

EAST GEORGIA COLLEGE 2004-2005 ANNUAL REPORT OF INSTITUTIONAL PROGRESS

John B. Black was appointed President of East Georgia College in July 2004, thus ending a two year transitional period. President Black has renewed the focus of the faculty and staff on student retention and the assessment process as a means of continuous improvement.

The annual report summarizes the major institutional accomplishments of East Georgia College with regard to the faculty, students working with faculty, and efforts to improve retention and increase graduation rates. Accomplishments associated with structural changes also are highlighted. Reference is made in this report to the results shown in the Community College Survey of Student Engagement (CCSSE) Institutional Report 2005 for East Georgia College. The annual report also highlights East Georgia College's commitment to community outreach through its life long learning opportunities and the projects, programs and services provided by the Georgia Rural Economic Development Center in the college's service area.

The planning process at East Georgia College is guided by 13 strategic planning priorities (SPP) and 12 institutional goals (IG) as they were identified in 2002-2003. The institutional accomplishments are linked to these priorities and goals. The strategic plan priorities and institutional goals are referenced within the body of the report and presented in their entirety in the Appendix. The 2004-2005 accomplishments of EGC are also aligned in the body of the report with selected USG goals drawn from the April 2004 reformulation of the system's 2002-2007 strategic plan. The Appendix concludes with a table summarizing the alignment of institutional priorities and goals with the goals of the University System of Georgia.

Section A: Summary of Major Institutional Accomplishments

During the 2004-2005 year, East Georgia College participated in the Community College Survey of Student Engagement (CCSSE), along with other units in the University System. The Institutional Report 2005 for East Georgia College indicates that EGC compared favorably to other Georgia two-year colleges by scoring significantly above them on 16 of the survey items. EGC also compared favorably to all participating small two-year colleges by scoring significantly above them on 25 survey items. On 10 of these survey items, EGC compared favorably with both peer groups. Of the survey items that compared EGC favorably to both peer groups, the following two items are particularly important:

- Acquiring a broad general education (12a – Educational and personal growth)
- How would you evaluate your entire educational experience at this college? (27 – College experiences)

Examples of faculty and student activities that support the CCSSE survey results are presented in the following sections.

EGC faculty members have distinguished themselves during the 2004-2005 through a variety of scholarly accomplishments, contributions to college life, and service to surrounding communities.

Faculty Accomplishments - Scholarship

Dr. Glenn Stracher, professor of geology, continued as in years past to make a number of significant contributions to his discipline. In August, 2004, the U.S. Geological Survey and the National Institute of Health Center for Disease Control sent Dr. Stracher to South Africa to collect mineral and gas samples in the Witbank coal field of South Africa. Dr. Stracher was also invited to be the keynote speaker at the Spontaneous Combustion of Coal Proceedings in Johannesburg.

Dr. Stracher has a joint research project in progress with Dr. Tom Hanley of Columbus State University and Dr. Marion Wampler of the Georgia Institute of Technology concerning calc-silicates and biotites from the Uche Belt of western Georgia. He also continues with structural geologic research in the southeastern Adirondack Mountains and is preparing for a GPS mapping project there.

Dr. Stracher had three proposals accepted by the Coal Geology Division of the Geological Survey of America (GSA). This past July, a book Dr. Stracher edited, Coal Fires Burning Around the World: A Global Catastrophe, was published. He is also co-authoring a new text, Material and Chemical Thermodynamics for Engineers and Scientists: Applied Thermodynamic Loop Analysis. During 2004-2005, Dr. Stracher had published nine articles and has one more pending publication.

Dr. Christopher Brandon, professor of biology, completed his Ph. D. just prior to coming to EGC in August 2004. In the year that he has been at EGC, he has completed two research projects that grew out of his doctoral work and has submitted two articles to *The Journal of Veterinary Pharmacology and Experimental Therapeutics* concerning these projects.

Dr. Paul Cerpovicz, professor of chemistry, is working on a research project with Dr. Joelle Ramanchik-Cerpovicz of Georgia Southern University to study ways to increase the viscosity of okra gum as a substitute for fat in certain food products. Dr. Cerpovicz has involved two of his students in this work, which became the basis for an article that he co-authored for publication in the *Georgia Journal of Science*.

Dr. Tommy Upchurch, assistant professor of history, has had 2 articles accepted for publication in various encyclopedias. Dr. Upchurch also had two books published by the University of Kentucky Press—Legislating Racism: the Billion Dollar Congress and the Birth of Jim Crow (2004) and A White Minority in Post-Civil rights Mississippi by Hamilton Books (2004). He is co-editor with Robert L. Jenkins of *The Greenwood Encyclopedia of Black Nationalism* (forth coming 2005).

Mr. David Strickland, associate professor of sociology and a campus pioneer in the development of Web-based courses, presented three professional papers relating to on-line learning during the past year.

Dr. Reid Derr, associate professor of history, submitted a review of Janet M. Davis, The Circus Age: Culture and Society under the American Big Top, for the *Journal of Mississippi History*.

Mr. Keith Barrs made two presentations at the first annual Georgia P-12 Mathematics Conference Program at Georgia Southern University. One of them was entitled "Fun with CBL's" (Calculator based Laboratory), and the other was "Metric Olympics".

