

FALL 2018



# MIDPOINT PROGRESS REPORT

## COASTAL VISION 2021

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### **Mission**

As a state college of the University System of Georgia, the College of Coastal Georgia will be a college of choice for residents of Georgia and beyond by providing an accessible and affordable quality education. Advocating excellence in scholarship and community engagement, the College promotes student progression and timely graduation through student-centered programs that offer a rich and diverse student experience. Students are prepared for meaningful careers, advanced study, lifelong learning, and participation in a global and technological society. The institution will provide associate and baccalaureate degrees that support the intellectual, economic and cultural needs of the community and region.

### **Vision**

The College of Coastal Georgia will be a college of choice for students within Georgia and beyond, providing an outstanding education for tomorrow's leaders and citizens through service-learning, global awareness and engaged entrepreneurship.

### **Core Values**

The College of Coastal Georgia's core values frame the mission and vision, and guide the institution through changing times and priority setting:

- Quality Education: Commit to providing high-quality, innovative, and flexible educational opportunities and services in an accessible student-centered environment, creating a climate of discovery that values and embraces both inquiry and creativity; expect students to take active responsibility for their education; foster close student-teacher bonds; offer ongoing assessment of academic programs; integrate all programs that promote student access and success.
- Experiential Learning: Integrate meaningful experiential and holistic community service on campus and in the broader community with instruction and reflection to enrich the learning experience, fostering an attitude of generosity in service, teaching civic responsibility and strengthening communities.
- Global Awareness: Commit to providing value-added education by promoting cross-cultural understanding, fostering respect and appreciation among and between students, faculty and staff, and cultivating collaborative relationships with international programs and global communities.
- Leadership: Advocate leadership roles that uphold professionalism, responsibility and motivation through enhanced skills in organizing, planning, problem-solving, and communicating to prepare students to meet tomorrow's workforce and the region's evolving development needs.
- Entrepreneurship: Infuse exploration and innovation across the educational process while anchoring these entrepreneurial strategies in social and community purposes.

## Introduction

Summer 2018 marked the midpoint of *Coastal Vision 2021*.

Three years ago, the College of Coastal Georgia embarked on a strategic planning process to revisit the mission, vision and strategic direction of the College with greater emphasis on accountability, transparency, sustainability, and institutional planning.

In August 2014, then President Gregory Aloia convened a Strategic Planning Committee of over fifty participants, including Brunswick campus, Camden Center, Foundation, and community representatives, to engage in a collaborative strategic planning process that resulted in a new institutional plan, *Coastal Vision 2021*, to help map the institution's future; and, in the process, re-envision the College's mission, reevaluate its strategic priorities, craft a new institutional strategic plan, and ensure alignment of the plan with University System of Georgia and Complete College Georgia strategic directives.

With guidance provided by the Strategic Planning Continuity Committee, the *Coastal Vision 2021* strategic plan was officially launched at the beginning of the 2015-16 academic year.

The College celebrates many achievements since the start of *Coastal Vision 2021* that included:

- Record student enrollment—more than 3,600 students enrolled in fall 2017
- Successful completion of the SACSCOC Fifth-Year Interim and QEP Impact Reports
- College Foundation achieved its annual fundraising goal of \$1 million and initiated an annual leadership giving program
- Division of Student Affairs provided over 15 organized volunteer opportunities through the Office of Student Life, the highest number in the history of the program
- Mariner Village, a 216-bed housing facility with 100% occupancy, opened in fall 2017
- Campus Safety upgraded the mass notification system that now includes eight buildings on the Brunswick campus and the Camden Center
- Strategic enrollment plan was created and vetted with various campus constituents
- New student portal was launched, saving the institution \$20,000 yearly, and the campus successfully coordinated, tested and migrated from Banner 8 to 9

In the plan, which officially commenced in fall 2015, the College established five strategic themes – Student Engagement, Academic Excellence, Institutional Distinction, Leadership Through Community Engagement & Partnerships, and Sustainability & Organizational Development – driven by seven strategic goals.

