

EAST GEORGIA COLLEGE
2006-2007 ANNUAL REPORT OF INSTITUTIONAL PROGRESS

Section 1: Annual Progress in Assessing Institutional Effectiveness

1.1 Outcome Measures in Administrative and Support Functions

One year prior to the launch of Governor Purdue's campaign to improve customer service at all state agencies, East Georgia College established in Fall 2004 an annual "Ritz Carlton" award for the staff or faculty member selected by students for providing the most exemplary customer service. Since then, the financial aid director and two faculty members have been recognized for their excellent customer service. In Fall 2005, EGC again anticipated a trend by becoming a tobacco free campus. Throughout FY 2006 and FY 2007, students and visitors to campus expressed their appreciation for the new policy.

EGC Customer Service Plan for FY 2007 focused on the three key areas identified by the State of Georgia and the University System of Georgia as being drivers of customer service: Processes (faster), People (friendlier) and Technology (easier access). In an effort to improve operational processes, our institutional customer service plan concentrated on providing customers with superior communication services, with emphasis placed on improving telephone etiquette and enhancing on-campus communications. The following activities were conducted to achieve the goal of enhancing communications:

- Through continuous customer service training and departmental cross-training, employees began taking "ownership" of customer inquiries as they became more knowledgeable and efficient in being able to assist customers, decreasing the need to transfer inquiries to another department for assistance;
- The EGC website (including a comprehensive Frequently Asked Questions page) has been continuously updated with vital information and faculty, staff, and students are more routinely utilizing the college website as a key communications resource;
- The completion of the new Student Services Complex Building has allowed us to provide our students "One-Stop Shopping" with the relocation of enrollment services, bookstore, café, and business office in the new complex; 100% of survey results revealed that students have been very pleased with having all services available in the new facility. In addition, "One-Stop Shopping" has proven to be a useful recruitment tool.

Professional development opportunities and changes in personnel evaluation policy were completed during FY 2007 to make the East Georgia College environment friendlier and more welcoming. EGC's four top executives (President, Vice President for Academic Affairs, Vice President for Fiscal Affairs, and the Vice President for Student and Enrollment Services) participated in the week-long Georgia Leadership Institute and brought back new ideas. This solidarity from the "top" communicated a strong sense of teamwork for the entire campus family. The EGC staff council acted as a conduit for change by stepping forward to lead in the customer service initiative, embracing the goals and serving as a role-model for colleagues. For the first time, employees were measured on customer service during the annual employee performance

reviews and continuous improvement expectations were outlined for fiscal year 2008; this exercise provided even greater strength to the Customer Service initiative. In addition, a component on basic customer service was incorporated into the new employee orientation.

Access to all college services were enhanced through extended office schedules and through technological innovations. Office hours have been extended in the offices newly relocated to the Students Services Complex, including the business, admissions, registrar, and financial aid offices. In addition, progress was made to convert to a VoIP phone system; we anticipate this change will assist in faster and easier communication with internal and external customers.

To provide current and prospective students with an easy-to-use mechanism for asking student service departments (i.e. Admissions, Financial Aid, Counseling, Computer Services) questions, an online "Ask a Question" feature was added to the EGC web site. The icon to "Ask a Question" is available on the main page of the EGC web site. The respective departments listed in "Ask a Question" are automatically emailed the questions submitted by current and prospective students via the web page. (See Section 1.2.2 below for a description of steps taken to measure improvement.)

1.2 Implementation of New Methods to Assess Learning Outcomes

1.2.1 Implementation of New Methods for Assessing Outcomes

A new three-year academic assessment plan was developed by the office of institutional research to be implemented starting in the 2007-08 academic year. Recognizing that grades are the most direct assessment measures, the new assessment system described in the plan is not intended to replace grades as the chief measure of student performance. Rather, the assessment plan seeks to make explicit the interactive nature of the teaching and learning process and seeks to encourage improvements in both functions of the process. The plan is a step toward a quantifiable measure of "value added" for each student in each class.

Discussion also began during Summer 2007 to revise the faculty-course evaluation questionnaire to more directly measure key aspects of the teaching and learning process, including:

- Organization of the course
- Communication between professor and students
- Access to and use of assistance
- Availability and use of feedback
- Opportunities to think in new ways

The intent underlying the new assessment plan is to make useful and practical assessment efforts routine aspects of the teaching and learning process. It seeks to develop an academic culture of continuous improvement by establishing an assessment system that encourages faculty to:

1. Actively assess the teaching and learning process that characterizes their classes;
2. Use what they learn from their assessments to improve the process;
3. Routinely report those results so that the insights they gain from assessment may be shared with the faculty community.

At the center of the process are twelve general education student learning outcomes that were selectively mapped in Spring 2007 to all courses offered by East Georgia College. The selected outcomes are then related to the more specific objectives of each course.

