
THEME A: STUDENT ENGAGEMENT

Engage students in intellectual, cultural, social, personal, and professional growth. The institution maintains a safe and nurturing environment that supports and encourages students to participate in curricular and co-curricular activities that promote intellectual curiosity, student success, and engaged citizenship

GOAL 1. Enhance opportunities for student engagement by providing an educational, inclusive, and socially responsible learning community within the College and beyond



Objective A 1.1. Actively pursue the College's Complete College Georgia plan to increase student retention, progression, and graduation by enhancing college transition and student success initiatives and partnerships

- Actively participated in the launch of the Complete College Georgia's Momentum Year initiative. As part of this initiative, the institution created a detailed implementation plan with delineated next steps to make steady progress in a variety of activities and strategies. These activities have been categorized around three main themes: Purpose, Programs of Study, and Engagement.
- Completed the development of an advising assessment tool with involvement from the Faculty Senate Committee on Advising; it was distributed to faculty and staff in August to offer campus input on professional advising and academic services, allowing faculty to build a strategic approach to developing a first-year program for incoming students.
- Implemented advising programs for freshmen based upon focus group/major, including such programs as Understanding your Major and How to Register. These programs provided first-year students information necessary to navigate the first year of classes.
- Developed two tutorial videos in Degree Works that teach students how to navigate the program that will keep them on track toward graduation. The D2L (Brightspace) video assists students in understanding how to use the various elements of the online web platform used for class instruction.
- Created graduation tasking sheets to improve the orchestration of the December graduation ceremony; however, after discussion with faculty, staff and students, it was decided to move the December graduation ceremony to the Jekyll Island Convention Center as the Coffin Gym did not offer a conducive atmosphere for graduates to experience this educational milestone.
- Provided appropriate Academic Support Services (Tutoring, Mentoring and Advising and academic coaching) and resources (financial and technology) to 160 low-income and first-generation college students through TRiO to improve academic performance, retention, and graduation.

Objective A 1.2. Enhance programming initiatives to develop a high-quality, vibrant student life program that promotes the physical, social, academic, and emotional health and wellness of students in all campus locations

- Experienced a high reapplication rate for student housing that allowed for full occupancy on campus with over 90 students placed in College Place Apartments.
- Implemented a room selection day in April for those students who elected to return to campus housing.
- Coordinated a joint effort between Residence Life, Financial Aid, and the Bursar's Office to communicate the financial aid/student account requirements to students so that they could participate in room selection day – over 150 returning residential students were approved out of nearly 300 students. An assessment of the success of this program will occur from a post-selection day survey.
- Maintained a strong partnership with Corvias Campus Living to provide resident students with cutting edge technology, décor, and security features that enhance the residential experience.
- Continued to reach out to local high school students and their families to educate them on their financial aid responsibilities; the Financial Aid & Scholarship Office conducted 11 workshops both on- and off-campus. Additionally, the Office launched an Instagram account to reach students via social media and continues to utilize newsletters, e-mail, snail-mail, and postcards to communicate with students and parents.
- Enhanced Camden Center programming offerings through collaboration with the full Student Affairs Division that included pre-planning semester meetings, which resulted in a 42.11% increase in programming initiatives; used data to try and inform future offerings in Camden, where able.
- Purchased an event attendance tracking software platform, Presence.

Objective A 1.3. Provide opportunities for students to develop leadership competencies

- Enhanced student organization trainings and support while also establishing inaugural advisor training.
- Provided a series of Mariner Leadership Academy offerings to students.
- Involved more faculty and staff outside of the Student Affairs Division as expert presenters in Mariner Leadership Academy; a call was issued seeking proposals that resulted in 13 proposal submissions.
- Engaged 149 unique students in Mariner Leadership Academy for fall, resulting in a 129% increase in overall participation over the previous fall term.
- Engaged 140 unique students in Mariner Leadership Academy for spring, resulting in a 16% increase in overall participation over the previous spring term.

