Abstract
October 9, 2013

Project Request: Create, track and update Institutional Effectiveness Plans (IEPs) for all Departments within Student Affairs and Enrollment Management (SAEM).

Requested by: Dr. Teresa Thompson, Vice President, SAEM

Project Abstract: SAEM departments developed IEPs to reflect assessment efforts within the Fiscal Year 2013. Between March 2013 and July 2013, all final plans were submitted, reviewed by the Office of Strategic Research and Analysis (OSRA) SAEM Assessment Team (Dr. Jayne Perkins Brown, Dr. Mike Jordan, Mrs. Mary Poe). The Office of Institutional Effectiveness (Dr. Terri Flateby, Mrs. Cindy Groover) provided additional review of selected IEPs in September 2013 - October 2013. IEPs were revised as necessary by SAEM Directors. This formal IEP collection is a supplement to Annual Reports within each SAEM Department.

Methodology: The IEP template was provided for use by the Office of Institutional Effectiveness. OSRA staff presented the template at the SAEM Assessment Workshop in February 2013. A copy of the IEP template is located in the appendix of this report. All Directors were asked to provide information for their departments in this template. IEPs were linked to Annual Report goals/objectives submitted for FY 2013. Updates on the process were reviewed at various monthly SAEM Director meetings. Initially, IEPs were submitted to OSRA for review by April 10, 2013. Final SAEM Department IEPs were submitted by July 10, 2013. OSRA finalized the SAEM Division plans by August 30, 2013. Additionally, selected IEPs were reviewed by the Office of Institutional Effectiveness in September 2013 - October 2013.

Project Timeframe: January 24, 2013 - October 15, 2013

Project Costs: staff time, plus copies of project info

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Georgia Southern University
Student Affairs and Enrollment Management
FY13 Institutional Effectiveness Plans

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Mission Statement
The Academic Success Center (ASC) is committed to furthering the mission of Georgia Southern University by providing a student-centered facility dedicated to promoting academic success among all students. To this end, the Center will
* Provide students with staff who are dedicated to excellence in teaching and whose primary responsibility is the creation of learning experiences of the highest quality
* Promote equal educational opportunities for all students admitted to Georgia Southern
* Aid students in developing the skills, strategies, and attitudes essential to the attainment of academic, career, and life goals
* Enhance student retention.

The ASC will offer these support services to a wide array of our University's students, ranging from first-semester freshmen seeking to establish a firm foundation for their academic careers to honors and graduate students involved in more advanced scholarship.

Goal I
To be in compliance with the new requirements established by the University System of Georgia Board of Regents for classes in learning support.

Strategic Theme Relationship
Promoting Academic Excellence & Enhancement of Student Success

Objective 1
Program Outcome:
Redevelop learning support classes, MATH 97 and MATH 99, to allow students to progress at their own pace through the two courses within three semesters

Implementation Strategy
Academic Success Center (ASC) Director and the Math Instructors will meet to develop the new classes based on Board of Regents’ guidelines to allow students to progress through the MyMathLab (a Pearson online learning environment) modules at their own pace during the semester.

ASC Director and the Math Instructors will review the August 2012 – May 2013 progression rates and compare the results to the previous two years.

ASC Assistant Director will hire two additional tutors to work during computer lab times to assist instructors with the one-on-one assistance to help students progress at their own pace through the MyMathLab modules.

(Measurement Tool) Academic Success Center Director and the Math Instructors met to develop a new course structure for MATH 97 and MATH 99 to provide students with instructional time in a traditional classroom setting as well as computer lab time to work through the course requirements. Students must complete homework assignments, quizzes and chapter tests in MyMathLab and maintain at least a 70% average to be able to move on to the next chapter. This action was completed by August 2012. Assistant Director hired student tutors to work with the instructor in the computer lab to work one-on-one with the students. This action was completed in August 2012.

During the Fall and Spring semesters, Math Instructors will meet to review the progression of their students through the course requirements for MATH 97 and MATH 99 (Fall 2012 and Spring 2013). Students have three semesters to exit learning support math and the new class has been developed to help students pace their way through the coursework. Students enrolled in MATH 97 can complete the class requirements prior to the end of the semester and start work on MATH 99 requirements. Students enrolled in MATH 99 can also complete coursework and exit the course prior to the end of the semester.

(Measurement Tool) Academic Success Center Director will gather the passage rates of students enrolled in MATH 97 and MATH 99 through BANNER at the end of each semester.

Academic Success Center (ASC) Director will review the progression rates of students enrolled in MATH 97 and MATH 99 to compare the number of students who completed the courses with the new format compared to the number of students who completed the courses in the previous two years. Students in Learning Support are required to complete these courses within 3 semesters in order to continue with the University. ASC Director will review the data by May 31, 2013.

Target
The target is to have 60% of the students enrolled in Learning Support Math 97 and 99 to exit within three semesters.

Findings & Analysis
The initial review of the data for the Fall 2012-Spring 2013, is promising, but the final analysis will take place after three semesters to make a full comparison. 19.1% of the students starting this year exited learning support in one semester compared to 11.1% in the previous two years, and the students are projected to be on track to have at least 60% exit learning support in three semesters. The biggest increase is in the
**Objective 2**

**Program Outcome:**
Students will evaluate the support services associated with MATH 97 and MATH 99 as they progress at their own pace.

**Implementation Strategy**
By February 2013, an online questionnaire will be developed by the Math Instructors in the Academic Success Center to assess the new structure of the class and to help the instructors modify the new format in order to meet students’ needs.

Math Instructors will have their MATH 97 & 99 students complete the online questionnaire in class.

The questionnaire will be used internally by the Academic Success Center (ASC) Director and the math instructors when discussing the new structure and potentially modifying the class for the summer of 2013 and future semesters.

The results of the questionnaires will be analyzed by the ASC Director and the math instructors in May 2013 to modify the courses for next year.

**Measurement Tool**
Online questionnaire developed by Academic Success Center in the Qualtrics Survey tool.

**Data Collection Process**
All students in Math 97 and Math 99 will be provided the Qualtrics Survey questionnaire link before exiting the course (students can exit the class at any point during the semester). The Academic Success Center Director and the math instructors will then analyze the results.

**Target**
At least 70% of the students will agree that the new format of the class is beneficial to the completion of the course.

**Findings & Analysis**
The survey was sent through Qualtrics Survey Software to all 27 students enrolled in the MATH 97/99 classes. 44% of the students completed the survey. 37% of the respondents did not have algebra in high school and 58% of the respondents have been out of high school for more than 20 years. 100% of the respondents have been out of high school for more than 6 years.

91.67% of the students strongly agreed or agreed that moving at their own pace was beneficial to completing the course.

100% of the respondents strongly agreed or agreed the MyMathLab time allowed for adequate preparation for completion of homework. 91.67% of the students strongly agreed or agreed that moving at their own pace was beneficial to completing the course. 50% strongly agreed or agreed the lecture time was sufficient for introducing a new topic.

58.3% strongly agreed or agreed the lecture time for reviewing math concepts was sufficient. 100% felt the lab assistants were helpful in explaining problems. 83.3% strongly agreed or agreed that being able to take the quizzes outside of class time was beneficial in completing the course. 100% strongly agreed or agreed that taking each quiz twice was adequate in preparing for chapter tests. 75% strongly agreed or agreed that the method of signing up for the exam was adequate. 83.3% strongly agreed or agreed they benefited from the opportunity to take the chapter tests more than once.

**Action Plan**
The target goal was that 70% of the students would find the new format beneficial in completing the course. This goal was exceeded with 91.67% of the students finding the course beneficial.

Based on the findings and analysis, students were satisfied with the new format. Therefore, math instructors will continue to teach the new format with lecture time and lab time. The ASC will continue to supplement the math instructors with lab assistants to work with the students on their problems.
## Goal 2
Enhance student retention for students in high-risk courses, freshmen who receive a U at midterm, and those students with less than a 2.0 GPA.

### Strategic Theme Relationship
Promoting Academic Excellence & Enhancement of Student Success

### Objective 1
Program Outcome: Identify and provide at-risk students with the Rockin’ Toward Academic Success Workshop Series prior to midterm.

#### Implementation Strategy
The Academic Success Center (ASC) Director will use the Business Objects report created by the Registrar’s Office to identify at-risk students. The ASC staff will e-mail these students to notify them that they are considered at-risk. In addition, these students will be informed concerning the upcoming Rockin’ Toward Academic Success Workshop Series in October 2012 and February 2013. This workshop series is designed to enhance study skills, time management skills, note taking skills, reading, test taking, etc.

The ASC Director will e-mail at-risk students and encourage them to attend the Rockin’ Toward Academic Success Workshop Series.

The ASC Director will gather the data needed to compare the numbers participating in the Rockin’ Toward Academic Success Workshop Series each semester in December 2012 and May 2013.

#### Measurement Tool
ASC satisfaction survey

#### Data Collection Process
The Academic Success Center (ASC) Director will record the number and pull the names of students that were identified through the Business Objects Report created by the Registrar’s Office who received a U grade by mid-term. Collection of data will take place in October 2012 and February 2013.

The ASC Director will collect evaluations from students at the conclusion of the Rockin’ Toward Academic Success Workshop Series. The ASC graduate assistant will compile data from the evaluations to determine if students found the workshops beneficial. The collection will take place in October 2012 and February 2013.

#### Target
A maximum of 10% of students identified as having a U mid-term grade will attend a workshop offered through the Rockin’ Toward Academic Success Workshop Series (unfortunately facility size limitations affect this number).

#### Findings & Analysis
690 e-mails were sent to students with U midterm grades during Fall 2012, and 1226 e-mails to students with U midterm grades during Spring 2013.

Data from seminar evaluations showed that 98% of those attending rated the session as meeting expectations and would recommend the workshop to others.

The number of students participating in workshops decreased slightly during the academic year (140 students this year compared to 166 last year). The decrease could be due to the day and time of the workshops, or lack of promotion at the Russell Union Rotunda, due to weather and the Union Commons was not available.

#### Action Plan
Based on the findings, the ASC will continue to host the academic seminars and continue to provide this academic support for students. Prior to scheduling the workshops, the ASC Director will determine which days and times had a higher percentage of students attending. In addition to hosting the academic success workshops in Cone Hall, investigate hosting additional workshops in the residence halls.

The ASC will promote the Rockin’ Toward Academic Success Workshops Series at the Russell Union Rotunda for the fall and spring. ASC Assistant Director will reserve the Russell Union Rotunda this summer to avoid other conflicts.

### Objective 2
Student Learning Outcome: Improve the passage rate of students participating in the math study sessions.

#### Implementation Strategy
The Academic Success Center (ASC) Director will e-mail the Math Department with the study session flyer to inform them of upcoming study sessions for each exam in MATH 1111 and MATH 1112.

The ASC Director will e-mail all students enrolled in MATH 1111 & 1112 with a flyer to inform them of upcoming study sessions.

#### Measurement Tool
BANNER reports

#### Data Collection Process
The ASC Director will gather the grades received by students participating in the study sessions by looking at grade rolls in BANNER in SFAALST panel. The ASC Director will extract the data in January 2013 and in May 2013 after final grades are posted.

#### Target
Students participating in the study sessions will have at least an 80% pass rate for the class.
## Findings & Analysis

Data showed that 81.1% of the students participating in the math study sessions during Fall 2012 & Spring 2013 received a grade of C or better in the corresponding math course.

## Action Plan

Based on the findings, the ASC will continue to offer the math study sessions to provide support for students taking the math classes (1111/1112). The student evaluations indicate that the study sessions are important in the successful completion of the course.

### Goal 3

**Expand and improve student tutoring services on campus through collaboration with University Housing.**

**Strategic Theme Relationship**

Promoting Academic Excellence & Enhancement of Student Success;

**Objective 1**

Identify and set-up satellite tutoring services residence halls with Sunday tutoring.

**Implementation Strategy**

The Academic Success Center (ASC) Assistant Director will coordinate with University Housing to find locations. (Completed: August 2012)

The ASC Director and Assistant Director will gather the data on the number of students who use the tutoring services in each residence hall during the semester in December 2012 and May 2013.

The ASC Director and Assistant Director will gather the data showing the number of students who participated in the Sunday tutoring opportunities during the semester in December 2013 and May 2013.

The ASC Assistant Director will hire the peer tutors for the main tutoring center in the ASC and in the residence halls. (Completed: August 2012)

Compile the number of residence halls that offer tutoring through the ASC.

Compile the number of students who utilized the tutoring services in the residence halls.

Compile the data on the number of students who used the tutoring services on Sunday.

**Measurement Tool**

Student Participation tutoring file accessed through a Google Form created by the ASC.

**Data Collection Process**

The ASC Director and Assistant Director will compile the data by using the check-in database at the residence halls.

**Target**

ASC will have at least a 10% increase in the number of tutoring sessions conducted in the residence halls this year compared to the number of tutoring sessions housing conducted last year.

Conduct at least 80 tutoring sessions each semester in the residence halls on Sunday nights.

**Findings & Analysis**

In collaboration with University Housing the ASC set-up tutoring centers in four residence halls that were identified as having the ability to host tutoring sessions which included: Eagle Village, Southern Pines, Centennial Place, and Freedom’s Landing (completed: August 2012).

The ASC Assistant Director hired twenty tutors to provide tutoring in the four residence halls. All four residence halls tutor Math (Algebra, Calculus I, II, Survey of Calculus, Pre-Calculus, Math Modeling, and Trigonometry), English, History, and American Government. Three halls tutor Biology (1130, 2107, 2108) and Chemistry (1140, 1145, & 1146). One hall offers Anatomy and Physiology I & II. (Completed January 2013).

A total of 1050 tutoring sessions were conducted in the Residence Halls this year; students could attend multiple of these sessions. 613 tutoring sessions were conducted during the Fall of 2012. This is the first year the ASC has organized resident hall tutoring. Therefore, there is no data to compare to previous years. 437 tutoring sessions were conducted during the Spring of 2013. Residence Life offered tutoring last spring (Spring 2012) and had 232 tutoring sessions, so this is an 88% increase. The 88% increase exceeds our target goal of a 10% increase.

A total of 250 tutoring sessions were conducted on Sundays, which exceeded our target goal of 80 sessions each semester; students could attend multiple sessions. 140 tutoring sessions were conducted in the residence halls on Sundays during the Fall 2012 semester. 110 tutoring sessions were conducted in the residence halls on Sundays during the Spring 2013 semester.

**Action Plan**

Based on the number of tutoring sessions and student participation during the Fall 2012 and Spring 2013 semesters, the ASC and Residence Life have decided to continue to collaborate to offer tutoring in the residence halls.
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<th>Objective 2</th>
<th>Provide training sessions for the tutors throughout the year for certification.</th>
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<td>Implementation Strategy</td>
<td>The ASC Assistant Director will host on-going training sessions for the tutors throughout the fall and spring semester. (Completed) The ASC Assistant Director will organize the on-going evaluation of each tutor through observations by the ASC Assistant Director, a student evaluation by a student who was tutored by the tutor, and a self-evaluation by the tutor, throughout each semester with a follow-up meeting with the ASC Assistant Director with each tutor. (Completed April 30, 2013)</td>
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<td>Measurement Tool</td>
<td>ASC-developed student evaluation and self-evaluation</td>
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<td>Data Collection Process</td>
<td>The ASC Assistant Director will maintain a check-in sheet to determine the number of tutors who attended the training sessions. The ASC Assistant Director will coordinate the observations, the student evaluation, and the self-evaluation of the tutors and the follow-up meetings.</td>
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<td>Target</td>
<td>100% of the tutors will complete the training for certification.</td>
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<td>Findings &amp; Analysis</td>
<td>There were 24 new tutors hired for the 2012-2013 school year. All 24 tutors went to the Tutor Certification Workshop held during the Fall 2012 and Spring 2013 semesters. All 24 tutors were observed by the ASC Assistant Director, as well as peers. Tutors also wrote a self-evaluation, reflecting their tutoring skills and experiences. Based on the evaluations, the Assistant Director determined that the tutors understood their subject matter; were able to communicate effectively with the students; attempted different styles of teaching; and the students seeking help left tutoring satisfied. The Assistant Director met with each tutor to review the observations, the student evaluation, and the self-evaluations. At the meeting, the Assistant Director and the tutor discussed ways to continue to improve their tutoring, addressed areas for improvement, and discussed the tutoring program at Georgia Southern. If a tutor needed improvement, the Assistant Director observed the tutor again to ensure continuous improvement.</td>
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<td>Action Plan</td>
<td>The Tutor Certification Workshops for new tutors will be ongoing, as new tutors from the ASC, Housing, and Athletic Department will be invited to attend. Furthermore, all new ASC and Housing tutors will be observed by the ASC Assistant Director. All new ASC and Housing tutors will write a self-evaluation over their tutoring skills and experiences.</td>
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Mission Statement
The mission of the Office of Undergraduate Admissions is to support the University’s mission by providing leadership for University enrollment management, guiding students and parents/families in their selection of a college or university, and facilitating the transition of students to college or from one college to another. This mission is guided by a commitment to serving prospective students, continues throughout the college experience, and extends as students become successful alumni.

http://admissions.georgiasouthern.edu/about/

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<th>Achieve freshman and transfer enrollment and SAT goals set by the President.</th>
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<td>Promoting Academic Excellence</td>
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<td>Objective I</td>
<td>Program Outcome: Enroll a more academically talented (based on increasing SAT scores) freshman class. Enrolling more talented students will lead to higher retention, progression and graduation rates.</td>
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<td>Implementation Strategy</td>
<td>The Associate Director is responsible for compiling and sharing the weekly reports (Application Report, Goals Report, Housing Report, SAT Breakdown Analysis) every Wednesday. This process has already been fully implemented. This information is shared with other users which include the entire Office of Admissions, the VP SAEM, and the Senior Associate VP of SAEM/OSRA. An abbreviated version of these reports is also shared with the Enrollment Management Council and the President’s Cabinet. Full versions of the reports by other users may be made available on request.</td>
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<td>Measurement Tool</td>
<td>These reports are utilized weekly to assess progress toward the goal of enrolling academically talented freshmen. As necessary, additional strategies to boost recruitment efforts are employed and then assessed again the next week during regular report review. These strategies can include, but are not limited to, additional communications to students and/or guidance counselors, processing audits, data reviews, additional travel, and more. Weekly monitoring of these critical reports allow recruitment staff to make adjustments to recruitment efforts, such as travel and communications, as they work toward recruitment goals.</td>
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<td>Data Collection Process</td>
<td>Application Report – quantifies number of applications and number of incomplete, admitted or denied students as well as the average SAT of accepted students. This report also quantifies SOAR registrations. If accepted students and SOAR registrations are equal to or greater than the previous year, then it is determined that projected enrollment is on track as we are seeking stable or increasing enrollment.</td>
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<td>Target</td>
<td>Goal Report – quantifies the number of prospects, applicants, accepted students, SOAR registrations, and enrollments (Recruitment Funnel) by freshman and transfer recruitment territory and overall. The goal report illustrates percent toward goal completion.</td>
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<td>SAT Breakdown Analysis – quantifies the number of freshmen students accepted in each SAT band compared to the previous year. This report allows us to gauge success in recruiting high ability students (those with an 1100+ SAT or 24+ ACT).</td>
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<td>Findings &amp; Analysis</td>
<td>This goal will be fully assessed at the time of the fall 2013 census which will occur in November 2013, using data from the Office of Strategic Research &amp; Analysis.</td>
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Georgia Southern University
Student Affairs and Enrollment Management
FY13 Institutional Effectiveness Plans

Admissions
Based on preliminary census data, however, this goal will not be met. The anticipated average SAT will be 1112. The freshmen enrolled count, based on the Enrollment Report of 08.23.2013 is 3,011 (this includes 104 Accel students and 2,907 new freshmen). This is a decrease of 56 students compared to fall 2012 and puts us 89 students under goal.

