

**EAST GEORGIA COLLEGE**  
**2002-2003 ANNUAL REPORT OF INSTITUTIONAL PROGRESS**

**Section A: Summary of Major Institutional Accomplishments**

East Georgia College celebrated its 30<sup>th</sup> anniversary this year and participated in numerous transitional activities in preparation for the selection of a new president. Major institutional accomplishments are organized under eight general areas in this report and linked to the 13 Strategic Plan Priorities (SPP) and to the 12 Institutional Goals (IG) that were identified for 2002-2003 (see Appendix A).

**1. Enrollment Success with Focus on Special Populations**

**a. General Enrollment**

In Fall 2002, EGC had the highest total student enrollment in the history of the college with a headcount of 1499. This term also marks the highest enrollment ever at the EGC Center at Statesboro with 707 students. The institution also experienced record-breaking enrollment for Spring and Summer 2003 on the main campus.

**b. Student Retention and Graduation**

In the last Retention Rate Report, EGC had the highest system-wide percentage retention rate among the two-year colleges (the average was 67.87%). This year the institution had the largest number of graduates ever. Increasing the rate of graduation has been a challenge because a substantial portion of our students are in the 30-hour transfer program at East Georgia College in Statesboro. Successful completion of the program for the Statesboro cohort is marked by transfer rather than graduation. Our three-year graduation rate has continued to fall, to approximately 13% of the cohort defined by the System. This has occurred at the same time that EGC has increased its transfer rate to over 20%. The operational definitions for graduation rate, retention rate and transfer rate are not appropriate to our current situation.

In terms of numbers of transfer students, EGC as one of the smaller two-year colleges, ranks fifth in the total number of system transfers. Of its transfer total last year of 387, sixty-five percent (255) transferred to neighboring Georgia Southern University. These 255 students comprised the largest single group of transfers to a single institution except for Georgia Perimeter College/University of Georgia transfer.

**c. Non-Traditional and Special Populations**

In Fall 2002, 187 non-traditional students were enrolled at EGC, up from 139 in the Fall 2001, with the mean age increasing from 22.6 in Fall 2001 to 23.0 in Fall 2002. Increasing the enrollment of the non-traditional student has been the target of several initiatives in 2003. A three-year evening schedule was published and we have opened classes on weekends and at off-campus sites. The Students in Free Enterprise club (SIFE) launched a "Share-Care" (volunteer-based child care) program to serve students attending evening classes. The Academic Instruction and Resource Center has expanded its hours of operation and now offers learning support, tutoring and free coffee for nontraditional students in evening. A Non-traditional Students' Club was established this year and the group was very active. Non-traditional students were also targeted benefactors of the reorganization of the Student Center that included the establishment of a Cyber-Café.

**d. African American Male Enrollment**

Earlier this year the University System of Georgia adopted an African-American Male Initiative (AAMI) after the USG verified that USG institutions enrolled a low percentage of African-American males in comparison to the percentage of African-American males in the population. An exploration of the enrollment of African American males at EGC was conducted

by the IR Office in 2003. Brief analysis of the data yielded the following observations about the Fall 2003 enrollment at East Georgia College.

African-Americans enrollment rose to an all time high of 35.2 percent of the total EGC enrollment for Fall 2003. African-American males made up 32.4 percent of the male enrollment and 12.5 percent of the total enrollment. The ratio of all females to all males at EGC is about 1.5:1. Males make up less than 30 percent of the enrollment on the Swainsboro campus but they make up more than half of the enrollment at the Statesboro campus. The Statesboro campus has also excelled in the recruitment of African-American males where they represent 21 percent of the students. There are more African-American males (133 or 21 %) than African-American females (125 or 19.7 %) enrolled at the EGC Statesboro campus where the African-American female to male ratio is 0.9:1. It is apparent that East Georgia College at Statesboro is playing a key role in dealing with the African American male participation problem in the system.

## **2. Facility Improvements**

A number of facility improvements were made during the year including remodeling of the Student Center, completion of the Fitness & Wellness Center, and improvement of campus grounds.

### a. Remodeling the Student Center

The IR office conducted a Student Services Survey in Spring of 2002 to identify the activities, clubs, and facilities in which students were most interested, as well as to what degree students expected to participate in or use the service. In Fall 2002, the Administrative Council used the findings of this survey to make improvements in student life on campus.

The renovations of the Student Center have been very positive and supportive of students. Improvements within the student center building included reconstruction and substantial enlargement of the college café (doubling the space available to students), and the creation of a separate entrance to the building, a student government office, a special meeting area for student clubs, a cyber café, a staffed information desk, and additional game-room equipment (foosball and air hockey tables). The information desk has been extremely helpful for guiding new students around campus, informing students of "out-of-class" activities and schedules, connecting students to other departments, and guiding non-student visitors who may be participating in community events held on the EGC campus. Informal assessment suggests that these changes have encouraged more activity in the Student Center than ever before.

### b. Opening the New Fitness/Wellness Center

A point of pride for EGC and an attraction for people in the community was the addition of the new Fitness/Wellness Center containing a gymnasium, fitness center, offices, and classrooms. The Center became fully operational this year. State-of-the-art exercise and diagnostic equipment were purchased and installed, preliminary staffing arrangements were worked out, and classes were scheduled. Student activities, physical education, and Lifelong Learning are currently coordinating their operations there. The new facility has also attracted some interest as a site for high school sports tournaments, thus drawing the Swainsboro community into the EGC campus environment. Access to the Center for community members has been linked to Lifelong Learning courses and to support of EGC through the EGC Foundation. The Center is staffed in part through a cooperative internship program with Georgia Southern University. Prior to the existence of a gymnasium at the college, a percentage of P.E. activity class sessions had to be cancelled because of inclement weather—precipitation and extreme temperature. The new facility has enabled much of our P.E. instruction to be weatherproofed.