Objective A 1.4. Promote excellence in and breadth of intramural, club, and intercollegiate athletic programming

- Achieved approval and experienced a successful transition into The Sun Conference.
- Competed in Sun Conference championships (six of eight varsity teams) while the men's golf team competed in the NAIA National Championship for the sixth straight season.
- Five Mariners student-athletes earned NAIA All-American recognition.
- Six Mariners student-athletes earned NAIA Scholar-Athlete recognition.
- Sixteen Mariners student-athletes earned All-Conference recognition.
- Fourteen Mariners student-athletes earned Conference All-Academic recognition.

Objective A 1.5. Develop institutional wide diversity initiatives that promote inclusion and global awareness

- Engaged the International Education Advisory Committee (IEAC) throughout the academic year in discussing global awareness initiatives and updating the Committee on international education endeavors.
- Hosted an International Education Week in November that featured several events on the Brunswick campus and at the Camden Center to celebrate the benefits of international education and exchange worldwide.
- Hosted three Pakistani and two Tunisian exchange students who actively engaged with the campus and the local community in various intercultural capacities during their time at the institution.
- A total of 33 diversity & inclusion events were sponsored, including six thematic programs such as Hispanic Heritage month, MLK week, LGBTQ + History Month.
- Partnered with an affinity group, PEARL society (organization strives to support and empower women) to host their inaugural Pearl Hat Brunch during Women's History Month.
- Planned and hosted nine "Let's Talk, Coastal" programs in collaboration with Student Life and Academic Affairs.
- Pursued the establishment of a prospective Diversity and Inclusion student organization as a Black Student Union, but it is still in the development phases.

Objective A1.6. Promote and maintain a multifaceted career-planning program for students that includes essential skills which leads to successful personal and professional transitions

- Placed 1,044 job postings, including 159 Internships postings on Careerlink; created 233 new employer accounts in Careerlink; and 187 employers attended job fairs.
- Established an inaugural Senior Week networking event as a new way for students to interact with employers.
- Added 187 employer job fair contacts and attended Golden Isles Employer Committee and Golden Isles Chapter of the Society for Human Resources Management meetings and Chamber events to interact directly with employer representatives.
- Hosted a Camden Center Job Fair and held an inaugural "Nursing Networking Fair" in Brunswick.
- Explored using a STLR (Student Transformative Learning Record) into the curriculum so that Career Learning objectives can be tracked.
- Evaluated the incorporation of career competencies into the classroom with the initiative being revisited in the fall term to seek opportunities for broader campus participation.

Objective A 1.7. Design and update facilities that enhance the delivery of high-quality services and programs integral to students' academic success, physical well-being, social interaction, and personal development

- Coordinated and planned the renovation of the library with the college community to design a new library that fits the needs of the institution; utilized focus groups, surveys, and existing committees to determine interests.
- Evaluated the current physical conditions of Coastal Place Apartments (CPA) that included feedback from former residents.
- Provided a detailed assessment of suggested improvements to both physical attributes as well as CPA specific programming.

THEME B: ACADEMIC EXCELLENCE

Cultivate a culture of discovery in teaching and learning for students, faculty, and staff that is rigorous, inclusive, engaging, interdisciplinary, and global

GOAL 2. Enhance and promote excellence in scholarship, creativity, and teaching



Objective B 2.1. Develop opportunities for interdisciplinary collaboration in teaching

- Explored team teaching approaches to allow students to review and then integrate multiple perspectives and hypotheses in tackling a problem/solution.
- Worked on formalizing and codifying the new Honors Program curriculum that was approved by the Curriculum Committee.
- Formed an Honors Program Committee with representatives from every academic unit on campus to help recruit students, notably freshmen and sophomores, into the program.
- Created a Bachelor of Science degree program in Environmental Sciences, which will have a robust interdisciplinary approach from the Departments of Natural Sciences and Social Sciences.