We did continue to use recruitment avenues online, including use of Zinch.com, CollegeWeekLive, and search names through NRCCUA. We also sent very large quantities of Open House invitations to search names. While we continued to score our students using a predictive model, we did not use that information and have discontinued service for fall 2014.

**Action Plan**

This goal will be assessed at the time of the fall 2013 census. If the goal is unmet, additional recruitment initiatives will be put in place for the following year to boost enrollment. Examples of additional recruitment efforts include:

- communicate earlier and more strongly with prospects regarding applications;
- increase our search name buys;
- set more incremental goals and challenges for recruiters throughout the year;
- focus on converting high ability students through more personal communication; and (among other strategies)
- explore additional recruitment visits for private schools.

**Goal 2**

**Strategic Theme Relationship**

Promoting Academic Excellence

**Objective 1**

Program Outcome: To enroll a “best fit” freshman class. “Best fit” is defined as a student who’s SAT is in the 1100-1190 range or an ACT composite range of 24-26. These students typically have a high school GPA of around a 3.0. They are involved in their schools and communities and seek to also be involved in leadership programming, student organizations, and/or service in college. They often apply for the Southern LEAD Scholarship. Enrolling “better fit” students will lead to higher retention, progression and graduation rates.

**Implementation Strategy**

The Associate Director of Admissions is responsible for ensuring these items are completed. Bullet points will be carried out throughout the recruitment season (August 12-May 13).

- Increase high school guidance counselor awareness about the typical demographics, or our “best-fit” students and common areas of involvement through a comprehensive email and mail communication plan and continued counselor luncheons.
- Continue to research new recruitment search tools to enhance our ability to identify and recruit “best-fit” students, including new search sources, online recruitment tools, and others.
- Look into the possibility of hosting prospective student leaders to speaker events.
- Host a “leadership” dining room at Scholars’ Day for the second time, allowing high achieving students interested in leadership to have a more personalized experience with the Office of Student Leadership & Civic Engagement staff and students.

Office leadership will evaluate the results of each item above to determine success and to create an action plan for future processes.

**Measurement Tool**

- **Quantitative report on the number of “best-fit” score range students who enroll for fall 2013 and compare to previous years.**
- **Assess the yield of students enrolling from the Scholars’ Day “Leadership Room” using Banner.** (Quantitative)
- **Conduct a satisfaction survey at the end of events or visitation to determine whether our best-fit students are attending campus and learning more about leadership and service opportunities.** (Indirect, Qualitative)
- **High Ability Goal Report - Quantifies the number of prospects, applicants, accepted students, and enrolled students by SAT range. This report also measures the number of scholarship applicants compared to a pre-determined goal.** (Quantitative)

**Data Collection Process**

The Associate Director monitors the High Ability Goal Report weekly, as well as the average SAT and Application and Goals Report. The Coordinator of High Ability Recruitment develops the High Ability Goal Report using Banner data imported into Hobsons Connect CRM (customer relationship management system). The Associate Director will also evaluate the yields for student populations and administer surveys after events.

**Target**

Increase the number of enrolled “best-fit” students (as defined above) compared to Fall 2012.

This goal will be fully assessed at the time of the fall 2013 census which will occur in November 2013, using data from the Office of Strategic Research & Analysis.
Findings & Analysis

We hosted two events (Leadership Lecture & Visit Day) for prospective students in conjunction with high profile speakers visiting campus: Madeline Albright and Jimmy & Rosalynn Carter. Invited students fell in the “best fit” score range on the SAT or ACT.

The Albright event brought in 16 students that enrolled at a 64% yield (accepted and enrolled). Of the 6 returned evaluations from students, 100% had an increased understanding of leadership opportunities and academic experience opportunities at Georgia Southern. Comments on the evaluations were all very positive.

The Carter event bought in 52 students that enrolled at a 91% yield. Of the 14 returned evaluations from students, 100% had a greater understanding of leadership opportunities at Georgia Southern. Comments on the evaluations were very positive.

Preliminary findings show that of the 32 number of students who participated in the leadership dining room at Scholars’ Day, 72% of them enrolled. Through a post-event survey completed by 4 parents and 9 students, we found:

- 100% had an increased understanding of how to get involved with leadership and service opportunities at Georgia Southern.
- 100% also had an increased understanding of the academic experience available at Georgia Southern.
- 100% intended to participate in the Office of Student Leadership & Civic Engagement BUILD program.

The final High Ability Report, dated February 8, 2013, showed 3,932 prospective students in the target test score range, up 991 from that time the previous year. There was a 207 increase in applications from that test range and a 164 increase in accepted students from that test range. Overall scholarship applications from this test score range was up by 15, however the number of students who attended the Southern Lead Conference did decrease by 24 students and the preliminary yield of attended to enrolled of the Southern Lead Conference decreased from 82% to 71%.

To date, we see that this goal will be largely unmet. It is clear that the students were in the funnel and there was an increase in prospects, applications, and accepts among this target group, however the yield decreased and fewer “best fit” students were enrolled.

This goal will be fully assessed at the time of the fall 2013 census which will occur in November 2013, using data from the Office of Strategic Research & Analysis.

Action Plan

The positive remarks and high yield from the Leadership Lecture & Visit Days were as we had hoped and we will continue to offer this event in conjunction with the Leadership Lecture Series.

For the next recruitment cycle, our team will focus on a number of things, including but not limited to:

- Additional phone calls to this population, both before and after the scholarship events.
- Purchase additional search names of students in this score band (from the College Board).
- Personalized communication via email and notecards from admissions counselors.

Goal 3

Provide opportunities to parents of current students to stay connected to Georgia Southern.

Enhancement of Student Success

Strategic Theme Relationship

Objective 1

Program outcome: To expand the offerings of Parent Programs and the Parent & Family Association. Parents are more confident in Georgia Southern when provided with information and involvement opportunities. Parents are still a primary resource of information for their students. The more informed parents are, the more informed their students may be. All of this could contribute to a student’s retention rate, their own confidence in Georgia Southern, and their progression towards graduation.

Implementation Strategy

The Assistant Director for Orientation and Parent Programs is responsible for utilizing office resources to achieve this goal. The following will be implemented between August 2012-July 2013:

- Implement an online community for parents called Parent Eagle Nation that will be developed utilizing iModules’ Encompass. This will be used to enhance the parent experience and interactions with Georgia Southern. Encompass offers parents easier and more enhanced event registration, targeted email marketing, message boards, personal profiles, donation management, membership management, etc.
- Enhance Fall Family Weekend by offering new programs of a wider variety based on assessment.
feedback from previous years. For example, a pep-rally/fair environment on Friday evening, Silent Auction, Academic Fair, and centralized check-in process.

- Engage parents through the Parent Programs Facebook page by posting daily and eliciting comments, feedback, etc.
- Encourage other departments to host receptions during Fall Family Weekend. For example, parents of UHP students, Southern Leaders, CRI employees, etc. Since this is a new idea, we are unsure how many will participate, but just one would be an increase in offered programming.

| Measurement Tool | A self-assessment will occur evaluating whether or not individual items in the implementation strategy were completed. Possible that data will also be collected to measure parent satisfaction and interaction with offerings through reporting and/or a survey that gathers both quantitative and qualitative data. |
| Data Collection Process | The Assistant Director will be responsible for collecting data. iModules will be utilized for reporting of parent interaction with emails, events, etc. Any separate surveys will be created by the Assistant Director, with assistance from the Office of Strategic Research and Analysis if needed. Annual surveys include Fall Family Weekend & Spring Family Weekend evaluations. Parent & Family Association satisfaction with benefits survey is conducted every 2-3 years. |
| Target | To implement the Parent Eagle Nation in spring 2013. To enhance Fall Family Weekend 2012 as described in the strategy by offering new programs of a wider variety based on assessment feedback from previous years by September 2012. To post daily to the Parent Programs Facebook page and elicit comments and feedback from members. To encourage other departments to host receptions during Fall Family Weekend 2012 by September 2012 via FFW communications. |
| Findings & Analysis | The Parent Eagle Nation was successfully implemented in spring 2013 and is currently being used to share important information with parents as well as take registrations for Fall Family Weekend 2013. Fall Family Weekend 2012, which occurred during FY13, was enhanced based on assessment feedback to include a University-wide Block Party in lieu of a dessert reception. The block party created a more energetic atmosphere for families to mingle; engaged families with the Office of Student Activities, Athletics, and Eagle Entertainment; offered an Academic Program Fair to highlight many academic programs on campus; and raised funds for student scholarships through the first annual Silent Auction which raised over $9,000 in its inaugural year. Each of these components to the Block Party were new to Fall Family Weekend 2012. The Parent Programs Facebook page is thriving with 953 members. The page posts updates 4-5 times weekly and seeks to elicit comments and feedback from members. Our office did not encourage other departments to host receptions during Fall Family Weekend. |
| Action Plan | The Office of Parent Programs will be reviewing best practices in social media to determine appropriate frequency for posting to Facebook and may adjust the target for the next year accordingly. The Office of Parent Programs will begin promoting reception opportunities to other affinity groups (CRI, UHP, etc.) for the FY14 Fall Family Weekend. Examples of possible programming (brunches, open houses, etc.) will be outlined and provided to departments to help them see that this event can be small and doable in nature. |
| Objective 2 | Program outcome: Implement an online parent community utilizing iModules’ Encompass to further engage parents. Encompass will provide us with an easier method to collect and update parent contact information. Parents will be able to remain more informed through customized email marketing and web content, can connect with other parents, and experience easier processes for event registration and donations. Intentional communication plans can contribute to parent’s knowledge and perception of Georgia Southern, therefore impacting their students’ knowledge and perception, as well as the parents potential to assist in recruitment and spreading a positive image to their hometown community. |
| Implementation Strategy | The Assistant Director of Admissions for Orientation & Parent Programs has been working with University Advancement/Alumni to implement Encompass. Trainings are being completed by all staff utilizing the product, staff traveled to Kansas for a training/build session with iModules, and the final stages of building will occur late spring 2013, for a launch date of early May. Encompass will be utilized to streamline event registrations, donations, form completion, and Parent & Family Association memberships/renewals. |
For initial launch, a marketing plan for current parents will be developed, introducing them to this new online community and explaining how it works. To introduce the community to parents of incoming students during SOAR, a presentation will be given at all SOAR sessions and parents will be provided the opportunity to become members of the community during SOAR. Once implemented, communication plans will be developed for various populations (parents of freshmen or sophomores, Association members, donors, etc.).

**Measurement Tool**

A self-assessment will occur evaluating how effectively individual items in the implementation strategy were completed.

Data will also be collected on parent satisfaction and interaction with offerings through reporting and/or a survey that gathers both quantitative and qualitative data.

**Data Collection Process**

The Assistant Director will be responsible for collecting data. iModules will be utilized for reporting of parent interaction with emails, events, etc. Any separate surveys will be created by the Assistant Director, with assistance from the Office of Strategic Research and Analysis if needed.

**Target**

Full implementation of the iModules’ Encompass software and launch of the Parent Eagle Nation by May 2013.

**Findings & Analysis**

The Parent Eagle Nation, powered by Encompass, successfully launched in May 2013. Introductory marketing has been deployed to introduce the community to parents of incoming students during SOAR. Additional communication plans for various populations, including but not limited, parents in areas where admissions events are being held, parents of student classification year, and parents registered for events, will be deployed in FY14.

Data has not yet been collected to measure parent satisfaction and interactions with the module as the module has only been fully deployed for 2 months.

**Action Plan**

The implementation will continue into FY14 with the addition of targeted communication plans and surveys to assess parent satisfaction with the module.

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**Goal 4**

Orient new students and their family members in order to prepare them for the academic and social transition to Georgia Southern.

**Strategic Theme Relationship**

Promoting Academic Excellence; Enhancement of Student Success

**Objective**

Program Outcome: Analyze the SOAR (new student orientation) schedule from the perspective of Maslow’s Hierarchy of Needs to determine if the base level of needs are being met. At first glance, very little time is being spent on living, eating, safety, etc.

**Implementation Strategy**

Research Maslow’s Hierarchy of needs, then discuss the types of needs of incoming students and what level they fall under. Review the SOAR schedules to see what needs are being met and which are not. Revise the schedules to ensure enough time is being spent on the base level of needs.

**Measurement Tool**

An evaluation will occur assessing the degree to which implementation was completed.

Tentative: Include questions on the 2013 SOAR survey that collects quantitative data assessing changes made to the SOAR schedule and whether or not they resulted in students feeling prepared to attend Georgia Southern.

**Data Collection Process**

SOAR surveys designed and implemented by the Office of Orientation and the Office of Strategic Research and Analysis.

**Target**

To achieve scores indicating that the SOAR programming meets students’ needs in the SOAR Surveys through higher than 85% satisfaction rates or over 90% demonstrating comprehension of a concept being assessed. SOAR Surveys are reviewed periodically through the summer months as SOAR sessions are underway and a full review is completed by the Office of Strategic Research and Analysis in October of each year.

**Findings & Analysis**

Freshman Student Survey Report Highlights:

- 85% - 95% of those who attended the Who Will You Be? Session agreed or highly agreed that the session was inspiring, emphasized Georgia Southern’s V.A.L.U.E.S., and made them more aware of what is expected of them as a member of the Georgia Southern campus community.
- 92% of participants who attended their SOAR session were no longer uncertain about anything regarding starting college.
- As a result of attending the MyGeorgiaSouthern information session, 93% reported having understood: (1) how to search for a class; and (2) how to register for a class.

Transfer Student Survey Report Highlights:

- 90% of participants who attended their SOAR session reported the importance of being advised...
Goal 5

Recruit and enroll students of a Hispanic/Latino background to Georgia Southern.

Strategic Theme Relationship
Promoting Academic Excellence; Enhancing Student Success

Objective 1
Program Outcome: Enroll 5% more Hispanic/Latino students for fall 2013 than in fall 2012. Enrolling additional Hispanic/Latino students will diversify the student body and meet growing needs in Georgia for Hispanic/Latino students and families.

Implementation Strategy
The Assistant Director of Admissions for Hispanic/Latino Recruitment will be responsible for the tasks listed below. Additionally, requests have been submitted to SAEM Technology Support (SAEM -TS) to have reports created that will allow us to monitor weekly progress toward goal completion. This information will be shared with other users which include the entire Office of Admissions, the VP SAEM, and the Sr Assoc VP of SAEM/OSRA. Reports will be available at any time for review by the President’s Cabinet and Enrollment Management Council.

- Build relationships with families in Hispanic communities in accordance with the Goizueta Grant proposal.
- Explore new markets for securing prospective student leads.
- Build relationships with high school guidance counselors.
- Increase personal communications from recruiter to applied and accepted students.
- Explore new opportunities for Hispanic college fairs.
- Translate publications into Spanish.

Measurement Tool
Progress toward goal completion will be measured quantitatively through reports requested by SAEM-TS. After one year of reporting, comparative data will be available for review. Requested reports will monitor Hispanic applicants, accepts and committed (SOAR) students through the enrollment funnel.

Data Collection Process
Reports, once created, will be run weekly by the Assistant Director of Admissions for Hispanic/Latino Recruitment and saved to the server in the form of a PDF. Final census information, provided by the Office of Strategic Research & Analysis, will show the enrollment of Hispanic students as compared to fall 2012.

Target
Specific enrollment goals include recruiting 39 additional freshmen and transfer Hispanic Students for Fall 2013 compared to previous years.

Preliminary data from August 23, 2013, gathered through the aforementioned reports from SAEM TS, show that there was an increase of 20% in freshmen Hispanic student enrollment and a 7% increase in transfer Hispanic student enrollment.

This goal will be fully assessed at the time of the fall 2013 census which will occur in November 2013, using data provided by the Office of Strategic Research & Analysis.

Findings & Analysis
This goal will be assessed at the time of the fall 2013 census. However, based on preliminary enrollment reports provided by SAEM TS on 08.23.2013, we believe we will be up nearly 20% in freshmen Latino enrollment and 7% in transfer Latino enrollment.

Action Plan
This goal will be assessed at the time of the fall 2013 census. If the goal is unmet, additional recruitment efforts will be put into action to boost enrollment of this population for fall 2014. Examples of additional recruitment efforts include additional search purchases, additional direct mailings and targeted recruitment events.
Georgia Southern University
Student Affairs and Enrollment Management
FY13 Institutional Effectiveness Plans

Office of Alcohol & Other Drugs Programs

Mission Statement
The mission of the Office of Alcohol and Other Drugs Programs supports the mission of the University and the Division of Student Affairs and Enrollment Management by seeking to foster an environment that reduces individual and communal negative consequences associated with alcohol and other drug use by providing education, intervention, prevention, assessment, referrals, training and support.

