

EAST GEORGIA COLLEGE 2005-2006 ANNUAL REPORT OF INSTITUTIONAL PROGRESS

The annual report summarizes the major institutional accomplishments of East Georgia College (EGC) with regard to the faculty, students working with faculty, and efforts to improve retention and increase graduation rates. Also highlighted are accomplishments associated with structural changes, community outreach, and programs and services provided by the Georgia Rural Economic Development Center in the college's service area.

The college's current strategic plan is presented in Appendix A. The planning process at East Georgia College during FY 2005-2006 was guided by 13 strategic planning priorities (SPP) and 12 institutional goals (IG). The institutional accomplishments are linked to these priorities and goals. The strategic plan priorities and institutional goals are referenced within the body of the report and presented in their entirety in the first two tables in Appendix A. The FY 2005-2006 accomplishments of EGC are also aligned in the body of the report with selected USG goals drawn from the April 2004 reformulation of the system's 2002-2007 strategic plan. Table 3 in Appendix A summarizes the alignment of institutional priorities and goals with the goals of the University System of Georgia.

Section A: Summary of Major Institutional Accomplishments

During 2005-2006, three members of the East Georgia College family were recognized with USG awards for excellence. Dr. Alan Brasher, associate professor of English, was the 2005 recipient of the Regents' Distinguished Faculty Award for two-year colleges; Michelle Goff, director of plant operations, received the 2005 Regents' System Facilities Service Award; and Ray Woods, chair of the East Georgia College Foundation, was the 2005 recipient of the Regents' Distinguished Alumni Award.

Faculty Activities

EGC faculty members have distinguished themselves during the 2005-2006 through a variety of scholarly accomplishments, contributions to college life, and service to surrounding communities.

Faculty Accomplishments - Scholarship

Dr. Glenn Stracher, professor of geology, has continued to maintain his leadership in coal fire research around the world. This past March, it was announced that he has received a \$700,000 grant from the U.S. government to lead a project dealing with coal fires in China, where there are more coal fires burning out of control than any other country in the world. Of major concern is the extent and severity of human health problems in China caused by these coal fires.

As sub-task leader, Dr. Stracher and his team will assess the environmental and health impacts of select uncontrolled coal fires in China by measuring the emissions of toxins including arsenic, mercury, benzene, xylene and numerous other compounds. This effort will constitute the first attempt to systematically quantify the emissions of these toxic substances by uncontrolled coal fires. Dr. Stracher will work with scientists from the China University of Mining and

Technology, Beijing and other Chinese organizations. Together, they will conduct fieldwork in China to collect gas, mineral condensate, water, and soil samples necessary for analysis and a comprehensive environmental assessment of the toxins found. Dr. Stracher and his team will also train Chinese scientists to use the latest techniques for collecting coal-fire gas and solid-combustion byproducts from actively burning coal beds and waste piles. Expected outcomes for the first year include:

- Heightened awareness by Chinese scientists and environmentalists about the dangers of uncontrolled coal fires;
- Better understanding by decision makers about the economic and environmental cost of these uncontrolled fires;
- Enhanced capability of Chinese scientists to rigorously characterize coal-fire gas and the solid byproducts of combustion produced by these fires;
- Creation of an electronic database to store information generated by the sub-task team.

Last fall, Dr. Stracher organized and led a field trip to the Emery coal field in central Utah. This was in conjunction with the Utah Geological Association and the Geological Association of America (GSA). He also continues to do research into structural geology in the southeast Adirondack Mountains in New York.

Dr. Stracher has several publishing projects underway. He authored a book, *Wild Coal Fires: Reviews in Engineering Geology*, which is currently in the publication process by the GSA. He will edit a new text to be published by the GSA. The text will be in the GSA Reviews in Engineering Geology series. He is co-authoring a text entitled *Material and Chemical Thermodynamics for Engineers and Scientists: Applied Thermodynamic Loop Theory*. He has had a proposal accepted by the Elsevier Publishing Company to publish an *Atlas of Fumarolic and Combustion Metamorphic Minerals of the World*. In addition, he has authored or coauthored five articles that were published in refereed professional journals:

- "Utah's State Rock and the Emery Coalfield: Geology, Mining History, and Natural Burning Coal Beds." GSA Field Guide 6.
- "New Mineral Occurrences and Mineralization Processes: Wuda Coal-fire Gas Vents of Inner Mongolia." *American Mineralogist*.
- "Gas Vent Mineralogy and Geochemistry: The Burning Culm Banks of South Africa." GSA Abstracts with Programs (CD ROM).
- "The Environmental Impact of Coal Fires: Spontaneous Combustion in South Africa." UNESCO/ERSEC: United Nations Educational, Scientific and Cultural Organization; Ecological Research for Sustaining the Environment in China.
- "Common Rocks and Minerals." Edumine, Internet Course Version.

Dr. Jimmy Wedincamp, assistant professor of biology and chair of the Math/Science Division, published an article in the Entomological Society. He serves as a reviewer for the *Journal of Entomology*. He has conducted entomological field research in the Republic of El Salvador and in Curacao, The Netherlands, and Antilles Islands. In addition, he performed a follow-up survey of Gopher tortoise populations on the Technology Park adjacent to the East Georgia College campus.

Dr. Tom Caiazzo, assistant professor of political science, co-authored a text on political science entitled, *Understanding American Government*, revised 2nd edition published by Horizon Textbook Publishing, August 2005. He has had articles published in Liberty Magazine, Mother Jones, and Newsweek.

Mr. David Strickland, associate professor of sociology, has presented two professional papers, one relating to the Student Success course and the other on Student outcomes. Mr. Strickland and Mr. Mark Dallas, associate professor of reading, published an article entitled, "Addressing Attitudinal Barriers to Study Abroad in Two-Year Colleges" in the IIE Networker (published by the Institute of International Education and available online at <http://www.iienetwork.org/?p+70014>).

