

EAST GEORGIA COLLEGE 2003-2004 ANNUAL REPORT OF INSTITUTIONAL PROGRESS

This year marked the second year of a transitional period for the college in which Dr. Foster Watkins served as interim president. East Georgia College selected a new president, Dr. John Black, who began his term in August, 2004.

Section A: Summary of Major Institutional Accomplishments

This report summarizes the major institutional accomplishments of East Georgia College with regard to faculty accomplishments, accomplishments of students working with faculty, accomplishments directed at retention and graduation success, and accomplishments associated with structural changes. The institutional accomplishments are linked to the 13 Strategic Plan Priorities (SPP) and to the 12 Institutional Goals (IG) that were identified for 2003-2004. These priorities and goals are referenced within the body of the report and are presented in their entirety in Appendix A.

Faculty Accomplishments

EGC faculty were distinguished this year in special appointments and professional activities including the publication of two books and over 30 articles. EGC faculty routinely made presentations and participated in professional conferences or professional training. Particular attention was devoted to the scholarship of teaching since it is central to the mission of the institution. There were also numerous occasions this year in which faculty expanded the learning environment beyond individual courses by involving students in professional research projects, publications, presentations, and cultural events.

Accomplishments of individual faculty members included special appointments.

Dr. Glenn Stracher, professor of geology, conducted several research projects of international importance on coal fires burning around the world. In connection with this research, Dr. Stracher led a conference in Denver, Colorado, at the invitation of the Geological Society of America; he lectured at the University of Georgia and Georgia Southern University at the invitation of the Geology departments at those institutions; he participated in a National Geographic movie about coal fires which was filmed in Pennsylvania; and he served as editor for a special edition of the *International Journal of Coal Geology*. Professor Stracher was also interviewed live on numerous radio talk programs including *Radio 81.3 FM Tokyo, Japan* and the *Canadian Broadcasting Corporation* in Edmonton, Alberta.

Dr. Stracher co-lead a Geological Society of America field trip to The South Cañon Number 1 Mine fire located west of Glenwood Springs, Colorado. In June, he was invited by the National Institute of Health's Center for Disease Control, in collaboration with the United States Geological Survey (USGS), to collect gas and mineral samples from mine fires on the premises of one of the world's largest coal companies, located in South Africa. The work was completed in August 2004. During his visit to South Africa, Dr. Stracher served as the honored pardee/keynote guest speaker at the Spontaneous Combustion of Coal Conference held in the South African Military Museum. The meeting was sponsored by The Fossil Fuel Foundation of Africa and Coal and Mineral Technologies (Pty) Ltd.

Dr. Stracher's expertise and leadership continues to be in demand in the scientific community. The Geological Society of America (GSA) has requested that Dr. Stracher conduct, for the first time in GSA history, a topical session devoted to coal fires burning around the world with scientists and engineers from Russia, Israel, Germany, and the US, in November of 2004.

The United States Geological Survey (USGS) plans to send him to China and India for additional sampling.

Martha Hughes, assistant professor of foreign languages, served as the Site Director of the University System of Georgia's Study Abroad Program in Paris, France, summer of 2003 (IG 2); spent ten days in Madrid, Spain, on behalf of the European Council, visiting a dozen possible sites for the proposed Study Abroad program in Madrid in 2005; and was named Program Director for the program in Madrid, starting in July of 2005; was elected by the Regent's Academic Advisory Committee on Foreign Languages to be Secretary in 2004-2005, Chair-Elect in 2005-2006, and Chair in 2006-2007.

Dr. Dana Nevil, assistant professor of English and Chair of the Humanities Division, was elected by the Board of Regents' Academic Committee of English as Chair-Elect for 2004-2005 and Chair for 2005-2006 and served as eCore Instructional Faculty of English 2132, Summer 2003.

East Georgia College faculty were distinguished by numerous publications and presentations. Some notable examples are described below.

Mark Dallas, associate professor of reading, published the 2nd edition of his textbook, *Reading for College: Georgia Reading Exams*, and published a book review, "Heaven's Edge," in *The Journal of Commonwealth and Postcolonial Studies*, March 2004.

Dr. Glenn Stracher, professor of geology, has published six articles in refereed journals in connection with his research.

Martha Hughes, assistant professor of foreign languages, presented a paper at the Southeastern Coastal Conference on Language and Literature on "The Master-Slave Dialectic of Sade's *Justine*" in March of 2004.

Dr. Jimmy Wedincamp published four articles this past year. He has collaborated with TRECE Corporation of Salinas, California, to field test insect monitoring systems and pheromones in Georgia and with Dr. Stracher to examine arthropod diversity associated with gas vents that result from burning subterranean coal seams.