Objective B 2.2. Support reflective, interactive, and experiential learning

- Used Collaborate Ultra to communicate with students in Camden in BIOL 2110.
- Introduced Supplemental Instructor (SI) leaders to their assigned class and the SI process was explained in detail; established times and days compatible with students' schedules; collected data concerning student participation through TutorTrac.
- Moved from offering a limited number of course offerings to offering over 70 face-to-face courses and over 100 online courses at the Camden Center; conducted a needs assessment survey involving all Camden students to determine the courses that needed to be offered.
- Offered in-class Writing Center workshops and campus-wide workshops on topics to supplement instruction in the classroom (e.g., citation practices, plagiarism avoidance, revision, or invention); offered one-on-one and group writing coaching; provided support in multiple locations (library and residence halls) and at a variety of times to meet the scheduling demands of students.
- Provided faculty development opportunities that focused on reflective and interactive learning: a hybrid teaching academy three-day workshop and a summer reading book group (on "Teach Students How to Learn" by Dr. Sandra McGuire).
- Joined the Gateway2Completion project, which is a revisioning of gateway courses using a reflective and interactive approach.
- Provided ongoing incentives to faculty teaching service-learning courses; proposed new incentives for faculty teaching service-learning courses; offered a pre-populated clearinghouse of service-learning opportunities; and self-identified community agency needs through the CCGA website.

Objective B 2.3. Provide support for faculty-student research

- Hosted the Symposium on Undergraduate Research and Collaborative Exploration (SOURCE) in April that allows students from all disciplines to present their faculty-mentored research, scholarship, and creative activities through a funding program provided by Academic Affairs.
- Received a grant award from Georgia Power to support STEM initiatives, including the purchase of STEM equipment to be used in undergraduate research projects; offering funds for SHIP student research grants, and supporting conference travel for students engaged in research.

Objective B 2.4. Expand support for faculty research and grant writing

- Offered Summer Fellowships for faculty, who are tenured or on tenure track, to engage in research, to seek external grant funding or to apply for internal grants for innovative projects.
- Promoted and facilitated scholarly activities and programmatic development/assessment for the faculty and administrative staff of the College through the Grants and Contracts Program (GCP), by assisting whenever possible to locate and secure external funding. GCP provides a central source of information on major governmental agencies, foundations, and corporations that support research and creative activities; it also provided guidance, from conceptual development and planning of grant proposals.
- Hosted the second Coastal Ecology Symposium, making it an annual event; it was restructured so that starting next year, it will be a “Coastal Science Symposium” to allow for broader participation; e.g., environmental science research.

Objective B 2.5. Support faculty research and exchange opportunities abroad

- Continued to work with the Anguillan Department of Environment to engage biological sciences faculty (Drs. Holbrook, Stasek, and Robertson) with opportunities to conduct research on the island and involve students in a coastal ecological project during the summer.
- Promoted the benefits for faculty, staff, and students in joining the Theta Iota Chapter of Phi Beta Delta, the honor society for international scholars.
- Supported Dr. Carla Bluhm in applying for site director of the Paris study abroad program through the USG European Council.
- Worked alongside Mr. Tyler Bagwell and Dr. Orsolya Kolozsvari in developing preliminary faculty-led study abroad proposals to Costa Rica and Hungary, respectively.
- Began preliminary discussions regarding the development of a Faculty Fellows International Program to enable faculty to pursue teaching and scholarship activities abroad.
- Supported Drs. Aurora Ramos Nunez and Hector Montford in pursuing a COBEC grant to contribute to the enhancement and development of higher education in Belize, as well as attending the 2018 COBEC summer conference.
- Continued conversations with government and education officials in Anguilla about potential teaching/research opportunities for Coastal Georgia faculty and students.
- Supported Dr. Patrizia Stahle in promoting the Sant’Anna Institute summer study abroad program in Sorrento, Italy.
- Supported faculty (Drs. Bluhm, Clark, Hambright, Stahle, and Trussell) making professional presentations at various international conferences, including the 6th International Congress on Emotional Intelligence (Portugal); The American Short Story: New Horizons Conference (Germany); IPB International Convention Center (Tinjil Island); Annual Association for Italian Studies (Italy); and Western Economic Association - International Conference (Canada).

