

Annual Report
of
Institutional Progress
2005-2006
Coastal Georgia Community College

**2005-2006 ANNUAL REPORT OF INSTITUTIONAL PROGRESS
COASTAL GEORGIA COMMUNITY COLLEGE**

Section A: Summary of Major Accomplishments in 2005-2006

University Center (Brunswick Center) -- The Brunswick Center consortium of CGCC, Armstrong Atlantic State University, and Georgia Southern University has existed for twenty years and is intended to provide baccalaureate and graduate programs on the campus of CGCC for the benefit of the citizens of southeast Georgia. The Brunswick Center consortium produced 78 graduates at the baccalaureate level during 2005-2006. All but five of these graduates were from Armstrong Atlantic State University and many were in teacher education fields. In 2005-2006, 50% of the total AASU graduates in early childhood education and 31.58% of graduates in middle school education were produced through the Brunswick Center. Nine students graduated with masters degrees in teacher education. Also, an additional twenty-three students completed the post-baccalaureate alternative preparation program and were certified as middle school teachers. The productivity of the Brunswick Center has greatly reduced the extent of the teacher shortage in the several counties from which these students come. The Brunswick Center provides both the baccalaureate and the master's degree in Nursing addressing a second Georgia critical shortage field of study. **(USG Strategic Plan Goal 1)**

Allied Health and Nursing Certification, Licensure Exams and Program Accreditation -- While the 2005-2006 results from the required and voluntary licensure and registry exams are still incomplete, the current results for first time takers are as follows: Clinical Laboratory Technology – 100%, Certified Nursing Assistant – 100%, Nursing (RN) – 91%, Practical Nursing – 84.2%, Radiologic Science – 100%, and Surgical Technology – 100%. The Clinical Laboratory Technology Program was re-accredited by National Association for the Accreditation of Clinical Laboratory Science for the maximum term. **(USG Strategic Plan Goal 1)**

New Academic Programs, Courses, and Accreditations -- Significant new courses were added in Marine Biology and Quantitative Skills and Reasoning. The faculty member teaching marine science has collaborated with the Skidaway Institute of Oceanography to provide “at sea” experiences for the students in the course which has been extremely well received. The Culinary Arts program hosted a site visit and successfully met the requirements for accreditation by the American Culinary Federation Accrediting Commission. Also, the Heating, Ventilation, and Air Conditioning program was approved to be a North American Technician Excellence (NATE) testing site. A new program was added in the field of residential wiring in response to demand from the residential construction boom which is ongoing in this lower coastal region. Additional space for transfer and technical programs is essential for the continued growth of the college. **(USG Strategic Plan Goal 1)**

P-16 Activities: Collaboration with Service Area K-12 School Systems –

a. **PRISM Project** -- CGCC is one of the main participants in the Partnership for Reform in Science and Math (PRISM) which is coordinated in southeast Georgia by Armstrong Atlantic State University and includes the Glynn, Camden, Chatham, and Bryan County public school systems. Eleven CGCC math and science faculty are receiving released time or extra compensation to participate in this NSF funded and USG administered project. Activities include: establishing learning communities; collaborating with school system teachers,

instructional coaches, and administrators; CGCC campus and laboratory visits by Glynn and Camden students focusing on topics such as the scientific method and microscopy; developing a safety video; laboratory demonstrations; information about science and math careers; and faculty presentations in the schools and at meetings **(USG Strategic Plan Goal 8)**.

b. Science Fair -- For several years, CGCC has hosted and coordinated the Regional Science and Engineering Fair. Elementary, middle, and high school students from school systems in southeast Georgia are eligible to participate. Some winning students become eligible to compete at the state and national level. In spite of considerable challenges in funding, availability of faculty time, and recruiting participants, the college has continued to support the science fair as a component of our collaborative efforts with area school systems. The President contacted school superintendents of participating school districts seeking their financial support for the 2006-2007 Science Fair with positive results. **(USG Strategic Plan Goal 8)**

c. Charter Technical High School -- Efforts driven by local business and elected public education leaders in Glynn County to develop a local charter technical high school have been underway since March 2005. CGCC representatives have participated in all aspects of this effort with representatives serving on the Steering Committee, Charter Committee, Facilities Committee, and other groups as needed. Progress has been made on drafting a charter, seeking funding, and reaching consensus on the location of a potential building site well positioned to facilitate student access to work experiences available at a nearby industrial park. When this project is eventually completed successfully, it will lead to additional collaborations between the college and the local school system and more high school students in dual enrollment courses and programs. **(USG Strategic Plan Goal 8)**