Dr. Tommy Upchurch, assistant professor of history, published, "Senator John Tyler Morgan and the Southern Race Problem, 1889-1891: A Racist Ideologue Sets the Tone for the Jim Crow Era" *Alabama Review* 57, (Spring 2004) and "Why Populism Failed in Mississippi" *Journal of Mississippi History* LXI (Fall 2003). This article earned him the Willie D. Halsell Prize of the Mississippi Historical Society for the best article published in the *Journal of Mississippi History* in 2003. He has also had 26 articles accepted for publication in various encyclopedias. Further, he had a book published by the University of Kentucky Press—*Legislating Racism: The Billion Dollar Congress and the Birth of Jim Crow* (2004). In addition, he revised a survey text for his students at East Georgia College in Statesboro that he self-published through the GSU Printing office, and developed two custom readers for his HIST 2111 and HIST 2112 classes. He is co-editor with Robert L. Jenkins of *The Greenwood Encyclopedia of Black Nationalism* (forthcoming in 2005). Dr. Upchurch also is a regular columnist for a local Statesboro newspaper.

Dr. Reid Derr, associate professor of history, submitted a review of Charles D. Chamberlain's, *Victory at Home*, to the *Atlanta History Journal*.

Dr. Ceasar Perkowski, instructor of English, defended his dissertation ("Christianity Reflected: The Axiology of Good and Evil through Sensory Vocabulary in Old English Poetry") and completed all requirements for his Doctor of Philosophy in English Philology and Semantics from the University of Gdansk.

Dr. Tim Goodman, vice president for academic affairs and student services, presented at the Minority Advisement Program/Minority Recruitment Office Spring Conference on "Ethics in Academic Affairs" in April 2004; was a member of Southern Association of Colleges and Schools Visiting Teams to Lurleen Wallace Community College in August 2003 and an Off-site

Team in May 2004; and presented at WebCT Web Users Impact Conference on the Implementation of WebCT-VISTA at East Georgia College in July 2003. In addition, he was chosen for the American Association of Community Colleges Future Leaders Institute in February 2004.

David Strickland, director of institutional research and associate professor of sociology, attended the Foundations for the Practice of Institutional Research Institute, an intense graduate level workshop designed for new institutional research practitioners, sponsored by the Association of Institutional Research, on the campus of Ohio State University in Columbus, Ohio, July 24-29, 2003. Mr. Strickland conducted experimental research to collect empirical data about classroom interaction across three modalities: traditional class, hybrid class, and online class. The project is of national interest and is a critical step toward understanding classroom interaction and evaluating IT modes of instruction. The project is unique because it employs a multidimensional classroom interaction scale (developed by Strickland) to operationally define classroom interaction as a ratio level variable. Mr. Strickland also conducted an evaluation of the Even Start Family Literacy Program in Candler County. He offered the following research presentations during the year: 1) "Evaluation of WebCT-VISTA Implementation Project" at the International WebCT Users Conference in San Diego, CA July 12-18 "From Silent to Engaged: Using Web Tools to Improve Learning" at the Conference on College & University Teaching, Kennesaw, GA; 2) "When Silence Is Not Golden: A Comparative Analysis of Classroom Interaction Across Two Learning Modalities – Preliminary Findings" at the Teaching Matters 2004: Interdisciplinary Conference for Teachers of Undergraduates, Barnesville, GA; 3) "Comparative Analysis of Classroom Interaction in Multiple Learning Contexts" at the 2003 Meetings of the Georgia Sociological Association, Jekyll Island, GA, November 13-15.

Suella McCrimmon, assistant professor of mathematics, presented a talk on "Mathematics in the Movies" to the National Association for Developmental Education (NADE) at Jekyll Island.

Keith Barrs, instructor of mathematics, presented a session on "Mathematics and Internet Activities" at Georgia Southern University.

Ron Ellison, assistant professor of speech, was awarded 4 ribbons for "best table topics" speeches in the Toastmasters International Public Speaking Forum in Savannah, Georgia (2/4, 2/17, 2/24, 3/2/04).

Accomplishments of Students Working with Faculty

Students conducted undergraduate research and presented papers on their findings. Many times they were the only two-year college students represented at the meetings of the Georgia Academy of Science and the Georgia Entomological Society. Dr. Jimmy Wedincamp, assistant professor of biology, assisted the students in these projects. Following is a list of publications that resulted from student research with Dr. Wedincamp.