GOAL 3. Develop a culture of evidence, accountability, and continuous improvement

Objective B 3.1. Standardize the practice of integrating assessment into teaching

- Hired an Assessment Specialist to assist with the planning, review, and evaluation of curricular and co-curricular initiatives.
- Implemented new course evaluation software (SmartEvals) and developed a communication campaign to increase completion rates.
- Implemented a course improvement model and procedure for online courses, such as Quality Matters to improve course design and learning outcomes; increase retention and enrollment; increase value of course assessment; increase response rates to online evaluations; and improve course evaluation for online courses.
- Continued to create policies and procedures to ensure the quality of online courses.
- Coordinated and submitted the SACSCOC Fifth-Year Interim Review Report and provided follow up on the establishment of key performance indicators associated with monitoring student achievement. Except for one recommendation to provide projections for student achievement criteria, the remaining 16 standards were fully met with no further follow-up required. The College was found in compliance with institutional effectiveness, program curriculum, policy compliance, distance education, Title IX program responsibilities, financial aid audits, student support services, physical facilities, and QEP update, among the evaluated standards. SACSCOC approved the College's Referral Report that brought the College into full compliance through 2022.
- Reconstructed the entire assessment portion of the Institutional Effectiveness website with more user-friendly content to assist with assessment-oriented course, program, and institutional level evaluations
- Updated the College's *Substantive Change Policy Manual* to provide School Deans and department chairs a better understanding of the processes and procedures associated with this SACSCOC accreditation requirement.
- Revised a professional development eLearning office course to provide a way for faculty to learn to teach more effectively in a distance education environment.
- Defined and developed measures to determine the effectiveness of online training and explored the development of communities of practice programs for faculty.
- Provided regular personalized instructional design and online pedagogy support to faculty.
- Engaged the eLearning Advisory Committee, consisting of faculty that teach distance learning courses and key student support staff, in refining policies and procedures to support online teaching, as well as resolving common online learning concerns, thereby promoting continuous process improvement in distance programming.

Objective B 3.2. Enhance the effectiveness of student support services

- Developed a Professional Development and Training in Academic Advising for faculty and mentors.
- Provided one-on-one training for faculty, in addition to advisors attending meetings in Sciences/Math, Arts and Humanities, Health Sciences, and Business to provide updates and answer advising questions.
- Implemented the Certified Peer Educator Program on both campuses and certified two classes of peer educators over two semesters who were involved in a wide variety of health education programming on campus.

- Provided qualified students with disabilities who self-identified and requested support with guidance in completing new intake processes outlined in USG policies.

GOAL 4. Extend high-impact learning practices and support current and new educational program offerings

Objective B 4.1. Embrace high-impact educational practices that reinforce academic proficiencies

- Strengthened faculty service-learning course assessment measures and increased the unduplicated count of students that have taken one or more service-learning courses.
- Continued to improve the college success skills of freshmen with emphasis on adult students through a joint collaboration involving ATTIC and Academic Advising; through surveys and focus groups of faculty, students and staff, data were gathered to measure the impact of the new services provided to this high-risk student population; achieved satisfaction ratings of 90% on service surveys.
- Provided opportunities for disability awareness education and advocacy through the Office of Disability Services' participation as a service-learning community partner for several English and literature classes for the last two semesters, which allowed interaction with all students (not just those self-identified as having disabilities).
- Implemented new counseling services procedures regarding student completion of intake paperwork, including informed consent to ensure that these forms are completed before appointments are scheduled or students were offered the opportunity to complete the paperwork on an office laptop in the Health Center and were then given an appointment card on-site.
- Provided faculty with professional development opportunities that focused on reflective and interactive learning: a hybrid teaching academy three-day workshop and a summer reading book group (on "Teach Students How to Learn" by Dr. Saundra McGuire).
- Joined the Gateway2Completion project, which is a revisioning of gateway courses using a reflective and interactive approach.

Objective B 4.2. Embed service-learning throughout the curriculum

- Proposed new incentives for faculty teaching service-learning courses; offered pre-populated clearinghouse of service-learning opportunities; and self-identified community agency needs through the CCGA website.
- Continued to train new faculty and returning faculty through service-learning workshops.
- Hosted the annual Service-Learning Symposium, as well as a series of Service-Learning Scholars' Workshops (Fall session, Spring session), to encourage faculty to continue to embed service-learning into their respective curriculum.
- Provided mini-grants for Service-Learning projects and planned summer work sessions/support sessions.
- Encouraged peer mentoring and modeling of service-learning activities across the curriculum.

Objective B 4.3. Identify new degree programs that meet the professional and intellectual needs of students

- Received approval to offer a new baccalaureate degree in Environmental Science that commenced in fall 2018.
- Received approval to offer a B.S. in Hospitality and Tourism Management degree program.
- Created new minors in Visual Art and Environmental Science.
- Created programs of study within the associate of science for transfer in public management, environmental science, and pre-health science.