Dr. Tom Caiazzo, assistant professor of government, currently is in the process of co-authoring a text on political science. He has had an article published in the *Italian American Magazine* titled Free Speech and Christiforo Columbo.

Mr. Thomas Thibeault, instructor in English, has begun a project with Georgia Southern University's Center for Irish Studies (particularly with Dr. Howard Keeley). Mr. Thibeault is interviewing descendents of Irish Confederate soldiers and of Irish teachers who immigrated to Georgia in the 19th century to start elementary schools. The interviews are to be transcribed as articles for *Southern Heritage* and to be digitally recorded as a Living History collection at Georgia Southern University.

Campus and Community Engagement

The college seeks to offer its students and community glimpses into broader worlds through its Vision Series (**SPP 8.1, IG 6, USG 1**). The Vision Series is a privately-funded initiative that presents programs of cultural and intellectual enrichment. Through the generous support a locally based donor, EGC is able to offer to its service area presenters of regional and national prominence. Highlights of the 2004-2005 series included the fall concerts of the Augusta Symphony Orchestra (a day program for students and an evening concert for the community), a program co-hosted with Swainsboro Technical College featured Rich Karlgaard (publisher of *Forbes*) and focused on new economic development opportunities, and a lecture by NPR and ABC news commentator Cokie Roberts.

College life was enriched through faculty leadership in a variety of areas.

Dr. Perkowski, instructor in English, initiated, organized, and sponsored the Global Movie Club, a new club on campus (**USG 1.2, SPP 8**). The group meets on Tuesdays afternoons to watch foreign and limited release films. The club offers students the opportunity to broaden their worldviews and to discuss cross-cultural issues. Through the use of subtitles, the films support "Reading Across the Curriculum" and the study of foreign languages.

Dr. Alan Brasher, associate professor of English and Mr. Mark Dallas, associate professor of reading, were advisors of EGC's student literary and art magazine, *Wiregrass*. The 2004-2005 edition was published in the spring and included original poems and stories from both students and faculty, as well as reproductions of original artwork from a number of our studio art students. The result was an engaging magazine containing original works that appeal to a broad audience of readers (**SPP 5.3, 6.2**).

Mr. Ron Ellison, assistant professor of speech, has reached out to the community by organizing and serving as director, actor, and set builder (along with Dr. Brasher) for a performance of Larry Shue's The Foreigner. The performance given at the Emanuel Arts Council was well attended as a result of enthusiastic reviews. Mr. Ellison's troupe gave an encore performance of

The Foreigner at EGC as a dinner theatre event on April 1, 2005. In spite of inclement weather, the dinner theatre was sellout.

For the eighth year, Dr. Brasher was the faculty leader for the *Music Makers Anonymous* group, which meets every Friday afternoon on campus (**SPP 8.1, 8.2**). This group voluntarily performs at both campus and community events. In further community activity, Mr. Ellison and Dr. Brasher (and others) performed, by invitation, in the Ohoopie Jamboree in February 2005.

Accomplishments of Students Working with Faculty

Dr. Caesar Perkowski served as faculty advisor to the student newspaper **The Hoopee Bird**, which published two papers during the 2004-2005 academic year. Under Dr. Perkowski's leadership, the student involvement in the paper has grown to include a full staff of student writers. The newspaper promoted some of the programs that appeal to EGC's traditional and non-traditional students, such as the University System's Study Abroad program, WebCT online course offerings, and our ACCEL program (**SPP 5.3, 6.2**). Dr. Perkowski and his staff entered *The Hoopee Bird* in a national contest and won 2nd place in the two-year category. A copy of the spring edition of the *Hoopee Bird* was given to all foundation members at the annual kickoff dinner, helping to foster the tie between our students and the community.

Mr. Mark Dallas coordinated the 3rd Annual Emily Pestana-Mason Poetry Contest (including posting announcements, collecting student poems, obtaining a professional judge, and presenting the award). The winning poem was published in *Wiregrass* and the student was honored during EGC's Honor's Night program.

Mr. Ron Ellison served as advisor to the Renegade Players, EGC's drama group. The group has had strong participation by our non-traditional students (**SPP 5.3, 8**). The Renegade Players gave multiple performances of two plays during the academic year. Mr. Ellison directed and built sets for the groups' performances of *Alibis* on November 17 and 19, attracting an audience of 180 that included faculty, staff, students, and community members. The Renegade Players also performed scenes from one-act plays on-campus on the afternoons of April 27 and 29, 2005.

The East Georgia College Students in Free Enterprise (SIFE) team had successful year with the help of faculty advisors Dr. David Bartram, associate professor of economics and Mr. David Gribbin, assistant professor of business. At the SIFE regional competition in Atlanta in April 2005, the EGC team won two trophies and a \$500 cash prize for executing ShareCare, voted by judges to be most ethical project in its league.

A free, volunteer based evening child care program, ShareCare, which was started in Spring 2004 as a SIFE project, has become increasingly popular with student/parents with children ages two through thirteen. In exchange for free evening child care while the student/parents take evening classes, they are encouraged to staff the ShareCare facility when not in class. During 2004-2005, the space devoted to the ShareCare facility doubled to accommodate the increasing demand for its services. The ShareCare is supervised by a former EGC student trained in child care (**SPP 5.2, IG 11, USG 2.6**).