Veal, J., M. Mullen, and J. Wedincamp. 2004. Pest Resistant Dog Food Packaging Trial. *Ga J. of Sci.* 62: 26

Beasley, A., P. Bell and J. Wedincamp. 2003. Comparison of Proprietary and Standard Bait Formulations for Attracting the Yellow Jacket (Hymenoptera: Vespidae). *Ga J. Sci.* 61: 47

Partin, C.N., J. Lockhart, and J. Wedincamp. 2003. Survey of the Ectoparasites of the White-tailed Deer (*Odocoileus virginianus*) in Southeastern Georgia. *Ga. J. Sci.* 61: 23.

Underwood, J., J. McRaken, Jr., and J. Wedincamp. 2003. Examination of a Gopher Tortoise Colony on a Proposed Building Site in Emanuel County Ga. *J. Sci.* 61: 48.

Underwood, J. and J. Wedincamp. 2002. Evaluation of Lure Formulations for the Yellow Jacket (Hymenoptera: Vespidae). *Ga. J. Sci.* 60:31.

Johnson, J. and J. Wedincamp. 2001. Notes On The Ectoparasites of The White-Tailed Deer (*Odocoileus virginianus*) In Emanuel, Jenkins, and Burke Counties in Georgia. *Ga. J. Sci.* 59: 29.

Underwood, J. and J. Wedincamp. 2001. Survey of the Terrestrial Invertebrate Fauna from the Plant Vogtle Electric Generating Plant Site. *Ga. J. Sci.* 59:

In addition, twenty-nine students collaborated through Dr. Wedincamp with TRECE Corporation of Salinas, California to field test insect monitoring systems and pheromones in the state of Georgia.

In the Spring 2004 semester, John Bailey and Adam Hartley, both East Georgia College students, were involved in a chemistry research project studying the effects of pH, temperature, calcium ions, and sugar concentration on the viscosity of okra gum. Their research was supervised by Dr. Paul Cerpovicz, assistant professor of chemistry, in collaboration with Dr. Joelle Romanchik-Cerpovicz from Georgia Southern University. Okra gum has been found to be an acceptable fat-substitute in baked products (Romanchik-Cerpovicz, et al., *J. Am. Diet. Assoc.*, 102(9):1301-1303, 2002), and its feasibility as a fat ingredient substitute in other food products is currently being examined. Student research in this area at East Georgia College will continue during the Fall 2004 semester.

Student clubs were active this year in collaborative projects with EGC Faculty members. The EGC Circle K Club won seven awards at the Georgia District Circle K Convention. Two of the students in Circle K were chosen for District Officers. Patsy Wilcher was elected Georgia Circle K District Governor and Tina Oglesby was elected Lt. Governor for the Southern Division of the Georgia Circle K District.

Students in Free Enterprise (SIFE) won a second-place award for their ShareCare Project at the regional SIFE Convention.

The faculty were very active in support of students in their extra-curricular involvement. Dr. Perkowski served as faculty advisor to the student newspaper *The Hoopee Bird* which published two papers during the 2003-2004 academic year. Dr. Brasher and Mr. Dallas continued as advisors of the student literary magazine, *Wiregrass*, which was published in the Spring and included original poems and short stories from both students and faculty. Mr. Dallas coordinated the 2nd Annual Emily Pestana-Mason Poetry Contest. Mr. Leiva served as sponsor of the International Club and coordinated the showing of foreign films, and the club's celebration of International Food Day where food from many countries was shared with students, faculty, and staff (SPP 8). Dr. Brasher is faculty leader, for the seventh year, to Music Makers Anonymous which meets every Friday afternoon on campus. With regard to further off-campus experiences in extracurricular activities, Dr. Brasher organized, emceed, performed, and ran sound at the monthly (September - May) gatherings of the Last Thursday Café at the Emanuel Arts Center, which included participation of EGC faculty and students (SPP 8.2). Mr. Ellison served as advisor to the Renegade Players, EGC's drama group, which had strong participation by our non-traditional students (SPP 5.3).

Accomplishments Directed at Retention and Graduation Success

Many faculty members served EGC students outside of the classroom on a regular basis. Dr. Brasher, Mr. Homer, Ms. Hughes, Dr. Nevil, and Mr. Perkowski served as Academic Instruction and Resource (AIR) Center volunteer tutors, while Mr. Dallas served as coordinator

of the AIR Center in Swainsboro as well as an AIR Center tutor. (SPP 2.2) Mr. Dallas also offered sixteen Regents' Test Workshops, eight in the fall and eight in the spring. As well, various division members provided Directed Studies Courses during the 2003-2004 academic year to students who were unable to meet a class at a certain time or to those who required a course that was not offered during either the semester or academic year. Willingness by faculty to voluntarily provide these Directed Studies Courses to our students helps us retain and graduate students at East Georgia College (IG 2).

