## 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

- Developed an academic plan with curriculum added to each advisors D2L page for advisees for spring semester. Advisors are now able to assign modules to student struggling a specific area. Some of these included Time Management, Study Skills, and Self Discipline; there are 12 modules in all. Students, particularly those at risk, were assigned modules throughout the semester. Results are incomplete because of the interruption of COVID-19; but, this program will be used for upcoming semesters. Midterm and final grades were checked, and if students needed assistance, they were contacted.
- Provided faculty training (by advisors) per department and one-on-one. In addition, the faculty advising handbook was updated, and a new advising flipbook was created to incorporate the blending of academic advising and career services into one office. Development of an on-line component is ongoing.
- Established Mathematics placement document; co-requisite support; common course outline. For students identified as learning support-mathematics who started in MATH 1001/997, the same-semester pass rate (C or better) was 72%. For students who started in MATH 1101/998, the same-semester pass rate was 51%. The department is satisfied with these results for students who are identified as learning support-mathematics; it is clear that these students perform better if placed in 1001/997.
- Completed required steps of the G2C Gateway2Completion project that builds upon units' and College's work in previous years; collect data and analyze results. Of fall 2018, spring 2019, and fall 2019 new freshman cohorts enrolled in ENGL 1102, 70% completed ENGL 1102 within the first year
- Enrolled every student in need of remediation directly into English 1101 with corequisite Learning Support (ENGL 0999); of fall 2019 and spring 2020 new freshman cohorts, >63.3% completed the gateway ENGL 1101 course within one semester.
- Utilized best practices in Writing Center theory/practice to guide face-to-face and online coaching; offered continual professional development for coaches; updated coaches and Director on new TutorTrac system; the Center provided 833 sessions during summer 2019, fall

2019, and spring 2020. Student satisfaction survey data was collected starting in fall 2019 and prior to the all-online move in spring 2020 due to COVID-19. The satisfaction data highlighted the following results: 88% of students felt their goals and/or questions were answered, and 88% of them would recommend their writing coach to other students. Additionally, 89% of students thought their coach was courteous and planned to use the Writing Center again.

- Determined logistics for Writing Center visits and met with each requesting faculty member to collect assignment sheets/samples to better prepare the writing coaches for tailored writing sessions. During the academic year, 98 sessions offered were for courses that had required Writing Center visits. Faculty reported that the papers were stronger than when they did not require students to visit the Writing Center.

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

- Increased number of students participating in the depression screening program at the Camden Center - there was a small increase in numbers of screened students at the fall screening from previous semesters. College closure prevented spring screening. Of 18 students, 14 were screened in the fall semester were referred for additional services; working with the AVP in Student Affairs to provide better services; budgetary issues will be a challenge.
- Planned a summer session assessment initiative, involving a cross-section of key stakeholders, with a focus on student progression and revenue generation; decentralized summer schedule management to the School Deans; managed minimum summer class sizes so enrollment covers the cost of instruction; managed course schedules so that the summer offerings result in a net profit; and marketed their Schools' summer offerings. Overall, refined summer session course scheduling protocol and improved student progression and increase tuition revenue.
- Hosted two major events focusing on consent, sexual assault, healthy relationships, sexual health, and alcohol safety; these events were in partnership with Glynn Community Crisis Center, Connie Smith Rape Crisis Center, Faithful Love, Glynn County Health Department, Title IX Office, Counseling Services, Office of Diversity, Res Life, and Peer Educators. Students were able to hear testimony from survivors of violence and sexual assault, learn about resources within the community, receive free HIV testing, and the importance of knowing their status.
- Provided or participated in a total of 33 counseling services programs in the fall of 2018, which had a total of 1,395 participants. In fall 2017, counseling programs had a total of 590 participants. This represents an increase of 136% from fall to spring in the number of participants. During spring 2019, the Office of Counseling Services provided or participated in 35 programs that had a total of 1,316 participants. Some of these programs included: "Teaching Resilience," "Staying Mentally Healthy – Relaxation Techniques to Reduce Stress" and "Relaxation Techniques – Meditation and Mindfulness." Spring data will be tracked next year for comparison purposes.