While engaged in field work in South Africa, Dr. Glenn Stracher met Mr. Denis Pone, and was appointed by the University of Witwatersrand to Mr. Pone's graduate student advisory

committee. In May 2005, Mr. Pone arrived in the United States at Dr. Stracher's invitation. While he was here, he and Dr. Stracher took a field trip to coal fields in Southeastern Utah, and Mr. Pone also spent time with the National Geologic Survey in Washington. While at EGC, Mr. Pone spoke to students about the importance of completing their education, using his own life as an example of opportunities gained through education.

Accomplishments Associated with Structural Changes – Academic Programs

A non-exit English 0097 course to replace English 0098 was formally accepted by faculty in the Spring 2004 faculty meeting (**SPP 2.1**). 2004-2005 was our first academic year to implement this course change and to offer English 0097. We look forward to analyzing future data to ensure that this course change has supported and enhanced our learning support students' academic success (**SPP 2**).

Dr. Deena McKinney, assistant professor of history, joined the staff as a full-time temporary in January 2005. Besides teaching, Dr. McKinney devotes part of her time working with other faculty members to develop their courses in WebCT Vista (**SPP 5.1, IG 12, USG 3.2**).

Ms. Johnna Ware, instructor in physical education, joined the staff as a full-time temporary this academic year. Prior to her appointment, she had been in charge of the fitness center. She has established East Georgia College as an Authorized Provider for American Red Cross training and certifications. Miss Ware has completed the following certifications: High Ropes Facilitator, American Red Cross Instructor, and American Heart Association BLS Healthcare Providers.

Accomplishments Associated with Structural Changes –Technology Enhancements

The Computer Services Department implemented a number of technology upgrades throughout FY 2004-2005, adding to the options available to faculty, staff, and students (**SPP 4, IG 12, USG 7**). These improvements included:

- New combination DVD / VHS players installed in all classrooms and connected to the LCD ceiling-mounted projectors to ensure that faculty members have access to equipment in the classroom for displaying video-related items.
- An "Ask a Question" site was developed and made available via the EGC web page to provide a method for potential and current students to "ask a question" regarding areas such as Admissions, Financial Aid, and Registration. This site allows students to submit questions and obtain answers online. In addition, the "Ask a Question" site also includes a link for prospective and current students to be able to "ask a question" of a currently enrolled EGC students.
- An online registration system was developed to enhance the Compass exit testing scheduling process that provides students with flexibility when scheduling test times.
- Computer Services implemented an online event/calendar management application to allow new students to sign up for the orientation sessions. This application assists the

Admissions Office in obtaining up-to-the-minute information regarding the scheduling and status of new student orientation sessions.

- An online EGC Alumni web form was developed to provide a convenient method for EGC alumni to submit contact information. This online form provides a quick and easy method for EGC alumni to submit contact information as well as to update their contact information. The information contained in the form is automatically forwarded to an alumni database, which is accessible to the college's Public Information Office.

Accomplishments Associated with Structural Changes – Environmental Enhancements

About 4:00 am on the morning of September 7, 2004, the remnants of Hurricane Frances hit Swainsboro with 40-50 mph winds and heavy rain. The wind-driven rain was hitting the Luke Gambrel Center almost horizontally from the SW and extensive leaking occurred. A quick response allowed the college to minimize the damage.

The investigation of the leak indicated that the roof was not the cause. Attention then turned to the southwest facing walls. The original contractor chose "membrane" for "damp-proofing" on the exterior block surface between the concrete block and the outer layer of brick, but the work had been done improperly. The masonry restoration contractor who did the inspection also did the repair. The repair appears to have been done well and LFG Center has had no leaks since it was completed. However, while we have had substantial rain and thunderstorms, we have not had "tropical storm rain" with sustained 40 mph winds. Time will tell whether the problem is truly fixed.

Another concern is that only the southwest facing walls were repaired. We now have the bonding company "on-record" and that extends the warranty for the remaining walls in perpetuity.

In June 2005, Cushman Enterprises, LLC, undertook a study of 227 acres of campus property to determine the extent of jurisdictional waters of the U.S. Corp of Engineers, including wetlands, within the East Georgia College property boundaries and develop a master plan for the natural resources management by the college (**SPP 11.6, USG 7.2**). The study located three jurisdictional regions on the campus property. Based on the study, the college's natural resources master plan will include steps to protect these regions and three endangered species that depend on these wetlands, including the Tea Cockaded Woodpecker, the Eastern Indigo Snake, and the Gopher Tortoise.

Accomplishments in Promoting Lifelong Learning and Economic Development

During the 2004-2005 academic year, Dr. John K. Derden, director of the Heritage Room in the East Georgia College Library, coordinated the establishment of the George L. Smith, II, Collection. The collection is a fitting tribute to the former Speaker of the Georgia House of Representatives who was instrumental in the establishment of the college. The collection was made possible by a generous donation to the college by the Smith family and includes an extensive selection of memorabilia from his political career and from his law firm, Shepard, Gary & McWhorter. The collection includes newspaper and document scrapbooks, a

photographic collection, framed documents, political cartoons, books, gavels, and other campaign and political items illustrating his career. Taken together, the collection gives an excellent insight into not only Smith's tenure in the Georgia House but also Georgia politics in the 50's, 60's, and early 70's. The collection is currently being cataloged and will be displayed in the Heritage Room.