Many faculty members supported the MAP program throughout the academic year (SPP 6 and SPP 8). For example, Mr. Perkowski documented 347 individual conferences/help sessions with minority students during the 2003-2004 academic year (this includes students who sought assistance on numerous occasions). Mr. Homer focused on various African-American readings in his courses (SPP 6). At the suggestion of the MAP Coordinator, Dr. Nevil, and with the planning and hard work of AAU Sponsor, Cathy Outlaw, East Georgia College celebrated Black History Month with activities and performances unmatched in EGC's history (SPP 8). Additionally, the African-American Union was involved in many other activities throughout the academic year. Details are cited in the annual MAP report and were documented in *The Blade* as well as *The Hoopee Bird* (SPP 6.2).

Accomplishments Associated with Structural Changes

Other institutional accomplishments were associated with structural changes or general improvements that were aimed at enhancing services to students and improving student retention in response to the institutional priorities and goals. Examples include improvements in the library, the department of student services and counseling, and the fitness center.

The Library added 625 titles to its collection, of which 59 were donated. The collection now totals about 35,328 titles and 41,341 volumes. In addition, nearly 27,000 ebook titles were added which allow the Library to report access to over 62,000 titles (SPP 4, IG 12). According to Standards for Community, Junior, and Technical College Learning Resource Programs, published by the Association of College & Research Libraries (ACRL), a branch of the American Library Association, the EGC library almost meets the 'excellent' grade in number of volumes in print and exceeds the 'excellent' grade when ebooks are included.

The Library purchased ADA technology, hardware, and software, to meet the information needs of identified physically challenged students, staff, and faculty (IG 12). These purchases helped the library and the college better address federal recommendations and regulations for ADA compliance. Improvements included: (1) installation of TTY phone to establish the contact point of the hearing impaired in the Library as a central location for text based phone conversation (the portable counter-loop allows this system to be used anywhere on campus); (2) creation of an ADA room for testing and library use of large monitor, screen reader software, and touch screen technology; (3) installation of large keyboard and track ball technology on library computer; (4) greater cooperation between Student Services, Technology, and the Library on services to special-needs students (IG 1).

In 2003, the student center added an information desk and a front desk Administrative Assistant to guide students who request help with a problem (IG 1). Within the Student Center building, the game room was improved, the Richard L. Brown Room was reconstructed to double the space available within the cafeteria, and computers with Internet connections were added to upgrade the cafeteria area to a cyber café (IG 4, IG 5). Unfortunately this reduced the available space within the Richard L. Brown Room for holding meetings. Plans are currently being developed to build a new and state-of-the-art Student Services Center creating a one-stop-shop experience for the student and providing a larger and more serviceable Richard L. Brown meeting room. These and continuing efforts are responsive to the goal (IG 1) of making

EGC a "student friendly" institution in which a student's problem is "owned" by faculty or staff who become aware of the student's problem.

The Director of Counseling position was expanded to Student Life Director (IG 10) and a part-time Student Activities Coordinator was added to the Student Services staff to help facilitate and focus on the out-of-class student environment (IG 5). These changes enabled the Student Services department to better coordinate and develop student life programming to better serve students. A system of evaluation, accountability, and documentation has been set up to monitor the achieved goals and objectives of each club at the end of the year (IG 9). The Student Life Advisory Committee was established this year to improve communications and cooperation between all staff and faculty that act as advisors in student clubs (IG 9).

Efforts to improve retention and student service in Statesboro (EGCS) included the addition of a part-time Disability/Academic Counselor and the creation of counseling space as well as new space and equipment for a learning lab (IG 3, SPP 2). The new counselor has improved student access to disability resources and academic support through individual and group counseling. The Disabilities department is in the process of purchasing and setting up new equipment at EGCS that includes scan-to-read technology, voice-to-text technology and a quiet room with no distractions for those approved for accommodations.

A testing lab was set up at the EGC Student Center adjacent to the counselor's office to provide a quiet room for those needing extra time during in-class testing. The Non-Traditional Student Club (NTSC) was reactivated in 2003 and formally approved as a campus club. A web site was developed for the NTSC, and the NTSC newsletter gives non-traditional students a way to voice their concerns about campus issues and issues of the Non-traditional student (IG 11).