Objective B 4.4. Develop campus programming that allows for the recruitment and retention of academically-talented students

- Worked toward implementing new ways to improve the freshmen experience, both socially and academically; e.g., follow sequenced program maps.
- Begun utilizing new enrollment management strategies to recruit academically-talented students, including phon-a-thons and a letter-writing and postcard communication series.
- Increased efficiency in utilizing the University System of Georgia persisted Cognos reports as a repository of institutional data to assist in decision-making in consideration of student recruitment and retention initiatives.
- Established graduation requirements and a program of study for students in the Honors Program.
- Created new honors courses in history, psychology, and philosophy, as well as an honors capstone course.

Objective B 4.5. Develop study abroad opportunities for students to gain a global perspective

- Publicized several study abroad programs to students through social media, campus presentations, and the College website.
- Joined with the Institute of International Education and more than 600 institutions and organizations as a member of Generation Study Abroad; the program's goal is to double the number of U.S. students studying abroad by the end of the decade.
- Held two campus study abroad fairs, including one at the Camden Center, that attracted over 100 students.
- Assisted ten students with their formal study abroad applications to programs in Europe; an increase of 11% in student participants compared to the previous academic year.
- Created a study abroad scholarship program through a Study Abroad Foundation account supported by generous College donors.
- Supported faculty and students, utilizing fundraising initiatives to contribute additional student funding in support of day-to-day expenditures while studying abroad.

THEME C: INSTITUTIONAL DISTINCTION

Increase and enhance the College of Coastal Georgia's visibility and reputation for an experiential and supportive approach to learning that prepares graduates for community engagement as well as professional and personal success



GOAL 5. Achieve regional, state national, and international recognition for institutional distinction and educational excellence

Objective C 5.1. Refine the College’s institutional identity

- Continued work on developing a clear institutional identity and maintain brand consistency.
- Overhauled the College’s digital presence to align with new marketing concepts and messaging.

Objective C 5.2. Create a marketable institutional brand

- Developed a creative brief to ensure all institutional communication is integrated and targeted to the appropriate audiences.
- Utilized a TOWS matrix to assess external opportunities and threats while analyzing the internal strengths and weaknesses of the institution. Deployed a new social media plan, including, but not limited to, Facebook, Twitter, Instagram, and YouTube, to promote College events associated with academics, student affairs, the Foundation, and community outreach.
- Hired a Graphic Designer to help build institutional branding and to support key College marketing projects.

Objective C 5.3. Develop and implement strategies to increase awareness of the positive impact that the institution, faculty, staff, and its graduates have on the region, state, nation, and global community

- Created and maintained a Foundation solicitation grid to determine match with institutional needs.
- Built an appropriate infrastructure to enable the successful initiation and execution of a major capital campaign.
- Held community events at the Camden Center that attracted over 10,000 unique visitors to the Center to attend concerts, plays, forums, meetings, etc.

Objective C 5.4. Improve the College’s rankings in reputable and recognized educational publications and surveys

- Utilized debriefing reports to assess post-survey college/discipline rankings to determine areas of improvement.
- Focused on continuous improvement of retention, graduation, and placement statistics that impact rankings.

THEME D: LEADERSHIP THROUGH COMMUNITY ENGAGEMENT & PARTNERSHIPS

Enhance cultural experiences and raise community-wide awareness of the value of an educational system. Engagement and partnership within the region provide learning experiences for students and create an educational structure, which can drive the institution and the region forward



GOAL 6. Raise the institutional position and profile of the College within the community to help shape regional growth

Objective D 6.1. Provide knowledge and expertise of faculty, staff, and students to the region

- Maintained community partnerships locally and regionally through involvement in economic development and business groups, schools and school districts, corporations and foundations, and non-profits.