d. McIntosh Workforce Center -- In cooperation with the McIntosh County School System and with the support of the multi-county Joint Development Authority and the local McIntosh County Development Authority, the College has launched a project to increase dual enrollment and bring other educational services to McIntosh County. In cooperation with the partners named above, CGCC personnel, including the President, applied for and received a One Georgia grant. Funding for temporary facilities and equipment to offer college coursework to high school students and local citizens was approved. Three portable buildings were relocated from a McIntosh County Middle School site to the county high school. The college will offer dual enrollment in technical fields with the high school, core courses, and regular technical programs. **(USG Strategic Plan Goal 8)**

e. Tech Prep and High School Articulations -- CGCC continued its leadership in coordinating the Tech Prep initiative, course articulation, and other cooperative arrangements with service area high schools. Most of this effort was carried out by the Tech Prep Coordinator and the administration and faculty of the Career and Technical Education component of the college. Course articulation focused on reviewing and fine tuning the existing articulation agreements. CGCC career program faculty met with their high school counterparts to review the agreements, program requirements, and in general continue peer communication and cooperation. Other activities included revising the Programs of Study document, providing career development support for school system teachers and counselors, speaking to high school classes about dual enrollment and **ACCEL** as well as other opportunities at the college, and providing instructional materials and other resources for use in high school classrooms. **(USG Strategic Plan Goal 8)**

f. P-16 sponsored Handbook for Program Planning: Rising eighth graders and their parents are provided a copy of the P-16 sponsored Guide to a Successful Educational Experience: A Handbook for Students and Parents to be used in their meeting with the counselor

who would guide the parent conferences about diploma choice for their son or daughter. Very positive responses have been given regarding this very useful guide developed and updated each year by the CGCC P-16 Council. **(USG Strategic Plan Goal 8)**

International Studies -- Eleven CGCC students participated in study and travel abroad during the 2005-2006 fiscal year. Countries visited include Argentina, England, and Finland. All but one of the trips involved programs affiliated with the USG. Two CGCC faculty and one faculty member from Georgia Southwestern State University traveled with eight CGCC students on a summer program to Argentina where courses in geology, economics and intercultural communication were studied. Two students participated in a USG summer program in London, and another student spent spring semester studying in Finland. In addition to the travel, other international studies related activities during the year included celebration of International Week; several meetings of the on-campus International Association which included a program or presentation; foreign visitors speaking on campus; attending various international related conferences; and participating in USG international studies meetings and activities. The College Foundation provided financial support to assist students by matching USG funds provided for study abroad scholarships. **(USG Strategic Plan Goal 1)**

Faculty and Staff Recognition -- Throughout the 2005-2006 fiscal year several faculty and staff received recognitions. Some examples, by no means exhaustive, are cited here. The Coordinator of Tech Prep Education was named "Guidance Career and Technical Educator of the Year" by the Georgia Association of Career and Technical Educators. She also was appointed to the board of directors of Communities in Schools. The Director of Career and Technical Education served on the Board of Regents Health Professions Task Force and also served as a delegate to the American Nurses Association House of Delegates. Two Nursing faculty were appointed to shared governance councils of Memorial Health University Medical Center in Savannah. The Chair of the Division of Health Sciences was re-appointed to the Georgia Board of Nursing Education Committee. **(USG Strategic Plan Goal 4)**

A mathematics instructor was named CGCC Academic Advisor of the Year, and a biology instructor who had received the same honor the previous year attended the National Academic Advising Association convention. Another mathematics instructor reviewed a new algebra and trigonometry textbook, and a biology instructor presented two successful art exhibitions. An art faculty member had two showings of his paintings and made a formal scholarly presentation to the Jekyll Island Art Association.

Three Learning Support faculty members made presentations at the 30th Annual Learning Support Conference held on St. Simons Island. A history professor was named the Phi Theta Kappa Most Distinguished Chapter Advisor for the Georgia Region, and the Chair of the Division of Humanities and Social Sciences was selected for the YWCA Tribute to Women Leaders. An English professor presented a paper at the Popular Culture Association annual meeting, and a political science faculty member was selected to attend the Joint Military Intelligence College and the Office of the Director of National Intelligence annual briefing in Washington, DC. He also had a manuscript accepted for publication in the *Terrorism Monitor*. *Seaswells*, the CGCC student literary magazine, earned "First Place with Special Merit" and "Most Outstanding Community College Literary/Art Magazine" from the American Scholastic Press Association for the 6th time in the last ten years.