Newest efforts include plans to develop the "Student Retention Task Force" to explore and develop programs improving retention rates (IG 2). Some ideas currently being assessed include: a required orientation program for all first-time, fulltime students; orientations in small groups; on-line tutorial orientation; freshman mentoring programs; and a mandatory college survival workshop for those students put on probation for the first time.

The new physical education, recreation, and continuing education facility and the expanded tennis complex have significantly augmented the institution's educational capabilities in that area. Physical education classes can now be held in spite of inclement weather, and these new facilities have enabled us to add two new P.E. classes—introductory aerobics and intermediate aerobics (SPP 1). The new facility has enhanced our partnership with high schools in our service area. For example, David Emanuel Academy hosted a basketball tournament involving several teams this year. Also, a number of tennis tournaments involving public and private high schools have been held on the college tennis courts, and the local high school regularly uses the college courts for practices. The college collaborated with Swainsboro High School to host a wrestling tournament in December of 2004. While the fitness center is used primarily for Physical education instruction, it also remains available for Life Long Learning courses. Numerous members of the community have paid the requisite fees for access to it. A full-time fitness center manager was hired in 2003 (IG 4).

Section B: Annual Progress in Strategic Planning

East Georgia College achieved or made substantial progress toward achievement of the 13 strategic plan priorities during the Academic Year 2003-2004. Progress is described below and linked to the Strategic Planning Priorities (SPP) and Institutional Goals (IG) listed in Appendix A.

Strategic Plan Priority 1. Fully Met. This priority addresses the quality and transferability of courses. The Humanities Division has attempted to improve students' graduation rates by providing quality and personalized advisement to students at East Georgia College. The Division also provided courses during the day, in the early morning, as well as the evening, and at four different sites to ensure that our students had adequate course offerings. During the next academic year, the division will be offering art and music courses at the Statesboro Center to help those students meet their 30-hour minimum requirement for transfer.

Strategic Plan Priority 2. Partially Met. This priority deals with the assessment of student learning deficiencies and the placement of those students in appropriate learning support courses. The first goal of this priority (SPP 2.1) was partially met. The second goal (SPP 2.2) was fully met with the reorganization of the Academic Instruction and Resource Center (AIRC) including extended hours (evening and summer), the establishment of an AIRC on the Statesboro campus.

Strategic Plan Priority 3. Fully Met. This priority focuses on the role of the Institutional Effectiveness Committee to monitor the mission of the College. The combined activities of the Institutional Effectiveness Committee (which met monthly) and the IR Office fully met Institutional Priority 3. They reviewed the annual planning assumptions (SPP 3.1,3.2); coordinated the revision of the strategic plan (SPP 3.3); provided oversight for campus-wide implementation of the Strategic Plan (SPP 3.4); and incorporated assessment results into the annual planning process to monitor performance of educational programs and support activities (SPP 3.5). This year the committee worked to develop improved assessment methods which will be implemented next year.

Strategic Plan Priority 4. Fully Met. This priority addresses the efficient use of technology to enhance the instructional program. EGC has continued to use available technology to enhance instruction and to support administrative units (SPP 4.0). In particular, EGC aggressively promoted the use of web-based and other forms of distance learning to expand outreach (SPP 4.4). In the 2003-2004 academic year, various faculty volunteered to design on-line courses (IG 4, IG 5) in English Composition I, English Composition II, World Literature, Regents' remediation courses, Integrated Science, Sociology, Social Problems, and Marriage and Family. These courses, which will be delivered via WebCT Vista, have been placed on our Fall 2004 schedule and show our dedication not only to cutting-edge technology but to student retention, as these courses will provide options for our many nontraditional students (IG 5). This priority is considered fully met because of the substantial progress EGC has made in this area. However, efforts will be made to continue to increase the number of course offerings via WebCT Vista.

Strategic Plan Priority 5. Fully Met. This priority focuses on efforts to increase non-traditional student enrollment. Both synchronous and asynchronous course offerings were available to non-traditional students (SPP 5.1). Initiatives to assure that student support services accommodated the needs of non-traditional students (SPP 5.2) included, but were not limited to: a Non-Traditional Student Life support group offered by the Counseling Center, the expansion of the Academic Instruction & Resource Center hours into the evening, a volunteer-

based child care program for students attending evening classes sponsored by SIFE (Students in Free Enterprise), and the continuation of the Non-Traditional Student Club (NTSC) including the NTSC web site and NTSC Newsletter.

Strategic Plan Priority 6. Fully Met. This priority focuses on efforts to increase minority student enrollment. EGC has been remarkably successful in minority enrollment efforts. Overall minority (non-white) enrollment has remained high during the past four years. Several campus initiatives reflect the institution's priority of assuring that student support services accommodate (SPP 6.1) and that college publications and extracurricular activities (SPP 6.2) reflect minority student needs.