This midpoint report illustrates progress toward achieving the College's strategic goals, offers a glimpse of collective achievements and objectives-in-progress, and identifies remaining challenges. While obstacles have been encountered and particular routes adjusted along the way, the strategic plan remains transformational.

## **THEME A: STUDENT ENGAGEMENT**

Engage students in intellectual, cultural, social, personal, and professional growth ... maintain 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 A1.1. 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*

*OBJECTIVE A1.2. 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*

*OBJECTIVE A1.3. Provide opportunities for students to develop leadership competencies*

*OBJECTIVE A1.4. Promote excellence in and breadth of intramural, club, and intercollegiate athletic programming*

*OBJECTIVE A1.5. Develop institutional wide diversity initiatives that promote inclusion and global awareness*

*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*

*OBJECTIVE A1.7. 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*

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## **PROGRESS**

### **Strengthening the academic advising program**

In keeping with the institution's mission to foster academic excellence and individual development in a supportive environment, CCGA recognizes academic advising as a critical component of the educational experience and is committed to providing quality advisement. The Center for Academic Advising implemented a new Academic Advising model to shift first-year advising to professional advisors assigned to a specific department/major to help students complete a 4-year academic plan, monitor students' academic performance, engage in direct advising during registration, assist in major selection, seek individualized services on students' behalf as needed, and encourage students to engage in the CCGA community. The professional advisors ensure students are registered in the appropriate courses for their first 30 credit hours.

Additionally, the Center has worked with Academic Services to increase the robustness of its Academic Intervention Program which is designed to provide supplemental support for students with a GPA under 2.0. Recently, the Center for Academic Advising, in conjunction with the Faculty Senate Advisement Committee, has developed a survey to be distributed to faculty and staff that will offer college-wide input on professional advising and academic services, with the aim of building a strategic approach to developing a first-year success program for incoming students. The Center implemented advising programs for first-year freshmen based upon focus area/major, including *Understanding your Major* and *How to Register*. These programs provided students information necessary to navigate the first year of classes. Additionally, a series of tutorial videos were developed for Degree Works, to teach students how to navigate the program that will keep them on track toward graduation, and Brightspace (D2L), to assist students in understanding how to use the various elements of the online learning management system. Professional Development and Training in Academic Advising for Faculty/Mentors was introduced. The Center provided one-on-one training for faculty, in addition to including professional advisors in departmental faculty meetings to provide updates and answer advising questions.

### **Providing gateway and developmental course support**

The College's Learning Support structure has been transformed by focusing its efforts on co-requisite remediation. For the area of Mathematics, students that would have been previously placed in pre-requisite remediation courses are now enrolled directly in the gateway Mathematics course appropriate to their programs of study (i.e., Quantitative Reasoning, Intro to Math Modelling or College Algebra) in addition to a linked support course (co-requisite component). This change decreases the number of semesters and the number of credit hours a student must complete before finishing their first collegiate mathematics course. Previously, students took a minimum of 2 – 3 semesters to complete 7 – 11 credits depending on their level of preparation. Now, the majority of students only need one semester and 5 credits. Those with a larger gap in preparation with majors requiring College Algebra need a minimum of two semesters to complete 8 credits. For the area of English, students requiring remediation are now placed in the appropriate collegiate/co-requisite English course (ENGL 1101/0999), a change that decreased the 2 semesters and 7 – 11 credits a student was required to complete to only one semester with 4 credits.

In spring 2018, the College joined the Gateway2Completion project, which is a re-envisioning of gateway courses using a reflective and interactive approach. Working with the John N. Gardner Institute and institutions across the University System, faculty are engaged in an effort to redesign ENGL 1102, MATH 0999, POLS 1101, and BIOL 1107. This work will continue through spring 2021.

