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

- Academic Advising purposefully developed and strengthened professional development and training for professional advisors in addition to creating a career development path.
- Academic Advising improved Professional Development and Training for Faculty/Mentors by moving the development and training of faculty advising to a more strategic approach.
- Increased Faculty Development Opportunities for those teaching online
- Created a technically sound infrastructure to support online learning
- For students identified as LSM 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 LSM. It is clear that LSM students perform better if placed in 1001/997.
- During the 2019-20 AY (Fall and Spring semesters), 2,023 students were enrolled in 57 hybrid or online sections in the Department of Social Sciences. This is an increase in # of students enrolled during the 2018-19 AY (2,017 students enrolled in 91 hybrid or online sections).
- The Department of Nursing expanded student usage of academic-related resources.
  - Orientation videos on increasing success in the nursing program are available in level 1 classes. Discussions regarding methods for ensuring program success frequently occur at both levels.
  - Online documents and videos were created and available to students to demonstrate the use of various academic resources.

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

- A disability awareness event was held on the BWK campus during the fall semester, and 75 students participated in the event. For spring, disability awareness events were being planned for the both Camden and Brunswick campuses, but the campus closure due to COVID-19 prevented these from happening.
- The Office of Counseling Services will provide quality (professional and ethically sound) personal counseling/therapeutic services to currently enrolled students to enhance student well-being

and assist with retention efforts - the numbers for counseling sessions for the spring semester were impacted by the closure of campus due to COVID-19 (i.e., fewer students were accessing the services than if the campus had been open). However, they were still able to provide distance counseling by offering options of both phone and video (Zoom) counseling sessions. Ironically, most students seemed to prefer phone sessions over video.

- The Offices of Student Conduct and Title IX offered training and programming opportunities to all campus entities, but specifically to campus leaders, such as the Resident Assistants, ATTiC, new Athletes, and Schools and Departments in Academic Affairs. This training and programming efforts specifically focused on bystander intervention strategies.
- During the Fall semester, Student life had approximately 50 attendees for Mariner Fest/Camden. Student Life had approximately 225 attendees for Mariner Fest Brunswick despite the rainy conditions. They had 410 attendees for Homecoming Tailgate.
- There was an increase in the number of programs offered compared to the prior year in the Department of Diversity & Inclusion.

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

- Academic Advising purposefully developed and strengthened professional development and training for professional advisors in addition to creating a career development path.
- Improved Professional Development and Training in Academic Advising for Faculty/Mentors by moving the development and training of faculty advising to a more strategic approach.
- All student organization and club officers received formal Officer Training at the beginning of each semester.

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

- Athletics provided effective management and oversight for the athletic program
- Athletics competed successfully as a member of the NAIA and TSC
- Mariner athletics had Increased visibility and fan support
- In Spring 2020, the Wellness facilities were shut down due to the COVID pandemic; However, wellness was able to be explored more via online platform - Wellness Wednesday newsletter went out weekly, wellness word of the day - ways to explore wellness were looked at deeper.

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

- The unit of International Education increased faculty, staff, and student awareness of international education opportunities by supporting a sustained communication outreach effort.
- The 2019 International Education Week was successful, with over 200 students, faculty, and staff participants attended in-person and online activities and events. A survey was prepared and disseminated, and results were shared with the IEW Planning Committee.
- Launched a Global Classroom program (pilot), using the COIL method, to promote internationalizing the classroom and provide students with international exchange opportunities at home.