Continuing Education Division sponsored a number of courses and events promoting lifelong learning (**SPP 8, USG 3**), including:

- A Georgia Employment Law Seminar for local businesses using the expertise of nationally known employment lawyers from Macon, Georgia.
- Access through the Georgia Public Broadcasting satellite link to professional legal education programs for attorneys in EGC service area. EGC is one of the few remaining rural satellite centers. This much needed link provides convenience to our legal professionals who would otherwise have to travel 90 miles for a live seminar.
- The first East Georgia College Boy Scout Advancement Weekend for regional boy scouts, allowing scouts the opportunity to earn several merit badges.
- A ROPES course for teamwork and leadership training for scouts, student groups, and local business.
- Annual College for Kids Summer Camp for middle school children that provided exposure to college campus, education and enrichment.

The Georgia Rural Economic Development Center (GREDC) at East Georgia College engaged in a number of activities during 2004-2005 to generate more economic opportunities within its service area (**SPP 3, USG 5.1, USG 5.2**), including:

- An Entrepreneurship Program which assisted over 170 entrepreneurs in 39 counties with their start-up and growth. These entrepreneurs have created over 500 jobs and have the potential to grow additional jobs. Entrepreneurs receive direct management and technical assistance to help start and grow their businesses.
- A grant program designed to provide the impetus for communities to start strong, effective, "grass roots" economic development programs.
- A Technology Literacy project providing free basic computer training to help bridge the "digital divide" between rural and urban Georgia.
- The Artists' Incubator Project, a model economic development project, was established in Swainsboro. If successful, the model can be replicated in other rural communities. The project's goal is to attract a significant number of artists to the area, by providing traditional business incubator services, and artist specific incubator services with shared galleries, studios, etc. The first step will be a co-op gallery that displays work of artists from the region. The local Artists' Guild and the Emanuel Arts Council are active partners in the arts incubator project and will assist with the grant application for seed funding. The GREDC co-sponsored the first Arts Emanuel Festival, a regional effort to promote the arts and the arts incubator project, in October 2005.

- Conduct of a variety of studies designed to identify economic opportunities and improve the operations of existing industries in the GREDC service area. These include an Inland Port feasibility study to help alleviate space shortages at the Port of Savannah, a Wellness Study of service area businesses and industries, a Lean Healthcare study to improve the efficiency of area hospitals, and a feasibility/impact study for Continuous Care Retirement Communities (CCRCs).

Section B: Annual Progress in Strategic Planning

East Georgia College made progress on all thirteen of the strategic plan priorities that it uses to guide the realization of its mission statement. Progress made in fulfilling each of these priorities is presented below.

Strategic Plan Priority 1: SPP 1 addresses the quality and transferability of courses. East Georgia College continues to offer challenging courses designed to prepare its students for senior college courses. Based on the Transfer Credit Report, our students are well prepared. **(USG 1, 3)**

Strategic Plan Priority 2: SPP 2 focuses on the assessment of student learning deficiencies, the placement of students in appropriate learning support courses, and the successful transition to regular college courses. Given that a central task of the college is to reach out and be a point of access to students who may not be adequately prepared for college work, this priority will continue to be at the center of the college's mission. Nonetheless, efforts are renewed each year to significantly improve our students' chances for success. During Spring 2005, a new student orientation program was expanded and redesigned to ensure that each new student had the basic information needed to successfully navigate the transition to college. In addition, the Basic College Skills course was transformed into the College Success course. The College Success course is now a requirement for all new students and emphasizes the full engagement of students in the life of the college. **(USG 1, 3)**

Strategic Plan Priority 3: SPP 3 addresses the consistency of the college's mission statement with the mission of the University System of Georgia and with its relevance to the college's service area. The college's current mission statement was developed by the Institutional Effectiveness Committee and approved by the faculty in 2002. It continues to inform the college's planning process through the emphasis it places on developing a diverse campus environment that inspires and celebrates student accomplishments. **(USG 9)**

Strategic Plan Priority 4: SPP 4 addresses the efficient use of technology to enhance the instructional program. During 2004-05, the Computer Services Department completed the technological updating of all classrooms. In addition, as outlined above in the section highlighting technological enhancements, a number of upgrades were completed around campus to improve the efficient access to information. **(USG 6, 7)**

Strategic Plan Priority 5: SPP 5 promotes an increase in the enrollment of non-traditional students. This priority was met in several ways throughout the past year. First, the number of online courses increased as more faculty became regular users of WebCT Vista. Second, the Non-traditional club was active and reached out to new students. Third, the free evening child care facility devoted to the ShareCare project was doubled in size to accommodate an increasing clientele. **(USG 1, 2)**

Strategic Plan Priority 6: SPP 6 focuses on efforts to increase minority enrollment. The college continues to attract African-American males at a higher rate than typical for USG two-year colleges. The college fosters a welcoming environment through the African-American Club and several on-campus events. During Spring 2005, a committee consisting of prominent African-American men in the community was established to promote outreach to African-American males on the EGC campus and at Swainsboro High School. **(USG 1, 2)**

Strategic Plan Priority 7: SPP 7 encourages the professional development of faculty and staff. Dr. Deena McKinney, a new faculty member trained in WebCT Vista, was hired to assist faculty interested in teaching online. In addition, a number of faculty and staff took advantage throughout the year of the fund set up to promote professional development. Many of them also received funding through the EGC Foundation. The case of Dr. Glenn Stracher is notable, since his research activities drew international attention when he was interviewed by the BBC. **(USG 4)**