In close collaboration with our campus and community partners, we aim to utilize research-based, effective prevention techniques to impact the cultural as well as individual behavior concerning alcohol and other drug use on campus and in the community.

The Office of Alcohol & Other Drugs Programs protects the legal rights of students as they relate to alcohol and other drug laws by assuring privacy, anonymity and/or confidentiality as appropriate.

http://deanofstudents.georgiasouthern.edu/aod/

<table>
<thead>
<tr>
<th>Goal I</th>
<th>Provide high quality individual alcohol/other drug services to students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Theme Relationship</td>
<td>Enhancement of student success</td>
</tr>
<tr>
<td>Objective 1</td>
<td>Student learning outcome: Students will be able to identify and understand the consequences of their personal risk for having a substance dependence disorder after completing SASSI (Substance Abuse Subtle Screening Inventory).</td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td>A Student found responsible for a first offense of an alcohol violation is referred to AOD through Student Conduct to take the SASSI. Once SASSI results are received the Administrative Coordinator or Graduate Assistant reviews these with the student to identify risk for having a substance dependence disorder. Students completing a SASSI appointment will be asked to complete a satisfaction survey at the end of each appointment.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>SASSI</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Satisfaction surveys will be distributed by the individual conducting the SASSI assessment (either coordinator or GA). The surveys will be collected and entered in the database by the GA on an ongoing basis.</td>
</tr>
<tr>
<td>Target</td>
<td>The target is to have 90% of SASSI participants being able to identify their risk for substance dependence disorder.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>All students (100%) who completed the SASSI satisfaction survey were able to identify their risk. This target is met.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Student Conduct will still continue to refer first offense violations to AOD office for SASSI. Continue to collect and evaluate data as is currently being done; 100% of students in FY13 who were scheduled, completed SASSI and risks were identified. All students identified as high risk taking the SASSI in FY14 will be provided additional resources to aid in their risk reduction. The Administrative Coordinator will be the contact for compiling the results.</td>
</tr>
</tbody>
</table>

| Objective 2 | Student Learning Outcome: Students will be able to identify one personal goal relative to reducing their alcohol-related risk after completing BASICS (Brief Alcohol Screening and Intervention for College Students) and understand the consequences of their alcohol-related behaviors. |
| Implementation Strategy | A Student found responsible for a second offense of an alcohol violation is referred to AOD through Student Conduct to take the BASICS. Once BASICS results are received the Administrative Coordinator reviews these with the student to identify goals towards reducing their alcohol-related risk behaviors. Students completing a BASICS appointment will be asked to complete a satisfaction survey at the end of each appointment. |
| Measurement Tool | BASICS |
| Data Collection Process | Satisfaction surveys will be distributed by the individual conducting the BASICS intervention (Administrative coordinator). The surveys will be collected and entered in the database by the GA on an ongoing basis. |
| Target | The target is to have 90% of BASICS participants being able to identify at least one personal goal relative to reducing their alcohol-related risks. |
| Findings & Analysis | All students (100%) who completed the satisfaction survey were able to identify at least one goal related to reducing their alcohol-related risks such as spending more time studying instead of drinking, counting drinks, alternating alcoholic beverages with non-alcoholic beverages, etc. This target is met. |
| Action Plan | Continue to collect and evaluate data as is currently being done. All students completing both sessions of BASICS between August and May will be asked to complete the satisfaction survey. Throughout May and June the Administrative Coordinator will be responsible for compiling the results. |

| Objective 3 | Student Learning Outcome: Students will be able to identify one personal goal relative to reducing their marijuana-related risks after completing CASICS (Cannabis Screening and Intervention for College Students) |
| Implementation | A Student found responsible for a first offense of a marijuana violation is referred to AOD through Student Conduct to take the CASICS. Once CASICS results are received the Administrative Coordinator or Graduate Assistant reviews these with the student to identify goals towards reducing their marijuana-related risk behaviors. Students completing a CASICS appointment will be asked to complete a satisfaction survey at the end of each appointment. |
**Strategy**
Conduct to take the CASICS. Once CASICS results are received the Administrative Coordinator reviews these with the student to identify marijuana-related risks. Students completing a CASICS appointment will be asked to complete a satisfaction survey at the end of each appointment.

**Measurement Tool**
CASICS

**Data Collection Process**
Satisfaction surveys will be distributed by the individual conducting the CASICS intervention (Administrative coordinator). The surveys will be collected and entered in the database by the GA on an ongoing basis.

**Target**
The target is to have 90% of CASICS participants being able to identify at least one personal goal relative to reducing their marijuana-related risks.

**Findings & Analysis**
All students (100%) who completed the satisfaction survey were able to identify at least one goal related to reducing their marijuana-related risks such as spending more time at the RAC/working out, joining student organizations and meeting new friends that don’t smoke, etc. This target is met.

**Action Plan**
Continue to collect and evaluate data as is currently being done. All students completing the second CASICS appointment between August and May will be asked to complete the satisfaction survey. Throughout May and June the Administrative Coordinator will be responsible for compiling the results.

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**Goal 2**
Provide alcohol/other drug awareness events and educational activities for students

**Strategic Theme Relationship**
Enhancement of student success

**Objective 1**
Program outcome: Students will be provided opportunities to attend alcohol and drug educational presentations and awareness events throughout the academic year

**Implementation Strategy**
The Office of Alcohol & Other Drugs Programs will plan awareness events throughout the academic year. They will also provide workshops for academic classes, student groups, sanctioned students and other interested parties.

**Measurement Tool**
Attendance data collected by scanning student ID’s at each event.

**Data Collection Process**
Attendance will be taken at all awareness events and educational workshops. This data will be recorded on the monthly report for attendance verification available through the AOD office.

**Target**
2500 students will attend either an awareness event or an educational workshop

**Findings & Analysis**
There were 3,533 students that attended an awareness event or educational workshop in FY13. This target is met.

**Action Plan**
The Administrative Coordinator will use the collection data from these reports to identify and evaluate ways to increase attendance at future events through collaborations with other offices.

**Objective 2**
Program outcome: Students will complete an electronic-check-up-to-go online survey program or alternative within their first 6 months at the university

**Implementation Strategy**
The Office of Alcohol & Other Drugs Programs will work with the Office of Admissions to send out the electronic-check-up-to-go online survey program as part of SOAR (Southern Orientation and Registration) activities

**Measurement Tool**
Electronic-check-up-to-go online survey

**Data Collection Process**
The Administrative Coordinator will use the electronic-check-up-to-go websites to verify student completion. This will be cross-referenced with the registrar’s list of first year students

**Target**
At least 70% of targeted students will complete at least one electronic-check-up-to-go online survey program within the first 6 months of their enrollment at Georgia Southern

**Findings & Analysis**
71% of students completed one of the electronic-check-up-to-go online survey programs this year

**Action Plan**
Continue operations next year. The Associate Dean of Students and Administrative Coordinator will be responsible for working with SOAR to send the electronic-check-up-to-go online survey/Welcome message from the Dean throughout the summer to all SOAR students. In September the Administrative Coordinator will work with the Registrar to compile the list of new students that have not completed the program and email them to attend sessions throughout Sept and Oct. that the Associate Dean, Administrative Coordinator, and AOD GA will offer.
### Goal 3

**Strategic Theme Relationship:** Enhance Student Success  
**Objective:** Program Outcome: Design a new, more effective social marketing campaign promoting healthy alcohol/other drug decisions among students  
**Implementation Strategy:** The Office of Alcohol & Other Drugs Programs will launch a new social marketing campaign, the DEFINE campaign, in Spring 2013. The research for designing the new campaign will take place during FY 2013.  
**Measurement Tool:** Qualitative data received from Focus Groups with students  
**Data Collection Process:** Notes were taken at two focus groups completed in Fall 2012. These focus groups reviewed prospective designs for the social marketing campaign.  
**Target:** The development of more effective communications between the AOD office and students regarding the promotion of healthy alcohol/other drug decisions.  
**Findings & Analysis:** Two focus groups were completed with a total of 15 participants (7 in the first group and 8 in the second group) in Fall 2012. These focus groups shared multiple options with students for potential marketing campaigns. Students suggested the concept of defining their experience(s) with alcohol, which led to the DEFINE campaign. They also made recommendations regarding the design of flyers and advertising materials that were being considered. Upon further questioning once the concept began coming into focus, students suggested subtopics for the campaign (DEFINE YOUR LIMIT, DEFINE YOUR WEEKEND, etc.)  
**Action Plan:** The campaign will launch in Spring 2013 and be further introduced to the campus community throughout the Fall 2013 semester with programs, activities, and various advertising methods (George-Anne, social media, flyers around campus). The impact of these efforts will be evaluated in Spring 2014 by determining awareness of the campaign, and effectiveness towards changing behavior. The Office of Alcohol & Other Drugs Programs will be responsible for implementation and evaluation.
**Goal I**

**Recruit and educate/train undergraduate and graduate student workers to ensure a safe, student-centered campus resource, and programming.**

<table>
<thead>
<tr>
<th>Strategic Theme Relationship</th>
<th>Enhancement of Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Strategy</strong></td>
<td>Group Fitness instructors will be able to enhance instruction ability through experience, staff training sessions, and continuing education</td>
</tr>
<tr>
<td><strong>Measurement Tool</strong></td>
<td>Instructors complete the Group Fitness Training Program (Fitness Instructor Training Class, Summer Mentor Program, National Certification, Begin Teaching classes on own, receive evaluations). On Site Peer Evaluations will be conducted once a semester (November/February) by veteran instructors. Formal Instructor Evaluations will be conducted twice per year (September &amp; February) by the Fitness Director/Group Fitness</td>
</tr>
<tr>
<td><strong>Data Collection Process</strong></td>
<td>Peer Evaluations &amp; Formal Instructor Evaluations measuring ability to teach a safe class as defined by National Certification (ACE (American Council on Exercise), AFAA (Aerobics and Fitness Association of America), Zumba, Beach Body, Pilates Coach, Maddog Spinning, Schwinn Cycling, and Yoga Alliance).</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>Peer Evaluations are conducted once per semester (November/February) by veteran instructors via in class observations. The evaluation is completed while observing the class. The evaluations will be scored before formal evaluation meetings between the Instructor and the Fitness Director/Group Fitness are scheduled in November/February. Formal Instructor Evaluations will be conducted September '12 and February '13 by Fitness Director/Group Fitness via in class observations. The evaluation is completed while observing the class. The evaluations will be scored before formal evaluation meetings are scheduled in November/February. The evaluations are used to identify areas of strength and weakness.</td>
</tr>
<tr>
<td><strong>Findings &amp; Analysis</strong></td>
<td>Instructors will score 60% or higher on peer evaluations. Instructors will score 60.5 pts or higher on the 1st Formal Instructor Evaluation. Instructors will also show an improvement above 1st Formal Instructor Evaluation on the 2nd Formal Instructor Evaluation. Target scores were identified based on professional judgement.</td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>100% of instructors scored 60% or higher on the Peer Evaluation. 100% of instructors scored 60.5 pts or higher on the 1st Formal Instructor Evaluation. 100% of instructors showed improvement above the 1st Formal Instructor Evaluation on the 2nd Formal Instructor Evaluation. Further review is needed on the Peer Evaluations in order to ensure inter-rater reliability of assessment tool.</td>
</tr>
<tr>
<td><strong>Objective 2</strong></td>
<td>First year Facility Assistants will be able to demonstrate four critical job functions, recall job responsibilities, and pertinent policies and procedures in order to provide accurate service to participants.</td>
</tr>
<tr>
<td><strong>Implementation Strategy</strong></td>
<td>Job knowledge exams will be conducted by the Facility Coordinator and the Facility Graduate Assistant in April '13. April '13 has been identified as the optimal evaluation time as it represents the culmination of employee training.</td>
</tr>
<tr>
<td><strong>Measurement Tool</strong></td>
<td>Quantitative Job Knowledge Exam &amp; New Employee quiz. Both developed by Facility Coordinator. Measurement tools will also be used to identify strengths and weaknesses within employee training process.</td>
</tr>
<tr>
<td><strong>Data Collection Process</strong></td>
<td>Facility Coordinator and Facility Graduate Assistants administered the exam via Paper. The exams will be scored to determine the performance level for each Facility Assistant.</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>Facility Assistants will score 80% on the Job Knowledge exam. Facility Assistants will score 80% on the New Employee quiz. These scores are based on professional judgment of a minimally acceptable score.</td>
</tr>
<tr>
<td><strong>Findings &amp; Analysis</strong></td>
<td>Facility Assistants scored an average of 84% on Job Knowledge exam. Facility Assistants scored an average of 93% on New Employee quiz.</td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>Implement more frequent “refresher” courses during staff meetings in FY14 to improve job knowledge exam success. Facility Coordinator &amp; Facility Graduate Assistants will implement “pop-quizzes” for new staff while on shift.</td>
</tr>
</tbody>
</table>
### Goal 2

**Maintain safe, clean, sustainable, and efficient facilities and services.**

**Strategic Theme Relationship:** Fiscal Sustainability

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>CRI will continue to maintain quality facilities through repair, replacement and renovation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Strategy</td>
<td>Facility audits will be conducted by the Facility Coordinator once each semester (Fall, Spring, and Summer). Facility audits will be conducted by documentation during facility inspections by the Facility Coordinator. Quarterly audit forms will be utilized to gather and document data related to safety, cleanliness, functional integrity, and other concerns. Quarterly audit forms are a new initiative; therefore, this assessment will be used to establish a baseline score. Audit forms use a grading rubric to assign a score.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Quarterly Audit Form developed by Facility Coordinator</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Quarterly Audit Forms will be used to gather and document data related to safety, cleanliness, functional integrity, and miscellaneous concerns. Items placed on the audit in need of attention will be reported on the maintenance log.</td>
</tr>
<tr>
<td>Target</td>
<td>All RAC spaces will receive 90% overall rating, on safety, cleanliness, sustainability, and efficiency, or higher during quarterly audits. This is the first time quarterly audit forms have been used. The 90% is based on professional judgment.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>100% of spaces have been audited. 85% of 846 repairs were completed by internal maintenance staff. 93% of 201 work orders submitted were completed by Physical Plant staff. 36% of identified projects were funded. 16 of 17 projects funded have been completed.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>The Facility Coordinator &amp; Assistant Director for CRI/University Wellness Program will further investigate to ensure valuable scoring method on facility audit forms. A scoring method will be identified by May ’14.</td>
</tr>
</tbody>
</table>

### Goal 3

**Promote the positive opportunities and outcomes from CRI programs, services, and facilities to the University community, State, and Region.**

**Strategic Theme Relationship:** Enhancement of Student Success

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Increase number of subscribers to the CRI Newsletter by 10 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Strategy</td>
<td>The live publish dates of the weekly Newsletter is promoted via multiple social media outlets (facebook and twitter).</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Google analytics (stats)</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Google analytics will be gathered by Assistant Director/Marketing &amp; Communications from May 2012 to May 2013 and compared to the previous year (May 2011-May 2012). The Assistant Director/Marketing &amp; Communications will interpret data. Google Analytics are produced on # of clicks, # of newsletters opened, new subscribers, and de-subscribers. Subscribers will be monitored by the Assistant Director/Marketing &amp; Communications to determine the % increase at the end of May 2013</td>
</tr>
<tr>
<td>Target</td>
<td>Number of subscribers will increase by 10% from May ’12-May ’13.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>The goal was met. Newsletter subscribers went from 233 in May ’12 to 375 in May ’13. This is an increase of 60.9%.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Continue to utilize this source of communication. Identify ways to recruit new subscribers as we can no longer recruit from our website since shifting to WordPress.</td>
</tr>
</tbody>
</table>

**Objective 2 (optional)**

<table>
<thead>
<tr>
<th>Objective 2 (optional)</th>
<th>By target marketing to students through intentional use of social media, visitors referred by social media channels to the CRI website will increase by 25 percent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Strategy</td>
<td>Assistant Director for Marketing and Communications will utilize Google Analytics to measure the number of absolute unique visitors to the CRI website from FY ’12 to FY ’13.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Google Analytics will measure the number of unique visitors to the CRI website.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>At the end of May ’13 the Assistant Director for Marketing &amp; Communications will run the Google Analytics report to determine the number of unique visitors to the CRI website.</td>
</tr>
<tr>
<td>Target</td>
<td>Google analytics will report the CRI Website having an increase of 8,000 (25%) visitors or more from ’11-’12.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>The goal was met. Google Analytics showed an increase of 8,446 unique visitors to the CRI website from May ’12 to May ’13.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>No changes are needed at this time. Assistant Director for Marketing &amp; Communications will remain along the current path in FY14.</td>
</tr>
</tbody>
</table>
## Career Services

### Mission Statement
The mission of the Office of Career Services supports the mission of the University and the Division of Student Affairs and Enrollment Management by preparing students for opportunities after graduation within the world of work or post graduate education. Through a four-year career development plan, professional skill development, and the facilitation of internship, co-op, and job opportunities students are provided resources and services to enhance their opportunity of obtaining their next step after degree completion at Georgia Southern.