### **Offering students comprehensive student employment programming**

The Center for Career Development created a comprehensive student employment program to augment intrusive advising that encompasses both on-campus and off-campus employment options and increases retention rates and career development opportunities for all students. Students receive an orientation workshop so that they better understand the expectations at

their on-campus place of employment. The training includes what it means to be a student worker, information on managing stress and maintaining work/life/school balance, job expectations, customer service, and how skills learned on the job will translate into the "real world". Additionally, several developmental pieces of training throughout each semester are offered, including training on Excel and Adobe Illustrator.

The Center has reached out to every campus supervisor who had student employees with no grades higher than a "C" and at least 1 "D" or "F" at mid-term to encourage them to reach out to these students to give them strategies for success, including tutoring, counseling or other accommodations to aid in retention. The Center established a Student Employment Committee to address challenges and create change to the student employment initiative, and continued Student Employment Onboarding (SEO) to help orient students to student employment policies and procedures.

Leadership training is delivered through a variety of formal and informal learning opportunities. Chief among the formal leadership programs is the Mariner Leadership Academy (MLA). A programming series focusing on communication, personal exploration, and career readiness, the MLA readies participants for leadership opportunities while at CCGA and prepares them for the world of work.

### **Increasing Camden Center Student Programming and Course Offerings**

Since 2016, the College has increased Camden Center programming offerings through collaboration with Student Affairs & Enrollment Management and leading pre-planning semester meetings to discuss not only Brunswick programming, but also Camden. Just from Fall 16 to Fall 17 there was a 42.11% increase in programming initiatives. The College established an annual agreement with the Camden County Recreation Center which allows year-round access to their facilities, for registered students living in Camden County. The intramural sports program encourages students, faculty, and staff who are currently enrolled or employed at the College to participate in a variety of organized competitive recreational programs. The Leadership and Volunteerism program is extended to the Camden Center to help students develop leadership skills and support community and personal growth through experiential learning. The Camden Center provides student leadership training by way of the Mariner Leadership Academy (MLA) which includes the same type of programming series as on the Brunswick campus, preparing students for leadership opportunities while at CCGA and prepares them for the world of work.

The College moved from offering a limited number of courses to offering over 70 face-to-face courses and over 100 online courses at the Camden Center; a needs assessment survey was requested and will soon be disseminated to all Camden students to determine the courses that needed to be offered.

### **Enhancing New Student Orientation Programming**

To shorten the time required and cost to earn a degree, the two-credit orientation course, CCGA 1101, was removed as a graduation requirement and replaced with a non-credit three-phase orientation program. Phase One includes a one-day orientation program hosted in the summer

and focused on the logistics of the enrollment process and overview of the support services offered. Phase Two engages students just before the beginning of Fall Semester classes by familiarizing them with the campus academic and social community and culture. The program is designed to acquaint students with the campus, outline academic expectations, and highlight programs and services that will assist in student success. At the end of the program, students leave ready to begin the academic year with a better understanding of the campus community and fully integrated into the Mariner culture. Phase Three includes a fall semester seven-to eight-week Coastal Discovery workshop series including several sessions about academic and first-year skills needed to be successful in college. This graduation requirement change has saved first-year College students more than \$133,000 in tuition.

### **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 B2.1. Develop opportunities for interdisciplinary collaboration in teaching*

*OBJECTIVE B2.2. Support reflective, interactive and experiential learning*

*OBJECTIVE B2.3. Provide support for faculty-student research*

*OBJECTIVE B2.4. Expand support for faculty research and grant writing*

*OBJECTIVE B2.5. Support faculty research and exchange opportunities abroad*

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## **PROGRESS**

### **Strengthening faculty scholarship and grants management**

The College now offers Summer Fellowships for full-time faculty to engage in research, to seek external grant funding or to apply for internal grants for innovative projects; e.g., the Ecology Symposium. To promote and facilitate scholarly activities and programmatic development/assessment for faculty and administrative staff, the College supports a Grants and Contracts Program (GCP), by assisting whenever possible to locate and secure external funding. The GCP provides a central source of information on major governmental agencies, foundations and corporations that support research and creative activities; it also provides guidance, from conceptual development to planning of grant proposals.

