percent of graduates in Middle Grades Education were produced through the Brunswick Center. Ten students graduated with Master's Degrees in teacher education. In addition, twenty-two students completed the post-baccalaureate alternative preparation program and were certified as teachers.

Charter Technical School - The local efforts to develop a Charter Technical School under existing Georgia public school law continued for the second academic year. A local private partnership group, representatives from the K-12 sector, and representatives from Coastal Georgia Community College met on a regular basis during the year to address content of the charter, curriculum, and other related issues involved with developing the Charter School. Several College personnel are involved in this effort to plan curriculum, the facility to be constructed, operations guidelines, and many other aspects of this effort. Although the year began with some of the parties at issue with the College, these issues have now been resolved and the College is recognized as a full partner in this enterprise. College personnel are working diligently with K-12 and community representatives on matters of curriculum, facilities, and governance to assure the most successful school possible. Educational opportunities will be provided for high school students to complete postsecondary dual enrollment programs of study in technical fields which will allow them to exit with postsecondary technical skills suitable for the workplace. These students will earn a Technical Certificate of Credit from the College and a high school diploma from Glynn County Schools.

Coastal Georgia Regional Science and Engineering Fair - The 2007 Regional Science and Engineering Fair for the coastal region provided a great experience for the 260 student participants from seven counties who entered the regional fair. Coastal Georgia Community College science faculty again coordinated the event, securing the judges, and coordinating the awards ceremony recognizing the achievements of the students. Many of these K-12 students had already competed at the local level to be selected to participate, thereby increasing the quality of the exhibits. Both individual and team projects were included among the exhibits. Thirty-four schools participated from grades 4 through 12. A precipitous decline in participation by high school students after grade nine was observed, with no tenth or eleventh graders exhibiting, and only two twelfth graders; this data tends to mirror national findings regarding declining interest in science at the secondary school level. The fair was very well attended and financial support from all participating county school systems was sufficient to cover the expenses of the Science Fair.