### c. Other Improvements to Campus Grounds

Three new outdoor tennis courts were completed, giving us greater carrying capacity for the popular tennis classes and attracting area high school interest as well. Swainsboro High

School and David Emanuel Academy have used the facility for tennis practice this spring, and one dual tennis tournament was held on campus.

In addition, Campus parking was reorganized. Additional student parking spaces were created and more spaces in close proximity to main campus buildings were designated as student parking.

### **3. Structural Reorganization and Reassignment**

A number of organizational and portfolio changes were initiated this year to improve our operating efficiency and absorb a reduction in the budget for FY 03. Attention was given to cross-training of workers and the creation of shared or collaborative responsibilities so that everyone is fully employed. Many positions were combined to create new positions in which individuals became responsible for more extensive job descriptions. These new combinations encouraged increased communication, collaboration and efficiency in delivering services, cross training of employees, rapid response, and improved services overall.

Examples of combined, expanded, or added positions include the following.

- The vacant position for Vice President for Student Services was not filled and instead those responsibilities were added to the portfolio of the Vice President for Academic Affairs thus creating the new position of the Vice President for Academic Affairs and Student Services. The VPAA/SS also teaches core courses in his discipline and conducts some recruitment activities.
- The vacant position for Director of Institutional Research was not filled and instead those responsibilities were added to a sociology professor's portfolio. He was moved from a 10 month to a 12 month contract and now serves as 2/3 time teaching faculty (9 or 10 classes per year) and 1/3 time Director of Institutional Research.
- The half-time advancement staff position for primary support to the Foundation was discontinued and instead those responsibilities were added to the portfolio of the president and his staff.
- The Coordinator of Counseling and Disabilities position was expanded and became the Director of Student Life & Leadership, Counseling & Disabilities Services. A secretary (moved from Continuing Education) and a half-time counselor were added primarily to support the EGC Statesboro operations.
- The vacant Director of Recruitment position was reduced to half time and alumni affairs responsibilities were added to the portfolio to create the Director of Recruitment and Alumni Affairs position.
- The half time Director of Continuing Education position was discontinued and the Continuing Education program became Lifelong Education as a part of a new program called Georgia LEADS (Lifelong Education and Economic Development Services) which is administered by GREDC (Georgia Rural Economic Development Center). Administrative responsibilities for LEADS were added to the portfolios of existing GREDC staff.
- The student services areas of Admissions, Financial Aid, Registrar's Office, and Testing were combined to form the area of Enrollment Services and the former registrar became Director of Enrollment Services.
- The instructional technology areas of EGC Web Administration, WebCT-Vista Support, Computer Services, administrative computing support, academic computing support, GSAMS & multimedia classroom administration combined to form the area of OIIT and the former Academic Systems Specialist IV became the Director of Office of Information and Instructional Technology (OIIT).
- Following a study of teaching workload, adjustments were made where appropriate including course reassignment to eCore instructors and to the Director of the Destination Teaching initiative.

#### **4. Enhanced Communication**

A number of innovations have enhanced communication in the past year including the development of an administrative council, the development of a student advisory group, the establishment of the Monday Morning News (MMN) publication, the addition of an information desk in the Student Center, and general improvements to the college web site.

The Administrative Council (composed of the vice presidents and all personnel who administer functional subunits) has met on a regular basis and has been integrally involved in the transition planning including internal reorganization of the college in several areas and the budget planning and tightening down that have been necessary in light of fiscal limitations within the state and the system. The Administrative Council promoted “participative governance” and facilitated communication between administration, faculty, and staff.

A Student Advisory Group composed of the presidents of all clubs and organizations was formed this year. This group met regularly with the Vice President for Academic Affairs/Student Services to provide a forum for voicing student concerns. The president also met regularly with the leadership of our SGA and held open “town hall-type meetings” with students. In addition, a new student club was established (the Non-Traditional Student Club) to improve service and communication for non-traditional students and planning has begun to develop the Student Life Leadership organization.

The Monday Morning News was published weekly for the purpose of enhancing communication and providing information to support data-based decision-making on campus. The MMN contained regular article columns (written by administrators, unit heads, and the director of institutional research), campus calendar items, and campus announcements. This publication was distributed on campus, mailed to members of the foundation and archived on the campus web site.

Other publications that enhanced communication include the Student Handbook and the College Catalog which were redesigned and revised during the past year to incorporate academic changes and additional pertinent institutional material. These publications were made available in Fall 2002.

Reorganization of the Student Center has enhanced communication for students on campus. An information desk with a front desk administrative assistant was added to the Student Center to guide students who request help with a problem and the Student Government Association opened an office strategically located for improved student awareness and access.

General improvements to the college web site included the addition of a web page and newsletter for the NTSC (Non-Traditional Student Club), the addition of a web site for the Office of Institutional Research and Planning and the redesign of the web site for the Office of the Registrar. The library’s web page was completely redesigned so that items formerly available only in print are now accessible on the web page, a feature that is a must for distance education students.

Significant progress was made toward the goal of updating the Banner Student Information System to include thousands of student records which formerly existed only in paper format. This project will afford students and advisors to more efficiently retrieve academic history information on-line regardless of when the student attended the institution.