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

- Career Services incorporated Career Competencies into the curriculum through participation in the Endeavor workgroup to develop a set of competencies for students that include NACE competencies.
- 144 Evaluations were completed by Supervisors (67% of all student employees), representing a 118% increase in evaluations. The New Skillsurvey instrument streamlined the process and provided more robust feedback to both students and supervisors.
- Eighty-eight students participated in Pre-certification in 2019/2020. 59 students participated year prior. This represents a 49% increase.
- Assisted students in making a "Purposeful Choice" in their intended majors and careers through the Momentum Initiatives.
  - 440 Students registered for Focus2 in 2019/2020; this represents a 55% increase. Focus2 specific appointments and inquiries decreased by 58%. Career Counseling appointments/walk-ins as a whole fell by 31%.
  - Presented to 160 Capstone students in Nursing, Radiology, Education, Biology, and Business. (51% of graduating seniors).

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

- The unit of eLearning implemented policies and procedures to ensure the quality of online courses - The director worked with faculty to revise the eLearning policy in early April. The eLearning policy was approved by the faculty senate in late April.
- Four faculty completed the course, which helped them improve online teaching.
- The unit of eLearning created a technically sound infrastructure to support online learning – Eight webinars and workshops were offered to assist faculty in removing instruction in spring 2020 due to the COVID 19 pandemic.
- The Libraries provide an online information chat service to support research and information assistance to users.
- Students engaged with the College by using study rooms that have just been constructed.

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

- Academic Services established academic warning services and support.
- Integrated Academic Services and Library atmosphere for student success.
- The unit of eLearning implemented policies and procedures to ensure the quality of online courses - The director worked with faculty to revise the eLearning policy in early April. The eLearning policy was approved by the faculty senate in late April.
- Four faculty completed the course, which helped them improve online teaching.

- The unit of eLearning created a technically sound infrastructure to support online learning – Eight webinars and workshops were offered to assist faculty in the move to remove instruction in spring 2020 due to the COVID 19 pandemic.
- Made faculty aware of the progress the Honors program is making, and the opportunities available to Honors Students - Faculty were invited to the reception, and all three 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 our new students.
- Faculty incorporate a plethora of learner-centered activities across the BSN and RN to BSN courses. Most recent examples include Five Wishes experiential learning activity, socialization to the role of graduate nurse, conflict management simulations, communication role plays, Socratic questioning, I-clicker use, EAQ and NCLEX questions embedded into PREZI and PowerPoints, case studies, etc.
- The Department of Nursing expanded student usage of academic-related resources.
  - Orientation videos on increasing success in the nursing program are available in level 1 classes. Discussions regarding methods for ensuring program success frequently occur at both levels.
  - Online documents and videos were created and available to students to demonstrate the use of various academic resources.

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

- The unit of eLearning implemented policies and procedures to ensure the quality of online courses - The director worked with faculty to revise the eLearning policy in early April. The eLearning policy was approved by the faculty senate in late April.
- Four faculty completed the course, which helped them improve online teaching.
- The unit of eLearning created a technically sound infrastructure to support online learning – Eight webinars and workshops were offered to assist faculty in removing instruction in spring 2020 due to the COVID 19 pandemic.
- The Libraries provided effective technology and seating space to support student learning
- The unit of Service Learning promoted Awareness and Benefits of Service-Learning to Students.
  - Seven formal informational sessions on service-learning were hosted for RA's in 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.
  - Service Learning staff met with Advancement to discuss a marketing plan. They promoted S-L at the Presidential Investiture Ceremony while helping with guest transportation. They had 9 newspaper stories in The Brunswick News, and we promoted S-L events and student presentations through Student Life's weekly e-mails. They held 4 S-L course orientation sessions, and hosted a table at the Multicultural Fair. Additionally, they opened the Center for S-L Resource Room/Podcasting Studio for students and promoted S-L informally to each set of students, and provided printing for student/faculty posters and promoted S-L informally to these populations as well. They promoted conference and event opportunities to faculty in the Monday Mariner, and we promoted S-L events and student presentations through Student Life's weekly e-mails.
  - Service Learning staff hosted 6 poster workshops throughout the year. They hosted the S-L Faculty Appreciation Reception where 65 faculty were recognized for their contributions to S-L, and about 60 guests were in attendance. They hosted a keynote speaker, Dr. William Lamb, prior to the appreciation reception. At the digital S-L Symposium that had about 615 visitors to the Symposium homepage. They launched the digital S-L Symposium in April in response to COVID.
- Students are provided with opportunities to read and think critically and demonstrate intercultural sensitivity and an understanding of cultural diversity throughout the curriculum