Online Course Availability -- During the 2005-2006 academic year additional online course offerings in science and computer technology have been provided. Distance Learning sections are offered in major courses: English Literature, Communications, Computer Information Technology. Hybrid courses with online components have been offered in biology and chemistry. **(USG Strategic Plan Goal 2)**

Full-Time Faculty Employment: For the 2005-2006 academic year, eighteen new full-time faculty were hired. Nine of these new hires were replacements for retirements and resignations and nine were new positions. It has been a challenge to integrate this number of new faculty into an institution of this size, especially when an additional thirteen new full-time faculty had been hired the previous year. Another challenge has been to provide appropriate office space for new full-time faculty. **(USG Strategic Plan Goal 4)**

Collaboration with Other Libraries: Collaboration with the local Three Rivers Public Library System has been implemented in several ways during this year. The Georgia Online Data Base which is shared with the public libraries allows records to be updated for online access to the catalog. Members of the GOALS (Georgia Online Academic Library System) lend freely to members, including copying articles, sending books, etc. Sharing expands the base collection for all public libraries. If someone in the public spots an article in which they have an interest, the location of the article can be determined. The local public library then requests the article from CGCC. In addition GIL (Georgia Interconnected Libraries) has expanded to include DTAE institutions. Discussions are underway regarding combining PINES and GIL to create a true seamless virtual library for the State. The Learning Resources Director at CGCC is in a unique position to bridge the gap to DTAE with which CGCC has a very close relationship, and he serves on a committee which is engaged in developing greater resource sharing between library systems. **(USG Strategic Plan Goal 2)**

Emphasis on Retention -- During the 2005-2006 academic year heavy emphasis was placed on student retention. A full report of strategies for retention was developed by a broad-based campus committee, and submitted to Board of Regents staff. Although formal endorsement of the plan has not occurred, the College has implemented significant strategies which have improved retention. The BOR official retention report covering the 2005-2006 academic year for first time, full-time students indicates that very positive progress has been made in retention. A particular point of pride is the improvement accomplished for African American male students with a gain of approximately 20% in retention of that segment! Faculty have been very engaged with retention strategies, including following up on registered students who have not appeared for their class, contacting students who appear to be having difficulty, calling students who repeatedly do not attend class, etc. The College Welcome Center functions have also had a positive impact on student retention through providing a set location where assistance to students is consistently available.

The Freshman Experience Program has been in place since the mid 1990's. During this year the decision was made to review this program, make needed changes, and implement the redesigned program. A committee was appointed by the VPAA to work on this project and during the 2006-2007 academic year, this work will continue. **(USG Strategic Plan Goal 3)**

Telecommuting -- Telecommuting and flexible work schedules have been utilized where applicable in the records, business, and human resources offices. Employees in these areas where flexibility was workable appreciated the ability to accomplish their work in a non-traditional hour framework. (USG Strategic Plan Goal 4)

Student Development Services Unit -- Through the process of strategic planning, Student Development Services (SDS) at Coastal Georgia Community College defined a *strategic direction* for the unit which is "To Create a Welcoming Community for Learning." As part of this planning process, each area within SDS has developed strategic goals and action plans to support the SDS strategic direction.

Enrollment Management -- In addition to the "traditional" recruitment activities such as high school visits, the CGCC Recruitment Coordinator has developed an emphasis on informing middle school students about the College, and middle school youth have been included in recruitment and college information activities. On-campus visits have increased and special programs are included for specific career areas. Informational forums for high school staff were conducted. Communications outreach to potential students was increased significantly and included telephone and mail communiques. Targeted recruitment activities were implemented involving area churches, civic, and social organizations. Recruitment efforts were coordinated with Student Life activities and with Welcome Center personnel.

Admissions/Records/Registrar Efficiencies -- Major changes in applications processing and records management workflow responsibilities were implemented, greatly improving student satisfaction. CAPP, an automated data system linking a student's program of study with academic advisement and program planning, is now fully functional and being used to conduct greatly expedited degree audits. An additional software piece known as Banner eXtender is in full production for document storage. This new system has very positively improved processing speed, efficiency, and accuracy. One of the major benefits is the ability to scan student documents as they are submitted. This has greatly increased the ability to access the specific student record quickly without searching a paper file. Migration from social security numbers to generated student ID numbers was accomplished and the new system begun on March 9, 2006, providing further assurance of protected student identity.

Financial Aid Services -- Migration from a manual system for HOPE applications to the automated GAcollge 411 system occurred during this year. Despite many challenges, the new system has improved customer service with students becoming aware immediately of their status. The retirement of the Financial Aid Officer who has directed this unit for the past thirteen years brought changes to the staffing and assignment of responsibilities. Staff were challenged by the migration to GAcollge411 for HOPE applications and verifications, tightening student loan criteria, and conversion to random student ID numbers. A major customer service initiative was begun involving the entire staff.