Ongoing incentives are provided to faculty teaching service-learning courses, as well as a pre-populated clearinghouse of service-learning opportunities and self-identified community agency needs available through the CCGA website.

### **Supporting faculty through a Center for Teaching & Learning**

The Faculty Development Committee of the Faculty Senate created the infrastructure for a new Center for Teaching and Learning with a focus on delivering a cohesive faculty development program. The next step is to recruit and appoint a Director for Teaching & Learning to provide leadership, coordination and training for development of learning outcomes; plan and coordinate a wide variety of faculty development opportunities; and provide expertise relating to effective practices in the areas of teaching, curriculum and assessment. For the last three years, the College has offered an intensive 3 – 5-day workshop in May for faculty to learn more about online/hybrid technology and pedagogies as well as stipends to develop an online/hybrid course and have it reviewed and vetted by experienced faculty.

### **Supporting international teaching and learning opportunities for faculty**

The Office of International Education has endeavored to connect CCGA faculty and staff with a variety of international opportunities, from short-term teaching and research positions to seminars and other professional development experiences. Work is continuing with the Anguillan Department of Environment to engage biological sciences faculty with opportunities to conduct research on the island and involve students in a coastal ecological project. Two psychology faculty members are pursuing an international grant to contribute to the enhancement and development of higher education in Belize.

The Office is supporting development of faculty-led study abroad proposals. Dr. Orsolya Kolozsvari prepared a Maymester study abroad program to Hungary. The course to be offered is SOCI 1101 - Introduction to Sociology. Initially, the course will begin on the CCGA campus with a week of face-to-face instruction, followed by a ten-day study-abroad component, which will include 15 hours of service-learning. Thereafter, instruction for the remainder of the session will be face-to-face either in the classroom at CCGA or in an online format. Approximately half of the study abroad component will be spent in Budapest, with the remaining portion in Debrecen, Hungary, the second largest town in Hungary, about 120 miles from Budapest. More details to follow soon.

A second Maymester study abroad program to Costa Rica was developed by Mr. Tyler Bagwell and Dr. Robert Green. The program offers students a unique opportunity to study and experience Costa Rica. It will promote student development through observations, interactions, and analysis of critical educational issues through immersion in the Costa Rican culture. Students will explore a variety of Costa Rican ecosystems, including tropical rain forest, mountain cloud forest, volcanoes, jungles, and the Pacific coast.

Dr. Carla Bluhm, Associate Professor of Psychology, and Dr. Jim Fullerton, Assistant Professor of Business Leadership, where both accepted to teach in the USG's European Council Summer Study Abroad Program; Dr. Bluhm in the Paris, France, program and Dr. Fullerton in the Waterford, Ireland, program. Drs. Aurora Ramos Nunez and Hector Montford were supported 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.

In the last three years, faculty have been supported with travel funding (approximately \$21,000) in 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); Modernist Studies Association Annual Conference (Netherlands); Annual Association for Italian Studies (Italy); and Western Economic Association - International Conference (Canada).

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

*OBJECTIVE B3.1. Standardize the practice of integrating assessment into teaching*

*OBJECTIVE B3.2. Enhance the effectiveness of student support services*

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### **PROGRESS**

#### **Maintaining accreditation compliance and continuous improvement**

The College 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 addressing the one recommendation in June 2018, which brings the College into full compliance through 2022.

#### **Providing support to improve and expand course evaluation and program assessment practices**

The College implemented a new course evaluation software (SmartEvals) and developed a communication campaign to increase completion rates.

Additionally, a course improvement model and procedure for online courses was introduced through the Quality Matters consortium to assist faculty in online 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. The Office of eLearning continued creating policies and procedures to ensure quality of online courses.

In 2015-16, the College moved to an annual academic program assessment review process that now gives programs the opportunity to choose what learning outcomes they would like to measure to promote program improvement.