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

- Student life collaborated with SGA to build a plan for consistent President "round tables" and establish training/leader development series; due to the coronavirus pandemic, both initiatives were placed on hold.

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

- Continued to provide effective management and oversight for all athletics programs to support student-athlete retention, progression, and graduation. Average GPA and remains among the highest of any student "affinity group" on campus (3.1 in Spring 2020).

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

- Began the initial development of a comprehensive minority outreach plan, comprised of short- and long-range outreach activities, to help students prepare and succeed in college.
- Hosted an International Education Week in November promoting several events on the Brunswick campus and at the Camden Center to celebrate the benefits of international education and exchange worldwide - a total of 184 students participated in events held throughout the week.
- Publicized several study abroad programs to students through social media, campus presentations and the College website; unfortunately, due to the coronavirus pandemic, all study abroad programs were canceled for summer 2020.
- Identified and worked with two faculty members to incorporate a global dimension into their scheduled class and link it to a class of students at an international partner institution; two pilot COIL projects were initiated with positive student and faculty feedback based on survey research.

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

- A total of 144 student employee evaluations were completed by supervisors (67% of all student employees), representing a 118% increase in evaluations. New Skillsurvey instrument streamlined the process and provided more robust feedback to both students and supervisors. Areas of deficiencies using the Skillsurvey report can be more easily identified.
- A total of 440 students registered for Focus2 during the academic year, representing a 55% increase compared to the previous year. Focus2 specific appointments and inquiries decreased by 58%. Career Counseling appointments/walk ins as a whole decreased by 31%. Moving forward, there will be a greater reliance on student assistants to answer walk-in questions has decreased need for some appointments/walk-ins with counselors. "General Question" traffic at front desk increased by 50% for 2019/2020. Instability in Career Counselor vacancy and transition to COMPASS initiative has also contributed to fewer appointments.
- Career Services presented to 160 Capstone students in Nursing, Radiology, Education, Biology, and Business (51% of graduating seniors). Additional Capstone courses will be identified to reach a greater number of graduating seniors. With creation of COMPASS Career & Academic Advising Center, dedicated Advisors will be better able to address deficiencies.

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

- Conducted observation studies and surveys to determine the success of recent library furniture purchases and technology placements to inform future purchases. Pods represented the single-seating furniture type with the highest relative occupancy was 76.7% 2nd highest seating

occupancy was seating that had power attached at 69.2%. The largest total number of individuals sitting alone were found in the seating with tabletops, in particular booths, rectangular, and circular table with 80-100 seats; 70% students participated in collaborative study - 30% of students participated in single study.

- Library staff collected study room reservations using study room reservation systems data. Library group study rooms were used during 70% of library hours. Most bookings were for 2-3 hours. The most popular time period for reservations was between 10 am and 6 pm. Other popular study spaces were: Nursing study area, students' homes, and the residence hall. Overall, the group study rooms received a "Excellent" rating for furniture, maintenance, and white boards. Overall satisfaction with study rooms was good except issues with not enough rooms for the need at peak times.

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## 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

- Expanded interdisciplinary degree and course offerings – B.S. Environmental Studies and B.S. Data Science degree programs were created, which are strong interdisciplinary degree programs.
- Ran a section of CHEM 1100 geared toward Culinary Arts students and a section of MATH 1001 geared toward Culinary Arts students.
- Held discussions for an English section specific for nursing students (the English faculty member would collaborate with a nursing faculty member for specific examples) and also for a MATH 1401 section specific for business students (the math faculty member would collaborate with the math faculty member for specific examples).
- Developed teacher education opportunities for interdisciplinary collaboration in teaching – implemented a comprehensive data day meeting in May where faculty analyzed data from key assessments, developed trends as related to program strengths/areas for improvement and developed actionable goals for the 2020-21 academic year.

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

- Worked with School Deans and Department Chairs to integrate Service-Learning into School and department-level strategic plans - proposal to measure departmental Service-Learning involvement created and shared with deans and department chairs.
- Encouraged active learning through discipline-specific research and community engagement – Department of Social Sciences offered 2 Service-Learning courses (PSYC 2103 – Intro to Human Development – 43 students enrolled; and PSYC 3050 – Adulthood & Aging – 19 students enrolled, for a total of 62 students). In comparison to the previous year, one Service-Learning course was offered (PSYC 4510 – Program Development and Grant-Writing with 18 students enrolled).