Dr. David Bartram, associate professor of business and chair of the Social Sciences Division, presented a paper on the Student Success course at the Teaching Matters Conference with Mr. Strickland.

Dr. Deena McKinney, assistant professor of history and faculty support person for online classes, published "A Qualitative Study of the Bradley Method of Childbirth Education" in the *International Journal of Childbirth Education* (Volume 21, No.3, pp. 26-29).

Dr. Tori Kearns, assistant professor of psychology and counselor at EGC in Statesboro, co-authored "African American Student Representation in Special Education Programs," which was published in the *Journal of Negro Education* (Volume 74, No. 4, pp. 297-310). Dr. Kearns also serves as a consultant for Educational Testing Service Disability Services.

Campus and Community Engagement

The college seeks to offer its students and community glimpses into broader worlds through its Vision Series (**USG 1, SPP 8.1, IG 6**). The Vision Series is a privately-funded initiative that presents programs of cultural and intellectual enrichment. Through the generous support a locally based donor, EGC is able to offer to its service area guests of regional and national prominence. Highlights of the 2004-2005 series included the fall concerts of the Augusta Symphony and Atlanta Pops Orchestras, and premium bluegrass performances by the Claire Lynch Band and Mountain Heart. Each of these ensembles provided a morning program for students and an evening concert for the community. Several noted authors made presentations throughout the year, including Terry Kay, author of *To Dance with the White Dog*, James McBride, author of The Color of Water, and Clyde Edgerton, author of *Lunch at the Piccadilly*. Also featured was Joseph D. Greene, former Chairman of the USG Board of Regents and author of *From Cotton Fields to Boardrooms*.

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

Under the talented direction of Mr. James Yeakley, instructor in English, who served as planner, developer, coordinator of events, conductor, and instrumental accompanist, the EGC Bobcat Choral Ensemble (SPP 8) had a stellar first year. EGC's foundation provided scholarship funds to the members of the group. The group performed in both the Swainsboro and Statesboro communities and on campus (including a graduation ceremony). Their culminating performance was a fund-raising event held at EGC with a 50's revue theme. (**SPP 8.3**)

Dr. Alan Brasher, associate professor of English, continued for the ninth year as faculty leader for the Music Makers Anonymous group **(SPP 8.2)**. This group voluntarily performs at both campus and community events.

Dr. Brasher and Mr. Dallas continued as advisors of EGC's student literary and art magazine, *Wiregrass*. The 2005-2006 edition was published in the spring and included various original poems and stories from students and faculty, as well as reproductions of original artwork from a number of our studio art students. The result was an extremely engaging magazine containing original works that appeal to a broad audience of readers **(SPP 5.3, 6.2)**.

Dr. Caesar Perkowski, instructor in English, organized and served as sponsor for his recently formed Global Movie Club **(USG 1, SPP 8)**. The group meets on Tuesdays to watch and critique foreign and limited release films. The club offers students the opportunity to broaden their worldviews and to discuss cross-cultural issues. As an added benefit, the films with subtitles support Reading Across the Curriculum.

Dr. Perkowski served as faculty advisor to the student newspaper, *The Hoopee Bird*. Dr. Perkowski and his staff entered *The Hoopee Bird* in a national contest and won an award in the two-year college category for the second year in a row.

Mr. Thomas Thibeault, instructor in English, served as sponsor of the International Club. The highlight of their year was the visit of Dr. Mustapha Hamil from the University of West Georgia. Dr. Hamil presented a slide show concerning life in Morocco to the club members. Student involvement included preparation of a Moroccan meal as part of the extracurricular evening.

Mr. Ron Ellison, assistant professor of speech, served as advisor to the EGC's drama club (The Robert Feline Players/Cats in Action – CIA). The group has had strong participation by our non-traditional students **(SPP 5.3, 8.3)**. Mr. Ellison reached out to the Swainsboro community by organizing and serving as director, actor, set builder, and lighting designer (set builder also included Dr. Brasher) for EAC performances of Larry Shue's *The Nerd* (Nov 18-20, 2005). Mr. Ellison also directed two play scenes (from *The Nerd* and *Steel Magnolias*) for the Emanuel Arts Council's Festival on October 1, 2005.

Mr. Desmal Purcell, in his first year as instructor of art, extended EGC's long tradition of promoting the arts in the community as Co-Director of the Emanuel Arts Guild, Program Director and Founding Member of the StillmoreRoots Art Group, and organizer for the Arts Emanuel Festival. The festival attracted over 5,000 visitors to downtown Swainsboro. Mr. Purcell received a grant through the Emanuel Arts Council to fund ArtCore, a children's program aimed at cultural enrichment for children in the Swainsboro and surrounding communities, as well as a Summer Artist Workshop for the children of Emanuel County **(SPP 5.3, 8.3)**.

Dr. Reid Derr, associate professor of history, established and coached the EGC Bobcat wrestling team and has been elected as Sports Information Director for the Southeastern Conference of the National Collegiate Wrestling Association. In their initial season, the Bobcats grappled with teams from the University of Georgia, Georgia Tech, Georgia Southern, and Mercer, garnering wins against both Georgia Southern and Mercer.

Dr. Robert Brown, Jr., professor of mathematics and computer science, plays a leading role with the Franklin Memorial Library in Swainsboro as producer of the ongoing World War II Veterans Interview Project, a project that has won national acclaim. Dr. Brown provides technical advice and converts the digital film from the interviews to DVD disk, copies of which are forwarded to the Library of Congress.

Accomplishments of Students Working with Faculty

Under Dr. Perkowski's leadership, the student involvement in the *Hoopee Bird* has continued to include a full staff of student writers. Its articles cover a broad scope, making the newspaper appealing to a wide audience of readers. The newspaper also promoted some of the programs that appeal to EGC's traditional and non-traditional students, such as the University System's Study Abroad program. **(SPP 5.3, 6.2)**

Mr. Purcell's art students participated in various projects on campus and in the community, including submitting work to an exhibition at the Averitt Center for the Arts in Statesboro and installing an outdoor exhibition on EGC's Nature Trail.