East Georgia College participated in assessment, training and the implementation of the Curriculum Advising and Program Planning Banner Module (CAPP), a program designed to assist students in discerning graduation status. The module will allow students to review their graduation status on-line and to predict ‘what if’ consequences of changes in programs of study. It also allows faculty advisors access to immediate response resolutions to questions regarding a student’s academic progress.

#### **5. Educational Enhancements**

Educational enhancements were implemented in the areas of learning support, the Counseling Center, the library, new course/program offerings, distance learning, Internet services and the use of technology overall.

In response to the institutional goal of enhancing out-of-class learning (See SPP 2 & IG 5) the learning support efforts have been expanded. The learning support lab was renamed the Academic Instruction and Resource Center (AIRC) to broaden its scope of service beyond students in learning

support courses to all students. The center was established at both the Swainsboro and Statesboro campuses and was opened for extended hours including both night and summer hours. It was staffed with both faculty volunteers and paid student tutors who offered assistance with math, reading, and specific disciplines. Special Regents' test review training sessions were held to help student participants sharpen math and language skills in preparation for the Regents' exam. The Counseling Center offered open forums for the general student population in test taking strategies and note taking skills in conjunction with the AIRC. All of these services were promoted in a campus wide advertising campaign and approximately one-third of all EGC students used learning support services.

Over 350 students were served by the Counseling Center, including activities such as scheduled appointments, walk-ins, casual campus contacts, phone and faculty consultation. Several seminars and discussion groups were offered, including: Stress Management, Test Anxiety/Test Taking; Surviving the First year of College Non-Traditional Student Life; and Career Exploration.

The Library continues to make strides to enhance learning in spite of a very tight budget. Library staff were particularly successful in cross-training. More than 220 titles were added to the collection this year. The collection now totals close to 35,000 titles and 40,700 volumes. Students also benefit from an additional 27,000+ ebook titles available to our users from netLibrary via GALILEO. New resources have been well used. Data for the Literature Resource Center, which is for English classes, show almost 2000 searches and data for Opposing View Points, which contains information for social sciences, shows over 19,000 searches.

New courses (such as "Integrated Science") and programs have been established in response to the identification of employment needs in our service area (See SPP 3 & IG 3). ICAPP funding through the GREDC has assisted in bringing an LPN/ADN program to campus in coordination with Middle Georgia College (SPP 10). The new Bridge Program began in May 2003. The Destination Teaching initiative (para-professional assistant to professional teacher program) also began this year in collaboration with Georgia Southern University.

Courses have been offered in a variety of new contexts to meet the needs for scheduling of students, particularly non-traditional students. These have included Saturday classes, Maymester (an additional summer session) classes, and distance learning classes (including GSAMS, Hybrid web classes, and web-delivered classes).

A "Focus on Teaching" group was created by representatives from each of the college divisions; faculty met regularly to discuss pedagogical issues. The Focus Group idea was presented at the "Teaching Matters" Conference as a model for other schools to adopt.

Technology was used to enhance learning in numerous ways including the establishment of self-registration through BANNER, delivery of grades via the Internet, courses offered through GSAMS, courses offered online including eCore courses and web courses developed at EGC.

Even with budget limitations, EGC remained on the "cutting edge" of the technological revolution (IG 12). EGC was a field site for testing of the new WebCT VISTA course delivery system which made teaching with technology ubiquitous at the institution. During spring 2003 a WebCT-Vista component was automatically added to every single course. As a result, over 80% of EGC faculty used WebCT and there has been a significant increase in using on-line materials for instruction (SPP 4).

The Office of Institutional Research conducted a formative evaluation of the implementation of WebCT Vista on Campus in the spring. The Vice President and Director of IR presented the findings of the evaluation on a panel at the Teaching and Learning with Advanced Technologies (TLAT) conference in Athens, Georgia and in the form of a 75 minute workshop at IMPACT 2003, the 5th Annual WebCT Users Conference in San Diego. This paper was published on the Internet by the Board of Regents of the University System of Georgia.

The WebCT-Vista software was also used to conduct evaluations of three administrators (President, Vice President for Academic Affairs/Student Services and the Chairperson of Math/Sciences) this year.

## **6. Extended Education and Community Enrichment**

East Georgia College has a strong track record of providing extended education and promoting economic development for both students and the communities within its' service area. This has continued to be accomplished this year through the Vision Series, community service of faculty and staff, the work of the GREDC & LEADS, and study abroad programs.

The Vision Series is a privately funded initiative that underwrites academic and cultural enrichment programs for East Georgia College students and the surrounding community. This year Vision Series presentations have included the Savannah Symphony, author Sherman Alexie, author Janisse Ray, President and Mrs. Jimmy Carter, author Robert Inman, Dr. John Calhoun Merrill, Georgia Mountain Theatre, Sea Islands of Georgia Photography Exhibit, trips to the Fox theater to see Aida, the Lion King, and trips to the High Museum to view art exhibitions. The writings of Vision Series authors were integrated into the curriculum (specifically English courses) where appropriate (SPP 3).

Other extended education or faculty service projects included the following.