<table>
<thead>
<tr>
<th>Goal I</th>
<th>Increase the number of employment and experiential learning opportunities available to students on Eagle Career Net, data management system for student and employer interactions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Theme Relationship</td>
<td>Enhancement of Student Success</td>
</tr>
<tr>
<td>Objective I</td>
<td>Student Learning Outcome: In FY13, students will have more opportunities to secure employment and experiential learning opportunities than in FY12.</td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td>The Employer Relations team in the Office of Career Services will develop a strategic engagement plan that will divide employers into a tier system based on interaction with the University. Employers identified with the highest levels of interaction across the campus will be targeted for on-site visits from Career Services professionals. Levels of interaction are determined by departments and colleges based on programming and frequency of contact. The Employer Relations team will also develop an outreach system to employers who are on lower tiers that will include targeted recruitment emails, phone calls, and on-site visits. From these interactions, the team will attempt to cultivate a strong relationship with human resource personnel and encourage the posting of positions in Eagle Career Net. When appropriate, the Employer Relations team will secure these postings for Georgia Southern students exclusively. The person responsible for this is the Assistant Director of Career Services. Implementation will begin on July 1, 2012 and will conclude on June 29, 2013.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Eagle Career Net</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Opportunities will be posted in Eagle Career Net by Career Services staff or by registered/approved employers. Reports will be generated from Eagle Career Net to evaluate goal progression. Reports have been created in the Office of Career Services by the Director. These reports include weekly comparative job postings with three years of trend data, semester comparative job postings and experiential learning postings. Data collection will begin on July 1, 2012 and conclude on June 29, 2013.</td>
</tr>
<tr>
<td>Target</td>
<td>The target is to offer 2,500 total opportunities for FY13, compared to 2,234 in FY12.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>The target goal was met with 2,749 opportunities posted from 7/1/12-6/29/13.</td>
</tr>
</tbody>
</table>

**Posting example #1**
Employer: FedEx Services
Position Title: Business Sales – Inside Account Executive (Full-time position)
Posting Date Ranges: 2/26/13-5/17/13
Number of Students who applied: 17
Number of Students who viewed position: 41

**Posting example #2**
Employer: Western Southern Financial Group
Position Title: Financial Representative
Posting Date Ranges: 4/20/13-5/23/13
Number of Students who applied: 46
Number of Students who viewed position: 67

**Posting example #3**
Employer: Powerserve
Position Title: Web Programmer/Analyst.NET Developer
Posting Date Ranges: 5/8/13-6/8/13
Number of Students who applied: 39
Number of Students who viewed position: 82

**Action Plan**
Goal is very important to providing working opportunities for students. The goal will be increased to 2,500 employment and experiential learning opportunities for FY14. This goal was set using trend data coupled with budget considerations. The Coordinator of Employer Development will be responsible for implementation of the goal beginning July 1, 2013 and ending June 29, 2014.
## Goal 2

### Strategic Theme Relationship
Enhancement of Student Success

### Objective 1
Student Learning Outcome: Students who attend the Resume Critique Night event will receive professional critiquing services (including networking) performed by Career Services Staff members and participating Employers. This is a new event added in FY13 in response to formal feedback (event and mock interview evaluations) received from faculty, staff, students and employers.

### Implementation Strategy
Targeted communications, faculty endorsements, social media platforms, and publications will be used to encourage participation in the Resume Critique Night. Employer volunteers will be solicited through targeted emails and specific employer requests to critique resumes by the Employer Relations team. The person responsible for student participation is Career Development Specialist with the Office of Careers Services and the person responsible for Employer solicitation is Assistant Director of Career Services.

### Measurement Tool
Kiosk system module within Eagle Career Net.

### Data Collection Process
A kiosk system will be set up at each event and students will be asked to sign or scan in using their Eagle ID number before entering the event. Reports will be generated using Eagle Career Net to determine if event attendance goals were reached.

### Target
At least 50 students will attend each event with a total student attendee list of 150+.

### Findings & Analysis
A total of 5 events were held during the year. The target goal of 50 student participants at 4 of the five events was reached. Event 1 = 52, Event 2 = 33, Event 3 = 63, Event 4 = 63, Event 5 = 96. A total of 307 students participated.

### Action Plan
The event proved to be a relatively low-risk way to encourage students to meet with a staff person or an Employer volunteer to improve the quality of their resume prior to participating in on-campus recruitment activities. The feedback from students obtained through the kiosk system was extremely positive and therefore, we decided to offer two additional events beyond those originally planned. These events will become a permanent part of the event offerings of Career Services during the FY14 year.

## Goal 3

### Strategic Theme Relationship
Enhancement of Student Success

### Objective 1
Program Outcome: 40 % of students registered to graduate at the end of the Spring 2013 semester will complete the graduation survey.

### Implementation Strategy
Survey will be developed by Career Services with the assistance of OSRA staff and resources. Survey will be administered in person by Career Services staff to students who are receiving their cap and gown the week prior to spring commencement. Students will scan into the event kiosk before completing the survey in prior to spring commencement. Students will scan into the event kiosk before completing the survey in order to identify which students have reported the information. For students who did not complete the survey, they will be contacted by telephone by our trained professional staff in Career Services during the first two weeks of June and asked to respond to the survey questions over the phone.

### Measurement Tool
Office of Career Services(OCS) post-graduation survey

### Data Collection Process
Administer OCS post-graduation survey, cross reference the student ID’s of those who completed the survey with IDs of students who graduated.

### Target
Out of the 2,922 possible student respondents (candidates for Spring 2013 graduation) we will receive at least 40% completed surveys.

### Findings & Analysis
Analysis of the data was generated by the Office of Strategic Research and Analysis and a final report was provided to the Office of Career Services. Findings indicate that 1299 (44%) students responded to the survey through both collection methods, thus the target goal of 40% was met and exceeded. Of the 1299 survey participants 94% were residents of Georgia, 88% were Undergraduate students, 60% received their undergraduate degree from Georgia Southern, 52% were either employed or secured an internship/practicum experience. Of students who indicated being employed, 82% were in the state of Georgia. Florida, South Carolina, Tennessee, New York and North Carolina were the next five states in ranking order where graduates were employed. 43% of the respondents indicated an starting salary between the range of Non-Paid to $19,999. The top 5 employers hiring the most full-time and part-time graduates in rank order were Georgia Southern University, Gulfstream Aerospace, Disney World, Eagle Georgia Regional Medical, and Walmart. 47% of the respondents indicated plans for additional education, the largest number of those indicated their next institution will be Georgia Southern University. Students also shared several positive comments about how their Georgia Southern experience prepared them for next steps after graduation.
| **Action Plan** | Post-graduate/first destination survey data collection is becoming important for institutions to collect and report as part of political expectations of return on investment for higher education. Findings will be discriminated to academic college stakeholders and an external promotional highlight of the report will be generated and made available on the Career Services website. In early Fall a review of the data within Career Services and with the academic partners from each college will take place and notes will be generated to refine the survey question set and recommend further dissection of the analysis in order to respond to various on-campus and off-campus audiences. Discussions in Fall semester will take place with Academic Affairs, Registrar, Strategic Research and Analysis, and IT services to implement a collection process through the student portal that will require registered graduates to respond to the survey before accessing final grades in an effort to achieve a survey response rate closer to 100%. Person responsible is the Associate Director. |


**Mission Statement**
The mission of the Counseling and Career Development Center supports that of the University in that we consider ourselves partners in the educational process providing assistance to students in coping with personal, educational, and career concerns. We believe that students are the principal agents of their own growth and offer services such as individual and group counseling to them and the university community to facilitate that development.

<table>
<thead>
<tr>
<th>Goal I</th>
<th>Maintain client satisfaction with the variety and quality of services provided by the center despite increased client demand and fewer resources available.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong></td>
<td>Program Outcome: Clients will maintain their satisfaction with the variety of individual, group, and psychiatric services compared to the previous year’s data.</td>
</tr>
<tr>
<td><strong>Implementation Strategy</strong></td>
<td>Clients completed a survey of their satisfaction with the variety of services at the midpoint of each semester. The person responsible for data analyses is the Associate Director.</td>
</tr>
<tr>
<td><strong>Measurement Tool</strong></td>
<td>Quantitative data is obtained from each semester survey.</td>
</tr>
<tr>
<td><strong>Data Collection Process</strong></td>
<td>Students complete a satisfaction survey containing twenty eight items rated on a seven point Likert type scale. Responses range from 1 to 7 with a score of 4 considered neutral and responses of 6 or 7 representing satisfaction. This information is collected through a paper survey administered in this center. Results are analyzed (by the Associate Director) and reported to the Director for review and action as appropriate.</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>The target is to maintain client satisfaction approximately equal to the previous semester’s feedback. Results from previous surveys suggest that obtaining a mean score of at least 6 (on a seven point scale) represents satisfaction with the variety of services available at the center.</td>
</tr>
<tr>
<td><strong>Findings &amp; Analysis</strong></td>
<td>Approximately 140 individuals completed the spring 2013 survey. Analyses suggest that the mean satisfaction score for the variety of services offered is 6.07 (SD=1.336). In other words, clients have indicated that they are largely satisfied with the variety of services offered at the center. The results from the Spring 2012 surveys indicate that the mean satisfaction score for the variety of services was 6.23 (SD=1.171).</td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>Plan of action is to continue utilizing the satisfaction survey and compare data for each semester to ensure client satisfaction goals with respect to the variety of services offered are achieved. The Associate Director will be responsible for implementing action plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2</th>
<th>Program Outcome: Clients will report improved satisfaction with the quality of services offered at the counseling center.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation Strategy</strong></td>
<td>Clients completed a survey of their satisfaction with the quality of services at the midpoint of each semester. The person responsible for data analyses is the Associate Director.</td>
</tr>
<tr>
<td><strong>Measurement Tool</strong></td>
<td>Quantitative data is obtained from each semester survey.</td>
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<tr>
<td><strong>Data Collection Process</strong></td>
<td>Students complete a satisfaction survey containing twenty eight items rated on a seven point Likert type scale. Responses range from 1 to 7 with a score of 4 considered neutral and responses of 6 or 7 representing satisfaction.</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>The target is to maintain client satisfaction with the quality of services approximately equal to the previous semester’s feedback. Results from previous surveys suggest that obtaining a mean score of at least 6 (on a seven point scale) represents satisfaction with the quality of services offered at the center.</td>
</tr>
<tr>
<td><strong>Findings &amp; Analysis</strong></td>
<td>Approximately 140 individuals completed the spring 2013 survey. Analyses suggest that the mean satisfaction score for the quality of services offered is 6.23 (SD=1.328). In other words, clients have indicated that they are largely satisfied with the quality of services offered at the center. Other data suggests that 93% of those surveyed (135/140 individuals) indicated that they were satisfied with the services received at the center.</td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>Plan of action is to continue utilizing the satisfaction survey and compare data for each semester to ensure client satisfaction goals with respect to the quality of services offered are achieved. The person responsible for implementation is the Associate Director.</td>
</tr>
</tbody>
</table>
### Goal 2
**Strategic Theme Relationship:** Promoting academic excellence

**Objective 1**

**Program Outcome:** Staff members will be provided with support for professional opportunities to include completion of the licensure and continuing education requirements for their profession.

**Implementation Strategy**

Staff members are provided with study materials and other support to complete state licensure requirements. Those who are licensed are provided with professional development time to attend continuing education training experiences. The person responsible for implementation of this goal is the Associate Director.

**Measurement Tool**

The Georgia State Board of Examiners maintains a database of all licensed providers, which is used to verify each provider’s status. Scheduling software is used to track the number of hours each staff person dedicates to professional development activities.

**Data Collection Process**

New staff members are required to complete the requirements for licensure within two years of date of hire; of the two new hires, neither of them have completed licensure requirements. Those who are currently licensed are expected to maintain their licensure status; 100% of continuing staff have satisfied this requirement. This information can be accessed through the Georgia State Board of Examiners’ website.

**Target**

The target is to facilitate licensure for new staff members and provide support for ongoing licensure requirements for all staff members.

**Findings & Analysis**

In progress. New staff members are in the process of completing the requirements for licensure in their field. Those currently licensed have completed requirements for maintaining licensure through 12/31/2014.

**Action Plan**

Plan of action is to continue providing support to staff members to facilitate goal achievement. The person responsible for implementation of this goal is the Associate Director.

### Goal 3
**Strategic Theme Relationship:** Enhancement of student success

**Objective 1**

**Program Outcome:** Pre-doctoral interns will complete a 2000 hour training program at the counseling center. The range of training opportunities available to the pre-doctoral interns will be increased.

**Implementation Strategy**

Potential interns are selected through a standardized process administered by the Association of Psychology Postdoctoral and Internship Centers. Those chosen for the counseling center complete a yearlong training experience at the center. New rotations (i.e., areas of emphasis) will be developed and implemented based on feedback from prior interns and the demand of the current interns.

**Measurement Tool**

Each pre-doctoral intern is formally evaluated six times per year with a standardized rating form. They receive written feedback about their progress and areas of improvement. New evaluations will be created for each new rotation in order to determine their utility and effectiveness.

**Data Collection Process**

Feedback from evaluations is compiled at the conclusion of each training year.

**Target**

Maintain 100% completion rate for all pre-doctoral interns. At least one pre-doctoral intern will complete a new rotation.

**Findings & Analysis**

All three pre-doctoral interns completed their yearlong training program during the summer of 2013. One pre-doctoral intern completed a new rotation.

**Action Plan**

Plan of action is to facilitate the successful completion of the training program for each pre-doctoral intern. This involves providing training and supervision to each pre-doctoral intern as well as feedback to determine whether each new rotation is beneficial. The person responsible for implementation of this goal is the Associate Director.
Dean of Students

Mission Statement
The Dean of Students Office advocates for students and serves as a liaison between students, faculty, and staff. By focusing on the University’s shared VALUES, the Dean of Students Office places students first and encourages students towards maximizing academic and personal success. The Office is committed to:

- Giving students a place to voice their concerns and opinions in an appropriate manner;
- Assisting students in need by identifying resources and referring students to those resources;
- Providing an understanding of campus policies and procedures, especially student rights and responsibilities; and
- Supporting educational opportunities that facilitate student development and intellectual growth both in and out of the classroom.

The Dean of Students unit promotes “student growth and life success” through advocacy, education, and communication. [Link to University’s mission]

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Strengthen customer service offered to Georgia Southern community members (students, faculty, and staff).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Theme Relationship</td>
<td>Enhancement of Student Success</td>
</tr>
<tr>
<td>Objective 1</td>
<td>Learning Outcome- An increasing number of Georgia Southern Faculty, staff, and students will be aware of the referral process offered through the Dean of Students Office (DOS).</td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td>The Dean of Students Office will provide at least 4 trainings to faculty and staff regarding Student Crisis Response (BAT (Behavior Assessment Team), Student Conduct, Online Reporting, etc.) during the 2012-2013 Academic year encouraging them to refer students to the Dean of Students office. Responsible Persons: Dean of Students and the Associate Dean of Students</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Quantitative- compare referrals by year</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>The Associate Dean of Students will evaluate the number of referrals submitted through the online incident reporting form for the current year compared to the number of referrals from last year.</td>
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<tr>
<td>Target</td>
<td>Referrals to the Dean of Students Office, Behavior Assessment Team, and Office of Student Conduct will increase by 10%, based on professional judgment, over the next year.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>Referrals to the Dean of Students Office from Fall 2011 to Fall 2012 increased 28.6% (from 600 to 772).</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Our training efforts have been concentrated on faculty. Based on these results, the Dean of Students office will continue to train faculty and staff regarding Student Crisis Response (BAT, Student Conduct, Online Reporting, etc) with an emphasis on training staff. Dean of Students and Associate Dean of Students will train all new faculty at the New Faculty Forum in August 2013. The Associate Dean of Students and Associate Dean for Student Conduct will train all academic advisors by December 1, 2013. The Dean of Students will train all staff members in the Dean of Students Unit and will offer training for all staff members in the Division of Student Affairs and Enrollment Management by December 1, 2013.</td>
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</table>

Goal 2
Foster relationships with and enhance communication between the Dean of Students office and the Statesboro community. (changed as a result of CAS evaluation)

<table>
<thead>
<tr>
<th>Strategic Theme Relationship</th>
<th>Enhancement of Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Program Outcome- The Dean of Students Office will increase the number of relationships with county agencies and business which benefit Georgia Southern students.</td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td>1. DOS staff will be/get involved in at least 4 different community organizations within the next year, by identifying and communicating with organizations that provide resources in line with our students’ needs. Responsible Person: The Dean of Students</td>
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<tr>
<td></td>
<td>2. DOS will create partnerships with at least 2 local businesses to support services provided to students and their families, by identifying and communicating with organizations that provide resources in line with our students’ needs. Responsible Person: The Associate Dean of Students</td>
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<tr>
<td></td>
<td>3. DOS will make connections with local government officials by December 2012, by identifying and communicating with organizations that provide resources in line with our students’ needs. Responsible Person: The Dean of Students</td>
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<tr>
<td></td>
<td>4. DOS will connect with all local apartment complexes by May 2013, by identifying and communicating with organizations that provide resources in line with our students’ needs. Responsible Person: The Associate Dean of Students</td>
</tr>
</tbody>
</table>
Measurement Tool

Direct- Town-Gown Connections (relationship between the institution and local community)

Data Collection Process

The Dean of Students will survey the staff of the Dean of Students office at the end of the year to determine the number of Town-Gown relationships established by each staff member. This information will be compiled into one report for the office.

Target

The Dean of Students Office will account for 5 town-gown relationships at the end of one year. Estimate provided by professional judgment.

Findings & Analysis

The DOS accounts for 8 new Town-Gown Relationships:
- The Dean of Students is active with Bulloch County Alcohol and Drug Council
- The Dean of Students collaborated with the local Board of Elections to bring Early Voting to campus for the 2012 Presidential Election. (New relationship)
- The Dean of Students collaborates with outreach officer from Statesboro Police (Officer Justin Samples) to share information and safety tools with students, faculty, and staff. (New relationship)
- Student Government Association has established a relationship with Statesboro Town Council so that a representative from SGA will be present at all future Council Meetings. (New relationship)
- The Vice President for Academic Affairs in SGA has been assigned a non-voting seat on the local United Way committee. (New relationship)
- The Dean of Students Office has a working relationship with a local attorney who offers legal advice free to GSU students. This service is funded by the Student Government Association.
- Also, the Dean of Students office has a working relationship with Enterprise Car rental Company as they supply vehicles every weekend for the Shuttle Gus initiative also funded by the Student Government Association.
- The Associate Dean of Students connected with the new Aspen Heights apartment complex concerning communication to students.
- The Dean of Students connected with The Forum apartment complex due to a student tragedy. The staff of the Forum was trained to connect with the Dean of Students office at Georgia Southern for support during any GSU student crisis.

Action Plan

The connection between Georgia Southern University and local government officials is assigned to the Vice President for Government Relations. The Dean of Students will continue to work with this office as needed concerning government officials.