Mr. Mark Dallas coordinated the 4th Annual Emily Pestana-Mason Poetry Contest (including posting announcements, collecting student poems, obtaining a professional judge, and presenting the award). The winning poem was published in *Wiregrass* and the student was honored during EGC's Honors Night program.

Accomplishments Associated with Structural Changes –Technology Enhancements

The Computer Services Department implemented a number of technology upgrades throughout FY 2005-2006, adding to the options available to faculty, staff, and students **(USG 7, SPP 4, IG 12)**. These improvements included:

- A network data cable infrastructure upgrade project was completed in the three older buildings on campus. The upgrade project allowed the department to organize the layout of the data lines to meet building code standards. In addition, a new fiber optic line was installed to provide network redundancy to the main academic, administrative and library/classroom buildings. This upgrade project was also completed in order to prepare the campus for migration to Voice over IP.
- The department upgraded its Deep Freeze Enterprise security application in order to obtain additional functionality made available by the updated version. The Deep Freeze application continues to save the computer services staff approximately 100 hours per week in PC support time.
- To take advantage of the benefits provided by video over IP conferencing systems, a new PolyCom video conference system was installed. This system is currently being used in the East Georgia College/Darton College collaborative nursing program. The system allows the nursing faculty located at Darton College the ability to broadcast classes to the East Georgia College campus via the Internet.
- To promote the benefits of wireless Internet access, the computer services network support staff installed new wireless network equipment throughout the campus. The

wireless network equipment allows students, faculty, staff, and guests the ability to access the Internet via wireless network connections.

- SynchronEyes software application was purchased and installed on all computer classroom and library computers. The application allows faculty members to control student computers during class sessions.
- To enhance the resources in learning support math courses, an online math application, MathLab, was installed for use by students and the math faculty. Because MathLab is a web-based application, students and faculty can access the application via the Internet at any time.
- The Computer Services Department assisted the business office staff with setting up the InfoSpan application, which permits web access to the college's purchase card statements and related purchasing card information. This application reduces the amount of time required by the business office staff to reconcile the purchase card statements and related documentation.
- New Infocus LCD projectors were installed in multiple classrooms to enhance the IT capabilities of the classrooms. With these installations, 100 percent of the campus classrooms are now equipped with LCD projectors. All classroom LCD projectors are connected to DVD/VCR players. And in most classrooms, Elmo document cameras are available and connected to the LCD projectors.

Accomplishments Associated with Structural Changes – Environmental Enhancements

An Environmental Master Plan (EMP) was completed for the Swainsboro campus which will set the future course of development in areas that have been determined to be protected by the US Fish and Wildlife Services, the Environmental Protection Division and/or the Corps of Engineers. As the Swainsboro campus continues to grow and expand, it became obvious that some environmental guidance and permitting would be required for the campus, and for the native plants and endangered and protected species that are present on the campus. A group of young, enthusiastic environmental engineers, Cushman Enterprises, was contracted to perform the EMP and brought it to completion at the end of the fiscal year. This is a living document that will be incorporated into the Master Plan for the campus. The EMP will provide guidance in future years as we create outdoor classrooms, enhance science teaching labs, and make the college a viable source for area youth to learn more about the environment close to home.

The Student Services Complex renovation and expansion project has progressed rapidly during the fiscal year and will near completion toward the end of FY 07. Phase One Construction – the Expansion – will be completed in early 2007 so that Phase Two Construction – the Renovation – can be done. Once completed, the Complex becomes a "One Stop Shop" for students where they can register for classes, apply for financial aid, conduct business transactions, and stop by for counseling, as well as make bookstore purchases, visit the café, check email in the public Cyber Café, and unwind in the Student Recreation Room or TV Room. The Complex will also be home to a technologically advanced banquet facility for up to 200 in a seated-dinner atmosphere.
(USG 7, SPP 11)

Accomplishments in Promoting Lifelong Learning and Economic Development

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

- Annual College for Kids Summer Camp for middle school children was held with emphasis on exposure to college campus, education and enrichment.
- A ROPES course for teamwork and leadership training continues for scouts, student groups, clubs and local businesses. Boy Scout Merit Badge Weekend allowing day and overnight campers the opportunity to earn several merit badges at our campus.
- In collaboration with the Institute of Continuing Legal Education, East Georgia College broadcasts live and replay professional continuing education seminars via its Georgia Public Broadcasting satellite link.
- Mr. Purcell took 37 EGC students and adults to Atlanta's High Museum in November, 2005, conducting a Digital Photography Workshop for community members on campus, and a Digital Photo Savannah Field trip to Oatland and Tybee Islands in April 2006.

The Georgia Rural Economic Development Center (GREDC) at East Georgia College engaged in a number of activities during 2005-2006 to generate more economic opportunities within its service area (**USG 5, SPP 3**), including:

- An Entrepreneurship Program which has assisted over 183 entrepreneurs in 40 counties with their start-up and growth. These entrepreneurs have created or saved over 560 jobs and have the potential to grow additional jobs. Entrepreneurs receive direct management and technical assistance to help start and grow their businesses.
- A grant program designed to provide the impetus for communities to start strong, effective, "grass roots" economic development programs, with emphasis on regions with a high concentration of people with low to moderate incomes and communities with limited resources (Tier 1 and 2 counties).
- The development and implementation of a variety of studies and programs designed to increase economic opportunities and improve the quality of life for the citizens of rural Georgia. Some examples of completed or on-going studies are:
 - Studies that focused on regional data collection, including an outdoor tourism study (to include agri-tourism), a study of zoning in rural communities, a water/sewer infrastructure study, a telecommunications technology study, and a feasibility study for Continuous Care Retirement Communities (CCRCs) in rural areas.
 - Community focused audit and labor studies, including community strategic assessments, adult and youth leadership programs, Air Quality, Respiratory Illness & Absenteeism study, Employee Child Care Needs Assessment, Local Products Store Feasibility Study, and a study to Measure the Impact of Business Location vs. Population Growth in a community.
 - Training programs focused on rural specific economic development and rural leadership development, a regional grant writing seminar and an Agri-Business Development Project.