- Continued to offer supervised research courses in psychology and internship/capstone projects in history to track student engagement across social sciences - increased the number of students engaged in scholarship/research projects (defined as IRB-approved research or scholarship). There were 72 students involved in supervised research or scholarship, while in the previous year, there were 51.
- Purchased licenses (Department of Natural Sciences) for a Nearpod classroom engagement system – seven of 20 full-time faculty used Nearpod in at least one class during the academic year; exceeded the target goal by 25%.

Objective B 2.3. Provide support for faculty-student research

- Continued to add Service-Learning Faculty Fellows across Schools and academic disciplines; added one service-learning faculty member from the ASN program.

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

- Increased professional development and research opportunities for faculty to present their work in the area of service-learning.

Objective B 2.5. Support faculty research and exchange opportunities abroad

- Distributed USGGG summer teaching application materials via campus posters, web presence, social media, email, and faculty to share with their students. Only one faculty member had an accepted application to teach in Summer 2021; the target was a minimum of three.


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

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

- Made several resources available for faculty to use in meeting their assessment needs; developed and provided workshops and/or materials that increase understanding of reasonable assessment practices; updated the Assessment website and shared more assessment resources with faculty members.
- Conducted a faculty assessment needs survey after all classes were moved online as a result of the coronavirus pandemic; results provided directions for future assessment workshops and resources.
- Offered training sessions for unit/department heads to help them transfer Unit Assessment Plan (UAP) data into Campus Labs' Compliance Assist – Planning Module: six group training sessions and one individual training session were conducted in fall 2019; a total of 16 unit/department heads finished the training in fall 2019. However, due to COVID-19, the planned training in spring 2020 was cancelled. Instead, a training video was developed and available for all Compliance Assist – Planning Module users.
- Performed updates to the *General Education Handbook* - one new element was added regarding validity & reliability of assessment tools.
- Disseminated two Assessment e-Newsletters to all faculty and staff, which included varieties of assessment resources.
- Engaged Radiologic Sciences faculty and Advisory Committee members in the revision of their current accreditation assessment plan.

Objective B 3.2. Enhance the effectiveness of student support services

- Continued providing first-year students with a more intrusive level of advising and involvement to assist first-year students in the successful progression toward graduation; took a proactive approach to develop initiatives and strategies that support retention of first-year students.
- Finalized the revision of the practices and procedures associated with the Dual Enrollment program - completed an assessment of the program with a focus on student success.
- Begun processing dual enrollment forms earlier, as well as encouraging high school counselors to complete their part of the process earlier as well.
- Utilized Math Placement document; offered co-requisite support; offered common course outline (Learning Support Mathematics). For students who were identified as LSM and who started in corequisite MATH 997 or 998, the pass rate was 66%. Considering the COVID-19 disruption, the Department of Mathematics met and surpassed its benchmark of 50%. The Department looks forward to continuing to collect this data and begin searching for long-term trends.
- Utilized Math placement document; offered co-requisite support; offered common course outline (Learning Support Algebra). For students who were identified as LSA and who started in corequisite MATH 999, the pass rate was 66%. Looking instead at LSM-exempt students enrolled in Math 1001 or 1101, the pass rate was 72.5%. Though neither of these results meets the benchmark of a 75% pass rate, the benchmark is aspirational for LSM-exempt students taking Math 1001 or 1101 without corequisite support. The difference between the two pass rates mirrors the general difference between the pass rates for both sets of courses. Department will continue to track these results to measure the three-year averages.
- Utilized Math placement document; offered co-requisite support; offered common course outline (College Algebra). For students who were exempt from learning support and who started in MATH 1111, the pass rate was 76%. Though this number is decreased from the previous year, it is hard to know the effects of the COVID-19 pandemic and rapid shift to online instruction in spring 2020. Given the disruption, the Department did meet its benchmark of at least a 75% pass rate for LS exempt students.