Strategic Plan Priority 7. Fully Met. This priority concerns the provision of faculty and staff development. Faculty and Staff received development and training in several areas including the use of WebCT Vista during the year (SPP 7.0). A staff council was organized to encourage staff development.

Strategic Plan Priority 8. Fully Met. This priority focuses on the cultural enrichment of students. There have been significant strides to establish a regular schedule of out-of-class programs and activities to increase awareness of diverse cultures at EGC this year (SPP 8.0). The Vision Series, a privately funded initiative that underwrites academic and cultural enrichment programs for East Georgia College students and the surrounding community, brought many excellent and enlightening speakers (SPP 8.1) and performances to campus, such as The Augusta Symphony Orchestra, U.N. Ambassador Andrew Young, Novelist Connie May Fowler, CNN Producer Ted Rubenstein, and U.S. Ambassador, Emory University President James T. Laney, as well as chartered bus fieldtrips for students to off-Broadway musicals and art exhibits in Atlanta (SPP 8.2).

Strategic Plan Priority 9. Fully Met. This priority addresses efforts to expand the Associate of Applied Science degree program. EGC continued to support the AAS program with a published 3-year evening schedule, weekend classes, off-campus classes, web classes, and hybrid classes.

Strategic Plan Priority 10. Fully Met. This priority addresses 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 Post Secondary Options Program has continued in area high schools. The "Adopt a High School" Program was created in 2003 in which EGC representatives visit high schools within our service area for recruitment and publicity efforts (SPP 10.2).

Strategic Plan Priority 11. Fully Met. This priority concerns the maintenance of facilities. The completion of the new building containing a gymnasium, fitness center, offices, and classrooms, as well as the expansion of the tennis complex, has generated a substantial amount of use from the community, students, faculty, and staff. This building has the potential of changing dramatically the ability of EGC to serve the full range of students and the larger community.

Strategic Plan Priority 12. Fully Met. This priority addresses safety and security measure on campus. All goals relative to safety and security on campus were met (SPP 12.0).

Strategic Plan Priority 13. Fully Met. This priority, relative to the effectiveness of auxiliary enterprise facilities (the bookstore and College Café), was met (SPP 13.0). Operations were improved by the remodeling of the Student Center building. The physical facilities for the Bookstore and College Café were improved. Cafeteria space was doubled and three computers were added to create a Cyber-Café (SPP 13.1, 13.2).

Section C: Annual Progress in Assessing Institutional Effectiveness

This year faculty were asked to submit evidence of assessment activities within their courses. These assessment activities typically involved exercises taken from the examples found in Angelo and Cross, *Classroom Assessment Techniques*. Besides the impact of the specific assessment tools on pedagogical change, the use of assessment represents the beginning of a paradigm shift in how faculty think about instruction.

Within the Math/Science Division, Mr. Barrs reported giving pre and post tests in MATH 0097, MATH 0099, and MATH 1111. In each case, he reported that the average score was higher on the post-test than on the pre-test. Ms. McCrimmon reported giving an evaluation for her students in the Mathematics for Teachers course. In it, the students were asked to evaluate her performance and give suggestions for improving instruction in the course. She reported a number of both positive and negative comments.

Within the Humanities Division, last year's annual report cited data concerning the high failure rate of learning support students who exit from English 0098 and move directly to English 1101. After this assessment of our effectiveness concerning English 0098, the following action was taken during the 2003-2004 academic year. Dr. Nevil proposed that English 0097 replace English 0098 (an issue she first mentioned in Fall of 2002 after assuming responsibilities as Division Chair). This proposal began with the Academic Policies committee and was brought up for a faculty vote in the Spring 2004 faculty meeting. The proposal was highly supported by faculty and administration present, and the proposal was voted into policy with only one dissenting vote (SPP 2.1). This change puts the Learning Support English classes in line with the Learning Support Math courses, which use the Math 0097 – Math 0099 sequence.