Objective D 6.2. Develop and sustain collaborative partnerships with community members and organizations to maximize student engagement and community involvement

- Established a relationship with community agencies for students to receive medical treatment for services not offered directly by the Health Center.
- Partnered with Department of Public Health (DPH) during STI Awareness month in April to offer students free STI testing.
- Established a new referral source for student walk-in appointments with a local physician (Dr. Lee, Partners in Health).
- Provided effective health promotional programming to students through collaborative partnerships within Student Affairs, the college campus, and community, that included:
- Glynn County Health Department – Free HIV Testing, Movie: Life Support (true story of a woman struggling to get her life together after being diagnosed with HIV), Sexual Health Panelist for Sex in the Dark (anonymous Q&A session with students), Safe Harbor – Speak Out: Jeffrey Garris - Transition from Victim to Survivor, Peer Educators – Wellness Pitstop (Nutrition Challenge and Smoothies), Spring Break Rules (distributed safety kits to students on campus), Cookies and Condoms (distributed safe sex facts), Office of Diversity – Heart Health Snack Baskets (Black History Month), Student Life – Get Your Pink On (Breast Cancer Event), Housing – No Means No Week (Sexual Health Event), and Career Services – Mariner Leadership Academy Presentation “Sex in the Workplace.”

Objective D 6.3. Collaborate with educational and economic partners to guide the development of programs to meet the needs for regional growth

- Maintained an educational partnership between the College and City of Brunswick to offer courses and degrees that meet the professional needs of city employees.
- Continued participation in 1 Million Cups, promoting a support system of entrepreneurship in the City of Brunswick.
- Established new partnerships with local health facilities to serve as clinical and service-learning sites for the Bachelor of Science in Health Sciences degree program.
- Formulated a partnership with Sapelo Island for an experiential learning upper-level topics course in biology.
- Worked with Georgia Power to apply for grant funds to support STEM initiatives.
- Established new partnerships with local elementary schools for practicum sites for education students.

Objective D 6.4. Integrate and enhance student learning and development through experiential activities that address community needs

- Continued to enhance current partnerships and built new partnerships with community organizations to provide students with more service and work opportunities and more joint college/community programs; e.g., Habitat for Humanity, United Way, and Safe Harbor.
- Provided over 15 organized community service opportunities for students, the highest number in the history of the program.

Objective D 6.5. Expand efforts to develop educational partnerships and pathways with local P-12 school systems, technical college systems, and the University System of Georgia

- **Dual-Enrollment Program:** offers high school students an opportunity to take college courses and earn credit towards both high school graduation or home study completion and post-secondary requirements. Streamlined the processes for high school students in the Dual Enrollment program and completed an assessment of the program with a focus on student success; enrollment survey will be sent to both parents and students.
- **Accelerated:** offers admission to traditional freshmen with an academic GPA of 3.0+ without submitting standardized test scores. Before registration, students must submit national standardized test scores. Though the number of students admitted was lower in 2017, most of those admitted enrolled, generating a high yield from these students. Students in this pathway were previously offered the iSAT free of charge after admission; with the discontinuation of the iSAT during the spring of 2018, the institution will start using the Residual ACT to satisfy the standardized test score requirement.
- **SEASTARS:** offers admission to traditional freshmen whose standardized test scores fall between the USG's and College's minimum test score requirements. The initial enrollment of this pathway (2016) exceeded the capacity, and services needed to support retention of this population were delivered in a systematic way. As a result of data consultation and conversations with Academic Affairs, limited admission was offered for this program in order to ensure that the college could serve the students. A cap-range for new enrollment in SEASTARS was established, 25 to 30.
- **Adult Learner:** offers admission to all students who have a High School Diploma or GED and have either no prior college or are returning after several years. Instead of standardized test scores, placement exams can be used for registration. This population is difficult to recruit for and predominately self-selecting. Though there were fewer applications in 2017, enrollment through this pathway was down by just one.

THEME E: SUSTAINABILITY & ORGANIZATIONAL DEVELOPMENT

Efficiently use resources – human, physical, and financial – to ensure the future success of the institution. With limited resources and competing needs, the institution must create strategies that make the most effective use of its resources

GOAL 7. Develop and sustain an organizational, fiscal, and physical infrastructure that supports and enhances the college community



Objective E 7.1. Ensure all facilities, equipment, and technology meet College operational needs, and state/federal requirements while enhancing efficiencies and providing a safe environment

- Transitioned to the new OneUSG platform and was recognized by the USG for strong commitment to the project and extraordinarily clean data; a survey of the College's employees conducted by the USG showed extremely positive responses related to the transition.
- Completed the library renovation design with the assistance and approval of a Library renovation/addition committee. Work is underway for the relocation of services during the renovation, which is slated for ten months and will involve three to four phases.