Strategic Plan Priority 8: SPP 8 promotes the cultural enrichment of students. The college continued to provide a variety of cultural experiences on campus and via travel to museums, theatre performances, art galleries and exhibits, both to its students and the broader community through its privately funded Vision Series and through opportunities to study abroad. **(USG 2)**

Strategic Plan Priority 9: SPP 9 addresses efforts to expand the Associate of Applied Science degree program. EGC continued to support the AAS program with a published 3-year evening schedule, weekend classes, off-campus classes, web classes, and hybrid classes. In addition, President Black has nurtured a new spirit of cooperation between the EGC and Swainsboro Technical College, as well as other area technical colleges. EGC has been selected to participate in a pilot program to foster cooperation between USG colleges and the technical colleges. **(USG 5, 8)**

Strategic Plan Priority 10: SPP 10 promotes the establishment of educational partnerships and collaborations with area schools. 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 ACCEL Program has continued in area high schools. In April 2005, an essay contest co-sponsored by East Georgia College and Swainsboro Technical College was conducted with elementary, middle, and high school students in five surrounding counties as a "Celebration of Education" activity. Each student submitted an essay on "Why a College Education Is Important." The contest generated 161 essays and each participant was recognized with a certificate. The winners in each category received a savings bond for their college education fund. The contest will be conducted annually with the next event scheduled in February 2006. **(USG 5, 8)**

Strategic Plan Priority 11: SPP 11 is concerned with the maintenance of facilities. Following a period that saw the building of a new gymnasium and learning resource center, the focus in the past year has been technological updates of the facilities and on the development of a natural resources plan to provide optimal use of the college's 200 plus acre campus. **(USG 7, 9)**

Strategic Plan Priority 12: SPP 12 addresses the safety and security needs of the campus. During the past year, the college's emergency response plan has been revised and tested. Select campus buildings were identified as shelter sites for the campus population in the event of an emergency and appropriate signage was erected. **(USG 7)**

Strategic Plan Priority 13: SSP 13 promotes the effectiveness of auxiliary enterprises. During the past year, the college contracted with a new vending machine operator to provide patrons with a greater variety of choices. Plans were also finalized to double the size of the Student Services Building, allowing it to become a “one-stop” shop for all student services. **(USG 9)**

Section C: Annual Progress in Assessing Institutional Effectiveness

Grade-Norming Assessment: Essay Grading Consistency and Departmental Grading Policies

At Fall 2004, English faculty completed a grade-norming division assessment. During this assessment the English faculty graded anonymously. Many graders assigned the same letter grade and a couple graded within one letter grade of the others. In a review of the assessment exercise, the essays were found to have been graded consistently for grammar errors and that matters of development, organization, style, and diction were more subjective (depending on the focus of the individual writing assignment).

Because the assessment proved to be a positive experience and because they agreed that the review of grading practices should continue, the English faculty will complete another grade norming assessment during the August 2005 division meeting.

Program Review

During the 2004-2005 academic year, the EGC undertook a program review of basic skills courses that are included in Area A and Area B of the core curriculum **(USG 1.1)**. The period covered by the program review included the 1999-2000 through the 2003-2004 academic years.

The review found that for the initial math course taken by most of our students, College Algebra, the percent of students who earned a C or higher at East Georgia College was lower than the system average, while the percent of students earning a D, F or WF was greater than the system average. However, the review showed that the withdrawal rate from College Algebra at EGC was lower than the system rate.

These findings raised important questions. For example, given the college's large learning support population at the EGC Center in Statesboro, how do these students compare with students who do not need learning support courses? And how do our students in Statesboro compare to our students on the EGC campus in Swainsboro? These and related questions are now being examined by the EGC Office of Institutional Research.

Ms. Suella McCrimmon, assistant professor of mathematics, has completed a study to document the participation rate of our recent graduates in learning support courses. Her study showed that sixty-one (58.6 percent) of our graduates completed at least one learning support class. Of these sixty-one students, forty seven (70 percent) of them required at least one learning support mathematics course. She is currently working on a study to compare the performance in

college algebra of the students who took learning support mathematics with those who did not require learning support.

Regents' Test Results

The EGC pass rate for first-time examinees in Fall 2004 on the Regents' Essay was 76.46 percent and the pass rate for Spring 2005 was 75.76 percent.

The Humanities Division will review our Regents' preparation methods and strategies in the upcoming academic year and will make divisional changes if necessary. Analyzing this year's Regents' Reading scores in comparison to previous years' scores is challenging, since students with a certain SAT score have been allowed to exempt a portion of the exam. The result is that the stronger students' passing rates are no longer included in the data. This will lower the success rate of institutions whose stronger students boosted the institutions passing rates. Early identification of students who might struggle with the Regents' Reading exam will be coordinated through our new Student Success course for first-semester freshman (**USG 3.2**).

Annual Progress in Assessing Classroom Effectiveness

Faculty conducted a number of assessments of classroom effectiveness throughout the 2004-2005 academic year. For example, members of the Humanities Division integrated various methods of assessment in their individual courses to support East Georgia College's mission to assess effectiveness. The faculty reported their results in the faculty members' annual reports. A few examples of their assessments include student surveys (open-ended and Likert-scale questionnaires), open-ended questions testing students' perceptions of knowledge gained, assessment of student writing skills, and administration of both pre-tests and post-tests to assess student learning.