- Performances of ABATSU African Drummers and Dancers were sponsored by a Grassroots Art Project Grant.
- An Artist Reception was held on campus for African American artist Alfred Conteh as a part of our commemoration of Black History Month and some of his art was purchased and permanently displayed in the Student Center.
- The African American Union Multicultural Student Alliance was organized this year and sponsored a field trip to King Center in Atlanta and the Tubman Museum in Macon.
- Faculty led several field trips for students to First Friday on Artists' Row in Augusta and Savannah.
- Faculty made presentations at several schools and civic organizations in the EGC service area.
- The PREP program continued to operate on a multi-county level.
- Presentation by Dr. Patrick Moore in cooperation with the Georgia Forestry Association and local forestry interests as part of the Pine Tree Festival.

The Georgia Rural Economic Development Center (GREDC) continues to significantly impact rural communities through its programs and assistance. The center, just in its fourth year, has assisted more than 85 communities, 90 entrepreneurs, and 60 existing industries through a variety of programs. This assistance has been the catalyst for many communities, who previously lacked resources, to actively implement successful economic development programs. The GREDC's proactive Entrepreneurship Program is assisting 20 businesses in their start-up phase that have already created 135 new jobs and are projected to create over 550 jobs within the next 2 years. Over 90 entrepreneurs and 27 counties have been assisted in their Entrepreneur development.

In addition EGC continues to host several cooperative organizations that have significant positive impact on the community including the Georgia Youth Science & Technology Center (GYSTC), the Canoochee Riverkeeper Office, and the East GA Health Cooperative.

Supported through the East Georgia College Foundation, the largest student group to date participated in the University System of Georgia's Study Abroad Program in Paris, France. Mr. Neil Kalmanson, professor of art, taught two sessions of art in Paris. Ms. Martha Hughes, assistant professor of foreign language, served as site director for the University System of Georgia European Council Study Abroad Program in Paris last summer and she has been named program director for the Study Abroad Program in Madrid, Spain in 2005. Dr. John Derden, professor of history, was selected to teach in a study abroad program in the summer of 2003 affiliated with the University System of Georgia European Council and based in Thessaloniki, Greece.

## **7. Faculty and Staff Development & Service**

Research has noted that one of the indicators of student retention relates directly to the quality of an institution's extracurricular programs, student organizations, and student participation in these organizations (SPP 8). Faculty service in support of student organizations and programs appears to be endless. A few examples include: advising the student newspaper (The Hoopee Bird), the student literary magazine ((Wiregrass), the student drama group (Renegade Players), the student music enthusiast group (Music Makers Anonymous), the student debate team, the student business organization (Students In Free Enterprise), the student educators organization (Student Professional Association of Georgia Educators), Circle K (Kiwanis), the Student Government Association (SGA), and numerous other student clubs.

Faculty have also actively published and presented professional research this year. Some examples from this past year include the following.

- Mr. Mark Dallas, assistant professor of reading, published a second edition of his textbook, *Reading for College* (coauthored with Dr. Linda Arthur of Georgia Southern University).
- Dr. Reid Derr, assistant professor of history, published a review in the *Journal of Mississippi History*.
- Dr. Tim Goodman, vice president for academic affairs and student services, and Mr. David Strickland, assistant professor of sociology and director of institutional research, made a presentation on *Challenges and Triumphs of Launching Vista at East Georgia College* at the Teaching and Learning with Advanced Technologies (TLAT) conference in Athens, Georgia on March 25, 2003. This paper was published on the Internet by the Board of Regents of the University System of Georgia. A significantly more detailed presentation called *Campus-Wide Implementation of WebCT Vista at East Georgia College* was given at the Fifth Annual WebCT Users Conference in San Diego.
- Ms. Suella McCrimmon, assistant professor of mathematics, published an article, entitled "Mexican Higher Education, the Escuela Normal and Preparation of Primary Mathematics Teachers," an outgrowth of her trip to Mexico and was done in collaboration with a faculty member at the Escuela Normal de la Veracruzana.
- Dr. Glenn B. Stracher, associate professor of geology, was selected for a *National Geographic* film on coal mine fires to be aired on *The Weather Channel*; chaired a symposium in Denver, Colorado, on the topic; edited a special edition of the *International Journal Of Coal Geology*; and co-authored a new textbook entitled *Chemical Thermodynamics for Engineers and Scientists: Applied Thermodynamic Loop Analysis*. He has already co-authored two volumes, which have been translated into Japanese.
- Dr. Tommy Upchurch, assistant professor of history, has published a series of op-ed articles in the *11th Hour*, a local Statesboro newspaper. In addition, he was an editor of the recently published "The Encyclopedia of African-American Civil Rights" (Greenwood Press, 2003). He also submitted three articles for publication in professional journals.
- Dr. Jimmy Wedincamp, assistant professor of biology, published five articles in scientific journals with three of them in collaboration with East Georgia College students.

## **8. Fund-raising Successes**

The Foundation Campaign was very successful this year. The East Georgia College Foundation, under the direction of Campaign Chair Bill Rogers, Jr. and EGC Foundation Chair Ray Woods, raised over \$114,000 in the 2003 campaign. The newly established "Heritage Giving" Program which allows deferred life insurance gifts and other bequests was inspired by a generous deferred insurance gift of \$98,000 (in addition to the Foundation Campaign) given by a longtime friend of East Georgia College.

## **Section B: Annual Progress in Strategic Planning**

East Georgia College achieved or made substantial progress toward achievement of the 13 strategic plan priorities during the Academic Year 2002-2003. Progress is described below and linked to the Strategic Planning Priorities (SPP) and Institutional Goals (IG) listed in Appendix A.