Starting with AY 2007-2008, faculty will report their assessment activities in their annual reports to their academic division chairs. The chairs will then report assessment activities in their divisions. Each of the academic divisions will have the responsibility to promote those student learning outcomes most closely associated with their disciplines. A report of assessment activities based on the academic division reports will then be issued by the office of institutional research annually. The purpose of the institutional research report will be to share successful assessment activities with the whole academic community.

The three-year assessment plan and the annual assessment reports will be used in the revision of the college's strategic plan through the updating of its strategic planning priorities. The college's current strategic plan, including its list of general education student learning outcomes, is presented in Appendix A.

1.2.2 Implementation of New Methods for Assessing Non-Academic Outcomes

A survey was conducted in FY 2007 to determine the extent the EGC website Frequently Asked Questions page was used by students. Survey results revealed a 10% increase from the January-March period to the April-June period (from 73% to 83%) in respondents strongly agreeing that they received timely responses to inquiries. Web Frequently Asked Questions list utilization by students continued to increase as indicated by a significant decrease in "general information" phone calls to departments during the April-June period.

Steps were also taken to monitor the progress of the customer service initiative. An electronic version of the Customer Service Survey was added to the college's main webpage. Surveys have been reviewed on a weekly basis; if warranted, action and/or responses are handled by the appropriate department. April-June survey results measuring employees being courteous, helpful, accessible, responsive and knowledgeable revealed a 3% overall increase in providing these services in a friendlier manner (from 94% to 97%). We are optimistic that this will translate into greater enrollment through recruitment and retention efforts. Based on customer service survey feedback, the EGC website and intranet continue to be redesigned and updated to ensure ease of use and efficient communication of important information.

1.3 Functional Changes

1.3.1 Academic Functional Changes

To enhance faculty instruction and student learning, eight Smart Technology Symposium Interactive Display Units were installed in various campus classrooms. Faculty teaching in these classrooms have the capability of recording their lectures, PowerPoint files, etc., and storing these files to a video file server located on campus. The faculty can then embed links to these video lectures in their GaVIEW Vista courses. This process allows students to review/replay these class lectures at anytime.

Symposium was used in selected courses across the curriculum starting in Spring 2007, including courses in sociology, history, world literature, and mathematics. While used initially

by a minority of students in some classes, instructors who have incorporated Symposium in their classes are enthusiastic about the technology's potential. According to Dr. Bob Brown, professor of mathematics and computer science, "I believe that this tool has had more impact than any other classroom technology that I have used in the six years that I have been here. I see this device coupled with other on-line technologies will allow us to deliver classroom content anywhere and anytime a student needs it." A study will be conducted during 2007-2008 by the office of institutional research to measure the impact this new technology has on student learning.

In 2006-2007, our learning support mathematics changed to a new textbook that is packaged with MyMathLab, a product that provides on-line resources to students and instructors. In particular, homework can be assigned and graded instantly online to give feedback quickly to the student. MyMathLab technology has shown so much potential that the textbooks for college algebra, pre-calculus, and calculus have been changed to include the MyMathLab resource.

In Spring 2007, as a result of analysis made by the Vice President for Academic Affairs and his staff, it was determined that EGC had more than 50% of the courses needed for an online program. The Online Program Planning Committee was formed and at a meeting convened on May 31, 2007 President Black charged the committee to develop a complete online program that would focus on quality and a target population. The group decided that using the 'Best Practices' and the template used by the USG's eCore initiative would serve as a good foundation. The eCore initiative was originally designed for the non-traditional student and EGC would also target this population in our service area. Potential students would have to complete any Learning Support and remove any CPC deficiencies. This cohort of students would be given priority in registering for online classes.

In order to offer an online program, The Online Program Planning Committee set to work to complete documentation required by Southern Association of Colleges and Schools (SACS) and by USG. SACS required the completion of its Substantive Change Form and Prospectus. The USG required the submission of an Institutional Development Plan (IDP) and a Declaration of Intent. The committee determined that in order to activate the online program in January 2008, the required documentation needed to be completed by July 2007. The necessary documents were completed and submitted to SACS and USG for approval.

1.3.2 Administrative Functional Changes

Throughout FY 2006, East Georgia College worked with the consulting firm of Paskill, Stapleton, and Lord (PSL) to develop promotional materials and a plan to more effectively market itself. In June 2006, a Marketing Committee was formed to implement the PSL plan. The committee investigated the effectiveness of various media, including radio, television, newspaper, and billboards, in preparing an advertising budget. The Marketing Committee reassessed the effectiveness of media presentations and redirected financial resources toward those media it felt would reach the greatest level of potential students in the traditional, non-traditional and minority groups. As a result of its review, the committee initiated new television and radio advertising campaigns during Spring 2007.

1.4 Comprehensive Program Review

In June 2007, a comprehensive program review plan was developed to address the quality, viability, and productivity of EGC's general education program. The new plan is based on the results of the FY 2002 review. Teaching, learning, scholarship, and service activities will be reviewed based on these criteria and their contributions to the mission of the College and the goals of the University System of Georgia. The review will be conducted by a review team consisting of faculty and staff involved in both general education and learning support.