Plan for FY14

The Dean of Students Office will work with the Office of Marketing and Communications and the Vice President for Student Affairs and Enrollment Management to determine an appropriate method and opportunities for strengthening the current connections and expanding the number of connections. A couple of ideas include a monthly newsletter from the Dean or a drop-in hosted by the Dean of Students and Student Government where city and county officials get the opportunity to interact with Georgia Southern students.

Responsible: Dean of Students
Deadline: May 1, 2014

As we did not complete our goal of making contact with all local apartment complexes, this task will continue in FY14.

Responsible Person: The Associate Dean of Students
Deadline: May 1, 2014

Goal 3

Provide students a platform to express concerns, opinions, and suggestions, through the Student Government Association (SGA). (changed as a result of CAS (Council for the Advancement of Standards))

Strategic Theme Relationship: Enhancement of Student Success

Objective 1

Learning Outcome- Georgia Southern students will increase their participation with the Student Government Association and their elected representatives.

Implementation Strategy

- Each College will hold a Meet the Senators event between August 20, 2012 and September 30, 2012. Responsible Person: SGA President
- SGA will advertise Senate Meetings on campus as an invitation for students to attend throughout the 2012-2013 academic year. Responsible Person: SGA Graduate Assistant.
- SGA will regularly communicate with students through a monthly newsletter during 2012-2013. Responsible Person: SGA President
- Executive board members will be trained on tools and ideas for communicating with the student body in Fall 2012. Responsible person: The Dean of Students
<table>
<thead>
<tr>
<th>Measurement Tool</th>
<th>Direct: Online student voting system count/percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection Process</td>
<td>Note percentage of eligible voters who vote in Spring SGA Elections through the online student voting system.</td>
</tr>
<tr>
<td>Target</td>
<td>20% of the student body will vote in SGA elections in the Spring 2013 campaign (compared to 6% in Spring 2012). Professional judgment based on previous year’s numbers.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>The voting percentage for Spring 2013 was 12%. We doubled the percentage from the year before, but did not make the goal of 20%.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>As a result of the findings, the SGA will increase the voter responses through expanding outreach efforts to the student body.</td>
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<td></td>
<td>Responsible: The Dean of Students and a Graduate Assistant.</td>
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<tr>
<td></td>
<td>Deadline: May 1, 2014</td>
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Georgia Southern University
Student Affairs and Enrollment Management
FY13 Institutional Effectiveness Plans

Educational Opportunity Programs

Mission Statement
It is the mission of the Educational Opportunity Programs department to provide opportunities for low-income and potential first generation college students to realize their academic potential; to develop the skills necessary to be successful in their post-secondary pursuits; and to generate for each student a healthier standard of living. We strive to attain this goal while recognizing the missions of Georgia Southern University and the Division of Student Affairs and Enrollment Management therein.

Goal 1
Assisting Talent Search participants to promote persistence to the next grade level for students in grades 6 through 11.

Strategic Theme Relationship
Promoting Academic Excellence and Enhancement of Student Success

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Student Learning Outcome: Increase persistence rates of middle and high school participants enrolled in the Talent Search program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Strategy</td>
<td>Students received academic support and advisement during target school visits, where Educational Program Specialists met with students in groups to promote academic achievement. Additionally, students were encouraged to participate in tutorial programs that were available at their school or available through the program over the telephone (Telephone Homework Helpline).</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Individual Student Transcripts from 2012-2013 academic year.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Program staff will collect and analyze individual academic transcripts and testing records at the end of the academic year. Target School personnel are responsible for supplying the transcripts to program staff that retrieve the data and notes student progress in the program database. Data on each participant is compiled into an aggregate report that is submitted annually to the Federal Department of Education. The report is required and is due in November 2013.</td>
</tr>
<tr>
<td>Target</td>
<td>75% of Talent Search participants in grades 6 through 11 will complete the current academic year and continue in school for the next academic year, at the next grade level. The percentage rate is approved by the Federal Department of Education as part of grant proposal. The percentage is ambitious and attainable based on the persistence rates of the schools within the target area.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>This goal is continuing into FY14 as mandated by our grant proposal. The required annual performance report is due in November 2013 and will contain the data for 2012-2013. The completed report will be available 2014 once federal reporting is complete.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Talent Search staff will continue to provide individual and group sessions to middle and high school participants that focus on academic skills. Staff members will also continue connecting students with tutorial services and career exploration activities into FY14. The EOP Program Specialists are responsible for collecting data for this goal.</td>
</tr>
</tbody>
</table>

Goal 2
Assisting Talent Search high school seniors with college enrollment activities.

Strategic Theme Relationship
Promoting academic excellence and enhancement of student success

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Student Learning Outcome: Increase postsecondary enrollment rates among high school seniors enrolled in the Talent Search program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Strategy</td>
<td>Students received support for applying for college through services provided by program staff. Services include assistance with college applications, financial aid processing, college admissions test preparation/waivers, and academic advisement.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Enrollment Report from the National Student Clearinghouse.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Talent Search staff will submit a batch report requesting confirmation of enrollment for seniors in the class of 2013. The information form the report will be placed in the program database. Since some institutions do not report to the National Student Clearinghouse, staff members will follow up with students on the list without enrollment information by telephone and mail to secure copies of acceptance letters.</td>
</tr>
<tr>
<td>Target</td>
<td>75% of participants, who have graduated will enroll in an institution of higher education by the fall semester immediately following high school graduation or deferred enrollment until spring semester. The percentage rate is approved by the Federal Department of Education as part of grant proposal. The percentage is ambitious and attainable based on the postsecondary enrollment rates of the schools within the target area.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>This goal is continuing into FY14 as mandated by our grant proposal. The required annual performance report is due in November 2013 and will contain the data for 2012-2013. The completed report will be available 2014 once federal reporting is complete.</td>
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</table>
| Action Plan | Action plan to use unofficial report from students documenting college enrollment (to meet IEP deadline). This is continuing into FY14. November 2013 is the expected completion date. If the findings determine that the goal is met, then EOP will continue to provide the same college preparation services. If the findings
are not met, EOP will modify college admission practices and include additional sessions for high school seniors. The EOP Assistant Director is responsible collecting data for this goal.

| Goal 3 | Strategic Theme Relationship | **Enhance Talent Search Curriculum by implementing Character Education Activities.**  
Enhance student success and increased research, scholarship, and creative activity. |
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<tbody>
<tr>
<td><strong>Objective (provide only 1-3)</strong></td>
<td>Program Outcome: Each Talent Search staff member will create and implement a Character Education activity during the summer program.</td>
<td></td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td>Create and implement character education lessons during summer programming.</td>
<td></td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Lesson Plans on Character Education</td>
<td></td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Program staff created and submitted lesson plans on a selected Character Education trait, to the program Director. Staff members taught the Character Education lessons to Talent Search participants during the 2013 summer program. All lesson plans are on file in the Talent Search office.</td>
<td></td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>100% of Talent Search staff implemented Character Education lessons during the summer program of 2013.</td>
<td></td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>The target was met. 100% of Talent Search staff taught Character Education activities.</td>
<td></td>
</tr>
<tr>
<td>Action Plan</td>
<td>In FY14, EOP will be changing focus to the various dimensions of wellness including intellectual, emotional, physical, spiritual, financial, social, occupational, and environmental. The EOP Director and program staff are responsible.</td>
<td></td>
</tr>
</tbody>
</table>
### Mission Statement
The Financial Aid Department, a unit in the Division of Student Affairs and Enrollment Management, supports the University’s mission by administering financial aid to help student’s enrollment and graduate at Georgia Southern University. Our goal is to help any qualified student who desires to pursue and complete an education at this University can obtain appropriate resources to do so. We seek to provide financial aid services to students which are accessible, sensitive to individual student needs, and effective in enabling students to bridge the gap between family resources and educational expenses. In responding to the diverse and changing needs of the University community, a spirit of cooperation and an approach which is flexible, equitable, innovative and accessible will be maintained. [http://em.georgiasouthern.edu/finaid/our-mission/](http://em.georgiasouthern.edu/finaid/our-mission/)

### Goal I
**Offered Student Financial Aid Exit Loan Workshops to help students understand the loan repayment process after graduation.**

<table>
<thead>
<tr>
<th>Strategic Theme Relationship</th>
<th>Enhancement of student success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>Offered financial aid exit loan workshops to students scheduled to graduate at the end of spring 2013 term. Students who attended were surveyed to determine whether the workshop was helpful. The feedback will be used to improve the loan workshop information and increase satisfaction.</td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td>Project implementation timeline:</td>
</tr>
<tr>
<td></td>
<td>- July, 2012 – counselor project team meeting, to flowchart project and implementation timeline</td>
</tr>
<tr>
<td></td>
<td>- October, 2012 – developed information for outreach sessions</td>
</tr>
<tr>
<td></td>
<td>- January, March, April, June &amp; May, 2012 – held outreach sessions across campus</td>
</tr>
<tr>
<td></td>
<td>- July, 2013 – counselor project team meeting to review sessions and discuss improvements</td>
</tr>
<tr>
<td></td>
<td>- Tracked number of students who attended and what they were there for to improve the outreach counseling sessions</td>
</tr>
<tr>
<td>Person(s) Responsible</td>
<td>The Assistant Director and Financial Aid Counselors</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Financial Aid staff members kept a headcount of those attending at each session.</td>
</tr>
<tr>
<td>Target</td>
<td>Increase student attendance for the loan workshop</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>Total headcount for the events were 305. This was the first time financial aid offered events, will compare 12/13 data to 13/14 to determine success.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Will use the 2012-2013 student feedback to make improvements to the 2013-2014 workshop and survey the 2014 attendees to determine if they are satisfied with the overall loan information and content. The plan is to yield at least an 80% satisfaction survey result.</td>
</tr>
</tbody>
</table>

### Goal 2
**Improve Student Knowledge about why they have to complete the Federal Student Loan Entrance Counseling prior to receiving a loan.**

<table>
<thead>
<tr>
<th>Strategic Theme Relationship</th>
<th>Enhancement of student success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>Created a web-based one-stop, easy to follow federal loan management tool for students to help them understand why they have to complete the federal loan counseling as a requirement prior to receiving a loan. Students were notified by email about the new web-based program and were asked to complete a quick survey after they reviewed the web-site.</td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td>- January, 2013 – project team meeting to flowchart project and implementation timeline</td>
</tr>
<tr>
<td></td>
<td>- March, 2013 – developed web-based loan information and links</td>
</tr>
<tr>
<td></td>
<td>- March, 2013 – tested with small student focus group and financial aid staff</td>
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<td></td>
<td>- March, 2013 – project team meeting to review issues and enhance the process</td>
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<tr>
<td></td>
<td>- April, 2013 – went live on financial aid website</td>
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<td></td>
<td>- The plan of action is to track feedback from students and review the process to determine what worked and/or if improvements are needed</td>
</tr>
<tr>
<td>Person(s) Responsible</td>
<td>Assistant Director &amp; Financial Aid Counselor II</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Survey which asked students if they understand why they have to complete entrance loan counseling prior to receiving any type of federal loan.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Prior to fall term, tracked students who complete federal loan counseling vs those who do not.</td>
</tr>
<tr>
<td>Target</td>
<td>Have 100% completion of federal loan counseling by students prior to fall term.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>95% of federal loan recipients completed loan counseling prior to fall term. The other 5% did not complete because they said they did not know they had to do it to get the loan.</td>
</tr>
</tbody>
</table>
| Action Plan                  | The Associate Director will have counselors discuss with parents and students at the summer SOARs the
Goal 3
Inform students who receive the federal Pell Grant about the new regulation which restricts the length of time, 18 academic terms, the Pell Grant can be received. For students who are close to reaching their maximum award, other sources of financial aid need to be reviewed with them.

**Strategic Theme Relationship**
Enhancement of student success

**Objective**
To identify and notify students who are close to receiving the maximum amount their federal Pell Grant so other financial aid resources can be reviewed with them so they do not have to leave school.

**Implementation Strategy**
- June, 2012 – financial aid counselors and processing staff reviewed changes for implementation
- July, 2012 – developed emails/letters to Pell Grant students
- August to Present – monthly notices to Pell Grant students as percentage changes came from U.S. Department of Education
- Tracked number of students affected

**Person(s) Responsible**
Administrative Supervisor

**Measurement Tool**
Review weekly reports from the federal Pell Grant processor to determine students close to the federal Pell Grant 18 term limit. Posted a tracking code to the students financial aid database file and contacted them by email and letter to let them know the situation.

**Data Collection Process**
Reports from the U.S. Department of Education downloaded and reviewed weekly

**Target**
To ensure Pell Grant students who are within reaching the maximum amount of federal Pell Grant they can receive are counseled about what financial aid is available to them so they do not have to leave school.

**Findings & Analysis**
Determined 938 students on the report(s) were eligible to return to Georgia Southern University and those currently enrolled were 763. Sent students email and letter notifications.

**Action Plan**
The Financial Aid Processing Coordinator will continue monitoring the reports on a weekly basis, track students through the financial aid database and send notification to them so they know they are close to using all of their Federal Pell Grant eligibility.
Mission Statement
The mission of the Office of Fraternity and Sorority Relations at Georgia Southern University is to enhance student’s development through involvement in social, Greek-letter fraternities and sororities while complementing the mission of the University. Georgia Southern University fraternities and sororities, rich in history and tradition, dedicated to the betterment of all who come in contact with us, will strive for excellence in all aspects of fraternal life. We are committed to the fulfillment of the following core values – scholarship, leadership, service and brotherhood/sisterhood. http://students.georgiasouthern.edu/greeklife/mission-statement/

Goal I
The fraternity & sorority community will support the Georgia Southern University mission by upholding academic standards that support all chapters in meeting or exceeding the all-men’s or all-women’s average.

<table>
<thead>
<tr>
<th>Strategic Theme Relationship</th>
<th>Promoting Academic Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective I</td>
<td></td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td></td>
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<tr>
<td>Data Collection Process</td>
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<tr>
<td>Measurement Tool</td>
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<tr>
<td>Strategy</td>
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<tr>
<td>Target</td>
<td></td>
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<tr>
<td>Findings &amp; Analysis</td>
<td></td>
</tr>
<tr>
<td>Action Plan</td>
<td></td>
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</tbody>
</table>

**Student Learning Outcome:**

Promote a learning environment that will support the Georgia Southern University mission by improving the academic performance of the fraternity and sorority community.

**Objective I:**

Promote a learning environment that will support the Georgia Southern University mission by improving the academic performance of the fraternity and sorority community from 2.96 in the Fall 2011 to a 3.0 for the community by the end of the Fall 2013 semester.

**Implementation Strategy**

In Fall 2010, the all-Greek GPA was 2.91. In Spring 2011, the all-Greek GPA had increased to 3.02. However, fall semesters traditionally tend to be lower than spring semesters. As a result, it will be critical to observe the performance of the fraternity and sorority community during fall 2011. If the GPA drops below the current one of 3.02, a strategy for how to improve fall semester GPAs will need to be explored.

For Fall 2011, the all-Greek GPA was 2.96. While this was higher than the previous fall, it was still a slight drop from Spring 2011. As a result, the following strategies have already been completed:

1) Greek Life Graduate Assistant met individually with presidents from all chapters whose chapter GPA fell below the all-men’s or all-women’s average for the third consecutive semester to discuss chapter status as well as strategies for improvement.

A formal evaluation tool was developed to monitor mid-term progress for all chapters whose chapter GPA fell below the all-men’s or all-women’s average for the third consecutive semester. The tool was developed by and submitted to the Graduate Assistant. For the fiscal 2013 year, we have continued to utilize the same process. Currently, we are in a period of transition in leadership and restructuring what this will look like in the future. The Administrative Coordinator and the Director will be responsible for this in the next year.

**Measurement Tool**

Semester Greek Academic Reports

**Data Collection Process**

The Office of Fraternity and Sorority Relations staff will work with the Registrar’s office to obtain a report of the entire Greek communities GPA for individuals and chapters to produce the community report at the end of each academic (fall and spring) semester. This will happen at the conclusion of each academic semester.

**Target**

The goal is for each chapter to be above the gender-specific, non-Greek GPA for each semester. By this we mean, all fraternities (men’s groups) must be above the Non-Greek, Male GPA for that specific semester at the Institution and the sororities (women’s groups) must be above the Non-Greek, Female GPA for that specific semester at the Institution. These GPA’s flocculate each semester with the student population but on average the Non-Greek, Male GPA is a 2.59 and for the Non-Greek, Female GPA is a 2.85.

**Findings & Analysis**

Findings

For Fall 2012, the all-Greek GPA was 2.95 based on 38 organizations (compared to Fall 2011 all-Greek GPA of 2.96 based on 30 organizations). For the Spring 2013 the all-Greek GPA was 3.01 based on 40 organizations (compared to Spring 2012 all-Greek GPA of 2.89 based on 37 organizations).

**Action Plan**

As we have moved forward, in the Fall 2013 and Spring 2014 semesters, we will review scholastic plans that each organization has submitted in great detail to help enhance the scholastic plans for the chapter. For the organizations on probation, we have continued to meet with those chapters, whether it’s their first semester or a consecutive semester. For organizations who are on academic probation, we require that the chapter submit chapter progress reports from each member. Based on these findings we will move forward in re-evaluating their scholarship plans in hopes to identify those we are concerned about before the semester is over and the grade report is produced.

As we move forward, we will have 33 organizations on our Fall 2013 and Spring 2014 grade report instead of 40 organizations from the year before. In the 2013 Spring semester it was decided that the 7 organizations that had been viewed as student organization join our office will be returning to student organizations and not part of our community GPA, which should reflect an increase in the social, Greek-
Also, as we move forward in our leadership transition, we will be reviewing our academic policy that we hold Greek organizations to. We will start to review this process in the Fall 2013 semester. The Director and the Administrative Coordinator will be responsible.

Goal 2

The Georgia Southern Interfraternity Council (IFC) fraternity community will create an intentional and targeted recruitment program that focuses on the values of the community.

Strategic Theme Relationship
Enhancement of Student Success

Objective 1
Increase the number of men by 25% from Fall 2011 in the Fall of 2013, which would mean over 300 men were participating in the recruitment process.