Annual Progress in Accessing General Education Learning Outcomes

Dr. David Bartram, associate professor of economics and acting chair of the Social Science Division, developed a new assessment process for the Social Science Division. Each semester, answers to essay questions drawn from tests taken in the Health, Political Science, and American History courses will be assessed by a committee consisting of professors of these courses. Student responses will be assessed based on the appropriate general education learning outcomes. Dr. Bartram's plan was implemented Spring 2005 (**SPP 1.3**).

Section D: Improving Student Retention and Graduation

Accomplishments Directed at Retention and Graduation Success

Mrs. Norton served as advisor to the college chapter of SPAGE (Student Professional Association of Georgia Educators). With the significant changes in teacher education and the need to inform education majors of them, this organization is increasingly important as an information source for those students. She was also served as our representative on the consortium (EGC-GSU) to identify and develop a cohort of paraprofessionals to enter a special education teacher certification program.

Dr. Brasher, Mr. Dallas, Mr. Ellison, Dr. Nevil, and Mr. Yeakley developed course proposals for elective one-hour courses to strengthen our support of students' out-of-class participation in the humanities and arts (**USG 8**).

Dr. Bob Brown and Mr. Neji Hajji have worked closely with the Information Technology (IT) department at Georgia Southern University to craft an Area F for IT that will insure that our students can transfer seamlessly into the program at Georgia Southern. To promote the IT program, Dr. Brown produced a video about the program, which was shown to students during fall orientation (**SPP 1**).

Section E: Management of Campus Conflict and Change

In Spring 2004, members of the faculty voted not to have a Faculty Council/Senate, indicating their satisfaction with representation on committees and with current procedures. There were no conflicts at East Georgia College that required a formal resolution process during the academic year. Nonetheless, considerable progress was made toward establishing and promoting an effective conflict resolution process.

In Spring 2004, seven faculty and staff members were appointed to the Campus Conflict Resolution Committee (CCRC), with Carol Bray, the library director, serving as chair. In April 2004 the college's mediation procedures were advised and approved. The following steps were taken during 2004-2005 to integrate the conflict resolution process into campus life.

- Three members of the CCRC have received formal mediation training.
- Mediation procedures have been published in faculty and staff handbooks and are on the EGC website. These procedures have been published in a student brochure and a link to mediation procedures is on the Counseling website.
- Members of the CCRC have presented information about mediation to administrative and professional staffs, faculty, plant operations, and students.
- Michael Briscoe, Director of Student Life, Counseling, and Disability Services, used mediation when counseling students and there are instances of mediation techniques used by chairs and administrators.

The theme at the annual campus liaison workshop for conflict resolution focused on change and the stress caused by change. Methods and events used at EGC to address change and stress are:

- Forums for students, faculty, and staff on WebCT initiated by Dr. Goodman, Vice President for Academic and Student Affairs
- "Ask a Question" link on the WebCT addressed to Donald Avery, Registrar
- Establishment of a Staff Council
- "Walk and Talk" session initiated by President Black to encourage participants to chat informally about issues
- Recent meetings with educational consultants allowed faculty and staff to discuss concerns

The CCRC has established the following guidelines for achieving conflict resolution:

- be an advocate for mediation.
- be proactive and anticipate change
- approach people about on-going problems
- deal with students when 'change' is expected
- concentrate on getting the committee trained
- concentrate on training/educating administrators
- sponsor training on managing change

Section F: Overall Institutional Health

The Overall institutional health of East Georgia College is good and the plans are in place to maintain its momentum.

Enrollment

While the head count in Fall 2004 was down from Fall 2003 by 7.2 percent because of the loss of the Liberty Center, FTE decreased by only 0.7 percent from Fall 2003 as faculty advisors emphasized to their advisees the importance of taking a minimum 12 hours each semester.

In looking to the future, the significant improvements and additions to the campus of recent years have made East Georgia College an increasingly attractive educational option for an expanding population of students. This is reflected in the increased enrollment for Fall 2005. EGC enrollment has gone up by 14.6 percent over Fall 2004 enrollment and FTE has increased by 17.2 percent over the same period.

Retention

In Spring 2005, the new student orientation process was completely redesigned. Small groups of students, ranging in size from fifteen to eighteen, were led through the orientation process by faculty teams consisting of one member from the Swainsboro campus and one from the Statesboro Center. Students were guided through the process of selecting a program of study and developing a Program Completion Plan (PCP). The PCPs allowed students to see the "end of the tunnel." Each student was able to clearly define a degree goal and determine the time necessary to achieve it.

The college is presently following through on the plans it made in FY 2004-2005 to increase retention. The new student orientation process continues to be refined to make that experience as enjoyable and as informative as possible. Student Success, the recently added course required for all new students, is introducing them to various facets of the college experience and helping them develop the basic learning skills they need to succeed.

Student Satisfaction and Marketing

To emphasize the importance of striving to provide students with the highest quality of service, a "Ritz Carlton" award program was established by President Black. The recipient of the award is

the faculty or staff member who has been found to be most helpful to students as determined by a student vote. The first recipient of the award in FY 2004-2005 was Barbara Green, Director of Financial Aid. "Ritz Carlton" award winners personally enjoy the Ritz Carlton experience by spending a weekend at a Georgia Ritz Carlton of their choice.