**Strategic Plan Priority 1. Fully Met.** This priority addresses the quality and transferability of courses. Adjustments were made to teacher education courses in Area F and to COMM 1100 – Speech (converted from 2 to 3 credit hours) so that they are readily transferable to receiving institutions. Most faculty conducted discipline-specific course assessments in response to the request and guidance from the Institutional Effectiveness Committee (IEC). International study abroad courses were appropriate to students’ programs of study and acceptable to other USG institutions, with three faculty members holding international offerings this year in France and Greece. The Foundation provided substantial financial support for these study abroad initiatives.

**Strategic Plan Priority 2. Partially Met.** This priority deals with the assessment of student learning deficiencies and the placement of those students in appropriate learning support courses. The first goal of this priority (SPP 2.1) was partially met. The Learning support program was the target for the formal program review this year. The findings were mixed showing greater success rates for some groups than others. Eighty-five percent of students who took two learning support English courses were successful in the subsequent college English composition course while only 50 percent of students who took a single learning support course were successful. The results were similar for the reading courses. Only 50 percent of students who matriculate into college algebra are successful regardless of the number of learning support courses they completed. In response to these findings, administrators plan to change the course requirements with the final objective being improvement in the pass rate for students who exit learning support. The second goal (SPP 2.2) was fully met with the reorganization of the Academic Instruction and Resource Center (AIRC) including extended hours (evening and summer), the establishment of an AIRC on the Statesboro campus. In addition, 16 Regents’ Test Workshops were offered through the AIRC in 2003.

**Strategic Plan Priority 3. Fully Met.** The combined activities of the Institutional Effectiveness Committee (which met monthly) and the IR Office fully met Institutional Priority 3. They reviewed the annual planning assumptions (SPP 3.1,3.2); coordinated the revision of the strategic plan (SPP 3.3); provided oversight for campus-wide implementation of the Strategic Plan (SPP 3.4); and incorporated assessment results into the annual planning process to monitor performance of educational programs and support activities (SPP 3.5).

**Strategic Plan Priority 4. Partially Met.** EGC has continued to use available technology to enhance instruction and to support administrative units (SPP 4.0). In particular, EGC aggressively promoted the use of web-based and other forms of distance learning to expand outreach (SPP 4.4). In an effort to take full advantage of system funding initiatives to expand the use of technology at the college (SPP 4.2), EGC volunteered to serve as a field site for the BOR’s State Pilot Study on USG implementation of WebCT Vista. Faculty benefited from resources of the BOR in receiving technology training, resulting in over 80% of EGC faculty using WebCT Vista (SPP 4.3). In regard to this priority, only goal five (SPP 4.5), develop a technology resource laboratory where faculty and staff can develop instructional resources, was not met. The laboratory concept was abandoned in favor of more cost efficient methods of resource development due to budget and space limitations.

**Strategic Plan Priority 5. Fully Met.** In 2003, EGC increased the enrollment of non-traditional students by 102 students: 223 in 2001-02 up to 325 in 2002-03 (SPP 5.0). Both synchronous and asynchronous course offerings were available to non-traditional students (SPP 5.1). Initiatives to assure that student support services accommodated the needs of non-traditional students (SPP 5.2) included, but were not limited to: a Non-Traditional Student Life support group offered by the Counseling Center, the expansion of the Academic Instruction & Resource Center hours into the evening, a volunteer-based child care program for students attending evening classes sponsored by SIFE (Students in Free Enterprise), and



the establishment of the Non-Traditional Student Club (NTSC) including the NTSC web site and NTSC Newsletter.

**Strategic Plan Priority 6. Fully Met.** EGC has been remarkably successful in minority enrollment efforts. Overall minority (non-white) enrollment has remained high, 39-43 percent for the past three years. African American male enrollment was particularly notable. Over the past five years, EGC served a higher percentage of AA male students (5 year range = 9.6 % to 15%) than did USG two-year colleges as a whole (5 year range = 8.7% to 9.0%). On the Statesboro Campus, the AA female to AA male ratio was 0.9:1.0, compared to a 2:1 ratio for the University System of Georgia. Several campus initiatives reflect the institution's priority of assuring that student support services accommodate (SPP 6.1) and that college publications and extracurricular activities (SPP 6.2) reflect minority student needs.

**Strategic Plan Priority 7. Fully Met.** Faculty and Staff received development and training in several areas during the year (SPP 7.0). Examples include: a) an extensive 2-week training in WebCT VISTA provided by trainers from the WebCT organization and the USG, which empowered faculty members to expand their technological skills and use of web tools to enhance instruction. Faculty development was supported, in part, by funds from the East Georgia College Foundation (SPP 7.1). In addition, a "Focus on Teaching" group was created by representatives from each of the College Divisions, with faculty meeting regularly to discuss pedagogical issues. This project was presented at a "Teaching Matters" Conference at Gordon College as a model for other schools to adopt.

**Strategic Plan Priority 8. Fully Met.** There have been significant strides to establish a regular schedule of out-of-class programs and activities to increase awareness of diverse cultures at EGC this year (SPP 8.0). A plethora of invited speakers (SPP 8.1) and trips designed to enhance student exposure to cultural events (SPP 8.2) were sponsored by the Vision Series. These are described in more detail in section A of this report. These experiences were promoted and expanded extensively by displays of educational materials in the library.

**Strategic Plan Priority 9. Fully Met.** This priority addresses efforts to expand the Associate of Applied Science degree program. Enrollment in the AAS Degree program has increased over the past year from 104 students in 2001-02 to 155 students in 2002-03. The number of GSAMS courses has been reduced because most area public schools and technical colleges have dismantled their GSAMS facilities. However EGC continued to support the AAS program with a published 3-year evening schedule, weekend classes, off-campus classes, web classes, and hybrid classes.