beginning with AMST 1102 American Identities and culminating in AMST 4900 American Studies Capstone. Research, reading, writing, performance, and class activities are required at every level. Pass rates with an A, B, or C for AMST 1102 were 80.9% (38/47) in Fall 2019 and 83.9% (26/30) in Spring 2020. Pass rates with an A, B, or C for AMST 4900 were 100% (3) in Fall 2019 and 100% (2) in Spring 2020.

- 7 of 20 FT faculty used Nearpod in at least one class during the academic year.
- Faculty incorporate a plethora of learner-centered activities across the BSN and RN to BSN courses. Most recent examples include Five Wishes experiential learning activity, socialization to the role of graduate nurse, conflict management simulations, communication role plays, Socratic questioning, I-clicker use, EAQ and NCLEX questions embedded into PREZI and PowerPoints, case studies, etc.

Objective B 2.3. Provide support for faculty-student research

- The Libraries will provide effective technology and seating space to support student learning
- Service Learning staff worked Toward Infusing Service-Learning into Each Academic Discipline
  - Service Learning staff met with Arts & Sciences Deans and Nursing & Health Science and Chairs to present ideas for S-L planning to follow up with each individually. We participated in meetings for the ENDEAVOR Steering Committee to promote the use of S-L within this model/proposal. We promoted S-L by presenting at the New Faculty Orientation. We participated in a Coastal Scholars Panel, which promoted S-L.
  - Service-learning staff met with Arts & Sciences and Nursing & Health Science Deans and Chairs to present ideas for S-L planning to follow up with each individually.

Objective B 2.5. Support faculty research and exchange opportunities abroad

- Promoted the Gilman and Fulbright U.S. Scholars programs, encouraging students to apply for a research scholarship - A total of four (4) students applied for a Gilman Scholarship and two (2) for a Fulbright. Unfortunately, no one was selected for an award; the competition each year is very stiff.

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

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

- The unit of eLearning implemented policies and procedures to ensure the quality of online courses - The director worked with faculty to revise the eLearning policy in early April. The eLearning policy was approved by the faculty senate in late April.
- Four faculty completed the course, which helped them improve online teaching.
- The unit of eLearning created a technically sound infrastructure to support online learning – Eight webinars and workshops were offered to assist faculty in the move to remove instruction in spring 2020 due to the COVID 19 pandemic.
- The Department of Teacher Education operationalized and systematized a quality assurance system that incorporates a systematic review of data for continuous improvement of their programs.
- The Office of Institutional Effectiveness maintained the assessment partnership with schools and departments and continue to make progress in ensuring a culture of assessment
- Faculty incorporate a plethora of learner-centered activities across the BSN and RN to BSN courses. Most recent examples include Five Wishes experiential learning activity, socialization to

the role of graduate nurse, conflict management simulations, communication role plays, Socratic questioning, I-clicker use, EAQ and NCLEX questions embedded into PREZI and PowerPoints, case studies, etc.