Disability Services -- Collaborative efforts with area transitional services counselors were initiated to encourage early identification and referral of students with special needs. The goal of reducing the number of students with learning disabilities or other accommodation needs arriving at the College without appropriate documentation was accomplished. Private funding sources were identified which were utilized for students needing assistance with the costs of evaluation.

A major positive improvement has been the purchase of software which makes any computer adaptive for special needs students.

Major Repair and Renovation Projects -- Coastal Georgia Community College received MRR funds totaling \$426,936 in FY 2006. The most significant project involved the replacement of the air handling unit for the Library. The new equipment operates more efficiently and is quieter than the replaced equipment. The Library now has improved temperature and humidity control which makes an improved learning environment for students. Another potential MRR project involved contracting with an architect to design improved restroom facilities for the Library. The restrooms in the Library are thirty years old and need to be modernized for ADA compliance and for cosmetic reasons. However, remaining MRR funds were transferred to the Minor Capital Project to Renovate the Physical Education Building, as that project faces budget pressure due to escalating construction costs that have occurred during the delayed bond sale.

Comprehensive Facilities Funding Request -- CGCC refined and submitted the Academic/Technology Building as a \$19,928,000 Major Capital Project in March 2006. The project entails construction of 90,000 gross square feet of new space to house laboratory, classroom, office, and support space to accommodate the space requirements of the following programs: Adult Literacy, Computer Information Technology, Computer Aided Drafting and Design, Machinist, Welding, Industrial Maintenance, Business and Office Technology, Culinary Arts, Automotive Technology, Horticulture, Nursing, Practical Nursing, Radiologic Technology, Clinical Laboratory Technology, Surgical Technology, and Emergency Medical Technology. This comprehensive project also requires the complete renovation of the 17,479 square foot Allied Health Building. The renovated facility will combine all aspects of student services in one convenient location to serve students more efficiently.

This Major Capital project is currently listed at #13 on the Capital Project Priority List. It appears that the priority list will be abolished with the implementation of the Strategic Capital Model but college personnel are optimistic that the project will be funded in the early stages of the Six-year Capital Plan. The college submitted a Minor Capital Project for \$4,700,000 for infrastructure improvements. This project will prepare the college for future expansions including the construction of the Academic/Technology building. The project includes an upgrade to the campus electrical distribution system by constructing a new primary electrical distribution system consisting of an underground concrete encased duck bank with 15KV cables, manholes spaced not more than 300 feet on center and pad mounted transformers. The project also includes the installation of a larger centrifugal chiller and the replacement of a portion of the aging west underground distribution piping. The college also submitted a Minor Capital Project for \$5,000,000 to expand and renovate the Applied Technology Building as part of the 2007 budget request. This project will provide additional classroom, laboratory, and faculty office space to accommodate current and future technical programs. A secondary purpose of the project is to take pressure off the Academic/Technology Building budget as construction costs have skyrocketed in the past two years and the project scope must be reduced.

Facilities and Plant Operations -- This department received a grade of "A" from a campus-wide survey for Building Maintenance and Landscaping Services and grade of "B" for Environmental Services. Survey results and comments were used to target areas for improvements. Accomplishments included beginning automation of a preventive maintenance

program; providing expanded office space for Institutional Advancement including carpentry, painting, floor covering, electrical, and storefront; installing new carpet throughout the Science Building; installing grating between second floor breezeway panels to improve campus safety; and completing 1,100 work orders and providing support for 500 campus events. The following projects were identified, funded, and completed to improve the appearance of the campus grounds and to support initiatives to improve student retention and graduation rates: improved entrance signage, installed irrigation at college entrances, added flower beds across the campus, planted cypress trees to develop a natural screen for the Plant Operations buildings, washed campus hardscape and buildings, refinished lamp poles and bases around the Bell Tower Plaza, and removed more than 100 tree stumps. **(USG Strategic Plan Goal 7)**

Business Services -- Accomplishments included completing the GASB (Government Accounting Standards Board) compliant Annual Financial Report by the July 31, 2006 deadline; completed the new budget to actuals report formerly prepared by the Department of Audits; managed the State Audit with no exceptions or findings noted; worked with CPA firm to complete audit of college foundation for calendar year 2005; worked through the Office of Treasury and Fiscal Services to secure new commercial banking arrangement with The Coastal Bank of Georgia which provides the college with lower costs and higher returns on bank balances. In addition, Quickbooks Online, a cost effective and user friendly comprehensive accounting software package was implemented for maintaining the financial records of the Coastal Georgia Community College Foundation.