The College's program learning outcomes assessment process is a comprehensive, five-year cycle of assessment during which time programs need to assess each of their student learning outcomes at least once and have used the results of their assessments to improve some aspect(s) of their program/curriculum.

Each assessment of student learning outcomes at the program level identifies (a) linkage between program and College mission, (b) intended student learning outcomes, (c) means of assessment and criteria for success, (d) summary of data collected, and (e) the use of results. Both baccalaureate and career associate degree programs organize their internal assessments on a standard educational program assessment template. The expected student learning outcomes for graduates apply to all students, regardless of classroom delivery method or program.

Dr. Yi Hua joined the Office of Institutional Effectiveness as an Assessment Specialist. In her new role, Dr. Hua will promote the institutional culture of evidence-based assessment and continuous program improvement campus-wide; support assessment needs in Schools and departments on the Brunswick campus and Camden Center; offer assessment training workshops; and identify effective assessment tools in support of departmental learning objectives and co-curricular learning outcomes.

### **Improving student success in the first academic year**

The College has been an active participant in the launch of the Complete College Georgia's Momentum Year initiative. As part of this endeavor, the institution has 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. By fall 2019, the goal is that no entering student at any of the USG institutions will enroll as an undecided. The focus is to scale all strategies across the USG, leveraging System resources to assist institutions and students.

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

*OBJECTIVE B4.1. Embrace high-impact educational practices that reinforce academic proficiencies*

*OBJECTIVE B4.2. Embed service-learning throughout the curriculum*

*OBJECTIVE B4.3. Identify new degree programs that meet the professional and intellectual needs of students*

*OBJECTIVE B4.4. Develop campus programming that allows for the recruitment and retention of academically-talented students*

*OBJECTIVE B4.5. Develop study abroad opportunities for students to gain a global perspective*

## PROGRESS

### Expanding baccalaureate degree program offerings

The College has established four new degree programs since 2015-16:

- *BAS in Workforce Management and Leadership*: The primary goal of the degree is to enhance the supervisory abilities of graduates of technical colleges. This degree can be completed in two years or less. The Bachelor of Applied Science builds upon the technical skills and knowledge acquired in an Associate of Applied Science or Associate of Applied Technology degrees. Those completing the program will be prepared to competently and efficiently engage their chosen vocational field as not only highly trained technicians but also as effective mid-level general and operations managers.
- *BS in Health Sciences*: In 2017, 23% of CCGA students were majoring in Health related/affiliated programs. However, there were roughly 500 students that wouldn't be admitted into the nursing/radiology cohorts because of limited capacity. The establishment of the BS in Health Sciences provided students with an off-ramp to a related field of study.
- *BS in Environmental Science*: Growing out of the popularity of the Coastal Ecology concentration of the BS in Biological Sciences and the Environmental and Regional Studies concentration of the BA in American Studies, the BS in Environmental Science serves as an interdisciplinary degree that meets regional workforce needs.
- *BS in Hospitality and Tourism Management*: Hospitality was one of the largest concentrations within the Bachelor of Business Administration, so we transformed it into a standalone degree program. As a BS degree, it better meets the local industry needs.

### Engaging in more High-Impact Strategies

The College has become more engaged in students' involvement in High-Impact Practices (HIPs), namely, curricular and co-curricular activities and programs that encourage teamwork and collaboration, promote synergistic student-faculty connections, provide real-world applications, and demand reflection and integrated learning.

#### Service-Learning

The Center for Service-Learning's mission is to initiate and support curricular and co-curricular activities that enhance student learning while responding to the critical needs of the local community. Service-learning is gradually becoming anchored in the curriculum and the College is making a long-term commitment to engaged teaching, learning, and community outreach and is affirming its desire to become Georgia's College for Service-Learning. With the College's vision to provide an outstanding education for tomorrow's leaders and citizens through service-learning, global awareness and engaged entrepreneurship, the primary goals of the Center for Service-Learning are to engage in a sustained effort to cultivate partnerships of mutual benefit

between community agencies, faculty, and students; develop student leaders in the field of service-learning; provide training, support, and incentives for faculty interested in the integration of service-learning into teaching, research, and scholarship; and assess and evaluate the institution's service-learning program.