Objective B3.2. Enhance the effectiveness of student support services

- Academic Advising purposefully developed and strengthened professional development and training for professional advisors in addition to creating a career development path.
- Provided support and establish a connection with students At- Risk. In addition to the first-year meetings, advisors will work in collaboration with Academic Services to provide support for students on academic warning and probation.
- Service Learning created Professional Development Activities for Faculty Members.
    - Seven faculty members attended the S-L Scholars Workshop. The planned brown bag lunches (informal learning community) were cancelled due to COVID.
    - Six faculty members presented at the Coastal Scholars Roundtable Discussion - Service-Learning: Connecting the Service to Learning. We planned the Georgia Higher Education Community Engagement Summit with RAC group for faculty to share their S-L work although the event was postponed due to COVID. We had 5 faculty members scheduled to present at the Gulf South Summit although it was also cancelled due to COVID.
    - Six faculty members presented at the Coastal Scholars Roundtable Discussion - Service-Learning: Connecting the Service to Learning. We planned the Georgia Higher Education Community Engagement Summit with RAC group for faculty to share their S-L work although the event was postponed due to COVID. We had 5 faculty members scheduled to present at the Gulf South Summit although it was also cancelled due to COVID.
- Testing Center created and developed a policy and procedural manual.
- Testing Center created an assessment instrument to evaluate the services provided through the Testing Center.
- Writing Center offered 833 one-on-one writing coaching sessions (face-to-face and/or online via Blackboard Collaborate or email) and campus-wide online or face-to-face presentations open to all students.
- For students identified as LSM 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 LSM. It is clear that LSM students perform better if placed in 1001/997.
- By relocating staff to the Campus center, Admissions has centralized processing of mail and recruitment materials and created a more cohesive team in order to increase communication within the Admissions Staff.

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

- The unit of eLearning implemented policies and procedures to ensure the quality of online courses - The director worked with faculty to revise the eLearning policy in early April. The eLearning policy was approved by the faculty senate in late April.
- Four faculty completed the course which helped them improve online teaching.

- The unit of eLearning created a technically sound infrastructure to support online learning – Eight webinars and workshops were offered to assist faculty in the move to remove instruction in spring 2020 due to the COVID 19 pandemic.
- Writing Center offered 833 one-on-one writing coaching sessions (face-to-face and/or online via Blackboard Collaborate or email) and campus-wide online or face-to-face presentations open to all students.
- Writing Center offered in-class (face-to-face and/or online) presentations uniquely designed for each course and consult with faculty concerning course document creation and feedback as well as effective plagiarism avoidance activities. - During 2019-2020, 98 sessions offered were for courses that had required Writing Center visits. Faculty reported that the papers were stronger than when they were not requiring students to visit the Writing Center.
- Staff at Writing Center worked with faculty who wish to use mandatory writing center visits for their classes. - From summer 2019 through May 2020, the Center conducted 68 in-class presentations.
- School of Business extended high-impact learning practices and supported current and new educational program offerings.
- Three departments were created within the School of Business and Public Management and a formal announcement was made in April 2020.
- Faculty incorporate a plethora of learner-centered activities across the BSN and RN to BSN courses. Most recent examples include Five Wishes experiential learning activity, socialization to the role of graduate nurse, conflict management simulations, communication role plays, Socratic questioning, I-clicker use, EAQ and NCLEX questions embedded into PREZI and PowerPoints, case studies, etc.

Objective B 4.2. Embed service-learning throughout the curriculum

- The unit of Service Learning promoted Awareness and Benefits of Service-Learning to Students.
  - Seven formal informational sessions on service-learning were hosted for RA's in 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.
  - Service Learning staff met with Advancement to discuss a marketing plan. They promoted S-L at the Presidential Investiture Ceremony while helping with guest transportation. They had 9 newspaper stories in The Brunswick News, and we promoted S-L events and student presentations through Student Life's weekly e-mails. They held 4 S-L course orientation sessions, and hosted a table at the Multicultural Fair. Additionally, they opened the Center for S-L Resource Room/Podcasting Studio for students and promoted S-L informally to each set of students, and provided printing for student/faculty posters and promoted S-L informally to these populations as well. They promoted conference and event opportunities to faculty in the Monday Mariner, and we promoted S-L events and student presentations through Student Life's weekly e-mails.
  - Service Learning staff hosted 6 poster workshops throughout the year. They hosted the S-L Faculty Appreciation Reception where 65 faculty were recognized for their contributions to S-L, and about 60 guests were in attendance. They hosted a keynote speaker, Dr. William Lamb, prior to the appreciation reception. At the digital S-L Symposium that had about 615 visitors to the Symposium homepage. They launched the digital S-L Symposium in April in response to COVID.
- Service Learning created Professional Development Activities for Faculty Members.
  - Seven faculty members attended the S-L Scholars Workshop. The planned brown bag lunches (informal learning community) were cancelled due to COVID.
  - Six faculty members presented at the Coastal Scholars Roundtable Discussion - Service-Learning: Connecting the Service to Learning. We planned the Georgia Higher Education Community