Section 2: Overall Institutional Health

2.1 Progress in Achieving 2006-2007 Institutional Goals

The top four institutional goals for FY 2007 are presented below with descriptions of progress made toward achieving them.

1. Locate and acquire a site for the East Georgia College at Statesboro program that will provide adequate administrative and academic support facilities.

To address the growing student enrollment and facility constraints at EGC Statesboro, the East Georgia College Foundation explored several improved and unimproved parcels of land near the Georgia Southern University campus. The Foundation considered a 6.2 acre tract with a commercial building, obtained an inspection, appraisal and renovation estimate, and made an offer to purchase. The offer was declined. EGC then sought the assistance of a commercial realtor to locate another potential building or unimproved tract of land in Statesboro. A suitable lease facility was located in late summer 2007. Following renovation, the EGC Statesboro faculty and staff will be relocated in December 2007.

In response to the new Capital Implementation process, East Georgia College hired Turner Associates to present a Capital Implementation Plan for FY 2008-2010. During the development phase of this plan, EGC was encouraged to locate a permanent site for a facility in Statesboro. In a Spring 2007 meeting with Vice Chancellor Linda Daniels, Chief of Staff Rob Watts, and Presidents Bruce Grube and John Black, Daniels asked Georgia Southern University to include in their revised Master Plan the selection of an on campus building or permanent building site.

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.

Enrollment in Swainsboro grew to 781 students in Fall 2006 from 697 students in Fall 2005, a 12.1 percent increase. Enrollment in Swainsboro grew to 761 students in Spring 2007 from 689 students in Spring 2006, a 10.4 percent increase.

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.

In May 2006, Darton College and EGC signed a Memorandum of Understanding (MOU) wherein Darton College would deliver Associate Degree Nursing courses at EGC beginning August 2006. The first cohort would complete in Spring 2008. It was anticipated that a second cohort would begin Fall 2008. The partnership has been very positive for both

institutions and has fulfilled an immediate demand. In response to increased student demand, in April 2007, Darton College and EGC signed another MOU to offer a new cohort in Spring 2008.

EGC also began exploration of its own Associate's Degree in Nursing program. In November 2006, EGC contracted with a consultant to perform a nursing degree needs assessment. The study confirmed the need for qualified Registered Nurses in the region served by East Georgia College. In January 2007, EGC hired a Nursing instructor with appropriate credentials to develop a nursing curriculum and create a budget for program implementation. Upon presentation of her findings, EGC determined that it was without the financial resources necessary to offer the program. The collaborative relationship with Darton College was found to be much more efficient and cost effective and would produce graduates more quickly and in higher numbers. EGC and Darton College plan to continue their successful partnership in order to provide this important program.

4. Increase funding provided to the East Georgia College Foundation by 20 percent.

EGC has not had a full time Development officer since 1999 and has relied on Foundation volunteers to lead fundraising efforts. Both the Foundation and the President desired to have a more concentrated and consistent development effort and in Spring 2006, began an executive search for a Director of Development and Alumni Relations. The position was filled in July 2006. The director's fundraising duties included supervising the annual campaign and initiating and monitoring the capital campaign. As a result of this concentrated effort, EGC increased its Foundation contributions by 31.75% for FY 2007, far surpassing the 20% goal.

2.2 Growth in Enrollment

Presented below in Table 1 is a summary of EGC enrollment growth for FY 2007 compared to FY 2006 in total and by location. As shown in the table, EGC experienced healthy enrollment growth both on its main campus in Swainsboro and in Statesboro. According to the System Semester Enrollment Reports (SER), EGC had the second highest enrollment growth among two-year colleges in Fall 2006 and the highest enrollment growth among two-year colleges in Spring 2007. In addition, its full-time enrollment percentages of 73.2 for Fall 2006 and 69.9 for Spring 2007 were the highest in the two-year college sector.

Table 1: EGC FY 2007 Enrollment Growth by Location

| Location | Fall 2006 | Fall 2005 | Percent Increase | Spring 2007 | Spring 2006 | Percent Increase |
|------------|-----------|-----------|------------------|-------------|-------------|------------------|
| Swainsboro | 781 | 697 | 12.1 | 761 | 689 | 10.4 |
| Statesboro | 938 | 814 | 15.2 | 882 | 767 | 15.0 |
| Total | 1,719 | 1,511 | 13.8 | 1,643 | 1,456 | 12.8 |

2.3 Completion of the Student Center

The Student Services Complex project was completed in FY 2007. With the building renovated and expanded from 12,000 to 34,000 square feet, student service departments began relocating to the complex in Spring 2007. When the relocation was completed in Fall 2007, all student

services departments, including admissions, registrar, financial aid, business office, and counseling center were conveniently close to each other in the complex. The Student Services Complex also provides offices and meeting space for student activities and the student government association. In addition, the complex features a new recreation room, college café, and book store.

With the opening of the EGC Student Services Complex, new instructional technology services were made available to faculty, staff, and students. These services include a 40-station student computer lab, two classrooms with multimedia capabilities, a cyber café that includes personal computers and wireless network access, LCD TVs, an admissions testing computer lab, and a large meeting facility (Richard L. Brown Room) that includes the latest in multimedia capabilities as well as wireless Internet access.