**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

- Participated in STEM initiative with "Super SIs" that double as campus mentors; at least one super SI was assigned to a Department of Natural Sciences course each semester.

Objective B 4.2. Embed service-learning throughout the curriculum

- Worked to infuse service-learning into each academic discipline – met with Arts & Sciences and Nursing & Health Science Deans and Department Chairs to present ideas for service-learning planning with intent to follow up with each individually.
- Promoted awareness and benefits of Service-Learning (S-L) to students in various venues: seven formal informational sessions on service-learning were hosted for Resident Assistants in campus Residence Halls, BSN Orientation S-L session to first-semester nursing students, parents and potential students at Destination Coastal, ATTIC Tutor/Supplemental Instructor training, and Job Corp.

- Advertised S-L at the Presidential Investiture Ceremony while helping with guest transportation; promoted S-L events and student presentations through Student Life's weekly e-mails; held four S-L course orientation sessions and hosted a table at the Multicultural Fair; opened the Center for S-L Resource Room/Podcasting Studio for students; promoted S-L conference and event opportunities to faculty in the *Monday Mariner*, and promoted S-L events and student presentations through Student Life's weekly e-mails.
- Held the S-L Scholars Workshop that was attended by seven faculty members; planned brown bag lunches (informal learning community) in spring 2020 were canceled due to COVID-19.
- Hosted the Coastal Scholars Roundtable Discussion - Service-Learning: Connecting the Service to Learning that was attended by six faculty members; planned the Georgia Higher Education Community Engagement Summit with RAC group for faculty to share their S-L work, but the event was postponed due to COVID-19. Five faculty members were scheduled to present at the Gulf South Summit, but it too was canceled due to COVID-19.
- Offered six poster workshops throughout the year and an S-L Faculty Appreciation Reception, where 65 faculty were recognized for their contributions to S-L; 60 guests were in attendance. The digital S-L Symposium had about 615 visitors to the Symposium homepage; the digital S-L Symposium was launched in April in response to COVID.

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

- Received SACSCOC and USG approvals to launch a new Bachelor of Science (B.S.) degree program in data science with concentrations in computational data analysis, healthcare analytics, financial analytics, marketing, and entrepreneurship.

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

- Developed an Honors program recruitment postcard for distribution at events and send to Certificate of Merit students; 16 new students entered the Honors program in fall 2019.
- Began planning an Honors Learning Community in the residence halls with a designated resident assistant assigned to these students.
- Increased faculty participation in and awareness of Honors program; faculty were invited to an Honor Program reception and all academic deans and the Provost attended. Attendance by the Deans and Provost helped to make the leaders of the academic units more aware of the aims of the Honors program and allowed them to interact with new students.

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

- Connected interested students seeking a study abroad experience with various external funding opportunities, including the Gilman Scholarship, Phi Kappa Phi, and the Generation Study Abroad Scholarship.
- Work with the College Foundation to increase scholarship support for students interested in studying abroad.
- Promoted study abroad on the Brunswick campus and at the Camden Center, leading to a total of 19 students studying abroad in summer and fall 2019.
- Maintained an active study abroad web presence.
- Promoted study abroad opportunities during Blue & White Day; hosted study abroad information sessions; and provided updates on specific study abroad opportunities via D2L and campus email throughout the academic year.

## 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

- Conducted identify research and identified new core institutional messages.
- Revisited and updated work to engage in a comprehensive internal and external identity promotional campaign.

Objective C 5.2. Create a marketable institutional brand

- Revisited an integrated marketing communications plan that outlines key brand distinctions.
- Continued to champion the College's brand and strengthen and enforce institutional graphic identity standards and related policies in print and electronically.

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

- Brainstormed and began plans for outreach to area elementary, middle, and high schools; a revival of a program similar to the STEAM event; initiated partnerships with local schools.
- Expanded ENVS Open House by including other programs or having separate open houses for each program.
- Reviewed skills that are required as part of NURS 1111 lab and clinical; developed a specific plan/formula/process that allows for those who are currently licensed and active as LPNs and paramedics to be exempt from applicable lab/clinical activities.