Engagement Summit with RAC group for faculty to share their S-L work although the event was postponed due to COVID. We had 5 faculty members scheduled to present at the Gulf South Summit although it was also cancelled due to COVID.

- o Six faculty members presented at the Coastal Scholars Roundtable Discussion - Service-Learning: Connecting the Service to Learning. We planned the Georgia Higher Education Community Engagement Summit with RAC group for faculty to share their S-L work although the event was postponed due to COVID. We had 5 faculty members scheduled to present at the Gulf South Summit although it was also cancelled due to COVID.

- The Department of Arts & Humanities promoted new-faculty participation in the service-learning workshop for new practitioners.
- Service-learning courses were in the core curriculum.

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

- As of the end of the spring, 2020 semester (just one semester after program launch), the Math department has 6 Data Science majors.
- As of the end of the spring, 2020 semester, the Math department has 29 Mathematics majors, up from 23 the previous year.
- Service Learning created Professional Development Activities for Faculty Members.
  - o Seven faculty members attended the S-L Scholars Workshop. The planned brown bag lunches (informal learning community) were cancelled due to COVID.
  - o Six faculty members presented at the Coastal Scholars Roundtable Discussion - Service-Learning: Connecting the Service to Learning. We planned the Georgia Higher Education Community Engagement Summit with RAC group for faculty to share their S-L work although the event was postponed due to COVID. We had 5 faculty members scheduled to present at the Gulf South Summit although it was also cancelled due to COVID.
  - o Six faculty members presented at the Coastal Scholars Roundtable Discussion - Service-Learning: Connecting the Service to Learning. We planned the Georgia Higher Education Community Engagement Summit with RAC group for faculty to share their S-L work although the event was postponed due to COVID. We had 5 faculty members scheduled to present at the Gulf South Summit although it was also cancelled due to COVID.

- Service Learning staff worked Toward Infusing Service-Learning into Each Academic Discipline.
  - o Service Learning staff met with Arts & Sciences Deans and Nursing & Health Science and Chairs to present ideas for S-L planning with intent to follow up with each individually. We participated in meetings for the ENDEAVOR Steering Committee to promote the use of S-L within this model/proposal. We promoted S-L by presenting at the New Faculty Orientation. We participated in a Coastal Scholars Panel which promoted S-L.
  - o Service learning staff met with Arts & Sciences and Nursing & Health Science Deans and Chairs to present ideas for S-L planning with intent to follow up with each individually.

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

- 16 new students entered the Honors program in fall 2019, a postcard was created, certificate of merit students were sent the postcard. Improve the quality and distinctiveness of the Honors program so that students are motivated to remain in the program as part of an engaged cohort.
- Alexis Miller was designated as the Honors RA this year and reached out to Honors students about programming. Participation was low. We think this is because the students were spread out and not on a single hall. The Honors learning community will be housed on a single hall in

Lakeside Village in Fall 2020. 24 spaces have been reserved and new and existing Honors students are being given the opportunity to live on the Honors hall with Alex as their RA. Implementation of this learning community model is now in progress as of April 2020.