Section B: Annual Progress in Strategic Planning

Starting in Spring 2006, the college began the process of revising its strategic plan. Each of its thirteen strategic plan priorities was examined by the president's senior staff. Changes or additions to four of the priorities were made in May 2006, with the most dramatic change being made to SPP 9, as explained below. A full list of the college's strategic planning priorities, along with related action statements, is presented below in Table 1 of the Appendix. (Changes from the previous list of strategic planning priorities are highlighted in blue.)

Progress in achieving the objectives related to each of the college's strategic planning priorities is presented below. Both the president's senior staff and the Institutional Effectiveness Committee approved the revised strategic planning priorities as presented in Appendix Table 1 in May 2006. This revision was then distributed widely among the college's staff and faculty during the subsequent summer months and became the subject of group discussions during the Fall 2006 faculty and staff meetings in August 2006. Additional revisions have been suggested by faculty and staff and will be reviewed by the Institutional Effectiveness Committee.

Strategic Plan Priority 1: SPP 1 addresses the quality and transferability of courses. According to *USG Three-Year Associate Degree Graduation Rates Plus Transfer Rates to Four-Year Universities for First-Time, Full-Time, Associate Degree-Seeking Freshmen in Fall 2002*, with 2006 as the report card year, East Georgia College had a combined graduation/transfer rate of 62.9 percent, the highest in the system. The table below reveals the strength of EGC's transfer rates across demographic categories when compared with the corresponding overall rates for two-year colleges within the system. **(USG 1, 3)**

Transfer Rate Comparisons (2006 Report Card Year)		
Student Categories	East Georgia College	All USG Two-Year Colleges
Black	65.5	18.4
White	55.7	29.8
Females	59.2	26.9
Males	58.9	25.2
All Students	59.1	26.2

Strategic Plan Priority 2: SPP 2 focuses on the assessment of student learning deficiencies, the placement of students in appropriate learning support courses, and the successful transition to regular college courses. During Fall 2005, the new Student Success course was launched in an effort to provide all incoming freshmen with the basic skills necessary for academic success. Whereas a similar course had been required only for those students who had to take two or more learning support courses, the Student Success course became a requirement for all incoming freshmen starting in Fall 2005. **(USG 1, 3)**

Strategic Plan Priority 3: SPP 3 addresses the consistency of the college's mission statement with the mission of the University System of Georgia and with its relevance to the college's service area. Starting in May 2006, the Institutional Effectiveness Committee began reviewing the mission statement as part of a review of the strategic plan. A new mission statement was approved by the Institutional Effectiveness Committee in September 2006. **(USG 9)**

Strategic Plan Priority 4: SPP 4 addresses the efficient use of technology to enhance the instructional program. As outlined above in the section highlighting technological enhancements, a number of upgrades were completed around the Swainsboro campus to improve the efficient access to information. **(USG 6, 7)**

Strategic Plan Priority 5: SPP 5 promotes an increase in the enrollment of non-traditional students. The college continued the initiatives begun in prior years to accommodate the special needs of non-traditional students and make them feel welcome, including expanded offering of online courses, an active Non-Traditional Club and the availability of free child care to evening student/parents through the ShareCare Project. **(USG 1, 2)**

Strategic Plan Priority 6: SPP 6 focuses on efforts to increase minority enrollment. The college continues to attract African-American males in Statesboro at a higher rate than typical for USG two-year colleges. The college fosters a welcoming environment on the Swainsboro campus through the African-American Union and several on-campus events. **(USG 1, 2)**

Strategic Plan Priority 7: SPP 7 encourages the professional development of faculty and staff. The Faculty and Staff Development fund continued to be the primary source of funding for a variety of development activities, both scholarly and staff related. In addition, this funding is supplemented by the East Georgia College Foundation. **(USG 4)**

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

Strategic Plan Priority 9: SPP 9 was thoroughly revised in May 2006. Prior to that time, SPP 9 focused on collaborative Associate of Applied Science degree programs with area technical colleges. While these programs remain in place, SPP 9 now addresses retention, progression, and graduation issues. As described below in Section D, a new Student Success course was launched in Fall 2006 to ensure that all incoming freshmen had the basic skills needed to succeed in college. **(USG 3)**

Strategic Plan Priority 10: SPP 10 promotes the establishment of educational partnerships and collaborations with area schools. PREP and other initiatives continue to connect EGC with area schools and school districts to promote interest in both secondary and post-secondary education. The ACCEL Program has continued in area high schools. **(USG 5, 8)**

Strategic Plan Priority 11: SPP 11 is concerned with the maintenance of facilities. As described above in Section A, an Environmental Master Plan was completed for the Swainsboro campus and the renovation of the Student Services Complex was begun and scheduled progress was maintained throughout 2005-2006. **(USG 7, 9)**

Strategic Plan Priority 12: SPP 12 addresses the safety and security needs of the campus. The college's emergency response plan had been revised during 2004-2005 and continued to be refined throughout 2005-2006. **(USG 7)**

Strategic Plan Priority 13: SSP 13 promotes the effectiveness of auxiliary enterprises. SPP 13 was substantially revised in May 2006, as indicated in Appendix A Table 1 below. The new action steps called for in the revision will be initiated during 2006-2007. **(USG 9)**

Section C: Annual Progress in Assessing Institutional Effectiveness

Program Review

Members of the Social Sciences and Math/Science Divisions conducted a program review during the year of the natural science and social science courses. Included among the social science courses reviewed were the teacher education, physical education, accounting, and business courses.

The program review focused on the distribution of grades by discipline for the academic years 2000-2001 through 2004-2005. The review found that history was the most challenging discipline within the social sciences. Out of a total history enrollment of 4,635 for Swainsboro and Statesboro combined during the five year period being reviewed, 374 (8.1 percent) earned an "A" and 2,413 (53.1 percent) earned a "C" or higher. "D," "F," or "W" grades were awarded 2,197 times (47.4 percent).