Regents' Test Results

Last year's annual report presented data showing that Regents' Test results are directly correlated to each student's SAT Verbal scores; we were concerned that our test scores had dropped. While last year's drop was clearly tied to an overall drop in EGC students' lower SAT verbal scores, we continue to use these test results as a vehicle to assess our division's English program. Last year's data showed EGC with the following percentage pass rates for first-time examinees: Reading 72.8; Essay 76.3; Both 60.7. Data for Spring 2004 show first-time examinee pass rates at 72.31 for Reading and 86.67 for the Essay (no data was provided by USG for percentage of students passing both sections; as well, the data does not include students who *exempt* the Reading portion of the test). We are slightly below the 2-year college average passing rate for spring 2004 of 73.70 and the total system average of 76.87. Our passing rates for examinees repeating the Regents' test spring of 2004 seem low in reading, yet they surpass the system average (47.62 EGC; 41.67 2-year colleges; 46.25 total system). We had 16 students repeat the essay portion of the Regents' exam spring of 2004, and their passing rate was 56.25 (below the 2-year college average of 66.75 and below the system average of 70.41. Our data for the Regents' Remediation course Fall of 2003 showed that 76.4 percent of our repeat examinees (13 of 17) passed the Regents' essay test.

Section D: Improving Student Retention and Graduation

This year, a new website on the EGC Homepage was developed, entitled, "Ask A Question." Designed to meet the needs of prospective students, the website provides discussion pages for admissions, financial aid, registration, records, graduation, and asking other students questions. A representative from each academic area will monitor the site daily and the student board will be monitored by a student worker from the Admissions and Records area.

The College's Web-based registration process which began in 2003 continues with success. This allows students with 15 degree credit hours who have satisfied all CPC and Learning Support requirements to register themselves via the web. This has encouraged early enrollment and self-sufficiency on the part of the student. We encourage advisor participation in the enrollment process for these students, but it is not mandated.

The implementation of the Curriculum Advising and Program Planning module has also been an asset in student retention and graduation by allowing students immediate access to their academic status and a 'what if' analysis option for those who are contemplating a change in program.

In an effort to support the retention, academic prosperity, and overall satisfaction of students attending East Georgia College at Statesboro, the Basic College Skills (EGAC 1000) course continues to be mandatory for all students who placed into two or more learning support courses. EGAC 1000 was structured to be supportive of the transitional changes students experience as they embark on postsecondary educational goals. Worth one hour of academic credit, the Basic College Skills course also reinforces study strategies known to be effective in higher education.

A Learning Support Lab was created during spring semester 2003 at the Statesboro Center. The lab continues to operate Mondays through Thursdays in the sunroom of the Statesboro Center for approximately 25 hours per week. Additionally, a full-time financial aid assistant is employed at the Center for financial aid advice and counseling. A one-day financial aid awareness seminar is held during the spring semester. The purpose of the financial aid seminar is to have one-on-one contact with the students and to assist them with any questions. It also serves to inform them of upcoming financial aid processes and due dates.

Currently, faculty members at the Statesboro Center have reported on the following retention efforts. One faculty member is a MAP advisor and keeps in close contact with her advisees, referring them for additional academic counseling when necessary. Other faculty members keep extensive office hours so that they can meet with students one-to-one more often. Still other faculty members try to create personal relationships with their students in order to forge a connection between the students and East Georgia College. Not all EGC students are expected to graduate; instead those at the Statesboro Center (nearly half of the total headcount) are expected to matriculate to GSU or other USG institutions.

Section E: Overall Institutional Health

Overall, the health of East Georgia College is good. With the naming of the new president, all units of the college have adopted a renewed focus on quality with emphasis upon recruitment, retention, and graduation successes.

Within Humanities, the main challenge continues to be maintaining cohesiveness and collegiality in the Division while faced with faculty being essentially split between two campuses with different class schedules (time) and often different concerns because of the differences in the student goals (i.e. the goal of students on the Swainsboro campus is to attain a degree, while the goal of Statesboro students is transfer to Georgia Southern as soon as possible). The English instructor at Liberty, Mr. Jay Yeakley, has agreed to teach on the Statesboro campus, and will bring his expertise there as we attempt to get a formal "writing center" in place in addition to the Statesboro AIR Center.

The Social Science Division has relied on the support of the part-time faculty to help complete the division mission. A new faculty member will be hired in January 2005 to teach history and education courses on a part-time basis and to provide assistance to faculty as a resource person for Web-based instruction and WebCT Vista, which will prove a significant instructional initiative. The mission and scope of the program at EGCS has recently been altered by the University System. The result will be additional course offerings on the one hand and reduced enrollment in Statesboro (at least for the short term) on the other hand. This year, the Social Science Division began offering an expanded range of courses at EGCS including PSYC 1101, HLTH 2051, POLS 2401 and SOCI 1101. In addition, we offered several courses at EGCS during Maymester. All of these classes had sufficient enrollment to make and seem to open the door to more such offerings.