2.4 Changes in Student Engagement based on CCSSE 2007 Results

Since the USG provided funding for the 2005 Community College Survey of Student Engagement (CCSSE), East Georgia College has continued to participate annually. Results of the 2006 CCSSE and 2007 CCSSE have provided the college important insights into how engaged our students are and where we need to improve.

The institutional report of the 2006 CCSSE showed that EGC was rated by its students significantly more favorably than students typically rated their small two-year college in response to 20 of 118 questions on the standard survey. The 2007 CCSSE results rose to 31 questions eliciting a significantly more favorable rating by EGC students. Of these 31 questions, 18 questions were repeated from the 2006 report and 13 additional questions garnered significantly more favorable responses in 2007. These additional questions are bolded in Table 2 below.

Being rated significantly more favorably on these topics by our students as compared to other small two-year colleges demonstrates progress in the EGC’s efforts to retain and promote the progression of its students by providing them with a caring and nurturing environment. The 2007 CCSSE survey results highlight the emphasis the college places on achieving its general education student learning outcomes (SLO) related to critical thinking (SLO 3), mathematical literacy (SLO 4), and cultural diversity (SLO 6).

CCSSE 2007 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 2: Favorable Comparisons of EGC with Other Colleges Community College Survey of Student Engagement | | |
|---|---|-----------------------------------|
| Survey Category | Survey Question | Compared with Small 2 Yr Colleges |
| 1 | 4g. Worked with classmates outside of class to prepare class assignments | A |
| 1 | 4j. Used the Internet or instant messaging to work on an assignment | A |

| Survey Category | (Table 2 continued) Survey Question | Compared with Small 2 Yr Colleges |
|-----------------|---|--------------------------------------|
| 1 | 4k. Used email to communicate with an instructor | A |
| 1 | 4s. Had serious conversations with students of a different race or ethnicity than your own | A |
| 1 | 5d. Making judgments about the value or soundness of information, arguments, or methods | 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 | 9b. Providing the support you need to help you succeed at this college | A |
| 2 | 9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | 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 | 10b. Working for pay | B |
| 3 | 10d. Providing care for dependents living with you (parents, children, spouse, etc.) | B |
| 3 | 10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) | A |
| 3 | 11c. Relationships with administrative personnel and offices | A |
| 4 | 12a. Acquiring a broad general education | A |
| 4 | 12c. Writing clearly and effectively | A |
| 4 | 12d. Speaking clearly and effectively | A |
| 4 | 12e. Thinking critically and analytically | A |
| 4 | 12f. Solving numerical problems | A |
| 4 | 12j. Understanding yourself | A |
| 4 | 12k. Understanding people of other racial and ethnic backgrounds | A |

| Survey Category | (Table 2 concluded) Survey Question | Compared with Small 2 Yr Colleges |
|------------------------|---|--|
| 4 | 12l. Developing a personal code of values and ethics | A |
| 5 | 13h1. Frequency: Computer lab | A |
| 5 | 13a2. Satisfaction: Academic advising/planning | A |
| 5 | 13i2. Satisfaction: Student organizations | A |
| 5 | 13k2. Satisfaction: Services to students with disabilities | A |
| 5 | 13h2. Satisfaction: Computer lab | A |
| 6 | 14e. Transfer to a 4-year college or university | A |

Table 3 below lists the 2007 CCSSE questions to which EGC students gave significantly less favorable responses in comparison to the responses generally given by students at small two-year colleges. In addition to four items that are repeated from CCSSE 2006, a question concerned with student reading habits is added to the 2007 list. The list adds to the profile of our students and underscores the academic challenges they often face as a result of poor preparation, underdeveloped study skills and habits, and competing commitments. Although CCSSE does not disaggregate its results by campus, the results shown in Table 3 are heavily influenced by the students East Georgia College serves in Statesboro, since these students are enrolled with EGC because they do not meet admissions requirements to enter Georgia Southern University.

| Table 3: 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 |
| 1 | 6b Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | B |
| 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; **5** – Student Activities; **6** – College Experiences
A – EGC scored above the comparison score **B** – EGC scored below the comparison score

Section 3: Summary of Major Institutional Accomplishments in 2006-2007

3.1 Annual Progress in Institutional Strategic Planning

In addition to the four top goals discussed above in Section 2.1, the planning process at East Georgia College during FY 2006-2007 was guided 13 strategic planning priorities (SPP). The FY 2007 institutional initiatives and accomplishments described throughout this report are linked to these goals and priorities. The college's current strategic plan is presented in Appendix A.