The consulting firm of Paskill, Stapleton, and Lord were hired in Fall 2004 to review all marketing, enrollment, and student service activities. The firm made its recommendations in Spring 2005 and these are now being implemented. The experience with the Fall 2006 entering class will serve as the initial basis for evaluating the recommendations of Paskill, Stapleton, and Lord.

The Impact of East Georgia College and Its Future

The expansion of the Student Services Building promises to enhance college life for both our students and our community. When the expansion is complete, local civic groups, school systems, and businesses alike will identify East Georgia College more than ever with greater opportunities and an improving quality of life.

Amidst a myriad of changes and challenges, the college has committed itself to the renewal of a strategic planning process that will guide it as the college seeks to transform itself over the next several years into the primary engine for both economic and cultural progress within its service area.

APPENDIX

Table 1. STRATEGIC PLAN PRIORITIES
<p>SPP 1. All courses offered by East Georgia College will be the academic equivalent of comparable courses offered at other units of the University System to ensure transferability of all credit level offerings.</p> <ol style="list-style-type: none"> 1.1. A current college catalog will be maintained that lists all courses offered at East Georgia College, together with the appropriate course descriptions. 1.2. All courses offered by East Georgia College will be of high quality and readily accepted by receiving institutions. 1.3. A discipline specific course assessment program will be developed to demonstrate that students at East Georgia College are successful once they transfer to senior institutions. 1.4. Courses taken by students through study abroad and other ancillary programs will be appropriate to the student's program of study and acceptable to other institutions within the university system.
<p>SPP 2. East Georgia College will assess student-learning deficiencies and ensure proper placement and instruction in learning support activities.</p> <ol style="list-style-type: none"> 2.1. All instruction in learning support courses will enable students to succeed in subsequent college-level courses. 2.2. All students who request or who are assigned to participate in supplemental support activities will receive assistance through the Academic Instruction and Resource Center.
<p>SPP 3. The Mission Statement of the college will be monitored relative to the system mission statement, and specifically to changing needs within the local service area.</p> <ol style="list-style-type: none"> 3.1. There will be an annual review and, where necessary, appropriate recommendations to the President and the Foundation concerning changes to the institutional planning assumptions. 3.2. The college will conduct a routine review of the annual planning assumptions, and will annually develop the priorities and goals for the institution. 3.3. The institutional Effectiveness Committee will coordinate the development of the annual strategic plan in accordance with the approved priorities and goals of the institution. 3.4. The Institutional Effectiveness Committee will oversee campus wide implementation of the strategic Plan. 3.5. Assessment results of all unit action plans will be incorporated into the annual planning process to monitor the performance of both educational programs and support activities in an on-going quest for quality.
<p>SPP 4. East Georgia College will use available technology to enhance instruction and support all administrative units.</p> <ol style="list-style-type: none"> 4.1. Develop an annual budget plan to provide adequate financial resources to maintain and update current technology equipments on a scheduled basis. 4.2. Take full advantage of system funding initiatives to expand the use of technology throughout the college. 4.3. Assure that all faculty and staff receive training and instruction as new technology is acquired. 4.4. Aggressively promote the use of web-based and other forms of distance learning to expand the outreach of the institution, and take advantage of unique faculty talents.
<p>SPP 5. East Georgia College will increase the enrollment of non-traditional students.</p> <ol style="list-style-type: none"> 5.1. Offer both synchronous and asynchronous courses. 5.2. Assure that student support services accommodate the needs of non-traditional students. 5.3. Ensure that college publications and extracurricular activities reflect the interests of non-traditional students.
<p>SPP 6. East Georgia College will increase the enrollment of minority students.</p> <ol style="list-style-type: none"> 6.1. Assure that student support services accommodate the needs of minority students. 6.2. Ensure that college publications and extracurricular activities reflect the interests of minority students. 6.3. Coordinate the recruitment efforts of the admissions office with minority social, religious, and civic organizations. 6.4. Target minority populations through local high school counselors. 6.5. Involve minority alumni in college activities.
<p>SPP 7. Provide faculty and staff development through The Faculty and Staff Development Plan, The Tuition Remission and Reimbursement Plan, and other appropriate system development initiatives.</p> <ol style="list-style-type: none"> 7.1. Seek funding from the East Georgia College Foundation for faculty development not otherwise funded. 7.2. Maintain enthusiasm, vitality and spirit of inquiry among the faculty and staff with development opportunities.