**Strategic Plan Priority 10. Fully Met.** PREP and other initiatives continue to connect EGC with area schools and school districts to promote interest in both secondary and post-secondary education. The Post Secondary Options Program has continued in area high schools. The "Adopt a High School" Program was created in 2003 in which EGC representatives visit high schools within our service area for recruitment and publicity efforts (SPP 10.2).

**Strategic Plan Priority 11. Fully Met.** Priority 11 related to the maintenance of facilities. The completion of the new building containing a gymnasium, fitness center, offices, and classrooms, as well as the expansion of the tennis complex, has generated a substantial amount of use from the community, students, faculty, and staff. This building has the potential of changing dramatically the ability of EGC to serve the full range of students and the larger community.

**Strategic Plan Priority 12. Fully Met.** All goals relative to safety and security on campus were met (SPP 12.0).

**Strategic Plan Priority 13. Fully Met.** This priority, relative to the effectiveness of auxiliary enterprise facilities (the bookstore and College Café), was met (SPP 13.0). Operations were improved by the remodeling of the Student Center building. The physical facilities for the Bookstore and College Café were improved. Cafeteria space was doubled and three computers were added to create a Cyber-Café (SPP 13.1, 13.2).

## **Section C: Annual Progress in Assessing Institutional Effectiveness**

### **A. The adoption of new or significantly revised outcome measures in administrative and support functions.**

**1. Administrator Evaluations.** A new and successful evaluation process was implemented this year using the WebCT-Vista Survey Tool, resulting in higher return rates than those for traditional, paper-pencil surveys. Data were collected, exported into a statistics package, and analyzed to evaluate three Officers in 2003: the President, Vice President for Academic Affairs, and the Chair of the Math-Science Division. Copies of these reports were made publicly available to the EGC community; they are available upon request for this report. Each administrative office is evaluated once every 3 years (three administrators each year on a rotation).

**2. Institutional Evaluation.** A new procedure for evaluation of the institution as a whole was conducted this year (described under Section E, Overall Institutional Health). Under the auspices of the IR Office, a Continuous Organizational Renewal Assessment (CORA) analysis was conducted, data were analyzed and summarized, and discussion about the institution's effectiveness as a whole was undertaken at the EGC Annual Fall Work Conference—a process that may become a part of the institution's annual evaluation procedure each fall. Findings from this year's evaluation are reported under Section E of this paper.

### **B. The implementation of new methods for assessing learning and/or non-academic outcomes.**

**1. Documentation of Classroom Assessment (SACS).** On request of the Institutional Effectiveness Committee, faculty submitted copies of their classroom evaluation reports to the IR Office to be archived and organized in a manner that is compliant with SACS guidelines. A report will be generated containing aggregate summaries of the assessment activities for the institution as a whole each year. The faculty implemented many different methods of assessment and reported their results in their 2003 Annual Reports. The assessment activities typically involved exercises taken from Angelo & Cross', "Classroom Assessment Techniques." A few examples of their assessments include student surveys (open-ended and Likert-scale questionnaires), open-ended questions testing students' perceptions of knowledge gained, and administration of both pre-tests and post-tests to assess student learning.

**2. Faculty Course Evaluations.** This year, the IR Office employed a new method for reporting the Fall faculty-course evaluation survey data. Data were gathered for each course, each individual instructor (both full- and part-time), as well as for each Division, and were summarized in notebooks kept in Division Head offices and the Library. Division chairs provided each faculty member with a copy of his or her personal data. In the future, the process will be refined and standardized formulas for data analysis and reporting will be developed to streamline the procedure. The Spring faculty-course evaluation was conducted using WebCT Vista. This methodology is currently being reviewed. Issues of concern related to this process include the response rate (weaker than the paper format) and the question of anonymity.

**3. Math and Reading Evaluations.** Math and reading faculty members at the Statesboro Center have created a general pre-test and post-test evaluation questionnaire, the purpose of which is to improve students' metacognitive abilities and study behaviors. The pre-test questionnaire asks students to state how many hours they prepared for the upcoming exam, not including initial readings of the chapters; what kinds of specific study strategies they used; whether their study time was massed or distributed over time; what grade they reasonably expected to receive on the exam; and how well-prepared they believed they were for the exam. The posttest questionnaire asks students if their actual test grade was what they had predicted, with reasons supporting their response; what different study strategies they might use for the next exam to improve their grade; and to what students attributed their academic success or failure.

These questionnaires assisted instructors as they consulted with students about academic concerns. Also, pre- and post-tests will assist students in learning to regulate their study behaviors according to the expected versus actual test results.

### **C. Institutional follow-up as the result of assessment evidence.**

#### **1. Functional Changes.**

**a. Enrollment Services Enhancements.** Within the Enrollment Services area of Admissions, Financial Aid, Registrar's Office, and Testing, several initiatives have already been undertaken to increase efficiency such as a logistical move of departments to better facilitate communication between closely related departments, development of area FAQ (Frequently Asked Questions) sheets which have been distributed internally and posted on the web, development of area specific web pages, enhancement of existing web pages, email distribution lists, additional Outlook calendar information, coordination of institutional and testing calendar materials and development of outcome specific reports.