Implementation Strategy
Due to the implementation of improved PR strategies, the Inter-Fraternity community did see an increase in the number of men participating in Spring 2012 from Spring 2011. In order to attempt to ensure that the Fall 2012 formal recruitment process is a success, similar strategies will be utilized by the council. These include:

1 – Offering incentives for chapters to participate in First Night Out at the RAC during SOAR.
2 – Having an IFC informational table at First Night Out at the RAC during SOAR.
3 – Coordinating a spring phone-a-thon with the Admissions Office.
4 – Improving PR efforts (signage, tables at Rotunda, distribution of promotional materials, etc.).
5 – Planning “welcome” events during the first few weeks of classes in the fall semester to introduce men to IFC.
6 – Improving the IFC Facebook registration application.

The Graduate Assistant is the person responsible for the implementation of these strategies.

Measurement Tool
Recruitment reports from Fall 2012 and Spring 2013

Data Collection Process
The number of men who signed up through the recruitment process as well as the number of men who had received bids for fraternity membership.

Target
Men who are interested in joining a fraternity and have participated in the formal recruitment process.

Findings & Analysis
Findings
Due to the implementation of improved PR strategies, the Inter-Fraternity Council (IFC) community did see an increase in the number of men participating in both the Fall 2012 and Spring 2013 semesters.

In Fall 2012, 244 men received bids and were initiated into fraternity membership. In the Fall 2012 there were 15 chapters in our IFC community. This is compared to Fall 2011, when 234 men received bids and were initiated into membership. There were 14 chapters in our IFC community.

In Spring 2013, 96 men received bids and were initiated members of a fraternity and in Spring 2012, there were 75 men initiated into membership. There were 16 IFC fraternities in Spring 2013 compared to 14 fraternities in the Spring 2012.

Action Plan
We will continue to refine the strategies above for upcoming years including but not limited to a mailer during the summer to incoming freshmen. The Office of Fraternity and Sorority Life along with the IFC is responsible for crafting what this plan looks like. We have continued to do several of the action plan pieces above and have added that all men who wish to join fraternity must go through the formalized recruitment week, adding more structure to the week and changing our registration process to marketplace over wufoo.

The following initiatives were put in place for Fall 2013 recruitment:

1 – Having an IFC informational table at First Night Out at the RAC during SOAR.
3 – Coordinating a mailing to advertise recruitment with the Office of Admissions.
4 – Improving PR efforts.
5 – Moving recruitment week up in our calendar to the second week of school, not the fifth week.
6 – Improving the IFC application process.

Also, as we move forward in our leadership transition, we will be reviewing how our IFC community recruits and brings men into their organizations. We will start to review this process in the Fall 2013 semester. The Director and the Administrative Coordinator will be responsible.
<table>
<thead>
<tr>
<th>Goal 3</th>
<th>The Georgia Southern’s Panhellenic sorority community will create an intentional and targeted recruitment program that focuses on the values of the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Theme Relationship Materiality</td>
<td>Enhancement of Student Success</td>
</tr>
<tr>
<td><strong>Objective 1</strong></td>
<td>Increase the number of women choosing to join sororities at the conclusion of their formal recruitment each fall for our Panhellenic community by improving the experience.</td>
</tr>
<tr>
<td><strong>Implementation Strategy</strong></td>
<td>In order to attempt to determine why women are leaving the formal recruitment process rather than choosing to join a sorority at the end of the week, we will:</td>
</tr>
<tr>
<td></td>
<td>1 - Implement a satisfaction survey to find out what women who join sororities at the conclusion of the week like or enjoyed about the process.</td>
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<tr>
<td></td>
<td>2 – Survey women leaving the process to determine their reasons for choosing not to join.</td>
</tr>
<tr>
<td><strong>Measurement Tool</strong></td>
<td>Numbers from the recruitment forms reported from Fall 2012 and qualitative surveys through email.</td>
</tr>
<tr>
<td><strong>Data Collection Process</strong></td>
<td>Evaluating the number of people who have signed up for recruitment as well as reviewing the survey data that was collected. Once women removed themselves from the process, we asked them to fill out a survey. Women who have completed the process, also filled out a survey.</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>Women who had participated in the formal recruitment process.</td>
</tr>
<tr>
<td><strong>Findings &amp; Analysis</strong></td>
<td><strong>Findings</strong> For sorority recruitment, results from Fall 2012’s formal recruitment process numbers were much higher than what we have seen in the past. We had 629 women register and 529 women were eligible to participate in the week in 2012 compared the year prior in 2011 when 546 registered and 468 women were eligible to participate. However through our period of transition, the staff was not aware of this goal. Below is a list of what strategies were used:</td>
</tr>
<tr>
<td></td>
<td>1. Panhellenic Executive Board officers and Recruitment Counselors hosted a table during SOAR to answer questions. As well as being present at First Night Out for an information table when possible and provided a. We encourage each chapter to present at SOAR to talk to women who are interested about the process and all chapters signed up to participate at this event. We did not provide incentives were not offered the chapters who participated in either Orientation events.</td>
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<td>2. Executed a spring phone-a-thon and talked to incoming students who had expressed interest on their applications of joining a fraternity/sorority. This was done with the coordination with the Office of Admissions.</td>
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<td>3. Attempts for PR on the level that the men and women wanted failed. However this did do some PR through social media sites, a couple of large sheet-size banners along with tabling at the Rotunda.</td>
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<td>4. There weren’t any “welcome” events planned during the first few weeks of classes.</td>
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<td>5. The Panhellenic council has purchased and utilized a registration system called Interactive Collegiate Solutions (ICS) that is utilized for not only registration but also the recruitment process.</td>
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<td></td>
<td>Our office has been in a transition period and this goal was not something that we were aware of. Therefore, we don’t have any information to share.</td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>Knowing that this is something that we would like assess, we will assess this demographic to provide that information in the future as we evaluate and develop our Panhellenic recruitment promotional plans by evaluating our current efforts as well as educating our community on how to promote themselves as Greeks and the Greek experience. This is something that the Office of Fraternity and Sorority Relations will be responsible for in conjunction with the Panhellenic Council. We will start this review shortly after recruitment week in September and October 2013.</td>
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Georgia Southern University
Student Affairs and Enrollment Management
FY13 Institutional Effectiveness Plans

Health Services

Mission Statement
The mission of the Department of Health Services is to provide high quality, cost-effective healthcare for our students, including but not limited to care & cost coordination with health insurance plans, health education & wellness promotion programs, and public health and disease prevention services, aimed at the best possible physical and psychological health and wellness, in support of student retention, graduation, and positive long-term health related behaviors. http://services.georgiasouthern.edu/aux/departments/health/

Goal 1
Assess & develop a long term plan to resolve current and future facility space issues for Health & Counseling Services.

Objective 1
Enhancement of student success, Fiscal sustainability, Increased research, scholarship, and creative activity

Implementation Strategy
The management team will complete site visits at recently constructed health center facilities. The Director, along with key university staff, will evaluate and select a new facility site location.

Measurement Tool
The Director will prepare a financial plan to fund the facility construction project and develop a proposal for presentation and approval by the University System of Georgia Board of Regents.

Data Collection Process
Members of the management team visited health & counseling centers at Valdosta State University, Georgia Tech, and Auburn University in order to determine the most functional layout that will be beneficial for students.

Target
Begin construction of the new facility in 2013/2014 and have it completed in 2014/2015.

Findings & Analysis
The management team agreed that the layout of the health & counseling center at Auburn University will serve as a model for the new facility. The site that has been selected for the new facility is on the corner of Plant Drive and Chandler Road (former location of the Physical Plant). On January 22, 2013 funding in the amount of $10 million was added to the agenda for the State Legislature Joint Appropriations Committee as an item that has been recommended/approved by the Governor.

Action Plan
The plan of action is to select a construction management firm and complete planning after funding has been approved. The status of the plan of action is In-Progress. Person Responsible=Director

Goal 2
Expand campus-wide infection control efforts by increasing the percentage of students, faculty, and staff vaccinated for influenza.

Objective 1
Enhancement of student success

Implementation Strategy
Develop influenza awareness information resources for program and classroom presentations, posters, flyers in collaboration with the School of Nursing and the Jiann-Ping Hsu College of Public Health. Develop and implement marketing strategies working with Marketing & Communications, Dean of Students Office (through My Georgia Southern reminder postings before each vaccine clinic). Created "Kiss Me I’m Vaccinated" Campaign. Created T-shirts and buttons that were worn by staff to inform students about flu vaccines.

Measurement Tool
Use data collected from flu clinics and input in the Health Services EMR to determine if there was an increase or decrease in the number of students, faculty, and staff that received the influenza vaccination. Person Responsible = Nurse Practitioner

Data Collection Process
The number of flu shots given at each flu clinic will be totaled and put into a spreadsheet. Person Responsible= Graduate Assistant. At the end of each month during the flu season (August-January) a report will be run to determine the number of students, faculty, and staff that were vaccinated at the Health Center. Person Responsible= Administrative Assistant. When the flu season has ended, a comparison will be done with the previous year’s flu season numbers to determine if there has been an increase or a decrease. Person Responsible = Nurse Practitioner

Target
Provide influenza vaccination to 1,611 students, faculty, and staff during the 2012 flu season.

Findings & Analysis
The total number of students, faculty and staff that were vaccinated is 1,457. There was a 13% increase in the total number of students, faculty, and staff vaccinated compared to the previous flu season. The number of students that received the vaccine increased by 26.9%. The number of faculty/staff that received the vaccine decreased by 18%.
Goal 3: Increase student participation in Office of Health Education & Promotion campus-wide programming.

Strategic Theme Relationship: Enhancement of student success

Objective 1: Student Learning Outcome: Develop a means to measure and evaluate student participation in Office of Health Education & Promotion campus-wide programming for 2012.

Implementation Strategy: Surveys will be distributed to students participating in various programs.

Measurement Tool: The surveys consist of the same basic questions: How did you find out about this program? Rate the quality of the program, etc. Three of 6 programs were evaluated by means of surveys completed by students. Due to the nature of certain programs, it is difficult to distribute and collect surveys from participants.

Data Collection Process: Surveys are given to students before the program begins and are collected at the end of the program by Health Education staff. The Assistant Director of Health Education and Promotions will review and interpret the findings. Surveys will be given at the following programs: “Sex and Chocolate”, DUI/Testing Simulator, and “To Write Love on Her Arms” during Fall 2012 semester.

Target: The target is to establish a basis for measuring student participation in programming with the goal of increasing participation by 10% in Fall 2013.

Findings & Analysis: The goal of developing a means to measure and evaluate student participation in Health Education programming has been achieved. The number of students that participated in each program has been collected and will be used in comparison with programs held in 2013 to determine if there has been an increase or decrease. 1) “R.A.V.E.” (Respect. Awareness. Value. Equality.) Program had 400 students in attendance. No surveys were completed for this event. This event involves music and dancing. It would have been difficult to distribute and collect surveys. 2) “Sex and Chocolate: Heterosexual Edition” Program: Forty three students completed the survey. 3) DUI/Texting Simulator: Eighty students completed the survey. 4) “To Write Love on Her Arms” Program: Eighty two surveys were completed. 5) GYT Campus Challenge event had over 200 participants. There were no surveys completed for this event because it involves sensitive and confidential testing. 6) Women’s Health Week had 167 participants. There were no surveys completed. This involved several events over the period of one week. It would have been difficult to distribute and collect surveys. Feedback was provided from students on what they did or didn’t enjoy about the program and what improvements could be made in the future. This information will help to improve future programs, thereby increasing student participation.

Action Plan: The action plan for 2013 is to increase student participation by advertising programs with flyers, handbills, posters and with SAEM departments on campus. Also by having incentives for completing surveys and inviting more student media coverage. The status of the action plan is “In Progress.” Person Responsible=The Assistant Director of Health Education and Promotion.
Multicultural Student Center

Mission Statement
The Multicultural Student Center supports Georgia Southern University’s greater mission to support cultural diversity. The department is designed to educate and celebrate the cultural diversity of students, staff and the Georgia Southern community. This is accomplished by cultivating leaders who value civility, problem solving and heritage. The Multicultural Student Center also promotes a fulfilling and comprehensive college experience which encourages social responsibility, student learning, and personal well-being obtained through cultural opportunities both inside and outside the classroom. These include a series of support services, programs and activities that foster inclusion and pluralism.

http://deanofstudents.georgiasouthern.edu/multicultural/about/mission-goals/

<table>
<thead>
<tr>
<th>Goal</th>
<th>Foster developmental opportunities for all students regardless of their ethnic background or national origin.</th>
</tr>
</thead>
</table>
| **Strategic Theme Relationship** | • Enhancement of student success  
• Increased research, scholarship, and creative activity |
| **Objective 1** | Program Outcome: The Multicultural Student Center will foster more professional developmental opportunities for all students by increasing sponsorships of students from diverse ethnic backgrounds and national origins to professional conferences, leadership development and research workshops. |
| Implementation Strategy | Students will be selected based on their level of involvement in their respective programs (MAP, Pathways, etc.) and financial need. |
| Measurement Tool | Registration forms from each event will indicate that students were sponsored to professional conferences and leadership development events by the Multicultural Student Center. |
| Data Collection Process | The MAP Coordinator and the Pathways to Success Graduate Assistant identified participants in their programs who had high academic achievement, who participated in their incentive programs and who exhibited a financial need. Students were identified by feedback from bi-weekly grade sheets and counseling sessions. |
| Target | The target was to increase our sponsorship opportunities by 20% in FY 2013 (55 students). |
| Findings & Analysis | The achievement target of 20% was met. The Multicultural Student Center showed an improvement of this initiative by sponsoring 75 students (MAP Sponsors, MAP mentees, Pathways to Success members, and SAAB participants) to professional conferences and leadership development trainings (USG African-American Male Initiative, TALON Leadership, Black Male Empowerment Conference, Women’s Empowerment Conference and the National Student-African-American Brotherhood Conference) during FY 2013. |
| | There were a total of 46 students sponsored by the Multicultural student Center in FY 2012 to professional development and/or leadership conferences. |
| | • Six (6) MAP students were sponsored to the Georgia Southern University Leadership Conference  
• Thirty-four (34) Pathways to Success and Student African American Brotherhood (SAAB) students were sponsored to the Black Male Empowerment Conference at Georgia Southern University  
• Six (6) Pathways to Success and Student African American Brotherhood (SAAB) students were sponsored to attend the SAAB National Conference in Indianapolis, IN. |
| Action Plan | The current action plan was completed as of April 1st. Student participation in leadership development opportunities has increased due to sponsorship by the MSC. Based off the results from FY 2013, the goal of the department in FY 2014 is to sponsor a minimum of 75 students to leadership initiatives on campus. This will build a solid support system for students, and a stronger working relationship between departments on campus. |
| Objective 2 | **Student Learning Outcome:** Student’s participating in the Pathways to Success Jumpstart Week will be better prepared for college and more knowledgeable about available campus resources and on how to be successful during their first year on campus. |
| Implementation Strategy | The Multicultural Student Center staff reviewed the FY 2012 Jumpstart Week agenda to determine necessary topics to cover to better assist students with preparing for their first year of college. Students were provided with the following training and educated on the following campus resources: |
| | o Career Assessments (Choosing a Major/Career) |

*The person responsible is the Assistant Director/ MAP Coordinator.*
Goal 2

Support the University's goal of maintaining a diverse student body through recruitment and retention efforts.

Strategic Theme Relationship
- Enhancement of student success
- Increased research, scholarship, and creative activity.

Objective 1

Performance Outcome: The Minority Advisement Program (MAP) participants will have higher retention rates than non-participants.

Implementation Strategy
MAP participants will be assigned mentors who are trained peer leaders with at least 30 earned credit hours and a minimum 2.5 GPA, and are required to contact them weekly. Mentors are required to engage their mentees in campus activities (academic & social) and refer them to resources (tutoring, counseling, etc.) when needed. In addition, mentors are required to have 4 group activities per semester with their group of mentees and collaborate with other mentors to create 3 larger programs (academic, social and social responsibility programs) per month which will accommodate all MAP participants.

**The person responsible is the Assistant Director and MAP Coordinator.

Measurement Tool
The MAP report ("Comparison of Minority Advisement Program (MAP) and non-MAP Cohorts' Freshmen Characteristics and Academic Progress: Fall 2002 through Fall 2013"), requested from the Office of Strategic Research and Analysis, will quantitatively indicate the retention rates and compare them to MAP counterparts.

Data Collection Process
The Assistant Director will code MAP participants in Banner by September 2012 and then the Office of Strategic Research will run a report of MAP and Non-MAP participants by June of 2014.

Target
MAP participants will have a 10% higher retention rate than non-participants. Statistics will be compared by reports provided by the Office of Strategic Research and Analysis. The document will compare the retention, progression, and graduation rates of MAP cohorts within a five year time period.

Findings & Analysis
The retention report for the current MAP cohort will not be available until fall 2014.