Vice President for Business Affairs -- The Vice President for Business Affairs accomplished the following: (1) Assisted in preparation of FY 2007 Budget Plan which was reviewed with the USO staff during a budget conference on March 3, 2006. Areas emphasized included facilities and equipment challenges, institutional advancement, part-time faculty pay, and RPG. Strong enrollment trends were highlighted as well as plans to utilize anticipated formula funds. The FY 2007 Technology Fee Plan was also presented and discussed. (2) The FY 2007 budget was prepared and submitted to the Board of Regents within the tight deadlines established. Numerous budget amendments were completed during the year and quarterly on-line updates furnished to the Board of Regents budget office. New quarterly financial reports were prepared and submitted. (3) Worked with Foundation members to update the Foundation By-laws. The investment policy was refined and numerous foundation financial procedures were clarified and updated. (4) Accepted additional responsibility for managing the investments for the Coastal Georgia Community College Foundation. Investment results over the past year have been excellent with equity and fixed income investments exceeding their benchmarks. Investment expenses have been greatly reduced through the use of indexed mutual funds and exchange traded funds. (5) Conducted an internal audit of all telephone and fax lines which resulted in reducing telecommunication expenses over \$3,000 per year. (6) Worked with Georgia Correctional Industries to provide cost effective office furniture installations for the Welcome Center, Allied Health Building, and Administration Building offices.

Campus Safety -- The campus Safety Management Plan, including the very important Glynn County Public Safety Emergency Management Incident Management System for Hurricane Safety, was updated. Collaborative agreements with city and county public safety mutual aid agreements with both the City of Brunswick (Brunswick Campus) and the City of Kingsland (Camden Center) were reviewed, updated, and submitted to the Board of Regents. All campus

managers were charged with reviewing, being familiar with and responsible for, implementing the applicable provisions of the Safety Management Plan for their area of responsibility as described in the Emergency Response Manual. Implementation of the provisions of the National Incident Management System will begin with an area workshop to be scheduled on the College campus in fall 2006.

Auxiliary Enterprises -- The Nebraska point of sale and inventory control system was purchased and installed to improve operational efficiencies in the bookstore. A "request for proposal" was prepared and issued for vending services and a new vendor was ultimately contracted to provide vending services for the Brunswick campus and the Camden Center.

Continuing Education -- The Department of Continuing Education offered 200 courses during the 2005-2006 academic year serving 2,632 participants. Thirty-five contract courses were provided serving 391 individuals which surpasses the previous academic year's offerings. In addition there were 189 events held on the Brunswick campus or at the Camden Center involving an estimated 10,197 people.

Various non-credit certificate programs were offered both in Glynn and Camden Counties. A course was added to the already existing Master Landscaper certificate program which focused on engineering aspects of landscaping. The HVAC faculty member at the Camden Center offered a number of noncredit training programs to professionals including training and testing for EPA Certification. A noncredit "Serve Safe" training/testing class was provided for area food service personnel by the culinary faculty. A "Women's Wellness Seminar" in collaboration with the Mental Health Association of South Coastal Georgia and cooperative programs with the Red Cross including a no charge babysitter "Boot Camp" were provided for the community. Facilities were provided to the Coastal Area Regional Development Center and to the Georgia First District Congressman's staff for public meetings.

The annual summer children's program was redesigned for the summer of 2005 and provided in cooperation with the early childhood education program of the Brunswick University Center provided by Armstrong Atlantic State University on the CGCC campus. This collaboration provided an opportunity for education students to get practicum experience necessary to meet degree requirements while providing excellent instructors for the summer children's program. The summer program was well received by both the children and their parents.

Information about the Adult Literacy Program on the College's website was expanded. During 2005-2006 a total of 592 persons completed the different levels in the adult literacy program and a total of 1230 students from the three county (McIntosh, Glynn, Camden) area were served. The GED credential was achieved by a total of 378 students through the College's testing program in Service Delivery Area 26, and 140 of these students were from the Brunswick Job Corps. Several on-line certificate programs were added to non-credit offerings and pre-existing online offerings were expanded. A campus-based class was added in real estate in the spring of 2006 to expand existing online offerings.

President Recognized with EVE Award -- In summer 2005 the President of CGCC was the recipient of the EVE Award for Education from the Florida Times Union newspaper. This annual award has been made within the multi-county North Florida and South Georgia

distribution region for the Florida Times-Union since 1973. The particular achievements being recognized related to the president's leadership and persistence involved in the acquisition of land and all related aspects leading to construction and opening of The Camden Center for Coastal Georgia Community College in Kingsland, Georgia.

Hanging of Presidential Portraits -- In late summer 2005 the portraits of current CGCC President and the two prior presidents were unveiled in a well-attended public ceremony in the College Student Center. The portrait of the current president was provided as a donation to the College by a nationally acclaimed local portrait artist. The framing of all three portraits was provided by a local donor. All three portraits now hang in the College Administration Building, providing a sense of the leadership history of the College through this visual image.