Strategic Plan Priority 1: SPP 1 addresses the quality and transferability of courses. Once again, 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 2003*, with 2007 as the report card year, East Georgia College had the highest combined graduation/transfer rate in the system with 54.4 percent. East Georgia College had also led the System in the two previous annual reports. Table 4 below reveals the strength of EGC's transfer rates across demographic categories when compared with the corresponding aggregate rates for two-year colleges within the system.

| Table 4: Transfer Rate Comparisons (2007 Report Card Year) | | |
|--|-----------------------------|----------------------------------|
| Student Categories | East Georgia College | All USG Two-Year Colleges |
| Black | 51.9 | 16.7 |
| White | 50.2 | 29.4 |
| Females | 51.6 | 25.4 |
| Males | 49.1 | 25.0 |
| All Students | 50.6 | 25.2 |

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 2006 and Spring 2007 combined, 54.5% of entering freshmen were enrolled in at least one LS course, while 30% of all EGC students were placed in at least one LS course. During the same period, 25% of all students placed in LS math and 25% of LS students were enrolled in two LS courses. Further details are provided below in Section 3.2.

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. The mission statement was last revised in FY 2006. It will again be reviewed during FY 2008 in light of the new USG Strategic Plan.

Strategic Plan Priority 4: SPP 4 addresses the efficient use of technology to enhance the instructional program. As described in sections 1 and 2 above, a number of upgrades were completed around the Swainsboro campus to improve the efficient access to information and services.

Strategic Plan Priority 5: SPP 5 promotes an increase in the enrollment of non-traditional students. A two year academic schedule was developed and publicized to provide non-traditional students more timely information and greater flexibility when planning for college.

In anticipating the addition of the online Associate of Arts degree program at EGC, more potential non-traditional students who are place-bound in our area will have opportunities to take advantage of higher education.

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.

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.

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. During FY 2007, the Vision series featured musical performances by the Augusta Symphony Orchestra and the Manhattan Piano Trio. Guest speakers included nano-technology expert James Meindl from the Georgia Institute of Technology and Bruce Feiler, author of *Walking the Bible*.

Strategic Plan Priority 9: SPP 9 addresses retention, progression, and graduation issues. The retention, transfer, and graduation target rates set by the College's Retention, Persistence, and Graduation Task Force for FY 2007 were 58.0%; 27.0%; and 8.8%, respectively. The actual rates were 53.5%, 45.5%, and 8.9% as reported by the USG. Breakdowns of the data by gender and race shows the same general patterns.

Strategic Plan Priority 10: SPP 10 promotes the establishment of educational partnerships and collaborations with area schools. FY 2007 initiatives including the Celebration of Education and Directions programs, and the new Second Grade Outreach and Mathematics and Science Partnership programs are described below in Section 3.4.

Strategic Plan Priority 11: SPP 11 is concerned with the maintenance of facilities. EGC continues to maintain a beautiful campus and clean facilities to encourage respect for our facilities by all users, including community visitors. The ban on tobacco products from campus has eliminated one source of waste to our grounds. EGC continues to maintain an automated system for scheduling preventive maintenance tasks.

Strategic Plan Priority 12: SPP 12 addresses the safety and security needs of the campus. Following completion of its Emergency Action Plan, all EGC senior staff received National Incident Management System (NIMS) training. The EGC Emergency Action Committee assessed its campus environment and explored redundant emergency notification systems including voice, e-mail and text messages, as well as sirens and public announcement systems. EGC has contracted with Connect Ed and implementation will occur in January 2008.

Strategic Plan Priority 13: SSP 13 promotes the effectiveness of auxiliary enterprises. The new Student Services Complex provides larger and improved auxiliary functions for the campus bookstore and the college café. Our vending contract has been changed to provide improved services and parking revenues have been used to re-stripe existing parking lots to increase the number of parking spaces within the same physical space.

3.2 Improving Student Retention and Graduation

During the Fall 2004, East Georgia College formed an institution-wide Retention, Persistence, and Graduation (RPG) Task Force. Based on the recommendations of the task force, East Georgia College has increased the number of programs in place to improve retention, progression and graduation. These programs include an early warning system of mid-semester grades, an Academic and Instructional Resources (AIR) Center on both campuses, annual advisor training, required orientation program and freshman-year experience for all new students, and a focus on increasing the success of students in STEM courses. The College's most recent RPG effort focuses on improving the advisement process. Since faculty serve as the academic advisors at EGC, an Advisement committee was formed in May 2007 to prepare a new advisement handbook and develop a set of recommendations for improving the advisement process. The committee worked through the summer and completed a draft of the advisement handbook in time for the faculty workshops in August 2007.

East Georgia College is unique in that over one-half of our students take classes at our Statesboro site. These students do not meet the admission requirements of Georgia Southern University and are working to make-up CPC deficiencies, complete learning support requirements, and complete 30 hours of college credit to transfer to Georgia Southern. They profoundly affect the retention, transfer and graduation rates of the College. The graduation rate of East Georgia College began to fall as the number of students at our Statesboro site grew. Since these students plan to transfer to Georgia Southern rather than graduate from EGC, the college's transfer rate has remained high as the graduation rate has declined.