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

- International Education expanded study abroad opportunities, interest, and awareness to enrich students' studies on an international scale that complements and extends the College curriculum.
  - The College had 20 students enroll in a study abroad for Summer 2020. Unfortunately, due to the coronavirus pandemic, their enrollment was canceled, and all students were refunded. The intent is to revisit study abroad delivery options for Summer 2021, provide either an in-person or virtual option, depending on conditions at the time.
  - Three (3) study abroad events were hosted with a total of 110 students participating, with the addition of a third one during IEW 2019. Given student participation, the College secured interest and applications from 20 students – a 33% increase from Summer 2019.
  - Secured $525 in study abroad scholarship contributions from local donors; continued to receive monthly deductions from an employee that maintains funding in the account.

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

- The unit of Advancement fully implemented institutional graphic identity standards and related policies.
- Increase involvement of Schools and departments in student enrollment growth - Departmental brochure template created.

Objective C 5.2. Create a marketable institutional brand

- Advancement is in the process of making institutional website more recruitment focused, easier to navigate, visually rich, and consistent.
- Faculty incorporate a plethora of learner-centered activities across the BSN and RN to BSN courses. Most recent examples include Five Wishes experiential learning activity, socialization to the role of graduate nurse, conflict management simulations, communication role plays, Socratic questioning, I-clicker use, EAQ and NCLEX questions embedded into PREZI and PowerPoints, case studies, etc.

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

- Earned public relations tactics (press releases, website and social media posting, public speaking engagements, etc.) are ongoing in the unite of Advancement.

- Alumni development is ongoing in the unit of Advancement - Monthly newsletter developed. Increased social media engagement. Future alumni events are in the planning stages.
- The Department of Education increased the visibility of their programs and strengthen recruiting processes.
  - The Department revised the marketing flyer to capture the strengths of their programs (and the candidate experience) and better reflect candidate diversity. As well, faculty worked to capture pictures that better reflect candidate diversity. These pictures will be incorporated into marketing materials moving forward.
  - The Department increased participation in recruiting events over the 2020-2021 academic year. This included Destination Coastal (2 events), the Professional Association of Georgia Educators (PAGE) Future Educator Days (2 events), and visiting students in the "Teaching as a Profession Pathway" at Glynn Academy High School.
  - In Fall 2019, several faculty attended the Glynn County Diversity Task Force to participate in discussion about the teacher pipeline and diversity.
- The Department of Nursing expanded student usage of academic-related resources.
  - Orientation videos on increasing success in the nursing program are available in level 1 classes. Discussions regarding methods for ensuring program success occur frequently in both levels.
  - Online documents and videos were created and available to students to demonstrate the use of various academic resources.
- Objective C 5.4. Improve the College's rankings in reputable and recognized educational publications and surveys

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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

- Advancement identifying opportunities to highlight academic and student accomplishments - Earned public relations tactics (press releases, website and social media posting, public speaking engagements, etc.) are ongoing. Program specific videos in development to highlight the program and faculty. Also, new website will focus on the value of each program and the 'why' of enrolling at Coastal Georgia. Outcomes, faculty expertise, student success, and classroom experience will be highlighted. Resulting in greater understanding on the College and programs while increasing the interest in attending Coastal Georgia.
- The unit of Diversity & Inclusion received approximately $6,500 for program initiatives - Increase program operational capacity for Minority Outreach Programs.
- The Department of Nursing expanded student usage of academic-related resources.
  - Orientation videos on increasing success in the nursing program are available in level 1 classes. Discussions regarding methods for ensuring program success occur frequently in both levels.
  - Online documents and videos were created and available to students to demonstrate the use of various academic resources.