Action Plan
The Assistant Director will continue to work with the First Year Experience (FYE) program to identify MAP participants who are at-risk (2.0 or below GPA). He will work diligently with these students through the MAP incentive program to enhance their student/faculty relationship, accountability, and proactive leadership towards their education.
<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Provide opportunities for the campus community to celebrate diversity.</th>
<th>Strategic Theme Relationship</th>
<th>Enhancement of student success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcome:</strong></td>
<td>By communicating with faculty early and often, faculty will promote student attendance at events in the classroom, and students will be more aware of diversity programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1</strong></td>
<td><strong>Strategy</strong></td>
<td>At the beginning of each semester, the diversity calendar will be shared with faculty and staff. In addition, the Director will send a weekly email to the faculty listserv announcing upcoming programs. The Multicultural Student Center will also collaborate with faculty on program throughout the academic year. <em>The person responsible is the Director, Multicultural Student Center.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Measurement Tool</strong></td>
<td>Students attending diversity programs will provide feedback on their evaluations indicating how they heard about the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data Collection Process</strong></td>
<td>At diversity events, Graduate Assistants and/or volunteers will hand out an evaluation and collect at the end of the event. MSC student assistants will enter the evaluation responses into a Google Form and print summary of responses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>55% of students attending diversity programs will be as a result of faculty referral measured by program evaluations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Findings &amp; Analysis</strong></td>
<td>After reviewing evaluations from diversity programs during FY 2013, it was determined that out of 1,471 responses, 833 students indicated that they attended the programs because of faculty encouragement; which equals 56% of program attendees were as a result of faculty encouragement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>The Multicultural Student Center will work more closely with faculty members for the FY 2014 year to make them aware earlier of the upcoming diversity calendar. We will provide the fall diversity calendar in late July/early August so that faculty members can incorporate the programming into their syllabus earlier. We will utilize our Diversity Listserv and continue to utilize the Faculty listserv to advertise upcoming diversity events. We will also conduct classroom visits to announce programs and partner more with faculty to provide diversity programming. Person Responsible = Director, Multicultural Student Center.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2</strong></td>
<td>Student Learning Outcome: Students attending Multicultural Student Center program will be more knowledgeable about the diversity program topic after participation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Strategy</strong></td>
<td>At the beginning of diversity events, the MSC volunteers or Graduate Assistants will pass out an evaluation that will include the learning outcomes for the program/event and specific questions asking about their awareness of the topic after the program/event. <em>The person responsible is the Director, Multicultural Student Center.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measurement Tool</strong></td>
<td>Students attending diversity programs will provide feedback in an evaluation after the event.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data Collection Process</strong></td>
<td>At diversity events during the fall 2012 and spring 2013 semesters, Graduate Assistants and/or MSC volunteers will hand out an evaluation and collect at the end of the event. After the event, MSC student assistants will enter the evaluation responses into a Google Form and print summary of responses. This process will be completed by the end of the spring 2013 semester for both fall and spring events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>90% of students attending diversity programs in FY 2013 will be more knowledgeable about the program topic after participation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Findings &amp; Analysis</strong></td>
<td>Evaluations were collected for only 9 diversity events, there were 23 diversity event conducted by the MSC. After reviewing evaluations from diversity programs during FY 2013, it was determined that that out of 1,471 responses, 1292 students indicated that they were more aware of the diversity topic after attending the program. This equals 87.8% of program attendees agreed or extremely agreed that they were more aware of this diversity topic after attending the program/event. The goal of 90% of program attendees being more knowledgeable was not met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>The plan of action for next year is to collect an evaluation at every diversity event and input that information into a Google Form. Person Responsible = Director, Multicultural Student Center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Mission Statement**
The mission of the Office of the Registrar is to maintain academic records as well as provide data to the campus community for decision making to enhance the Academic Excellence of the University. The office provides leadership in the development of automated processes and using new technologies to support students, faculty, staff and alumni being guided by the commitment to be student centered, enhance student success, and promote fiscal sustainability.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Support Student Success by ensuring that undergraduate students have applied by the graduation application deadlines.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Theme Relationship</strong></td>
<td>Student Success</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Implement an application deadline of three semesters prior to the student’s graduation term.</td>
</tr>
<tr>
<td>Our objective for FY 13 is to have all students apply for graduation one year in advance of their graduation semester. Send out mass emails indicating graduation deadlines and receipt of applications and promoting DegreeWorks as a clearance tool.</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation Strategy</strong></td>
<td>The Associate Registrar began May 2012 communicating by email that the application deadline for students graduating Spring 2014 will be the first day of class of Spring 2013.</td>
</tr>
<tr>
<td><strong>Measurement Tool</strong></td>
<td>3,000 to 3,500 students will receive an email at the beginning of each semester to apply for graduation to meet the deadline of applying three semesters before their graduation term.</td>
</tr>
<tr>
<td>Reports will be created to track the number of applications received for Spring 2015 received before and after the first day of class of Spring 2014.</td>
<td></td>
</tr>
<tr>
<td><strong>Data Collection Process</strong></td>
<td>The Associate Registrar will run Crystal Reports to track the number of applications for Spring 2015 received after the first day of class for Spring 2014.</td>
</tr>
<tr>
<td>The data collected will span from the first day of class for Spring 2014 to after the first day of class for Spring 2015. The data collected for Spring 2015 will be compared to the data collected for applications received after the first day of class for Spring 2013.</td>
<td></td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>During FY13, our goal is to receive 90% of applications for Spring 2014 before the first day of class for Spring 2013. We have only one target date with an expected percentage of applications received.</td>
</tr>
<tr>
<td><strong>Findings &amp; Analysis</strong></td>
<td>Spring 2012 – No comparison data for analysis</td>
</tr>
<tr>
<td>Spring 2013 Applications received before 1st day of class 2012 – 59 or 3.3% **</td>
<td></td>
</tr>
<tr>
<td>Spring 2014 Applications received before 1st day of class 2013 - 111 or 11.1% ***</td>
<td></td>
</tr>
<tr>
<td><strong>Action Plan</strong></td>
<td>We will continue a targeted email message approach to applying for graduation for students graduating Spring 2015. Associate Registrar is partnering with the Assistant Provost for Advisement in implementing and communicating the plan to the students.</td>
</tr>
<tr>
<td>Based on the results from FY13, the number of earned hours has been reduced from 75 to 45 in the attempt to identify students to apply for graduation sooner.</td>
<td></td>
</tr>
<tr>
<td>Our strategy for FY 14 is to have students graduating Spring 2015 to apply by the first day of class of Spring 2014 by working with the advisement centers and Provost Office.</td>
<td></td>
</tr>
</tbody>
</table>
Goal 2

Promote Academic Excellence and ensure Student Success by improving the communication plan to the faculty about the submission of final grades and by having 100% of the missing final grades submitted to the Registrar’s Office by the published deadline.

Strategic Theme Relationship

Academic Excellence & Student Success

Deliver a message to Faculty during the final grades submission time that will remind them they have missing final grades that need to be submitted via Faculty Wings.

Have 100% of the missing final grades submitted to the Registrar’s Office by the faculty by the published deadline. The measurement of the collection of the missing grades will be done by the Assistant Registrar of Registration & Records with the use various reports that show the number of missing grades.

Objective

Deliver a message to Faculty during the final grades submission time that will remind them they have missing final grades that need to be submitted via Faculty Wings.

Have 100% of the missing final grades submitted to the Registrar’s Office by the faculty by the published deadline. The measurement of the collection of the missing grades will be done by the Assistant Registrar of Registration & Records with the use various reports that show the number of missing grades.

Implementation Strategy

The first day of final exams, the Assistant Registrar of Registration and Records will contact the Provost Office and IT services and request the injection page be programmed and begin running four days before the grade processing date.

Only those faculty members who have final grades missing will receive the injection page each time they log into their MyGeorgiaSouthern account.

IT services will program the injection page script to run late the first night set by the Registrar’s Office and will re-inject the page every six (6) hours until the morning of grade processing. The page will run 11 pm – 5 am – 5 pm to 11 pm, etc.

Measurement Tool

A ReportSmith report run by the Assistant Registrar of Data Processing will be used to monitor the count of the null grades during the time of the injection page.

A Business Objects report is used by IT services to determine those faculty members who need to receive the injection page during the scheduled time before grade processing.

Data Collection Process

The Assistant Registrar of Registration and Records will use a ReportSmith report to determine those faculty members who missed the published final grades submission deadline and will report this information to the Provost Office.

Before grades are processed at the end of each semester, the final report of those faculty members who did not meet the deadline will also be sent to the Provost Office. The Assistant Registrar of Registration and Records will use a ReportSmith report to determine the names of the faculty who did not submit their final grades before grade processing and the number of missing grades. The missing grades will be coded as “NR” – Not Reported by Instructor. The professors of those rosters with the “NR” grades will have to work with the Records area of the Registrar’s Office and submit a grade change form to get the final grade posted on the students’ transcripts.

Target

To use this tool to notify faculty members about their missing grades and eventually have zero (0) grades missing the morning of grade processing. The goal will be to have less than 1% of the final grades reported missing the morning of grade processing.

Findings & Analysis

Here are the final grades collections results before and after the injection page:

<table>
<thead>
<tr>
<th></th>
<th>Spring 2011</th>
<th>Summer 2011</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing at deadline</td>
<td>1459</td>
<td></td>
<td>508</td>
</tr>
<tr>
<td>Missing morning of GP</td>
<td>465</td>
<td></td>
<td>Not Reported</td>
</tr>
<tr>
<td>NRs at GP</td>
<td>49</td>
<td>40</td>
<td>11</td>
</tr>
</tbody>
</table>

*Missing grades for summer terms are not recorded due to the multiple parts of term. Normally, there are fewer than 100 final grades missing at the deadline.

<table>
<thead>
<tr>
<th></th>
<th>*Spring 2012</th>
<th>**Summer 2012</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing at deadline</td>
<td>307</td>
<td>1013</td>
<td></td>
</tr>
<tr>
<td>Missing morning of GP</td>
<td>238</td>
<td>678</td>
<td></td>
</tr>
<tr>
<td>NRs at GP</td>
<td>99</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

*This term we had several issues with the grade processing procedures.
**Georgia Southern University**  
**Student Affairs and Enrollment Management**  
**FY13 Institutional Effectiveness Plans**

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>For FY14, if this target is not met, the Assistant Registrar of Registration &amp; Records will meet with the Registrar to come up with a new plan of notifying faculty, department chairs, Associate Deans, Deans and the Provost office about the missing grades deadline. If all goes well with the current target, a new goal of having less than 0.5% grades reported missing the morning of Grade Processing will be set.</td>
</tr>
</tbody>
</table>

**Goal 3**

**To ensure Student Success by allowing undergraduate students that are 10 quality points down or less to continue in their currently enrolled classes without submitting a Readmission Appeal form. This will allow the student to continue their enrollment in classes for the future semester.**

**Strategic Theme Relationship**  
Student Success

**Objective**

Identify undergraduate students that are 10 quality points down or less from a 2.0 total institution GPA.  
Allow undergraduate students to continue in their currently enrolled classes after being placed on Exclusion 1 and prevent them from submitting a Readmission Appeal form. We have modified our E1/E2 Autosave report to identify the students less than 10 points down to save their classes. We will allow the students to continue enrollment in classes and progress towards graduation.

**Implementation Strategy**

The Assistant Registrar will work with SAEM Technical Support to identify these students and include them with the other students that have made a 2.0 GPA or better their last two semesters.  
The Records Supervisor will assign an Override that will allow undergraduate students to continue enrollment.

**Measurement Tool**

A Business Object report of students who have 10 quality points or less from a 2.0 total institution GPA for Summer 2013 and Fall 2013.  
Students who are identified through the appeal process who have 10 quality points or less from a 2.0 total institution GPA from Summer 2012 and Fall 2012.

**Data Collection Process**

The Assistant Registrar will run a Business Objects report developed by SAEM Technical Support after grade processing each semester to identify those undergraduate students that are down 10 quality points or less from a 2.0 total institution GPA.  
The Associate Registrar and Senior Administrative Secretary will compare Summer 2012 and Fall 2012 undergraduate students who were identified through the appeal process to Summer 2013 and Fall 2013 undergraduate students who were identified on the Business Objects report.  
The data comparisons will be completed after Summer 2013 and Fall 2013.

**Target**

To identify 100% of all undergraduate students who are 10 quality points or less from a 2.0 total institution GPA.  
To give 100% of all undergraduate students who are 10 quality points or less from a 2.0 total institution GPA the option to continue enrollment.

**Findings & Analysis**

Report has been given to our office by SAEM Tech Support on 7/8/13 and is currently being reviewed for accuracy.

**Action Plan**

We will compare the number that self-identified as less than 10 points down to the number that is identified through the report. The report will be used by the Assistant Registrar for Technology after grade processing during Fall 2013 to identify these students.

---

**Missing grades for summer terms are not recorded due to the multiple parts of term. Normally, there are fewer than 100 final grades missing at the deadline.**
Mission Statement
The Office of Strategic Research and Analysis, a staff unit in the Division of Student Affairs and Enrollment Management, supports the University’s vision and mission by compiling, analyzing, and reporting institutional data that facilitate planning, assessment, and decision-making. http://em.georgiasouthern.edu/osra/

Goal 1
Increase understanding of factors that may impact freshman success at Georgia Southern by introducing the assessment of distance from first-year students' home addresses to campus and its relationship to first-year success.

Strategic Theme Relationship
Increase research, scholarship, and creative activity. Enhancement of student success.

Objective 1
Assess the relationship between distance from freshman home addresses (prior to attending Georgia Southern University) to the Georgia Southern campus and first-year retention

Implementation Strategy
Persons responsible: Associate Director-Assessment and Research Analyst II
Obtain distance and first-year retention data on Fall 2011 Georgia Southern freshmen; conduct correlation analyses to assess the relationship between the two variables.

Measurement Tool
Data file consisting of distance (miles) data derived from geographical information Systems software (ArcGIS) and retention data from the Academic Data Mart. Correlation analyses conducted using IBM SPSS [“Statistical Package for the Social Sciences”] Statistics; Pearson Product Moment Correlation Coefficients will provide a quantitative index of the direction and strength of the relationship between distance from home address to Georgia Southern campus and first-year retention.

Data Collection Process
Georgia Southern Fall 2011 freshman information compiled from the Academic Data Mart, were entered into the ArcGIS program to compute distance from home addresses to Georgia Southern’s campus. Additional student data (e.g., first-year retention status) were added to yield the operational data file used for analysis.

Variable List: Distance (miles) from students’ home addresses (across United States and within-Georgia only) to Georgia Southern University campus; first-year retention (1 = Yes 0 = No); Within-Georgia only (including metro Atlanta vs. non-metro)

Timeline
April 2013 Data compilation
May 2013 Built operational data file
May 2013 Initial analyses
June 2013 Follow-up analyses
July 2013 Report

Target
Some studies in higher education research have suggested that a freshman’s distance from home to college/university may have a meaningful influence on whether he/she is retained after the first academic year. Here, we are seeking to determine whether there is a meaningful relationship between distance from freshman home addresses to Georgia Southern and their first-year retention. [The focus here is on interpreting “meaningfulness” based on magnitudes of computed correlation coefficients rather than “statistical significance.” Statistically significant correlations between variables would not be entirely unexpected, even among the smallest of correlations, due simply to the increased statistical power associated with large sample/group sizes.] There appears to be no precedent for this specific line of investigation at Georgia Southern University.

Findings & Analysis
Data analysis results showed no statistically meaningful relationship between distance from freshman home address to Georgia Southern and first-year retention.

Action Plan
Re-examine relationship using Fall 2012 freshman cohort data

Objective 2
Assess the relationship between distance from freshman home addresses (prior to attending Georgia Southern University) to the Georgia Southern campus and first-year cumulative grade point average.

Implementation Strategy
Persons responsible: Associate Director-Assessment and Research Analyst II
Obtain distance and first-year cumulative grade point average data on Fall 2011 Georgia Southern freshmen; conduct correlation analyses to assess the relationship between the two variables.

Measurement Tool
Data file consisting of distance data derived from Geographical Information Systems software (ArcGIS) and relevant data from the Academic Data Mart. Correlation analyses conducted using IBM SPSS [“Statistical Package for the Social Sciences”] Statistics; Pearson Product Moment Correlation Coefficients will provide a...
**Georgia Southern University**  
**Student Affairs and Enrollment Management**  
**FY13 Institutional Effectiveness Plans**

| Data Collection Process | Georgia Southern student information (e.g., demographics, academic information, and retention data) compiled from the Academic Data Mart will be entered into ArcGIS program to derive spatial relationships between student data and geographic/demographic/economic and other factors that may impact first-year retention rates. Using correlation-based analytical methods, we will be able to determine the relationship between distance from students’ home addresses to the Georgia Southern campus and first-year retention using high-precision geographical distance data provided by the ArcGIS program.

Variable List:  
- Distance (miles) from students’ home addresses (across United States and within-Georgia only) to Georgia Southern University campus; first-year cumulative GPA; Within-Georgia only (including metro Atlanta vs. non-metro)

**Timeline**  
- April 2013: Data compilation
- May 2013: Built operational data file
- May 2013: Initial analyses
- June 2013: Follow-up analyses
- July 2013: Report

| Target | Determine the strength of the relationship. There appears to be no precedent for this specific line of investigation at Georgia Southern University.

| Findings & Analysis | Analytical results showed no statistically meaningful relationship between distance from freshman home address to Georgia Southern and first-year retention.

| Action Plan | Re-examine relationship using Fall 2012 freshman cohort data

| Objective 3 | Assess the relationship between distance from home address to Georgia Southern and: (1) whether a freshman is a first-generation student; (2) family income; and (3) parents’ highest levels of education.

| Implementation Strategy | Persons responsible: Associate Director-Assessment and Research Analyst II

Obtain distance and first-year retention data on Fall 2011 Georgia Southern freshmen; conduct correlation analyses to assess the relationship between distance from freshmen’s home addresses (prior to attending Georgia Southern) and (1) whether they are first-generation college students; (2) family income; and (3) parents’ highest levels of education.

| Measurement Tool | Data file consisting of distance data derived from Geographical Information Systems software (ArcGIS) and relevant student data from the Academic Data Mart. Correlation analyses conducted using IBM SPSS ["Statistical Package for the Social Sciences"] Statistics; Pearson Product Moment Correlation Coefficients and, when appropriate, Spearman’s Rho correlation coefficients, will provide a quantitative index of the direction and strength of the relationship between distance from home address to Georgia Southern campus and whether a freshman is a first-generation student; family income; and parents’ highest levels of education.

| Data Collection Process | Georgia Southern student information (e.g., demographics, academic information, and retention data) compiled from the Academic Data Mart will be entered into ArcGIS program to derive spatial relationships between student data and geographic/demographic/economic and other factors that may impact first-year retention rates. Using correlation-based analytical methods, we will be able to determine the relationship between distance from students’ home addresses to the Georgia Southern campus and first-year retention using high-precision geographical distance data provided by the ArcGIS program.

Variable List:  
- Distance (miles) from students’ home addresses (across United States and within-Georgia only) to Georgia Southern University campus; first-generation student (1 = Yes 0 = No); family income; father’s highest levels of education; mother’s father’s highest levels of education; Within-Georgia only (including metro Atlanta vs. non-metro)

**Timeline**  
- April 2013: Data compilation
- May 2013: Built operational data file
- May 2013: Initial analyses
- June 2013: Follow-up analyses
- July 2013: Report

| Target | Determine the strength of the relationships. There appears to be no precedent for this specific line of investigation at Georgia Southern University.
# Findings & Analysis
Analytical results showed no statistically meaningful relationship between distance from freshman home address to Georgia Southern and whether a freshman is a first-generation student, family income and parents' highest levels of education.