Section B: Annual Progress In Institutional Strategic Planning

The 2002-2007 Strategic Plan of the Board of Regents identified eleven goal statements supporting the unified theme of "a more educated Georgia." Coastal Georgia Community College continued to support the Board of Regents Strategic Plan with the institution's thirteen linked strategic planning priorities. In 2005-2006, 13 on-going goals from previous years (1999-2004) and 12 new goals were developed to support the thirteen planning priorities of the institutional strategic plan. An update on the accomplishments of both the 13 on-going goals and the 12 new goals is included each year as part of the on-going planning process. Each year as updates occur and new goals are formulated, a complete report documenting this information is provided to all college administrative units and the Office of Strategic Research and Analysis at the Board of Regents.

During the 2005-2006 academic year all of the 13 on-going goals were accomplished. The 13 on-going goals are as follows with the year of origin indicated:

1. (2004) Implement activities aimed at student success and retention.
2. (2002) Provide non-credit offerings and outreach in Camden and McIntosh Counties.
3. (2003) Provide outreach to the three counties comprising the Service Delivery Area #26 for Adult Literacy (Glynn, Camden and McIntosh) and increase the retention of students in the program.
4. (2004) Prepare for the full functioning of the Camden Center by identifying staffing, services, and equipment needs in order to provide appropriate level of student support services.
5. (2002) Provide appropriate technical support to all areas of Student Development Services.
6. (1999) Expand workforce development programs.
7. (1999) Maintain and improve the College's internet site and on-line course offerings.
8. (2004) Implement and integrate a networked registration system to accommodate the needs of continuing education and develop documentation for ongoing usage levels.
9. (2001) Address increasing college publicity needs and fund raising initiatives by adding a new marketing coordinator or specialist position.
10. (2004) Coordinate with architects, engineers, and Board of Regents officials regarding the \$4,790,000 Minor Capital Project to Renovate the Physical Education Building.

11. (1999) Assist in the development of new goals for the college's 2005-2006 Strategic Plan to include the updates of existing goals, which will be distributed and communicated to key college constituencies.
12. (1999) College-wide budgeting and planning will be linked to assessment through the work of the Institutional Planning and Assessment Committee.
13. (2004) Begin implementation of business practices and procedures to replace the use of the social security number as the primary student identifier.

The twelve new goals contained one or more steps with the majority of steps accomplished. The twelve new goals that were accomplished during 2005-2006 are as follows:

1. Collaborate with the Retention Task Force as appropriate to implement the new retention and graduation rate improvement plan required by the BOR.
2. Place greater emphasis on recruiting and graduating students planning to transfer to university teacher education programs and to implement the new teacher education initiatives of the USG.
3. Develop new activities aimed at student success and retention.
4. Improve business processes and operations through a new banking relationship and improved technology utilization.
5. Improve accounting and investment services provided to the Coastal Georgia Community College Foundation.
6. Continue development of collaborative projects with service area K-12 school systems.
7. To explore, reevaluate, and improve the current marketing of continuing education programs.
8. Engage and involve on a larger scale CGCC Foundation members in the support of fundraising initiatives and community outreach.
9. Compete for Minor Capital Projects and MRR funds, and complete projects funded by the Board of Regents Office of Facilities on a timely basis.
10. Identify and complete campus beautification projects to enhance efforts to improve the appearance of the academic setting to improve student retention and graduation rates.
11. Create an electronic link from the College website to Institutional Research and Planning to enable planning and assessment documents to be viewed electronically from the College web page.
12. Improve communication regarding Human Resources with faculty and staff for the Brunswick Campus and the new Camden Center.

Section C: Annual Progress In Assessing Institutional Effectiveness

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 units of the College. These units are inclusive of all departments in the academic area, all support services, and all administrative offices. The assessment report is filed in the Office of Institutional Research and Planning. The assessment report exhibits approximately 230 changes that have been documented college-wide as a result of the 2005-2006

assessment process to improve institutional effectiveness.

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

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, to include history and government.
7. Demonstrate critical thinking skills.
8. Demonstrate oral communication skills.

The educational outcomes have been regularly assessed by Academic Profile, a national exam, and the Majors Test, a locally developed exam. Examinations on course-based material, and student and employer surveys documenting the achievement of the outcomes are also utilized.

A program review process for career programs (DTAE) has been developed (PAR-Performance Accountability Review) and a program review process for (USG) transfer programs, to include nursing, occur on a rotating basis and provide additional assessment data. The following programs of study reviewed by utilizing the USG Program Review process include Clinical Laboratory Technology - AS Degree, Business and Office Technology - AAS Degree, Business and Office Technology Certificate, and Welding Certificate. Five DTAE programs were also reviewed utilizing the Performance Assessment Review (PAR) process of DTAE. Those programs include Drafting, Machine Technology, Clinical Laboratory Technology, Radiological Technology, and Culinary Arts.