Four Learning Support exit level courses are offered by EGC: ENGL 0099, MATH 0099, READ 0098, and READ 0099. The pass rate for all exit level LS students was 46% for FY 2007, with 52% in Fall 2006 and 39% in Spring 2007. Below, Table 5 details success rates in the exit level LS courses by race for Fall 2006 and Spring 2007 combined.

| Table 5: LS Exit Rates | ENGL 0099 | MATH 0099 | READ 0098 | READ 0099 |
|-------------------------------|------------------|------------------|------------------|------------------|
| Black | 51% | 35% | 23% | 50% |
| White | 67% | 44% | 71% | 68% |

Of all exit level LS students who take the exit COMPASS, 81% passed the test. The college level courses students initially take after exiting Learning Support are English Composition I (after ENGL 0099), College Algebra (after MATH 0099), and American Government (after READ 0098 or READ 0099). Former LS students passed these courses at lower rates than their non-LS counterparts. One exception was College Algebra during Spring 2007, when the pass rate for former LS students was slightly higher than the pass rate for non-LS students.

3.3 Faculty Accomplishments and Service

East Georgia College's faculty continued to be very active in pursuing scholarship, engaging in extracurricular pursuits and providing community service. Highlights of these faculty activities are presented below in Appendix B.

3.4 Community Collaborations Promoting Education

The 2007 **Celebration of Education**, a collaborative of East Georgia College and Swainsboro Technical College, was held March 27, 2007 in the East Georgia College Auditorium. Approximately 250 students, their families and school administrators (including Superintendents, Administrators, Principals, Assistant Principals, and School Counselors), from area schools attended the event, along with faculty and staff of East Georgia College and Swainsboro Technical College. Three hundred students from Candler, Emanuel, Jenkins, Johnson, Screven and Treutlen counties participated in the essay contest, "If you could change the curriculum in your school, what would you change and why?" This represented a 15% increase in participation from 2006.

Awards were given for three different divisions (High school, Middle school, and Elementary school): a \$200 savings bond was awarded to 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. Divisional winners were selected from seven schools located in Emanuel, Jenkins, Johnson, and Treutlen counties.

The second annual *Excellence in Education Scholarship* was awarded in conjunction with the Celebration of Education event. The 2007 recipient was Gena Lee Garrett, a senior at Swainsboro High School. The recipient of this award can use the \$500 scholarship at either East Georgia College or Swainsboro Technical College.

East Georgia College hosted the award winning **Directions** program in its second year. The program resulted from the collaboration of EGC with the Emanuel County School System, Swainsboro Technical College, David Emanuel Academy, Georgia Rural Economic Development Center (GREDC) and the Swainsboro/Emanuel County Chamber of Commerce. Directions is designed to address the local high school dropout rate. In February, 2007, rising eighth grade students were brought to the EGC campus and introduced to careers and corresponding fields of study at both EGC and Swainsboro Tech.

EGC's first **Second Grade Outreach** program was held in February 2007. It is a collaborative program between EGC faculty and staff and the second grade teachers in Emanuel County. Program concept and design was created by a planning committee of EGC faculty and the second grade teachers. The second graders were invited to a college campus visitation day of learning and fun. Visitations were held from 9AM - 12PM on 4 days in February. Students participated in four age appropriate learning activities including chemistry, biology, history, and art, instructed by EGC faculty. Many activities included a take-home element. Education students and EGC Ambassadors assisted as group leaders and with hands-on classroom activities. All students received an EGC Bobcat T shirt and coloring book with crayons reinforcing the concepts learned. The program was evaluated by second grade teachers and received overwhelmingly positive comments. As a result, EGC will continue to host the program next year.

In May 2007, EGC, Georgia Institute of Technology, Emanuel County School System, Toombs County and Vidalia City School Systems, and Jefferson County Schools System received a Department of Education **Mathematics and Science Partnership Program** grant. The purpose of the grant is to fund educator training on the new Georgia Performance Standards for Mathematics and Science in grade bands 6-8th and 9-12th. Faculty from EGC and GIT instructed the two week summer academy in June 2007 for area middle and high school teachers. The program will continue through June 2008 with quarterly one day sessions at EGC.

3.5 Promotion of Economic Development

The Georgia Rural Economic Development Center at EGC continued its Entrepreneurship Outreach Program which has assisted entrepreneurs in 40 counties with their start-up and growth. The return on investment for FY 2007 for our Entrepreneur Outreach Specialist has been \$25.3 for every dollar spent on the program.

In addition, the GREDC took part in two important new initiatives in FY 2007. The GREDC, the Georgia Institute of Technology's Center for Integrating Mathematics, Science, and Computing (CEISMC), and the Enterprise Innovation Institute (EI2) jointly sponsored several activities in Emanuel and Coffee counties that will help build competitive skills among youth to help them succeed in the world economy. These activities are encompassed within a pilot program known as the GREDC-Georgia Tech STEM Pilot Program.