The grade distribution for history courses led to a study by the Office of Institutional Research to investigate the link between success in the first history course taken and the need for learning support English and reading courses. The study examined 3,035 cases of the first history course completed during the five year review period. The average numerical grade for 1,672 students who did not require either learning support English or reading was 2.00, while the average grade for 1,363 who needed either English or reading or both was 1.54. The study documented the importance of possessing adequate reading and writing skills to the successful completion of the core curriculum Area E history requirement.

Annual Progress in Assessing Classroom Effectiveness

During Spring 2006, the Social Science Division began the development of a pre and post-test system of assessing the extent courses offered by the division provides added value to students. Subject specific tests are being developed for each course. This new system is being implemented on a trial basis for selected courses during Fall 2006. Full implementation of the pre and post-test assessment system for the Social Science Division is scheduled for Spring 2007. **(USG 1, SPP 1, IG 2)**

Community College Survey of Student Engagement

During the 2005-2006 year, East Georgia College once again participated in the Community College Survey of Student Engagement (CCSSE). The *Institutional Report 2006* for East Georgia College indicates that EGC compared favorably to participating small two-year colleges by scoring significantly above them on 20 survey items. For the second consecutive year, the following item appeared in this list:

- Acquiring a broad general education (12a – Educational and personal growth)

In addition, respondents to CCSSE 2006 cited seven student services as being more important to them than is typically the case at small two-year colleges. These services included:

- | | |
|---|---|
| <input type="checkbox"/> Academic advising/planning | <input type="checkbox"/> Student organizations |
| <input type="checkbox"/> Peer or other tutoring | <input type="checkbox"/> Transfer credit assistance |
| <input type="checkbox"/> Financial aid advising | <input type="checkbox"/> Services to students with disabilities |
| <input type="checkbox"/> Computer lab facilities | |

The *Institutional Report 2006* is also useful in identifying opportunities for improvement. The report indicated that EGC students tended to be less academically prepared, came to class more often without completing readings or assignments, and skipped class more often compared to students at other small two-year colleges. As a public point-of-access college serving a mix of rural students who often are the first in their family to attend college and urban students who are not qualified to enroll in senior institutions, solving these problems is central to the mission of East Georgia College. The college uses a variety of approaches to address these problems. Requiring all incoming students to take the Student Success course is one comprehensive approach. This approach and other approaches are continuously implemented and refined based on trial and error correction. **(USG 1, SPP 9, IG 2)**

Examples of faculty and student activities that support the CCSSE survey results are presented throughout this report. Tabular summaries of comparisons made between EGC and other small two-year colleges in the CCSSE *Institutional Report 2006* is presented in Appendix B.

Section D: Improving Student Retention and Graduation

Community Collaborations Promoting Education

Recognizing that students face challenges at every educational level, East Georgia College participated in two significant programs that brought together local institutions to address these challenges.

The **2006 Celebration of Education**, a collaboration of East Georgia College and Swainsboro Technical College, was held Thursday, February 23, 2006 in the East Georgia College Auditorium. 256 students from Candler, Emanuel, Jenkins, Johnson, and Screven counties participated in the Essay Contest, "How Would Life Be Without an Education?" This was an increase of 85 essays over the previous year. Also attending were the students' families and school administrators (including superintendents, administrators, principals, assistant principals, and school counselors), from area schools, along with faculty and staff of East Georgia College and Swainsboro Technical College. **(USG 5 & 8, SPP 10)**

Celebration of Education awards were given for three different divisions, high school, middle school, and elementary school. A \$200 savings bond was awarded for the first place winners in each division, a \$100 savings bond for the 2nd place division winners, and a \$50 savings bond for the 3rd place division winners. The first Excellence in Education Scholarship was awarded to Rebecca Gay, a senior at Emanuel County Institute. The recipient of this award can choose to use the \$500 scholarship at either East Georgia College or Swainsboro Technical College.

The **Directions** program, a new initiative, resulted from the collaboration of East Georgia College with the Emanuel County School System, Swainsboro Technical College, David Emanuel Academy, Georgia Rural Economic Development Center, and the Swainsboro/Emanuel County Chamber of Commerce and Joint Development Authorities. **Directions** program was designed to address the local dropout rate and the availability of a skilled workforce within Emanuel County. **(USG 5 & 8, SPP 10)**

On March 9, 2006, **Directions** brought 150 eighth grade students and 100 parents together with representatives of the sponsoring organizations in the Swainsboro city auditorium to explore the full range of opportunities open to the students and to emphasize the importance of planning carefully for the future. Both students and parents were given information about career choices, scholarship opportunities, financial aid, GAcollege411, and advice on how to make smart choices. They were also given a 4-year planner specifying **what** to do **when** in high school. **Directions** won 2006 Andy Olsen Award for Excellence in School Public Relations from the Georgia School Public Relations Association (GSPRA).

Retention, Progression, and Graduation Plan

During Fall 2004, East Georgia College formed an institution-wide task force to study retention, progression, and graduation (RPG) issues. On November 1, 2005, the task force issued its plan for improving retention, progression, and graduation. The plan included eleven initiatives to increase the retention rate by 10 percent. A group of task force members also looked at the benefits of establishing an early warning system for students facing academic difficulties. The group recommended that grades be reported by the fifth week of classes and that those students who have letter grades of "D" or "F" receive a letter from the vice president for academic affairs at that time.

Although the RPG Plan was issued in November 2005, several of its recommendations were implemented during Fall 2005. To encourage more students to graduate, the first midyear graduation ceremony in the college's history was held in December 2005. By a vote of the fall graduates, the commencement speaker was Dr. Alan Brasher, associate professor of English and the 2005 recipient of the Regents' Distinguished Faculty Award for two-year colleges.