The transfer program assessment results are outstanding. The Academic Profile (AP) national examination results are above average when compared with last year's results. When compared with the 2004-2005 mean score, this year's mean score is 3.53 points higher. The mean score also increased in all component areas which include Critical Thinking, Reading, Writing, Mathematics, Social Sciences, Humanities, and Natural Science.

An additional measure of student achievement is the Regents Test. The average pass rate for sophomores reaching 45 hours (213 students) who took the Essay is 84.51%, for those students who took the Reading Test the rate is 81.69%, and for those students who took both Essay and Reading the rate is 74.18%. These data, which are for FY 2004-2005, are also reported to the Office of Educational Accountability for the Report Card Year 2006 and are the latest annual data available.

All programs in the Allied Health Division have exhibited above average pass rates for licensure and registry exams 2005-2006. They include Nursing (RN) - 91%, Licensed Practical Nursing (LPN) - 84.2%, Clinical Laboratory Technology - 100%, Radiologic Science - 100%, Surgical Technology - 100%.

Section D: Improving Student Retention and Graduation

The President, Cabinet, Retention Task Force, and all college employees supported the system RPG initiative to increase the College retention/graduation rates. Convocation activities focused for a third year on retention/graduation. A nationally known keynote speaker from the National Resource Center for The First Year Experience and Students in Transition, Dr. Betsy Barefoot, led convocation activities focused on the topic of retention/graduation improvement. Again, each unit developed expected outcomes to improve retention. The President and Director of IRP met with Dr. John Rouche, also a national authority on retention strategies from the University of Texas, asking what retention strategies had the biggest impact on retention of students as well as effective solutions to help solve retention/graduation problems faced by many of the nation's community colleges. Through the use of surveys and student focus groups, the Retention Task Force identified why students leave college. For the past three years the Cabinet, with the leadership of the President, has continued to address retention/graduation through both on going and new goal development including action plans listed in the Institutional Strategic Plan. Discussions addressing the implementation of the general education outcomes stressed by the Graduation Task Force have also been a major focus of work of the Retention Task Force. Retention rate charts were prepared by the Director of IRP for analysis by the Retention Task Force. The Retention Task Force disaggregated the retention data and analyzed separate cohorts that exhibited lower retention rates when compared to all members of the cohort as a whole. The analysis of this data reaffirmed the need to include all students, and not just full time students (on which retention rates are measured), when developing retention goals for the USG Retention/Graduation Plan.

Near the end of the Fall 2005 semester and after much work, including extensive research, dialogue, and analysis occurring through the leadership of the Retention Task Force, the college submitted its Retention/Graduation Plan. Certain specific areas of emphasis were identified for attention in the Retention /Graduation Plan. These areas of emphasis were as follows: Academic Advising, Campus Improvements, Data Collection and Analysis, First Year Experience Course, Internal Communication, Learning Center, New Student Orientation, Student Organizations and Activities, and the Welcome Center. Within each area a list of goals was created for retention/graduation improvement.

During the Spring/Summer 2006 semester, the Retention Task Force oversaw ongoing strategy development and implementation to accomplish the goals which helped meet the projected retention/graduation targets. Another initiative of the USG (increased access and retention of the African American Male) was also included as a focused area of the college's retention/graduation plan. The Torchbearers, a minority support and retention program, and the 14 Black Men of Glynn have helped to mentor black male students and have provided scholarship money to assist in retention efforts. The latest data have indicated the College's retention efforts supported a 20% retention improvement from Fall 2001 to Fall 2005 for the Black Male Cohort as well as an overall improved retention rate for the college.

Based on the latest data 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 2004 Cohort**

		Number Enrolled Fall 2005		Number Graduated Fall 2004 - Summer 2005				
Institution	Total Beginning Cohort	Institution- Specific	System- Wide	Institution- Specific	System- Wide	Number Not Enrolled Fall 2005 or Graduated	Institution- Specific Percentage Retention Rate	System- Wide Percentage Retention Rate
Coastal Georgia Community College	368	219	243	3	3	122	60.33%	66.85%

**University System of Georgia
Graduation Rate Report**

**Associate Degree Three-Year Rates
First-Time Full-Time Freshmen
Fall/Summer 2002 Cohort**

		Number Graduated / Transferred		Percentage Graduated / Transferred		Total	
Institution	Total Beginning Cohort	Graduated or Transferred by Fall	Graduated	Transferred	Graduated	Transferred	Graduated or Transferred
Coastal Georgia Community College	245	Year 2005	41	35	16.73%	14.29%	Number = 76 Percentage = 31.02%

Section E: Management of Campus Conflict and Change

During the 2005-2006 fiscal year, Coastal Georgia Community College made several improvements in the alternative dispute resolution program. Two staff members joined the group of previously qualified campus mediators, a mediated session resulted in a successful conflict resolution, orientation regarding the mediation program was initiated, and an on-going EEO case continued to be successfully managed. The ADR program was not tested by difficult cases during the year.