### Study Abroad

The College supports a globally aware, culturally diverse education and research environment and encourages students to broaden their perspectives through international study.

Since 2016, the Office of International Education has sponsored several study abroad campus fairs each year that focus on semester and summer study abroad options. Faculty who lead study abroad programs attend the fairs to meet and talk with interested students. The Office created and maintains a study abroad web page with information on available study abroad programs, how to fundraise to support a study abroad trip, and what study abroad scholarships are available institutionally and from external sources.

### Undergraduate Research

Since 2016, the College has hosted a campus-wide forum – Symposium on Undergraduate Research and Collaborative Exploration (SOURCE) – in which students from all disciplines have presented their faculty-mentored research, scholarship, and creative activities. SOURCE fosters teaching and mentoring at the College, promotes the significance of research, and enhances the professional skills of our students.

To foster undergraduate research, the Office of Undergraduate Research offers a Scholarship Honor Internship Program (SHIP). The goal of SHIP is to connect and engage CCGA students with faculty in research-based internship activities. This internship initiative is important as classroom knowledge is better reinforced and more completely assimilated when students are given the opportunity to apply that knowledge in practical and relevant settings. SHIP participants are awarded a \$1,000 scholarship to work with a faculty mentor on an approved research project(s) during the course of an academic semester (approximately 10 hours per week or 100 hours across the semester).

The College received a grant award from Georgia Power to support STEM initiatives, including the purchase of STEM equipment to be used in undergraduate research projects, funding for SHIP student research grants, and conference travel funding for students engaged in undergraduate research.

### Honors Program

To enrich a student's education through academic challenges that are supported by an active cohort of peers and faculty mentors, the College revitalized its Honors Program with a renewed commitment to providing students with a support system that will promote strong academics and offer a variety of experiential learning opportunities. An Honors Curriculum was completed in the 2017-18 academic year. As of fall 2017, 46 students are enrolled in the Honors Program.

## **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 C5.1. Refine the College's institutional identity*

*OBJECTIVE C5.2. Create a marketable institutional brand*

*OBJECTIVE C5.3. 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*

*OBJECTIVE C5.4. Improve the College's rankings in reputable and recognized educational publications and surveys*

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## **PROGRESS**

### **Increasing positive awareness for the institution and its contribution**

A marketing campaign was initiated centered on recent recognition of CCGA performance including web, social media, outdoor, print and published collateral. The College developed an overarching creative platform, an integrated communications program, and a full range of support collateral on behalf of the admissions office, as well as cornerstone degree programs and a brand development effort to solve for optimal positioning and a long-range creative platform.

In 2016, the College completed a website redesign project with the implementation of a robust content management system. Web usability studies were conducted with internal and external constituents, who are providing insightful feedback to help improve the interactive experience.

An alumni program is in development and engaging the ad hoc alumni relations committee in designing steps to continue to form an alumni association to raise the number of alumni members, cultivate a strong alumni base, and initiate alumni-driven events.

Since 2016, the College has achieved several regional and national accolades, including

- No. 9 most affordable small college in the nation by Student Loan Hero
- No. 12 Top Public School among regional colleges in the South by U.S. News & World Report's 2018 Best Colleges
- No. 2 most affordable public school for in-state students by U.S. News & World Report's 2017 Best Colleges

- No. 2 lowest out-of-state online undergraduate tuition by U.S. News & World Report's 2017 Best Colleges
- No. 70 nationally in Military Times Magazine as a Veteran Friendly Campus
- No. 14 in Affordable Schools (www.affordableschools.net) in their posted list of the 30 most attractive yet affordable campuses