Possibly the most significant RPG recommendation implemented during Fall 2005 was the introduction of a one credit hour Student Success course. The Student Success course replaced two other courses, Basic College Skills and Library Skills, and became an institutional requirement for all incoming freshmen. While incorporating the topics covered in the two earlier courses, the activities in the Student Success course were extended to give the first-time college student a full introduction to campus life, including participation in a variety of clubs and cultural enrichment events. **(USG 3, SPP 9, IG 2)**

Section E: Management of Campus Conflict and Change

There were no conflicts involving the personnel or students of East Georgia College that required mediation during 2005-2006. Forums were hosted throughout the year by Dr. Tim Goodman, vice president for academic affairs and student services, to encourage open discussion of issues and address potential conflicts. The forums were conducted both in person and online using WebCT Vista.

Carol Bray, head librarian and chair of the Conflict Resolution Committee, along with Michael Briscoe, student counselor, attended the Tenth Annual Liaison Workshop, sponsored by the Consortium on Negotiation and Conflict Resolution, at Ft. Valley State University on April 18, 2006. One of the hand-outs, "Snapshot of President's Annual Report," displayed a grid of all USG institutions and nine activities associated with conflict. The grid showed that East Georgia College was in compliance with the system's initiative.

The college continued to undergo or implement a number of significant changes during 2005-2006 (**USG 9**). Highlights included:

- The granting of permanent status to East Georgia College in Statesboro;
- The transformation of the Student Center into a Student Services Complex that will provide "One Stop Shop" service to students and enlarged meeting facilities to community groups when completed in early 2007;
- The launching of a series of customer service training workshops for all college employees. Workshops were conducted for senior administrators and staff during Spring 2006 and for the faculty during the Fall 2006 faculty meetings in August. The workshops were led by Mr. Charles Lang, a consultant specializing in organizational development and change.
- The invigoration of college spirit and identity through the introduction of a Bobcat mascot, competitive wrestling, and choral group.
- Introduction of Lean 6-Sigma concepts to senior administrators.

Section F: Overall Institutional Health

Enrollment

The overall health of the East Georgia College is good. By Fall 2005, East Georgia College had resumed its strong enrollment growth after it had been interrupted by the college's removal from the Liberty Center at Fort Stewart at the end of the 2003-2004 Year. The record enrollments of 1,511 students for Fall 2005 and 1,506 students for Spring 2006 were supported in both cases by record enrollments for the Swainsboro campus and the Statesboro site. Student satisfaction is good based on responses to internal surveys and the CCSSE *Institutional Report 2006*. Findings from the CCSSE report are summarized in Appendix B.

Student Satisfaction and Marketing

During 2005-2006, the college continued its "Ritz Carlton" award program to encourage all employees to aspire to excellence in providing customer service. Students voted on the staff or faculty member whom they found to be most helpful during the year. While the award was won by a member of the financial aid staff in the previous year, the winner for 2005-2006 was Dr. Alan Brasher, associate professor of English.

Throughout 2005-2006, the college engaged the consulting firm of Paskill, Stapleton, and Lord (PSL) to develop promotional materials and a plan to more effectively market EGC. The college

received PSL's marketing plan in June 2006 and formed a Marketing Committee to implement the plan. The Marketing Committee consists of a broad spectrum of faculty and staff members and has worked diligently since June to develop a promotional strategy that will effectively establish East Georgia College's brand identity throughout its service area.

Looking Ahead

Through the variety of initiatives and activities described in this report, East Georgia College is positioning itself to be not just a low priced point of access for the University System of Georgia, but as a preferred starting point throughout its service area for those who want to pursue higher education. The college works to sustain the enrollment growth it has enjoyed in recent years by providing its students with a fuller college experience and by building its reputation for providing quality education at an affordable price. The faculty and staff specialize in assisting students to make the transition from high school to college, and based on system retention and transfer rates, they are very good at what they do. (See Transfer Rate Comparisons table on page 8.)

APPENDIX A: Strategic Plan

Vision Statement

As the only two-year unit of the University System of Georgia serving the rural area between Macon, Augusta, and Savannah, East Georgia College continually expands college-level opportunities by serving as the preferred point of access both to quality liberal arts education and to selected professional training programs for a growing proportion of residents in its service area.

Mission Statement

East Georgia College, as a two-year liberal arts unit of the University System of Georgia, serves as a point of access to higher education. The college also engages in public service, continuing education, technical assistance, and economic development activities that address the cultural and economic needs, improve the quality of life, and raise the educational level of residents within the college's rural, east-central Georgia service region.

Table A1: STRATEGIC PLAN PRIORITIES (Revised May 2006)	
SPP 1.	All courses offered by East Georgia College will be the academic equivalent of comparable courses offered at other units of the University System to ensure transferability of all credit level offerings. <ol style="list-style-type: none"> 1.1. A current college catalog will be maintained that lists all courses offered at East Georgia College, together with the appropriate course descriptions. 1.2. All courses offered by East Georgia College will be of high quality and readily accepted by receiving institutions. 1.3. A discipline specific course assessment program will be developed to demonstrate that students at East Georgia College are successful once they transfer to senior institutions. 1.4. Courses taken by students through study abroad and other ancillary programs will be appropriate to the student's program of study and acceptable to other institutions within the university system.
SPP 2.	East Georgia College will assess student-learning deficiencies and ensure proper placement and instruction in learning support activities. <ol style="list-style-type: none"> 2.1. All instruction in learning support courses will enable students to succeed in subsequent college-level courses. 2.2. All students who request or who are assigned to participate in supplemental support activities will receive assistance through the Learning Support Center.
SPP 3.	The Mission Statement of the college will be monitored relative to the system mission statement, and specifically to changing needs within the local service area. <ol style="list-style-type: none"> 3.1. There will be an annual review and, where necessary, appropriate recommendations to the President and the Foundation concerning changes to the institutional planning assumptions. 3.2. The college will conduct a routine review of the annual planning assumptions, and will annually develop the priorities and goals for the institution. 3.3. The institutional Effectiveness Committee will coordinate the development of the annual strategic plan in accordance with the approved priorities and goals of the institution. 3.4. The Institutional Effectiveness Committee will oversee campus wide implementation of the strategic plan. 3.5. Assessment results of all unit action plans will be incorporated into the annual planning process to monitor the performance of both educational programs and support activities in an on-going quest for quality.
SPP 4.	East Georgia College will use available technology to enhance instruction and support all administrative units. <ol style="list-style-type: none"> 4.1. Develop an annual budget plan to provide adequate financial resources to maintain and update current technology on a scheduled basis. 4.2. Take full advantage of system funding initiatives to expand the use of technology throughout the college. 4.3. Assure that all faculty and staff receive training and instruction as new technology is acquired. 4.4. Aggressively promote the use of web-based and other forms of distance learning to expand the outreach of the institution, and take advantage of unique faculty talents.