During the previous fiscal year, a staff member expressed interest in joining the team of qualified mediators. This year, after formal training was conducted, the Director of Financial Aid, an African American male, participated in his first mediated session. Positive feedback was received after the session from the new mediator and from the senior mediator who assisted him with the session.

The Director of Student Life was trained via the Consortium of Negotiation and Conflict Resolution and may serve as a campus mediator. The Director of Student Life has had experience with student mediations, and he may soon become involved in faculty and staff mediations. Expanding the pool with such highly qualified mediators is very positive, and the ADR program and the campus certainly benefit from their participation as trained campus mediators.

A mediated session was held between a custodial supervisor and a custodian. The two employees met in session with two mediators, and the session resulted in a greater understanding between each other, and the working relationship has improved. A challenging situation resulted when the custodian spoke with co-workers about some of the confidential information discussed in the meeting. The Human Resources Director and the Plant Operations Director carefully handled the problem with the supervisor and the employee. Fortunately, problems related to these discussions did not reverse the gains advanced from the mediated session.

Orientation for new full-time college employees is required and all attend a series of orientation sessions. The main session included a discussion about mediation. New faculty and staff members were informed about conflict resolution techniques and formal institutional processes and expectations that conflicts will be first discussed with the supervisor or the Human Resources Director. Mediation is encouraged as a means to resolve many types of workplace conflicts, and it is described as private and confidential, without charge, and a way to build understanding about one's co-workers. Mediation with its open discussion facilitated by trained mediators is contrasted with arbitration, and is recommended for resolving many types of workplace conflicts.

The College had one troubling case which at the end of the academic year remained filed active with the Equal Employment Opportunity Commission. Allegations of harassment were riled against a supervisor by a disgruntled subordinate, and despite the EEOC hearings, no final decision had been rendered by the close of the 2005-2006 fiscal year.

Section F: Overall Institutional Health

Instructional and Administrative Space Deficiencies – The need for additional classroom and laboratory space in Brunswick is well known. In addition to general classrooms, a serious need exists for another science laboratory and a computer laboratory. Current lack of space hampers the offering of additional class sections, especially at night, and the development of new academic programs. No unused space remains for faculty offices and for the addition of needed support staff. In addition, lack of 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 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 VPAA, feel that they are stretched beyond reasonable limits and that quality of performance is suffering even while many things remain uncompleted. Continuation of this situation may well have a negative impact on productivity, create quality of service issues, and encourage turnover.

Financial Status -- The financial health of Coastal Georgia Community College is excellent. The general operating budget increased from \$13,249,714 in FY 2006 to \$14,307,272 in FY 2007 due to increases in internal revenues and formula funding for enrollment earnings, salary increases, annualizer, electricity, health insurance, worker's compensation, and retiree's fringes. The overall FY 2007 budget for the college is as follows:

General Operations	\$14,307,272
Special Funding Initiative	\$ 192,927
Departmental	\$ 370,000
Sponsored	<u>\$ 6,100,000</u>
Total	\$20,970,199

Several new positions were budgeted to strengthen program offerings and to enhance retention and graduation efforts. Five full-time faculty positions were added to meet additional demand, reduce class size, and reduce reliance on part-time faculty. One staff position was added to track technical program information including enrollment, progression, completion, and job placement. Funds were also added to the budget to increase part-time faculty pay, to acquire additional instructional supplies and equipment, and to provide funds for technology systems maintenance and utilities.

The financial position of the Coastal Georgia Community College Foundation continues to improve. Total assets have grown from \$3,147,000 to \$7,994,000 in just the past two and one-half years. Audits of the foundation have been clean, investment results have been solid, and the budget for the foundation is at record highs for unrestricted funds and endowed scholarships.

Incorporating technology into campus life – Although the College operates in an electronic world, significant challenges are posed by students who persist in expecting that communication from the College will be in writing as a hard copy. Use of e-mail for notification has become

routine to much of the population, but persons whose cultural backgrounds do not include reliance on technology do not embrace the use of e-mail for daily communication. The consequence of this for the institution is that economies of both money and time which might be achieved in an electronic world remain elusive.