#### **THEME D: LEADERSHIP THROUGH COMMUNITY ENGAGEMENT & PARTNERSHIPS**

The College of Coastal Georgia works in partnership with key stakeholders within the region, including educational support groups, not-for-profits, governmental agencies, and economic development organizations, to 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 D6.1. Provide knowledge and expertise of faculty, staff, and students to the region*

*OBJECTIVE D6.2. Develop and sustain collaborative partnerships with community members and organizations to maximize student engagement and community involvement*

*OBJECTIVE D6.3. Collaborate with educational and economic partners to guide the development of programs to meet the needs for regional growth*

*OBJECTIVE D6.4. Integrate and enhance student learning and development through experiential activities that address community needs*

*OBJECTIVE D6.5. Expand efforts to develop educational partnerships and pathways with local P-12 school systems, technical college systems, and the University System of Georgia*

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#### **PROGRESS**

##### **Building partnerships and community presence**

The College maintained community partnerships locally and regionally through involvement in economic development and business groups, schools and school districts, corporations and foundations, and non-profits; continued to incentivize College – local community involvement by way of the Symposium on Undergraduate Research and Collaborative Exploration (SOURCE), the Coastal Science Symposium; and the Service-Learning Symposium; and continued to offer faculty Summer Fellowships for Innovative Projects and External Grants.

Career Development is working with Student Life, Diversity & Inclusion, Counseling & Disability Services and CCGA Serves to create more opportunities through the “Mariner Leadership Academy.” Volunteerism is continuing to partner with community initiatives to help facilitate community service for the College campus. The College has created and maintained an educational partnership between the College and City of Brunswick to offer courses and degrees that meet the professional needs of city employees, as well as participating in 1 Million Cups, promoting a support system of entrepreneurship in Brunswick.

New partnerships were developed with local health facilities to serve as clinical and service-learning sites for the Bachelor of Science with a major in Health Sciences program, as well as with Sapelo Island for an experiential learning upper-level topics course in biology. The College has partnered with Georgia Power to receive grant funds for STEM initiatives and maintains an ongoing partnership with Pinova which provides support for both the Expanding your Horizons and the Math and Sciences Expo.

Teaching practicum sites for teacher education students have been expanded through new partnerships with local and regional school districts, allowing for a broader and richer teaching experience.

To support college financial aid literacy in the community, the Office of Financial Aid provides regular financial aid counseling sessions in various community settings that includes guidance to local families and students seeking financial support to enroll in college.

The College has continued its partnership with Communities in Schools, Kids in College, and STEM-focused groups and provides on and off campus college-bound interactive sessions. It has maintained support for the Boys of Summer Program and initiated support for the new Girls of Summer program. A lack of resources (personnel) to focus on building relationships and supporting travel is impacting program growth.

## **THEME E: SUSTAINABILITY & ORGANIZATIONAL DEVELOPMENT**

Sustainability calls for the College of Coastal Georgia to efficiently use its 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 E7. Develop and sustain an organizational, fiscal and physical infrastructure that supports and enhances the college community**

*OBJECTIVE E7.1. Ensure all facilities, equipment, and technology meet College operational needs, and state/federal requirements while enhancing efficiencies and providing a safe environment*

*OBJECTIVE E7.2. Recruit and retain qualified faculty and staff, while promoting both diversity and inclusion*

*OBJECTIVE E7.3. Develop and maintain organizational and financial plans that continue to support faculty, staff and student success*

*OBJECTIVE E7.4. Develop a long-range sustainable plan for athletics*

*OBJECTIVE E7.5. Continue the transformation of the institution as a college of choice through the ongoing implementation of the strategic master plan*

*OBJECTIVE E7.6. Address all organizational elements at the Camden Center through the development of focused strategies*

*OBJECTIVE E7.7. Refine and maintain a comprehensive risk management plan that addresses the College's overall responsibility*

*OBJECTIVE E7.8. Maintain a sustainable enrollment management plan to ensure continued institutional growth and financial stability*

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## **PROGRESS**

### **Building campus infrastructure**

The College completed the library renovation design with the assistance and approval of a Library renovation/addition committee. Work is currently underway for the relocation of services during the renovation which is slated for ten months and will involve three to four phases.