Table A1. STRATEGIC PLAN PRIORITIES (continued) – Changes from the previous list of strategic planning priorities are highlighted in blue.
<p>SPP 5. East Georgia College will increase the enrollment of non-traditional students.</p> <ul style="list-style-type: none"> 5.1. Offer both synchronous and asynchronous courses. 5.2. Assure that student support services accommodate the needs of non-traditional students. 5.3. Ensure that college publications and extracurricular activities reflect the interests of non-traditional students.
<p>SPP 6. East Georgia College will increase the enrollment of minority students.</p> <ul style="list-style-type: none"> 6.1. Assure that students support services accommodate the needs of minority students. 6.2. Ensure that college publications and extracurricular activities reflect the interests of minority students. 6.3. Coordinate the recruitment efforts of the admissions office with minority social, religious, and civic organizations. 6.4. Target minority populations through local high school counselors. 6.5. Involve minority alumni in college activities.
<p>SPP 7. Provide faculty and staff development through The Faculty and Staff Development Plan, The Tuition Assistance Program, and other appropriate System development initiatives.</p> <ul style="list-style-type: none"> 7.1. Seek funding from the East Georgia College Foundation for faculty development not otherwise funded. 7.2. Maintain enthusiasm, vitality and spirit of inquiry among the faculty and staff with development opportunities.
<p>SPP 8. Establish a regular schedule of out-of-class programs and activities to increase awareness of diverse cultures.</p> <ul style="list-style-type: none"> 8.1. Invite speakers such as authors, artists, public officials or other notables through the Vision Series to provide educational experiences that go beyond the classroom. 8.2. Organize trips to cultural events such as plays, concerts, museums, art galleries, and scientific exhibits, lectures, and demonstrations. 8.3. Cosponsor and support cultural programs and activities with community organizations. 8.4. Promote travel opportunities for our students that will allow them to directly experience diverse cultures. 8.5. Ensure that all freshmen become familiar through the Student Success course with the enrichment programs and activities the college offers.
<p>SPP 9. The College will expand Retention, Progression and Graduation efforts to increase the retention, persistence and graduation rate of students.</p> <ul style="list-style-type: none"> 9.1. Identify those student characteristics which promote increased student retention, progression and graduation. 9.2. Through the Retention, Progression and Graduation Task Force develop activities to increase the retention and graduation rates of students to reach the goal of the University System of Georgia. 9.3. Continue to evaluate, adjust and add RPG activities as recommended by the RPG Committee. 9.4. Use the results of the evaluation and assessment of RPG activities to fund effective activities. 9.5. Expand RPG activities from the Swainsboro campus to the Statesboro site.
<p>SPP 10. Establish educational partnerships and collaborations with area technical colleges and schools and school districts to promote interest in both secondary and post secondary education.</p> <ul style="list-style-type: none"> 10.1. Facilitate student achievement from pre-school through post-secondary education. 10.2. Assist students to move smoothly from one educational sector to another. 10.3. Increase access to and success in post-secondary education for all students especially those in minority and low-income groups. 10.4. Maintain a high level of middle school visitation on campus. (PREP) 10.5. Explore off-campus opportunities in Burke, Jefferson, and Washington counties.
<p>SPP 11. Maintain a physical environment at the College, which will contribute to the learning process by providing the best possible facilities for the faculty, students, staff and community.</p> <ul style="list-style-type: none"> 11.1. Maintain the interior and exterior of all buildings and grounds in such a manner as to engender respect for properties. 11.2. Maintain College grounds as to promote pride in faculty, students, staff and community. 11.3. Secure from the faculty, staff, and students information and suggestions for improving facilities to maximize optimal use of all structures. 11.4. Maintain a preventive maintenance schedule for all equipment.

Table A1. STRATEGIC PLAN PRIORITIES (concluded) – Changes from the previous list of strategic planning priorities are highlighted in blue.	
SPP 12.	Plan and evaluate safety and security measures for all employees and facilities at East Georgia College. 12.1. Update campus safety and security manuals and insure their distribution to all faculty and staff. 12.2. Monitor and evaluate hazardous chemicals on campus and ensure compliance with Right to Know and Hazardous Waste Disposal policies. 12.3. Update, test, and evaluate the effectiveness of the campus Emergency/Disaster Plan. 12.4. Update and evaluate the effectiveness of campus security and their operational procedures.
SPP 13.	Evaluate the effectiveness of auxiliary enterprise facilities and operations at East Georgia College. 13.1 Evaluate contracted services for the Bookstore and the College Café operations. As part of this process, use the student opinion survey data as it pertains to these services. 13.2. Explore vending options on campus to come up with a solution that provides the most variety of choices for students while maintaining a positive cash flow for the auxiliary operation. 13.3. Develop a business plan for the use of parking revenues to include new parking areas as well as maintenance of existing parking areas. 13.4. Explore the feasibility of hiring an Auxiliary Operations Manager to coordinate all auxiliary operations for the college.