Overall, the Math/Science Division continues to be strong. We have good people on our faculty who are well qualified and dedicated to East Georgia College. These faculty members are strong teachers who believe in the teaching mission of East Georgia College and are equally committed to helping their students have a positive learning experience. The greatest strength of the division is the people. We have good laboratories, good classroom facilities, state of the art technology available, but it is the people who make the difference.

The Library is in overall good health. Based on responses from faculty concerning needed resources, the Library's print collection, along with resources on GALILEO, seem to be adequate for East Georgia College's programs of study. The databases, whether accessed from the Library, labs, or individual offices, are supported by an excellent computer services department. Through an initiative from the BOR's office called "integrated learning environment," eventually all student support services will become accessible via the WebCT course management software and that includes Library Services. This environment will allow the Library to claim and maintain an online presence in addition to a physical presence so that any student or faculty member can access the Library for a resource, to ask a question, or to make a request via the WebCT interface. With funding for an additional professional staff member, the Library will be able to meet these demands.

APPENDIX A

Table 1. STRATEGIC PLAN PRIORITIES
<p>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.</p> <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.
<p>SPP 2. East Georgia College will assess student-learning deficiencies and ensure proper placement and instruction in learning support activities.</p> <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 Academic Instruction and Resource Center.
<p>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.</p> <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.
<p>SPP 4. East Georgia College will use available technology to enhance instruction and support all administrative units.</p> <ol style="list-style-type: none"> 4.1. Develop an annual budget plan to provide adequate financial resources to maintain and update current technology equipments 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.
<p>SPP 5. East Georgia College will increase the enrollment of non-traditional students.</p> <ol 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> <ol style="list-style-type: none"> 6.1. Assure that student 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 Remission and Reimbursement Plan, and other appropriate system development initiatives.</p> <ol 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.

Table 1. STRATEGIC PLAN PRIORITIES (continued)

<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 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.
<p>SPP 9. The College will expand student participation in collaborative Associate of Applied Science (AAS) degree programs with area technical institutes.</p> <ul style="list-style-type: none">9.1. Develop and implement an effective publicity plan for the AAS degree.9.2. Coordinate publications of East Georgia College schedule with cooperating Department of Technical and Adult Education (DTAE) institutions so that appropriate general education courses are printed on the area technical institutes' schedules.9.3. Plan and offer a schedule of general education courses to facilitate student completion of the AAS degree.9.4. Utilize interactive television and web-based technology to deliver the required AAS courses.
<p>SPP 10. Establish educational partnerships and collaborations with area 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. (P-16)10.2. Assist students to move smoothly from one educational sector to another. (P-16)10.3. Increase access to and success in post-secondary education for all students especially those in minority and low-income groups. (P-16)10.4. Maintain a high level of middle school visitation on campus. (PREP)10.5. Establish off-campus sites in Jefferson, Tattnall, 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. Provide funds for improving the Nature Trail.11.5. Maintain a preventive maintenance schedule for all equipment.11.6. Complete the Board of Regents Physical Master Plan Template.
<p>SPP 12. Plan and evaluate safety and security measures for all employees and facilities at East Georgia College.</p> <ul style="list-style-type: none">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, Hazardous Waste Disposal, and Underground Storage Tank Management policies.12.3. Update and evaluate the effectiveness of the campus Emergency/Disaster Plan.12.4. Update and evaluate the effectiveness of campus security and their operational procedures.12.5. Form a safety committee to examine facilities and equipment to identify and correct safety hazards.
<p>SPP 13. Evaluate the effectiveness of auxiliary enterprise facilities and operations at East Georgia College.</p> <ul style="list-style-type: none">13.1. Evaluate physical facilities from Bookstore and College Café operations and make recommendations for improvement.13.2. Evaluate contracted services for the Bookstore and College Café operations. Develop an evaluation instrument and incorporate student opinion survey data.13.3. Explore expansions of vending operations on campus to include both the availability of a wider variety of vending products and physical location(s) to enhance services for the evening student population.

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.

<u>PRIORITIES</u>	<u>GOALS</u>	<u>STATUS</u>
SPP 1	IG 2	Fully met
SPP 2	IG 2	Partially met
SPP 3	IG 6, IG 7	Fully met
SPP 4	IG 8, IG 12	Fully met
SPP 5	IG 2, IG 11	Fully met
SPP 6	IG 2	Fully met
SPP 7	IG 9, IG 10	Fully met
SPP 8	IG 1, IG 2, IG 5, IG 6	Fully met
SPP 9	IG 2, IG 7	Fully met
SPP 10	IG 7	Fully met
SPP 11	IG 3, IG 4	Fully met
SPP 12		Fully met
SPP 13	IG 11	Fully met