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

- In the unit of Advancement, new design and implementation processes for business, student scholarships, stewardship, prospect identification/cultivation established. Resulted in an increase in our number of donors. Donor retention and recapture rates have increased. Giving through our online platforms and campaigns increased as well.
- The Department of Education collaborated with P-12 partners to strengthen teacher candidate engagement, learning, and growth.
  - In Fall 2019, the Department hosted two TEAB meetings (as Glynn County Schools had a major event scheduled on our TEAB date, faculty met these stakeholder in a separate meeting). Some stakeholders in these meeting shared that mentor teachers need to have more input in candidate assessment. In response, the Department incorporated a two-way conference with the mentor teacher at the end of Internship to evaluate candidate progress using the Intern Keys/Summative CAPS. Stakeholders are shared the need to bolster preparation in relationship to trauma-informed practices and classroom management. This feedback will shape fall coursework. Meeting discussions were documented.
  - While not in our initial plan, in Fall 2019, a portion of the ECSP 4020/MSED 4028 Instructional Method of Mathematics course was facilitated at Satilla Marsh Elementary School. This experience afforded candidates the opportunity to analyze and respond to student learning data in mathematics.
  - In Spring 2020, the ECSP 3310 Assessment and Differentiation course incorporated a literacy focus. A portion of this course was facilitated at Oglethorpe Point Elementary School. This experience afforded candidates the opportunity to directly observe and apply course concepts in K-5 classrooms.

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

- The Department of Education collaborated with P-12 partners to strengthen teacher candidate engagement, learning, and growth.
  - In Fall 2019, the Department hosted two TEAB meetings (as Glynn County Schools had a major event scheduled on our TEAB date, faculty met these stakeholder in a separate meeting). Some stakeholders in these meeting shared that mentor teachers need to have more input in candidate assessment. In response, the Department incorporated a two-way conference with the mentor teacher at the end of Internship to evaluate candidate progress using the Intern Keys/Summative CAPS. Stakeholders are shared the need to bolster preparation in relationship to trauma-informed practices and classroom management. This feedback will shape fall coursework. Meeting discussions were documented.
  - While not in our initial plan, in Fall 2019, a portion of the ECSP 4020/MSED 4028 Instructional Method of Mathematics course was facilitated at Satilla Marsh Elementary School. This experience afforded candidates the opportunity to analyze and respond to student learning data in mathematics.
  - In Spring 2020, the ECSP 3310 Assessment and Differentiation course incorporated a literacy focus. A portion of this course was facilitated at Oglethorpe Point Elementary School. This experience afforded candidates the opportunity to directly observe and apply course concepts in K-5 classrooms.

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

- In the Department of Health Sciences, Curriculum was reviewed to meet all requirements of certification agencies and accreditation agencies. They added a class to spring 2020 (HESC 4950 Planning, Implementation, and Evaluation of HP Programs) to meet CHES certification requirements for Health Promotion students wishing to sit for the CHES exam. This course had

to be scheduled with the HESC 4950 special topics course, but Spring 2020 this course was approved as HESC 4226 for the 2020-21 Catalog as a permanent class.

- Faculty incorporate a plethora of learner-centered activities across the BSN and RN to BSN courses. Most recent examples include Five Wishes experiential learning activity, socialization to the role of graduate nurse, conflict management simulations, communication role plays, Socratic questioning, I-clicker use, EAQ and NCLEX questions embedded into PREZI and PowerPoints, case studies, etc.

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

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, it is imperative that the institution 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

- The unit of eLearning implemented policies and procedures to ensure the quality of online courses - The director worked with faculty to revise the eLearning policy in early April. The eLearning policy was approved by the faculty senate in late April.
- Four faculty completed the course which helped them improve online teaching.
- The unit of eLearning created a technically sound infrastructure to support online learning – Eight webinars and workshops were offered to assist faculty in the move to remove instruction in spring 2020 due to the COVID 19 pandemic.
- In the Department of Health Sciences, effectiveness of the Human Performance Laboratory equipment and resources was evaluated to meet needs of all lab courses.
- In consultation with multiple campus partners, 24 additional cameras were purchased to expand coverage. Additional video storage hardware was also purchased and that effectively doubled capacity.