The GREDC also supported the new nano-manufacturing project being conducted by Emanuel County. The National Nano Manufacturing Center is an economic development model for bringing new industry, attracting companies, and creating technology jobs in rural America. The center, located in Swainsboro, is a not-for-profit organization dedicated to the growth of the nanotechnology industry, through the scale-up and commercialization of nano-research projects. Temporarily located at Swainsboro Technical College, the center will be permanently housed in Swainsboro's Pathway Technology Park next to EGC and will contain the Garrett Accelerator for commercializing new products and launching new businesses.

3.6 Looking Ahead

East Georgia College last revised its vision and mission statements and its strategic planning priorities during Spring 2006. Now that the USG has released its new strategic plan, the college will again review its own strategic plan in order to fully align it with the USG plan.

In Fall 2007, EGC is already working to toward achieving the new USG goals. For example, consistent with USG Goal 1, the college has undertaken the reformation of its advisement process. As another example, consistent with USG Goal 2, EGC made important progress in Fall 2007 to establish a permanent presence in Statesboro. During Fall 2007 the College secured a temporary facility containing 12,875 square feet that will allow for growth of personnel for instruction, for counseling services and for academic support to include admissions and placement testing, a student computer center, and a tutorial center to target retention efforts. In addition, with the activation of the new Capital Implementation Model, EGC is scheduled in FY 2009 for funding of \$500,000 to plan and design of a permanent Statesboro Academic Facility. EGC is also scheduled for FY 2010 funding of \$5,400,000 to construct the facility.

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 | |
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| 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) |
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| <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) | |
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| 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. |

General Education Student Learning Outcomes

1. Students will read, write, speak, and listen with the competence necessary to succeed in higher education. (Communication competencies)
2. Students will participate in activities for cultural enrichment. (Cultural enrichment)
3. Students will demonstrate skill in logic and critical thinking. (Critical thinking)
4. Students will demonstrate proficiency at solving problems algebraically, numerically, and graphically. (Mathematical literacy)
5. Students will apply scientific principles to solve a variety of problems. (Scientific problem solving)
6. Students will study various values and cultures to better understand human behavior and diversity. (Cultural diversity)
7. Students will participate in health education and activity classes and be encouraged to take responsibility for personal health, wellness, and life-long physical activity. (Physical fitness)
8. Students will access, manage, and present information available through traditional and electronic media. (Information competencies)
9. Students will demonstrate knowledge of the basic structures and processes of American government. (Citizenship)
10. Students will apply historical perspective. (Historical perspective)
11. Students will apply the study and learning strategies necessary to succeed in higher education. (Learning competencies)
12. Students will demonstrate an understanding of different themes, subjects, styles, and cultural expressions in art, music, or literature. (Artistic discernment)

Appendix B: FY 2007 Faculty Accomplishments and Service

Faculty Scholarship

Dr. Tori Kearns, assistant professor of psychology and counselor for the Statesboro Center. Dr. Kearns is preparing a book about interpreting learning disability documentation at the postsecondary level. Dr. Kearns also served as an expert on content validity study for Educational Testing Service Praxis exam.

Dr. Deena McKinney, assistant professor of history, is the faculty support liaison for the eCore Program. She presented a paper at the Association for Advancement of Computing Education in July 2006, at the Community College Humanities Association, and at the SSEL. She has an article published in the International Journal of Childhood Education.

Dr. Glenn Stracher, professor of geology, has continued to maintain his leadership in coal fire research around the world. In December 2006, the Geological Society of America accepted for publication his book entitled *Geology of Coal Fires: Case Studies from Around the World*. The text will be published late in 2007 by the Engineering Geology Division of GSA. Dr. Stracher is also writing the *Coal Fires Atlas of the World* which will be published in full color in both hard copy and on-line versions. Dr. Stracher and Dr. Donald L. Johnson are currently co-authoring a new textbook entitled *Materials and Chemical Thermodynamics for Engineers and Scientists: Applied Thermodynamic Loop Analysis*. In addition, Dr. Stracher has authored or coauthored several articles that were published in professional journals or at recognized conferences. He was also the convener and organizer of several conference sessions on coalmine fires. Dr. Stracher was interviewed on camera by the TopSpin Creative Corporation, a Japanese Television Company, for a movie that was aired in Japan on May 2007 on the Fuji Television Network. In May 2007 he participated in a National Geographic film about coal fires burning around the world.

Mr. David Strickland, associate professor of sociology, presented a paper at the Community College Humanities Association. He also published a text book, "Introductory Sociology."

Dr. Tommy Upchurch, assistant professor of history, has had eight articles accepted for publication in various encyclopedias. He currently has a book in progress.

Dr. Jimmy Wedincamp, assistant professor of biology, serves as a reviewer for the *Journal of Entomology*. He participated in the Academy for Learning through Performance Standards and Assessment (PRISM) meetings during 2006-2007. He shared his experiences with faculty members by conducting seminars and informational meetings.

Faculty Support of Extracurricular Activities

Research has noted that one of the indicators of student retention relates directly to the quality of an institution's extracurricular programs, student organizations, and student participation in these organizations. The following examples illustrate faculty commitment to providing students at East Georgia College with a rich and well rounded college experience.