**b. Utilization of Results from Student Services Survey.** A "Survey of Student Interest and Anticipated Participation in Various Activities" was conducted in spring 2002, the purpose of which was to identify the activities, clubs, and facilities in which students were most interested as well as to what degree students expected to participate in or use the service. Information from this report was used by the Administrative Council to plan improvements in student life on campus, including the reorganization of the Student Center with a new Café entrance opening, the introduction of a Cyber-Café, and several other significant changes that are described in Section A of this report.

#### **2. Several data-based inquiries were conducted in 2003 that will give direction to subsequent institutional followup:**

**a. Utilization of Results from Comparative Study of EGC and USG Grades on Learning Support and English Courses.** This year the focus of assessment in Humanities was on Regents' scores, English composition, and learning support students. During the State BOR English Committee's annual meeting, data were presented about English 1101, 1102, Learning Support, and student success. The following emerged from this data in regard to East Georgia College's grades compared to other USG Two-Year Institutions:

- Learning support (LS) students in the USG are approximately twice as likely to make a "D" in English 1101 and 1102 as are non-LS students.
- Compared to other two-year USG institutions, 18.3% of East Georgia's LS English students subsequently make a "D" in English 1101, as compared to 9.8% from other two-year colleges.
- The same data for English 1102 shows that 16.7% of East Georgia learning support English students subsequently make a "D" in English 1102, as compared to 9.4% from other two-year colleges.
- 7% and 8.4% of non-LS students at East Georgia College make a "D" in English 1101 and 1102, as compared to 5% and 4% from other two-year colleges.

**b. English 0098/1101.** A study on students from spring 2000 through Spring 2003 revealed:

- Of the students who make "C's" in English 0098 after one attempt, **50%** subsequently earn either a "D" or an "F" in English 1101.
- Of the students who make "B's" in English 0098 after one attempt, **28%** subsequently earn either a "D" or an "F" in English 1101, while **78%** earn a "C" or better.
- Of the students who make "A's" in English 0098 after one attempt, **17%** subsequently earn a "D" or an "F" in English 1101, while **82.7%** earn a "C" or better.

These findings will be used to change the course requirements for English 0098, with the final objective being improvement in the pass rate in English 1101 for students who exit learning support English 0098 after one attempt.

**c. Regents' Test Scores and SAT Verbal Scores.** A data analysis was conducted to explore the drop in Regents' pass rates in spring 2003. Regents' exam results were correlated with SAT verbal scores. The average SAT verbal score for students taking the Regents' essay exam Spring 2003 was 421, a drop from 449 the previous semester. In fact, the average SAT verbal score for students taking this exam has not been this low since summer 2000 when the score dropped to 413. Students who passed the Regents' reading exam for fall and spring semesters had average verbal SAT scores of 470.4 and 443.9 respectively. Students who failed the exam fall and spring semesters had average verbal scores of 361.3 and 346.8. Furthermore, the average verbal scores of students who have failed the Regents' reading exam have consistently dropped since spring 2001. The Humanities Division Chair has formed a committee to further study students' preparation for the Regents' exam as well as any subsequent student remediation for the exam.

**d. Factors influencing Regents' Scores.** There were significant and positive Pearson's r correlations between students' English 1101 grades and their subsequent scores on both the Regents' Writing and Reading Exams. Students who scored higher in English 1101 also scored higher on both the Regents' Writing and Reading Exams.

**e. Data from the Writing Center at the Liberty Center.** A Writing Center at the Liberty Center was established in Fall 2002. There were a total of 101 visits to the Writing Center during Fall 2002 with 53% of the students from English 1101, 31% from 1102, and 15% from English 0099. 92% of all students received one-on-one writing tutorial guidance on specific writing projects. The growth and use of the Liberty Writing Center will be monitored closely, with an effort to get more learning support English students to the Writing Center, since much of the aforementioned data in this annual report suggests that these students need further work on both their reading and writing skills.

## **Section D: Improving Student Retention and Graduation**

In 2003, EGC implemented a Web based registration application which will allow students with 15 degree credit hours and who have satisfied all CPC and Learning Support requirements to register themselves via the web. We hope this will encourage early enrollment and self-sufficiency on the part of the student. We encourage advisor participation in the enrollment process for these students, but it is not mandated.

The implementation of the Curriculum Advising and Program Planning module will be an asset in student retention and graduation. This allows the student immediate access to their academic status and a 'what if' analysis option for those who are contemplating a change in program.

In an effort to support the retention, academic prosperity, and overall satisfaction of students attending East Georgia College at Statesboro, the Basic College Skills (EGAC 1000) course was made mandatory for all students who placed into two or more learning support courses. EGAC 1000 was structured to be supportive of the transitional changes students experience as they embark on postsecondary educational goals. Worth one hour of academic credit, the Basic College Skills course also reinforces study strategies known to be effective in higher education.

A Learning Support Lab was created during spring semester 2003 at the Statesboro Center. The lab operates Mondays through Thursdays in the sunroom of the Statesboro Center for approximately 25 hours per week. Additionally, a full-time financial aid assistant is employed at the Center for financial aid advice and counseling. A one-day financial aid awareness seminar is held during the spring semester. The purpose of the financial aid seminar is to have one-on-one contact with the students and to assist them with any questions. It also serves to inform them of upcoming financial aid processes and due dates for forms.