Table 1. STRATEGIC PLAN PRIORITIES (continued)
<p>SPP 8. Establish a regular schedule of out-of-class programs and activities to increase awareness of diverse cultures.</p> <ul style="list-style-type: none"> 8.1. Invite speakers such as authors, artists, public officials, or other notables to provide educational experiences that go beyond the classroom. 8.2. Organize trips to cultural events such as plays, concerts, museums, art galleries, and scientific exhibits, lectures, and demonstrations. 8.3. Cosponsor and support cultural programs and activities with community organizations.
<p>SPP 9. The College will expand student participation in collaborative Associate of Applied Science (AAS) degree programs with area technical institutes.</p> <ul style="list-style-type: none"> 9.1. Develop and implement an effective publicity plan for the AAS degree. 9.2. Coordinate publications of East Georgia College schedule with cooperating Department of Technical and Adult Education (DTAE) institutions so that appropriate general education courses are printed on the area technical institutes' schedules. 9.3. Plan and offer a schedule of general education courses to facilitate student completion of the AAS degree. 9.4. Utilize interactive television and web-based technology to deliver the required AAS courses.
<p>SPP 10. Establish educational partnerships and collaborations with area schools and school districts to promote interest in both secondary and post secondary education.</p> <ul style="list-style-type: none"> 10.1. Facilitate student achievement from pre-school through post-secondary education. (P-16) 10.2. Assist students to move smoothly from one educational sector to another. (P-16) 10.3. Increase access to and success in post-secondary education for all students especially those in minority and low-income groups. (P-16) 10.4. Maintain a high level of middle school visitation on campus. (PREP) 10.5. Establish off-campus sites in Jefferson, Tattnall, and Washington counties.
<p>SPP 11. Maintain a physical environment at the College, which will contribute to the learning process by providing the best possible facilities for the faculty, students, staff and community.</p> <ul style="list-style-type: none"> 11.1. Maintain the interior and exterior of all buildings and grounds in such a manner as to engender respect for properties. 11.2. Maintain College grounds as to promote pride in faculty, students, staff, and community. 11.3. Secure from the faculty, staff, and students information and suggestions for improving facilities to maximize optimal use of all structures. 11.4. Provide funds for improving the Nature Trail. 11.5. Maintain a preventive maintenance schedule for all equipment. 11.6. Complete the Board of Regents Physical Master Plan Template.
<p>SPP 12. Plan and evaluate safety and security measures for all employees and facilities at East Georgia College.</p> <ul style="list-style-type: none"> 12.1. Update campus safety and security manuals and insure their distribution to all faculty and staff. 12.2. Monitor and evaluate hazardous chemicals on campus and ensure compliance with Right to Know, Hazardous Waste Disposal, and Underground Storage Tank Management policies. 12.3. Update and evaluate the effectiveness of the campus Emergency/Disaster Plan. 12.4. Update and evaluate the effectiveness of campus security and their operational procedures. 12.5. Form a safety committee to examine facilities and equipment to identify and correct safety hazards.
<p>SPP 13. Evaluate the effectiveness of auxiliary enterprise facilities and operations at East Georgia College.</p> <ul style="list-style-type: none"> 13.1. Evaluate physical facilities from Bookstore and College Café operations and make recommendations for improvement. 13.2. Evaluate contracted services for the Bookstore and College Café operations. Develop an evaluation instrument and incorporate student opinion survey data. 13.3. Explore expansions of vending operations on campus to include both the availability of a wider variety of vending products and physical location(s) to enhance services for the evening student population.

IG 1.	Work increasingly toward making EGC a “student-friendly” institution in which a student’s problem is “owned by the faculty or staff member” who first becomes aware of it.
IG 2.	Support the strategic initiatives of the USG in the areas of retention and graduation success, minority enrollment with emphasis upon males, utilization of internship/service learning and participation in international study opportunities.
IG 3.	Work toward the solution of the space problems in Statesboro and clarify the long-term role of EGC in that location.
IG 4.	Bring the new physical education/recreation/continuing education facility online and make internal modifications in the Student Center.
IG 5.	Work toward an enhanced out of class environment for students that will complement the traditional institutional strengths in the classroom.
IG 6.	Work toward utilization of the “Vision Series” as the cornerstone of the student activities program for students and the continuing education program for the larger community.
IG 7.	Work on the regional nature of EGC as an academic institution in a manner that parallels the significant success it is experiencing in the economic development and regional services aspects of its operations.
IG 8.	Work toward the development of the budget as a “working document” that reflects the basic needs of the institution in light of the continuing reduction of the fiscal resources available to the institution.
IG 9.	Work toward streamlining the organizational and internal communications structure of the institution to insure the most effective use of all personnel in support of a collaborative approach to planning and decision making.
IG 10.	Work toward a clarification of roles and responsibilities of the staff with particular emphasis upon cross training and the most effective use of all personnel.
IG 11.	Work on the development of programs and services that will be attractive to the non-traditional students who are currently under represented in our student population.
IG 12.	Work toward the effective utilization of the “cutting-edge” technology capabilities of the institution in delivery aspects of our operations.

<u>PRIORITIES</u>	<u>EGC GOALS</u>	<u>April 2004 USG Goals</u>	<u>STATUS</u>
SPP 1	IG 2	Goals 1 & 3	Fully Met
SPP 2	IG 2	Goals 1 & 3	Substantial Progress
SPP 3	IG 6, IG 7	Goal 9	Substantial Progress
SPP 4	IG 8, IG 12	Goals 6 & 7	Fully Met
SPP 5	IG 2, IG 11	Goals 1 & 2	Substantial Progress
SPP 6	IG 2	Goals 1 & 2	Substantial Progress
SPP 7	IG 9, IG 10	Goal 4	Fully Met
SPP 8	IG 1, IG 2, IG 5, IG 6	Goal 2	Fully Met
SPP 9	IG 2, IG 7	Goals 5 & 8	Fully Met
SPP 10	IG 7	Goals 5 & 8	Fully Met
SPP 11	IG 3, IG 4	Goals 7 & 9	Fully Met
SPP 12	IG 10	Goal 7	Fully Met
SPP 13	IG 11	Goal 9	Fully Met