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

- Researched ways to work more efficiently with Schools and program/disciplines to elevate rankings, including the marketing of both faculty scholarship in defined areas of excellence and the accomplishments of CCGA graduates.

## 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, local schools and school districts, corporations, foundations, and non-profits.
- Engaged in a process to collect faculty and staff content/expertise information.
- Worked on developing a School of Business & Public Management presence in downtown Brunswick; in progress – working to obtain USG approval for all initiatives, including the leasing of a building.

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

- Engaged in a series of activities to enhance the current town and gown relationship, including ongoing involvement with 1 Million Cups (promoting support system of entrepreneurship in Brunswick).
- Continued efforts to make the Camden County community more aware of the positive benefit of the College and the Camden Center; worked on developing formal or informal partnerships with Camden County Schools, as well as developing formal or informal connections with Kings Bay Submarine Base.

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

- Maintained collaboration with Glynn County Schools to identify and facilitate clinical course experiences that enhance teacher candidates' development of knowledge, skills, and dispositions.
- Engaged with Glynn County's diversity plan and Paras to Professionals programs.

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

- Continued to increase the number of service-learning courses via department course offerings, such as Psychology, Education & Teacher Preparation, and Nursing.
- Worked with Satilla Marsh Elementary school to offer teacher candidates the opportunity to analyze and respond to student learning data in mathematics.

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

- Worked with Glynn County Schools to formalize a Memorandum of Agreement to offer high school students who complete the Teaching as a Profession pathway credit for EDUC 2110.
- Continued to engage in recruiting events, such as Destination Coastal, the Professional Association of Georgia Educators, Future Educator Days, and visiting students in the "Teaching as a Profession Pathway" at Glynn Academy.

## 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

- Consolidated campus events and activities across Brunswick campus and Camden Center on one master calendar; continuing to make improvements; a new website redesign project was launched that will require some integration planning.
- Formed a Budget Advisory Committee to offer input to the leadership team composed of faculty, staff, and students and provide transparency and improved communication regarding the budget decision-making process.
- Adopted the Budget Managers Desktop technology in PeopleSoft to allow budget managers and department coordinators access to current data on individual purchase requisitions, vouchers, and check requests as a "view only" feature.
- Further expanded eProcurement for purchasing across campus to increase the efficiency of the purchasing process; purchases will immediately appear on the electronic budget report; reduce the use of P-cards.
- Continued to develop written procedures manuals and training videos for employees who handle budgets and deal with travel and purchasing – post to campus Portal page once completed for reference.
- Continued periodic business process reviews to ensure that student billing and student accounts are operating efficiently and effectively.
- Began development of an effective policy procedure management system for everyday activities such as uploading files to D2L, submitting attendance verification, etc. The new system will expand faculty and staff education through a general repository of documentation accessible in one centralized location (College Portal Page) to manage policies and procedures; data organized in an easy to locate manner, saving employees valuable time.
- Begun auditing data currently existing in Banner related to facilities and determine the appropriate responsible party for maintenance of data to provide accurate information for planning and reporting purposes, as well as for the future implementation of an enterprise solution.
- Continued the use of Dynamic Forms to transform paper processes such as change of grade, course substitution request, change of name, etc.
- Maintained the centralized master calendar that consolidates events and activities happening across campus; continued the development of advanced features on the current master calendar. Potential to increase attendance and awareness of campus events and reduce time to enter events.
- Continued teaching students how to leverage technology to use DegreeWorks effectively – help them track their academic progress toward graduation with limited technological barriers.

- Reviewed lab equipment at the departmental level to determine additional equipment support to better meet course, lab, and program needs for student learning.

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

- Relaunched and expanded the Skillsoft eLearning Program that offers a wide variety of training and professional learning and development opportunities to increase faculty and staff professional knowledge and value to the College through an on-demand learning environment that complements their professional development plans and reduces the cost of travel.
- Completed Carl Vinson Institute compensation study to group positions by uniform criteria; allocated positions to salary grades that reflect their relative worth; created salary grades that correspond to salary ranges that are aligned with the external labor market; study offers Coastal Georgia the ability to move toward a market alignment that allows for making competitive talent choices; embrace predictable pay practices to drive internal credibility in attracting/retaining employees; and sustain an excellent Mariner workforce.
- Provided opportunities for faculty to engage in relevant professional development activities related to teaching, service, and scholarship.
- Provided and promoted opportunities for professional growth and outreach that promote diversity and inclusion.