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

- The unit of Human Resources & Auxiliary Services ensured consistent application of hiring standards to impact organizational development positively.
- The unit of Human Resources & Auxiliary Services ensured market and internal structure alignment; simplified classification structures; identified paths for career progression; addressed recruitment and retention needs; and reviewed minimum qualifications to facilitate recruitment of talent. - Completed, approved and used Carl Vinson Institute compensation study data to group positions by uniform criteria, allocated positions to salary grades that reflect their relative

worth; create salary grades that correspond to salary ranges that are aligned with the external labor market.

- The unit of Human Resources & Auxiliary Services offered a wide variety of training and professional learning and development opportunities designed to enhance critical business and computer skills, ranging from curricula related to Business Skills, Computer Desktop Applications and IT Professional Training

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

- A 10 hour/academic year community service requirement was implemented for the Honors program this year. It was intentionally designed to be very flexible so that students can use a variety of activities to meet the requirement. Reporting has been variable so a better mechanism for reporting needs to be implemented.
- The Honors contract model, along with a curriculum proposal to allow students to receive Honors credit for 3000-level classes, went through a vetting process with the faculty (Honors committee) Deans and Chairs. It was passed by the curriculum committee and the Faculty Senate.
- Implemented the Comprehensive Administrative Review campus initiative to review and refine multiple aspects of administrative processes
- Continued to maintain and update the strategic planning website
- Conducted a Compliance Readiness Audit as part of the institutional self-study due to SACSCOC on March 1, 2019
- Engaged in strategic and operational data planning, collection, and reporting
- Launch BPM Documentation/Compliance Project.
- Integrated Radius with Banner and admissions information flows back and forth as necessary allowing admissions to unleash the power of a true CRM.
- Offered better accountability, improved efficiency, and growth opportunities for key employees through IT reorganization.
- Financial Aid Successfully delivered Award Notifications via CampusLogic.
- The unit of Human Resources & Auxiliary Services ensured consistent application of hiring standards to impact organizational development positively.
- The unit of Human Resources & Auxiliary Services ensured market and internal structure alignment; simplified classification structures; identified paths for career progression; addressed recruitment and retention needs; and reviewed minimum qualifications to facilitate recruitment of talent. - Completed, approved and used Carl Vinson Institute compensation study data to group positions by uniform criteria, allocated positions to salary grades that reflect their relative worth; create salary grades that correspond to salary ranges that are aligned with the external labor market.
- The unit of Business Services increase budget efficiency by providing real- time budget to actual data for budget managers - Technology rollout is complete. 13 Budget Managers have adopted this technology.
- The unit of Business Services reduced paper and administrative processing times by implementing the PeopleSoft (PS) online solution for travel and reimbursements processing – the Travel and Expenses module.
- The unit of Business Services adopted dynamic forms for current manual paper forms, reducing time inefficiencies and unintended data entry errors - Electronic bookstore voucher form is

completed and implemented. Electronic catering voucher form is in development and testing stages, should be completed Spring FY21.

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

- The Department of Nursing expanded student usage of academic-related resources.
    - o Orientation videos on increasing success in the nursing program are available in level 1 classes. Discussions regarding methods for ensuring program success occur frequently in both levels.
    - o Online documents and videos were created and available to students to demonstrate the use of various academic resources.

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

- The Office of Admissions is now able to send out program specific communication to prospects, inquiries, and applicants through the communication plan.
- The Office of Admissions continues to identify on campus partners to help meet event and enrollment needs. Enrollment goals established and tactics implemented in order to build constant communication with local schools to assess their needs.
- The Office of Admissions has completed training to aid in admissions decisions for the international students. This includes receipt of documents and notification of acceptance.
- The Department of Nursing expanded student usage of academic-related resources.
    - o Orientation videos on increasing success in the nursing program are available in level 1 classes. Discussions regarding methods for ensuring program success occur frequently in both levels.
    - o Online documents and videos were created and available to students to demonstrate the use of various academic resources.