Currently, faculty members at the Statesboro Center have reported on the following retention efforts. One faculty member is a MAP advisor and keeps in close contact with her advisees, referring

them for additional academic counseling when necessary. Other faculty members keep extensive office hours so that they can meet with students one-to-one more often. Still other faculty members try to create personal relationships with their students in order to forge a connection between the students and East Georgia College. One faculty member arranged individual conferences with each of her advisees, who were on academic probation or worse, to counsel them on the importance of maintaining good grades in college. Also, she gave the students her email address so that they could contact her at any time to discuss problems. This same professor uses point charts in her class for the purpose of tracking progress. At any time, students can refer to their charts to see their improvement or the scope of their problem areas. Another faculty member assists students by giving partial credit for late work or missed work – all in an effort to keep the students coming to class.

Not all EGC students are expected to graduate; instead those at the Statesboro Center (nearly half of the total headcount) are expected to matriculate to GSU or other USG institutions. The IR office conducted an analysis of the matriculation trends for Statesboro Center students belonging to the 2000 and 2001 cohort. The 2000-01 data which follows is included in the current report because it was not available until 2003. It describes the most recent status of former Statesboro Center students.

Statesboro Center students are completing the requirements for transfer to Georgia Southern University in large numbers, given that they were initially ineligible for admission. Of the 568 students who were enrolled at EGCS in Fall 2000, 414 did not return in Fall 2001. Fifty-six percent of the 414 who did not return enrolled in another University System of Georgia (USG) institution. About one third of them (32% or 133 students) enrolled in Georgia Southern University as regular degree seeking students while an additional 45 enrolled as transient students. Of the 642 students who were enrolled at EGCS in Fall 2001, 416 did not return in Fall 2002. Fifty-nine percent of those who did not return enrolled in another University System of Georgia (USG) institution after leaving East Georgia College. More than half of them (52% or 218 students) enrolled in Georgia Southern University (147 regular plus 71 transient students).

**Section E: Overall Institutional Health**

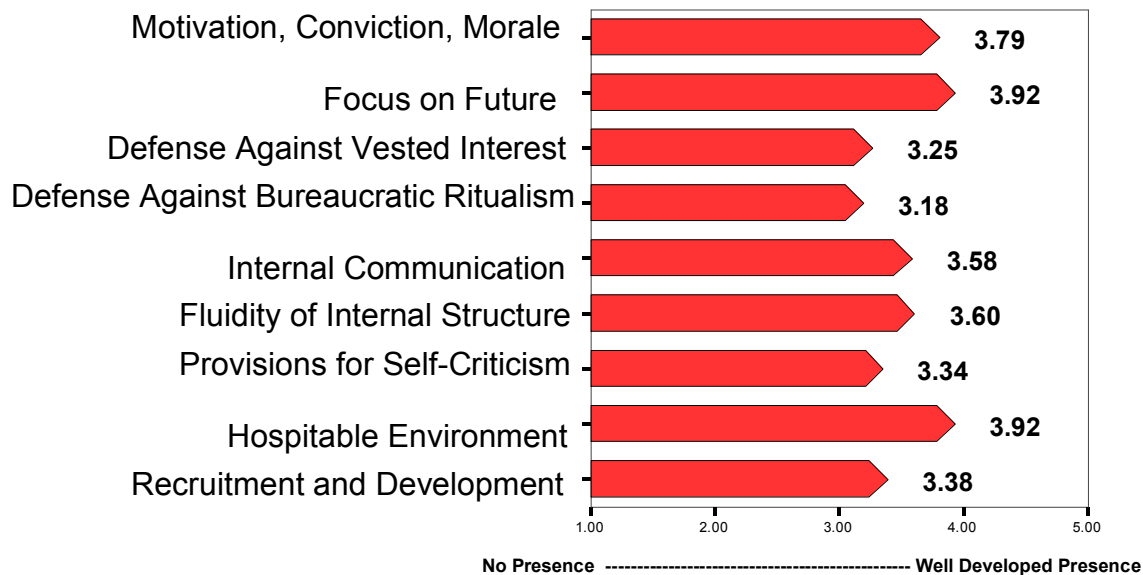
**CORA Survey (The Dry Rot Study) conducted by IR office**

During the Fall Work Conference EGC Administrators, faculty and staff read and discussed the article “The Easy Chair: How to Prevent Dry Rot” by John Gardner. This article described nine rules for organizational renewal that could be used to assess the health of an organization. After reading the article, participants completed an assessment survey in which they evaluated both the college and their individual unit.

The findings of the survey are presented in the 25 page document called the *Continuous Organizational Renewal Assessment (CORA) Report Fall 2003*. The report contains 21 tables and charts and is available in the EGC library and on the Institutional Research web page (<http://www.ega.edu/facweb/irp/>). Individual units are anonymous in the report.

In the CORA study respondents were asked to rate the performance of the institution as a whole on a scale with a range of 1 (characteristic is not present) to 5 (characteristic is well-developed) with regard to the nine characteristics of organizational renewal. The bar chart below presents the mean score for each item.

**Assessment of the College as a Whole**



Areas of Strength and Weakness

A majority of respondents scored 5 of the 9 items as above average or superior. The items with the lowest mean scores were defense against bureaucratic ritualism (mean = 3.18) and defense against vested interest (mean = 3.25). Half of respondents scored defense against bureaucratic ritualism as having a moderate presence while an additional 18.3 percent scored it as having minimum or no presence.

High Ranking Items (Above Average / Superior)	
<input type="checkbox"/>	Focus on Future 73.0%
<input type="checkbox"/>	Hospitable Environment 72.6%
<input type="checkbox"/>	Motivation, Conviction, Morale 63.8%
<input type="checkbox"/>	Internal Communication 57.6%
<input type="checkbox"/>	Fluidity of Internal Structure 50.9%