- Expanded laboratory facilities in psychology to include eye-tracking and face tracking hardware and experiment software that integrates with the new and existing Biopac modules that supports the research agenda.
- Implemented an improved calendar system which now feeds other calendars on campus, including the internal portal calendar and digital signage; the user interface has drastically improved with new features and accessibility compliance.
- Completed the new myCCGA portal; discontinued the old portal, saving \$20,000 yearly.
- Completed the Banner 9 testing environment; it identified issues that were resolved with final migration from Banner 8 to 9 occurring in the summer.

Objective E 7.2. Recruit and retain qualified faculty and staff, while promoting both diversity and inclusion

- Explored the development of a mentoring system for new Chairs and new faculty in the School of Arts & Sciences to ensure they stay and grow professionally at the institution.
- Provided all admissions staff members an opportunity to participate in cross-training meetings during a retreat with topics that included Tuition Classification, Articulation, Admissions Processing, Dual Enrollment, Event Planning, and Transfer/Non-Traditional student recruitment.
- Enabled six admission staff members to attend the GACRAO conference in Athens while six staff members attended the GACRAO mid-year workshop in Macon.
- Obtained approval to hire an Assessment Specialist to help Schools, academic and co-curricular departments, and faculty determine assessment needs, share best practices in assessment, and measure how students are meeting learning outcomes.
- Begun faculty searches earlier to better match the academic calendar.
- Streamlined hiring processes for improved Human Resources' processing.
- Hired a D2L/Banner Integration Specialist to support eLearning unit goals and ensure that online courses are stable and technically sound.
- Drafted new Human Resources policies and procedures prior to the policy changes initiated by the USG.
- Conducted searches and hired new faculty into the following lines for 2018-19: Tenure-track Assistant Professor of Health Sciences, tenure-track Assistant Professor of Environmental Science, tenure-track Assistant Professor of Sociology, tenure-track Assistant Professor of Chemistry, and Lecturer of English.

Objective E 7.3. Develop and maintain organizational and financial plans that continue to support faculty, staff, and student success

- Maintained the practice of utilizing a budget request consolidation list to prioritize funding based on data support.
- Engaged senior leadership in a series of budget review/planning meetings to determine institutional priorities and align these with *Coastal Vision 2021* strategic goals and objectives.

Objective E 7.4. Develop a long-range sustainable plan for athletics

- On hold given senior leadership transition.

Objective E 7.5. Continue the transformation of the institution as a college of choice through the ongoing implementation of the strategic master plan.

- Completed the vast majority of listed projects; a discussion regarding the development of a new master plan will be underway once the new President arrives on-campus.

Objective E 7.6. Address all organizational elements at the Camden Center through development of focused strategies

- On hold given senior leadership transition.

Objective E 7.7. Refine and maintain a comprehensive risk management plan that addresses the College's overall responsibility

- Continued the working partnership between the risk management coordinator and director of internal audit in coordinating a campus-wide approach to assess, analyze, mitigate, and monitor risks and opportunities that affect the achievement of CCGA strategic goals and objectives.
- Identified five high-level risks for CCGA through a campus-wide audit: institutional policies (transition from two-year to a four-year college); senior administrator succession; public safety; enrollment trends and housing capacity; and student financial aid -- aligned critical risk factors with strategic objectives as well as assigning a risk overseer to each.

Objective E 7.8. Maintain a sustainable enrollment management plan to ensure continued institutional growth and financial stability

- Engaged with Ruffalo Noel Levitz, an educational consulting organization that offers solutions and services for enrollment, student success, and fundraising for higher education and nonprofit communities, for a two-part assessment: (1) a full forensic of our recruitment & admissions operation; and (2) direction in writing a strategic enrollment plan (SEP) for the college.
- Performed a comprehensive review of Admission office communication, recruitment, reporting, and processing models; implemented a number of process improvements; and scheduled additional enhancements over the rest of the current recruiting cycle.