Dr. Robert Brown, Jr., professor of mathematics and computer science, accompanied three of his top math students to the State Math Tournament for Two-Year Colleges held at Gainesville State College. This was East Georgia's first year to participate in this event. All three students scored higher than the average of all of the participants and two of East Georgia's students ranked in the top one-third of the 93 students taking the individual morning calculus test. Dr. Brown also instructed the Math sessions in the Math Science Partnership Program Summer Academy for area educators in June 2007.

Dr. Alan Brasher, associate professor of English, served for the tenth year as faculty leader for the Music Makers Anonymous (a.k.a. Uncle Al's Picking Parlor) group. This group voluntarily performs at both campus and community events. He organized and performed Emanuel Arts Council's every-other Monday Open Mic and organized the move of the open mic program to Jack's Java Cove in the fall of 2006. He directed entertainment for Arts Emanuel Festival 2006. Dr. Brasher also served as a leader in the African-American Union drumming during Club Day in the fall semester. The EGC Disc Golf course became popular this year and Dr. Brasher was its catalyst. Plans for local tournaments and trips to out-of-town tournaments are underway.

Dr. Reid Derr, associate professor of history, serves as the faculty representative for the Intercollegiate Studies Institute. Dr. Derr developed a school wrestling team at the college. Dr. Derr has been elected as Sports Information Director for the Southeastern Conference of the National Wrestling Association.

Mr. Ron Ellison, assistant professor of speech, sponsored the Robert Feline Playmakers Drama Club for the third year, members of which acted in the Emanuel Arts Council's production of *The Mousetrap* during the spring. In addition, members of the troupe performed in Arts Emanuel '06.

Dr. Caesar Perkowski, instructor of English, served for the 4th year as faculty advisor to the student newspaper, *The Hoopee Bird*, which published two papers (spring and fall issues) in FY 2007. A regular column devoted to travel has been included in *The Hoopee Bird* since he began sponsoring the paper. Dr. Perkowski also printed a series of large format digital photographs of his summer 2006 visit to Australia which were placed in exhibition at the College. Dr. Perkowski continued to serve as sponsor for the Global Movie Club.

Mr. Desmal Purcell, instructor of art, re-activated EGC's art club, the Art Mania Club. He and the Art Mania Club sponsored a student juried art show in the rotunda of the Luck Flanders Gambrell Center.

Mr. Thomas Thibeault, instructor of English, advised the International Club for the third year. He wrote a children's play, *the Happy Cloud*, for the Emanuel Arts Council. The play was used during Arts Fest '06. In addition, Mr. Thibeault performed in the opera *Scholar Under Fire* in Statesboro.

Dr. Jimmy Wedincamp, assistant professor of biology, conducted field trips for students, including a trip with biology and anatomy students to Armstrong's Cricket Farm in Glennville, GA on March 5, 2007. The purpose of the trip was to make a connection between science and business. Dr. Wedincamp provided instruction for the Mathematics Science Partnership Summer Academy in June 2007.

John Smoyer, Biology Instructor, provided instruction for the Mathematics Science Partnership Summer Academy in June 2007.

Mr. Jay Yeakley, instructor of English, served as planner, developer, coordinator of events, conductor, and instrumental accompanist of the EGC Bobcat Choral Ensemble. The group performed in both the Swainsboro and Statesboro communities and on campus.

Faculty Community Service

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

Mr. Larry Braddy, instructor of psychology, serves as president of the Treutlen County Historical Society and is working on the publication of a book of historical pictures of Treutlen County. Mr. Braddy also helps with the Heritage Center at the College.

Mr. Mark Dallas, associate professor of reading and director of learning support, was active in the Ogeechee-Canoochee Riverkeeper program as well as the Georgia Adopt-A-Stream program. He and Ron Ellison won the State Award for Excellence for Data Collection for 2006 for their monitoring of Fifteen mile Creek. He contributed to poetry readings at the Evening Muse Poetry Readings at the Averitt Center for the Arts in Statesboro and also did a reading in the "Evening of Scenes, Monologues, and Music" at the Emanuel Arts Center.

Jeniba Dart, instructor of Spanish, serves as a Family Readiness Volunteer to assist families who are preparing to deploy overseas.

Mr. Desmal Purcell, instructor of art, served as Co-Director of the Emanuel Arts Guild, Program Director and Founding Member of the StillmooreRoots Art Group, member of the Emanuel Arts Council, and organizer for the Arts Emanuel Festival. Mr. Purcell's work was featured in nine art exhibits and a one-man show. His "State of Oaxaca" was exhibited at Jack's Java Cove, and the show was accompanied by an artist's lecture. He was a participant in the Rural Arts Conference in Louisville, Georgia, in November of 2006. The StillmooreRoots Group participated in the Stillmore Holiday parade as well as the Portal Turpentine Festival. Mr. Purcell has also supported the establishment and operation of Gallery RFD.

Dr. Sandra Sharman, associate professor of reading, served on the coordinating committee for the Georgia Southern Museum gala meal. This event was attended by hundreds of Statesboro (and surrounding) community members.