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

- Completed the CAR Project and provided an updated report to the University System of Georgia for review and comment. Based on recommendations provided by the USG, the College created a CAR Project Tracker that identified savings and how saved resources would be redirected; project tracker is maintained and monitored and includes FTE impact, initial annual fiscal impact, and actual annual fiscal impact.
- Reviewed, vetted, approved, and implemented recommendations to cut administrative costs, achieve efficiencies, and ensure that services are best-in-class; updated CAR Project Tracker as part of USG budget hearing submission (October 2019).
- Developed budget request templates and instructions used during campus budget hearings to learn about School/department/office requests that enabled productive collaborative discussion in developing recommended budget priorities.
- Developed in-house workshops to provide training to campus employees regarding work policies, how to address issues and grievances, and training on appropriate and inappropriate workplace behavior.
- Redirected Boys & Girls of Summer program costs to support a new comprehensive and inclusive Minority Outreach Program, including a new Director of Diversity Initiatives position filled in February 2020
- Assessed current information-sharing channels and planning financial literacy workshops to help students navigate the financial aid process; addressed debt management counseling.
- Secured the services of a financial aid consultant to bring optimized solutions to financial aid processes and procedures.
- Converted integrated planning progress report from an excel spreadsheet into an interactive Tableau data visualization to allow for easy access and review of strategic planning initiatives piloted the dashboard in fall 2019 and collected feedback and input from users in spring 2020.

- Completed a SACSCOC compliance readiness audit that identified gaps that were reviewed and addressed accordingly with appropriate supporting documentation.
- Reviewed accreditation web page content to ensure information and material was up-to-date and relevant for public consumption – created and maintained a new web page (2022 SACSCOC Reaffirmation) and updated the Specialized Accreditation, Institutional Obligations, and Substantive Change web pages.
- Reviewed processes for data reporting based on ADC and Banner information and created mini-data warehouses of both data sources to improve efficiency; staff trained in and utilized Qlik data visualization tool to deliver aggregated USG data to internal clients more efficiently.
- Provided statistical analyses for Mindset Task Force, Gateways to Completion, NSC data to target recruitment, and dual-enrollment projections – each of these research efforts informed operational improvement.
- Compiled and reported accurate data necessary for state and federal agency reporting requirements promptly, including IPEDS collection cycle, Best for Vets, Military Friendly, College Board, Peterson's, Wintergreen/Orchard House, and U.S. News and World Report surveys.
- Maintained G2C data repository and Compliance Assist faculty and course tables.
- Created a Data Dashboard (located on the Intranet) for Admission, Enrollment, Geodemography, Degrees Awarded, and Student Progression as a benchmark and common self-service source of institutional data aligned with standard definitions.
- Completed two major compliance sections with policies defined in the USG Business Performance Manual, Chapter 12, including data system documentation, governance and organizational structure, data availability, cybersecurity, training, and audit sections.
- Began integration of Radius with Banner and admissions information flows back and forth as necessary, allowing admissions to unleash the power of a true customer relationship management system.

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; discussed the development of a new master plan.

Objective E 7.6. Address all organizational elements at the Camden Center through the 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

- Maintained an informational risk management web page to provide updates and helpful information on risk management practices at the College.
- Continued to encourage administrators, faculty, and staff to integrate risk management processes into day-to-day decision making and unit assessment planning.
- Updated the 2019 CCGA Risk Register (risk registry report).

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

- Relocated Admissions staff to the Campus Center to centralize the processing of mail and recruitment materials and create a more cohesive team to increase communication within the Admissions Staff.
- Created program-specific information to use in the customer relationship management's communication plan for new students.
- Established and implemented enrollment goals and tactics to build constant communication with local schools to assess their needs; continued to identify on-campus partners for Admissions to help meet event and enrollment needs.
- Relocated International Student Services from the Office of International Education to Admissions to make the transition from recruitment-to-admission-to-enrollment seamless and transparent for new and current international students.