Table A2. EAST GEORGIA COLLEGE INSTITUTIONAL GOALS (2005-2006)	
IG 1.	Work increasingly toward making EGC a “student-friendly” institution in which a student’s problem is “owned by the faculty or staff member” who first becomes aware of it.
IG 2.	Support the strategic initiatives of the USG in the areas of retention and graduation success, minority enrollment with emphasis upon males, utilization of internship/service learning and participation in international study opportunities.
IG 3.	Work toward the solution of the space problems in Statesboro and clarify the long-term role of EGC in that location.
IG 4.	Bring the new physical education/recreation/continuing education facility online and make internal modifications in the Student Center.
IG 5.	Work toward an enhanced out of class environment for students that will complement the traditional institutional strengths in the classroom.
IG 6.	Work toward utilization of the “Vision Series” as the cornerstone of the student activities program for students and the continuing education program for the larger community.
IG 7.	Work on the regional nature of EGC as an academic institution in a manner that parallels the significant success it is experiencing in the economic development and regional services aspects of its operations.
IG 8.	Work toward the development of the budget as a “working document” that reflects the basic needs of the institution in light of the continuing reduction of the fiscal resources available to the institution.
IG 9.	Work toward streamlining the organizational and internal communications structure of the institution to insure the most effective use of all personnel in support of a collaborative approach to planning and decision making.
IG 10.	Work toward a clarification of roles and responsibilities of the staff with particular emphasis upon cross training and the most effective use of all personnel.
IG 11.	Work on the development of programs and services that will be attractive to the non-traditional students who are currently under represented in our student population.
IG 12.	Work toward the effective utilization of the “cutting-edge” technology capabilities of the institution in delivery aspects of our operations.

Table A3. ALIGNMENT OF EGC STRATEGIC PLAN PRIORITIES AND GOALS WITH USG GOALS			
<u>PRIORITIES</u>	<u>EGC GOALS</u>	<u>April 2004 USG Goals</u>	<u>STATUS</u>
SPP 1	IG 2	Goals 1 & 3	Fully Met
SPP 2	IG 2	Goals 1 & 3	Substantial Progress
SPP 3	IG 6, IG 7	Goal 9	Substantial Progress
SPP 4	IG 8, IG 12	Goals 6 & 7	Fully Met on Swainsboro Campus
SPP 5	IG 2, IG 11	Goals 1 & 2	Fully Met
SPP 6	IG 2	Goals 1 & 2	Fully Met
SPP 7	IG 9, IG 10	Goal 4	Fully Met
SPP 8	IG 1, IG 2, IG 5, IG 6	Goal 2	Fully Met
SPP 9	IG 1, 2	Goal 3	Substantial Progress
SPP 10	IG 7	Goals 5 & 8	Fully Met
SPP 11	IG 3, IG 4	Goals 7 & 9	Fully Met on Swainsboro Campus
SPP 12	IG 10	Goal 7	Fully Met
SPP 13	IG 11	Goal 9	Substantial Progress

2006-2007 Top Four Goals

1. Locate and acquire a site for the East Georgia College at Statesboro program that will provide adequate administrative and academic support facilities.
2. Increase enrollment on the Swainsboro campus in Fall Semester 2006 by 6 percent over Fall Semester 2005 and by 6 percent in Spring Semester 2007 over Spring Semester 2006.
3. Conduct a needs assessment study of nursing in the college's service area and develop the structure for an Associate in Science Nursing (RN) program in Swainsboro.
4. Increase funding provided by the East Georgia College Foundation by 20 percent.

**Appendix B: CCSSE 2006 Institutional Report
Comparison of East Georgia College with Small Two-Year Colleges**

Survey Categories: **1** – College Activities; **2** – Opinion about Your School; **3** – Weekly Activities
4 – Educational and Personal Growth; **5** – Student Activities; **6** – College Experiences

A – EGC scored above the comparison score **B** – EGC scored below the comparison score

Table B1: Favorable Comparisons of EGC with Other Colleges Community College Survey of Student Engagement		
Survey Category	Survey Question	Compared with Small 2 Yr Colleges
1	4j. Used the Internet or instant messaging to work on an assignment	A
1	4k. Used email to communicate with an instructor	A
1	4l. Discussed grades or assignments with an instructor	A
1	4s. Had serious conversations with students of a different race or ethnicity than your own	A
1	6c. Number of written papers or reports of any length	A
2	9a. Encouraging you to spend significant amounts of time studying	A
2	9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	A
2	9e. Providing the support you need to thrive socially	A
2	9f. Providing the financial support you need to afford your education	A
2	9g. Using computers in academic work	A
3	10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	A
4	12a. Acquiring a broad general education	A
4	12c. Writing clearly and effectively	A
4	12d. Speaking clearly and effectively	A
4	12k. Understanding people of other racial and ethnic backgrounds	A
4	12l. Developing a personal code of values and ethics	A
5	13h1. Frequency: Computer lab	A
5	13i1. Frequency: Student organizations	A
5	13h2. Satisfaction: Computer lab	A
6	14e. Transfer to a 4-year college or university	A

Table B2: Importance Placed on Student Services at EGC Compared with Other Small Colleges Community College Survey of Student Engagement		
Survey Category	Survey Question	Compared with Small 2 Yr Colleges
5	13a3. Importance: Academic advising/planning	A
5	13d3. Importance: Peer or other tutoring	A
5	13g3. Importance: Financial aid advising	A
5	13h3. Importance: Computer lab	A
5	13i3. Importance: Student organizations	A
5	13j3. Importance: Transfer credit assistance	A
5	13k3. Importance: Services to students with disabilities	A

Table B3: Problematic Comparisons of EGC with Other Small Colleges Community College Survey of Student Engagement		
Survey Category	Survey Question	Compared with Small 2 Yr Colleges
1	4e. Came to class without completing readings or assignments	A
1	4u. Skipped class	A
6	14c. Academically unprepared	A
6	23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	B

Survey Categories: **1** – College Activities; **2** – Opinion about Your School; **3** – Weekly Activities
4 – Educational and Personal Growth; **5** – Student Activities; **6** – College Experiences

A – EGC scored above the comparison score **B** – EGC scored below the comparison score