Laboratory equipment in psychology have been expanded to include eye tracking and face tracking hardware and experiment software that integrates with the new and existing Biopac modules that support the discipline's research agenda.

An improved master calendar system now feeds other calendars on campus, including the internal portal calendar and digital signage; the user interface has been drastically improved with new features and accessibility compliance.

The College has completed the vast majority of listed strategic master plan projects grandfathered alongside *Coastal Vision 2021*; a discussion regarding the development of a new master plan will be underway sometime in the 2018-19 academic year.

### **Improving technological delivery**

The Office of Information Technology completed and launched a new student portal; the student technology fee committee voted to discontinue the old portal, saving \$20,000 yearly. The conversion and migration from Banner 8 to 9 was successfully completed after setting up a Banner 9 testing environment to identify potential processing issues.

In spring 2018, the College successfully 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.

Evision's Argos Reporting System has been fully adopted by campus users. Argos is a user-friendly web-based reporting tool that effectively meets campus reporting needs from simple ad hoc queries to advanced dashboards with interactive charts and online analytical processing (OLAP) cubes. Information Technology Services can create Argos Reports to fit the request for data based on user specified parameters and modify existing Argos reports.

### **Ensuring risk management awareness and compliance with SACSCOC, federal, state, and BOR policies and standards**

Developed a risk assessment worksheet designed to help senior leadership engage in systematic risk assessment by determining which potential downside risks are most urgent and may warrant elevated, strategic level attention.

An informational risk management web page was created to provide updates and helpful information on risk management practices at the College and to continue to encourage administrators, faculty, and staff to integrate risk management processes into day-to-day decision-making and administrative unit assessment planning. These efforts have been solidified through an enterprise risk management charter and the adoption of a combined traditional and Enterprise Risk Management approach to all College risks and opportunities.

The Director of Internal Auditing, working alongside the Director of Institutional Effectiveness, has established and maintains internal controls to ensure compliance with federal, state, and local requirements with established procedures to assess risk, deter non-compliance, and detect possible violations.

To ensure campus awareness regarding SACSCOC substantive change, an institutional policy was crafted to more efficiently identify and process SACSCOC substantive changes in a timely manner to meet *Section 14.2 – Transparency and Institutional Representation, SACSCOC 2018 Principles of Accreditation*.

### **Engaging in strategic enrollment management planning**

The College 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.

A comprehensive review of Admission office communication, recruitment, reporting, and processing models was performed, and a number of process improvements were implemented, and additional enhancements scheduled over the student recruiting cycle. Additionally, a workgroup was established with quarterly meetings to review scholarship disbursements from the College Foundation Budget and Finance Committee, and that also reported to the Office of Financial Aid any over/under awarded scholarships needing action.

Currently, the Strategic Enrollment Planning Steering Committee is considering the recommendations from the subcommittees for prioritization.

Below is a draft list of some of the subcommittee recommendations being considered.

- A comprehensive repurposing of the College website in order to provide an appealing and informative virtual space where prospective students and the general community can learn more about the College of Coastal Georgia and navigate opportunities for engaging with the campus.
- Revisit and revise/create a student success experience program for first- & second-year students, to include the revamp of a first-year experience course.
- Develop a strategic vision and mission for the Camden Center and continue the conversation about the undergraduate experience at the Center.
- Enhance the promotion of the Bachelor of Science in Hospitality & Tourism Management and the Bachelor of Science in Criminal Justice with a Concentration in Cyber Security.
- Align the mission, vision, and attributes of the College through the establishment of a cohesive identity, distinguish itself as a unique institution of higher education with value for key audiences.

The steering committee is still working on the final list of strategies / recommendations and their corresponding prioritization. The final report will be written once this phase of the process is completed.