# Action Plan
Re-examine relationship using Fall 2012 freshman cohort data

## Goal 2
Provide enhanced support to the University and the SAEM division's student and student success survey efforts

### Strategic Theme Relationship
Increase research, scholarship, and creative activity. Enhancement of student success.

### Objective 1
Improve survey response rates by tracking the frequencies of daily responses throughout the lives of surveys conducted within the Division. Assessments of patterns of different surveys/delivery methods and timing may reveal optimum points at which follow-up/reminders may be implemented to improve response rates.

#### Intended user:
SAEM departments that are conducting electronic surveys; for use in determining response patterns for multiple survey types, planning types of interventions and follow-up efforts (including determining optimum points in time for their implementation) to improve overall response rates.

### Implementation Strategy

#### Persons responsible:
Associate Director-Assessment and Research Analyst II

All division surveys administered electronically (for example, via Qualtrics) and supported by OSRA;

**Timeline:**
- April 2013: Began collecting response frequencies of prior surveys, including both national and “locally-developed” surveys
- May – July 2013: Began building a catalog of response frequency graphical patterns

### Measurement Tool
Data file containing daily response frequencies downloaded from electronic survey tool (e.g., Qualtrics).

**Example:** National Survey of Student Engagement (NSSE) 2008:

<table>
<thead>
<tr>
<th>Invitation</th>
<th>Followup</th>
<th>1st Reminder</th>
<th>Final Reminder</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/19/08</td>
<td></td>
<td></td>
<td>5/30/08</td>
</tr>
</tbody>
</table>

### Data Collection Process
Construct data files containing daily response counts downloaded from electronic survey tool (i.e., SPSS mringerview and Qualtrics). The daily response data will be plotted, along with flags identifying applications of intervention strategies (e.g., reminder emails to targeted students who haven’t yet responded to a survey), to develop response histories and records to use in developing and applying intervention methods for future surveys. Improvement may be in type of interventions applied and/or frequency of interventions.

### Target
Determine patterns of participant response frequencies the strength of the relationships. There appears to be no precedent for this specific line of investigation at Georgia Southern University.

### Findings & Analysis
Below are 3 examples of compiled longitudinal survey response frequency distributions, presented graphically across the active survey durations:

1. Athletics Marketing Survey, Spring 2013

   ![](image1)

   4/19/13 68 5/7/13 min 1 max 805

2. Professional Development Council Holiday Luncheon, Fall 2012

   ![](image2)

   12/12/2012 53 15 1/4/2013 min 1 max 53

   * CRI: Flag Football (Fall 12) survey

3. *CRI: Flag Football (Fall 12) survey*

   11/2/2012 63 1 11/14/2012 min 1 max 63

### Action Plan
Continue building catalog for staff and others as a reference source for survey planning and delivery in FY14
Georgia Southern University  
Student Affairs and Enrollment Management  
FY13 Institutional Effectiveness Plans

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Increase awareness of the availability and accessibility of the University’s institutional research-related information located in the Office of Strategic Research and Analysis website</th>
</tr>
</thead>
</table>
| Strategic Theme Relationship | Increase research, scholarship, and creative activity.  
Enhancement of student success.  
Promoting academic excellence. |
| Objective 1 | Increase frequency of clients’ visits to OSRA website as their first source of OSRA/IR information |
| Implementation Strategy | Persons responsible: Research Analyst II  
OSRA-delivered notifications, alerts (media, email notifications at division and University level, etc.); |
| Timeline | July, 2013 Determine pre-intervention traffic from February 2013 – June 2013 via Google Analytics metrics  
Fall 2013 Apply intervention – OSRA director’s message (via mygeorgiasouthern, etc.) to faculty, staff, et al.; monitor post-intervention traffic and assess potential impact of intervention on subsequent visits to OSRA website |
| Measurement Tool | Data file containing weekly or monthly visit frequency data from Google Analytics. |
| Data Collection Process | An initial report was reviewed in April-May 2013. Google tracking to monitor visits/usage to determine patterns and effects of interventions. The first summary report on Google Analytics metrics of OSRA’s website will be available on July 14, 2013. The summary report will provide detailed website visitation data spanning February 2013 through June 2013. |
| Target | Visitation frequencies to SRA website by clients will increase as a result of “intervention(s).” Numerical data will be documented and analyzed to determine extent of (expected) increase. |
| Findings & Analysis | Visits: 2/1/2013 139 32 6/30/2013 Min=32 Week 22 Max=591 Week 8  
From February 1, 2013 to June 30, 2013, 6,389 people visited OSRA’s website. Of these, 72% were new visitors. |
| Action Plan | In FY14, OSRA will determine an appropriate “intervention” to increase campus-wide, et al.’s awareness of the departmental website and the institutional information available located within it. This will be followed by another review of site visit information to see if there is a subsequent increase in site visits. |
**Student Activities**

**Mission Statement**
The Office of Student Activities supports the mission of Georgia Southern University by providing and enhancing diverse involvement opportunities beyond the classroom in a student-centered and engaging environment. We are committed to providing excellent customer service and promoting student growth and development through experiential learning, while fostering a sense of pride and a connection to the university.

**Vision:** Impacting campus life by engaging every Eagle.

**Values:**
- Connectedness – Providing opportunities to build relationships and collaborations between students, faculty, and staff
- Creativity and Innovation – Utilizing new ideas and solutions for continuous improvement
- Customer service – Providing excellence while upholding high standards in our facilities, spaces, and services
- Social learning – Engaging students with involvement opportunities that are enjoyable and educational
- Inclusivity – Creating a welcoming environment that is accessible, accepting, and values every student

### Goal 1
**Increasing and enhancing web-based resources and support**

<table>
<thead>
<tr>
<th>Strategic Theme Relationship</th>
<th>Enhancement of Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Process: Division will determine an effective involvement management system examining CollegiateLink versus OrgSync. CollegiateLink and OrgSync are web-based systems that are designed to allow students to self-manage their student organizations, provide administration a portal to connect involvement opportunities with learning outcomes, increase functionality such as organization registration and event management, and also allow for the marketing of events through a variety of communication channels. The determination between the two systems will assist in examining which will increase and enhance web-based resources and services that are provided to student leaders and organizations.</td>
</tr>
<tr>
<td></td>
<td>Stakeholders: Departments within the Division</td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td>SAEM IT, Vice President’s office, Office of Student Activities, and Student Leadership and Civic Engagement will engage in this process for three months to determine which product best suits our needs. Information will be presented to the Vice President of SAEM and Vice President of IT for final approval.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Staff will conduct comparative research between OrgSync and CollegiateLink to determine the strengths and limitations between the two products. This included features, cost, usability, and technical capabilities. This was conducted by SAEM IT in conjunction with each product liaison.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>We will engage in multiple web demonstrations and conference calls with all stakeholders. SAEM IT will create a Google document to collect information and stakeholder input for comparison purposes.</td>
</tr>
<tr>
<td></td>
<td>Timeline: August 2012 – September 2012</td>
</tr>
<tr>
<td>Target</td>
<td>The goal is to select one system and implement by the annual student organization renewal period in April.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>The target was met and CollegiateLink was selected to replace OrgSync as our involvement management system. In comparing the two products, CollegiateLink was found to be more user friendly, have accessible support resources, and more applicable features (ie. Service hour tracking and curriculum development) that are in line with the direction of the Division.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>This process is finished. In the future, we will continue to train student and staff on the features and functions of CollegiateLink. Additionally, we will explore further features to help streamline and enhance our work with students.</td>
</tr>
</tbody>
</table>

### Goal 2
**Develop and implement a student organization structure providing learning opportunities for students and advisors**

<table>
<thead>
<tr>
<th>Strategic Theme Relationship</th>
<th>Enhancing student success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Process: The Office will develop a Student Engagement Model that will increase the number of intentional programs following a framework to guide the development, and refinement, of our resources and learning opportunities for Student Organizations</td>
</tr>
<tr>
<td></td>
<td>Stakeholders: Office of Student Activities and Students.</td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td>OSA professional staff and leadership will meet bi-weekly throughout the fall semester to develop this model. The final model will be shared with the OSA Director for feedback and approval. After approval, the model will be mapped to existing resources and opportunities provided by the OSA, and will be used as a guide for future programs, events and services.</td>
</tr>
<tr>
<td>Objective 1</td>
<td>Process: The OSA will develop a category system to align student organizations with targeted learning opportunities and resources. Stakeholders: The Office of Student Activities and Student Organizations</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Self-Assessment: OSA staff will provide constructive suggestions and ideas during facilitated conversations as the category system evolves in its development. Ideas will be shared with the Director for further feedback. We will also track the number of organizations in each category and their level of participation in provided opportunities throughout the year (i.e. events, workshops, incentive program, etc.).</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>OSA staff will engage in weekly meetings with the Assistant Director, where notes will be kept and shared with the Director.</td>
</tr>
<tr>
<td>Target</td>
<td>The target was met for both development and mapping.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>Target was met for the advisor resource project, and the development is on schedule for targeting learning opportunities and resources for meeting our Fall 2013 goal.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>The target has been partially met for the advisor resource project, and the development is on schedule and online resources for student use.</td>
</tr>
</tbody>
</table>

| Objective 2 | Process: The OSA will develop a category system to align student organizations with targeted learning opportunities and resources. Stakeholders: The Office of Student Activities, Student Organizations and advisors. |
| Implementation Strategy | The Assistant Director for Student Involvement will coordinate the development of the Student Organization category system by facilitating conversations related to student learning and community needs. |
| Measurement Tool | Self-Assessment: OSA staff will provide constructive suggestions and ideas during facilitated conversations as the category system evolves in its development. Ideas will be shared with the Director for further feedback. We will also track the number of organizations in each category and their level of participation in provided opportunities throughout the year (i.e. events, workshops, incentive program, etc.). |
| Data Collection Process | OSA staff will engage in weekly meetings with the Assistant Director, where notes will be kept and shared with the Director. |
| Target | There will be a set Student Organization category system by April 2013, in order to implement it for the annual renewals process. All expectations of each category and opportunities were shared during the Annual Renewal Workshops in April 2013. |
| Findings & Analysis | The target was met and the category system was implemented alongside the Spring 2013 renewal process. |
| Action Plan | We plan to continue the development of the category system for Student Organizations in regards to targeting learning opportunities and resources for each category. In reviewing the participation and tracking numbers, we will be able to determine the effectiveness of the categories and determine any further adjustments that need to be made. |

| Objective 3 | Process: The OSA will increase resources to support (A.) Student Organizations and (B.) Advisors. Stakeholders: The Office of Student Activities, Student Organizations and advisors. |
| Implementation Strategy | (A.) An Activities Coordinator will be responsible for the initial development of resources for Student Organization leaders through web research, benchmarking, and national best practices. They will be available on the departmental website, on-site in the Williams Center, and through workshops. (B.) A Graduate Assistant and a Practicum Student will be responsible for the development of advisor resources through web research, benchmarking, and national best practices. They will be available on the departmental website, on-site in the Williams Center, and through workshops. Both development processes will be advised by the Assistant Director for Student Involvement. |
| Measurement Tool | (A & B) Self-Assessment: Staff will research best-practices in relation to providing resources for Student Organizations and advisors and provide suggestions for implementing and creating new resources. |
| Data Collection Process | (A & B) Findings and suggestions will be shared with the Assistant Director for Student Involvement. Timeline: January 2013 – March 2013 |
| Target | (A.) There will be resources related to developing organizations, leadership skills and event planning available to Student Organizations by the end of Fall 2012 semester. (B.) There will be a wide variety of advisor resources, ranging from advising basics to working with special student populations, available by Fall 2013. |
| Findings & Analysis | (A.) The target was met for Student Organization resources, and there now exists a wide-variety of print and online resources for student use. (B.) The target has been partially met for the advisor resource project, and the development is on schedule for meeting our Fall 2013 goal. |
| Action Plan | (A.) While the target has been met, we will continue to reevaluate and add to our resource offerings for student organizations by following our process expressed above. (B.) We continue to research and pull best-practices and examples from peer and aspirational schools in...
order to develop the most impactful selection of advisor resources for our Student Organization community.

The Assistant Director will determine if this was an effective practice by observing if we are receiving less missteps in decisions and actions by organizations and advisors, through one on one conversations with student organization, and questions that will be asked in our EBI survey.

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Student employee development program (Facilities and Event Services)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Theme Relationship</strong></td>
<td>Enhancing student success</td>
</tr>
</tbody>
</table>

**Objective 1**

**Process:** Student employees at all levels will participate in semester and monthly trainings that will include information around emergency action, policy and procedures, and team building. This will improve the customer service provided and level of preparedness of our student staff.

**Stakeholders:** The Office of Student Activities, student employees, customers who use our resources and services, and everyone how is housed in and visits our spaces.

**Implementation Strategy**

We will begin the year with setting learning outcomes for our semester trainings and create experiences using that focus. Each month, there will be monthly meetings that cover specific topics surrounding each of those areas.

**Measurement Tool**

Students will be given an assessment (quantitative and qualitative) to determine their self-reported learning throughout the year. This will be based on learning outcomes, and specific learning around the topics presented.

**Data Collection Process**

This will be conducted at the last monthly meeting at the end of April.

**Target**

The goal is that there will be an annual curriculum created for the student employee experience around learning and outcomes. We are expecting that 95% of students will have a clear understanding of our learning outcomes and feel prepared to respond in an emergency, share policies and procedures with others, and have connected to their team.

**Findings & Analysis**

The target has been met, in that semester trainings were conducted along with monthly meetings. It will be critical to see if the anticipated learning occurred during the year-long training series. The results were positive: 83% of students felt they were able to interact with their peers and foster a sense of community, 66% felt they were able to articulate their role in the department, 66% are able to express the department’s mission and purpose, 100% were able to learn effective practices around customer service, and 100% were able to gain a clearer understanding of policies and procedures.

**Action Plan**

It will be important for us to revisit the curriculum and adjust it based on the assessment results. Whether it is around timing, topics, process, or learning styles, the Assistant Director will be responsive to that information, by improving or changing workshops, speakers, and/or activities. Based on the assessment, it will be important to continue to connect our students to the department to see how they fit into the larger picture.

**Objective 2**

**Process:** Intentional team development experience will be created to improve the connectedness of the student employee staff to each other, to the department, and to the university.

**Stakeholders:** Office of Student Activities, facilities student employees.

**Implementation Strategy**

Teams will be created (squads) that will be led by Facility Managers, our lead student employees. They will lead a team of 5-8 students from each area of the department in social and learning activities. Each month they will be given different team building activities to complete as a squad, which is provided by professional staff.

**Measurement Tool**

Students will be given an assessment (quantitative and qualitative) to determine their self-reported connection to each other and the department through this program.

**Data Collection Process**

This will be conducted at the last monthly meeting at the end of April.

**Target**

The goal is that the program will have impacted team morale, ownership of their positions and understanding of their role and impact to the team. We expect that 95% of the students will build friendships between others they do not typically work with, along with respect between student employee positions.

**Findings & Analysis**

The target has been met, in that squads have been created along with monthly activities. It will be critical to see if the anticipated sense of team was developed over the past semester. The assessment results of this program was mixed: 66% of students were able to build connections with their peers, 33% felt a stronger connection to the department, 16% felt a stronger connection to the university, and 100% felt the Facility Managers were strong leaders of this program.
**Objective 3**

**Process:** Facility Manager In Training (FIT) Program will be created to provide a bi-directional experience for students interested in becoming a Facility Manager. The students increase their awareness of the expectations of the position by getting a practical experience. We will also be able to assess their fit for the position.

**Stakeholders:** Office of Student Activities, student employees, visitors and client to our facilities

**Implementation Strategy**

The FIT program was developed with the intention to provide students with a 4 week, hands on experience on what it means to be a Facility Manager before applying for the position. This included online trainings, weekly meetings, and several weeks of shadowing. The Facilities staff worked together to incorporate sessions from Human Resources (Building a Better You) and other guest speakers to train the students in a variety of topics, such as customer service, emergency action procedures, and policies and procedures.

**Measurement Tool**

Students will be given an assessment (quantitative and qualitative) to determine their self-reported learning throughout the program. This will be based on learning outcomes, and specific learning around the topics presented.

**Data Collection Process**

This will be conducted at the last monthly meeting at the end of April.

**Target**

The goal is that there will be an experience that students can determine if they are a good fit for the Facilities Manager position given the practical experience, as well as provide facilities staff a way to gauge the potential success of a student in this elevated role. The goal is for this to be met 100% – that students will obtain a real day-to-day outlook on what it takes to be Facility Manager through curricular and co-curricular experience, and if they are able to be successful.

**Findings & Analysis**

The target has been met, in that the FIT program did occur and it will be used in the selection process of the new Facilities Managers. It will be critical to see if the anticipated learning and experience was meaningful during the program. This program was a success in that 100% of students felt that they were able to gain knowledge about the buildings policies and operations, learn best practices in management, customer service, community, and other supervision strategies, learn in depth emergency action training plans, gain a greater understanding of the expectations and responsibilities of this role, learned effectively from shadow shifts, and have an understanding of each of our indoor and outdoor spaces. In our final wrap up, the students had a positive experience but pointed out some areas of improvement such as communication throughout the program, scheduling of shadow shifts, and improvements for the weekly meetings.

**Action Plan**

This program will need to be further developed in order to make it more intentional to include specific learning outcomes, rather than merely a social experience and information sharing. The Assistant Director will work with his team to set these learning outcomes, connect with the Student Engagement Model, and assess to make sure that we are creating a meaningful experience. Based on the assessment it will be important to further develop a student’s connection to the department and the university.

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**Goal 4**

**Strategic Theme Relationship**

Enhancing student success

**Objective**

Student Learning: University Programming Board will be trained to understand the value of risk management and integrate it into their planning process.

**Implementation Strategy**

Student leaders will participate in summer and semester trainings where they will be taught the importance of risk management planning in regards to all events and programs they plan as an organization.

**Measurement Tool**

Student leaders will demonstrate their mastery of the risk management process through their program planning during the academic year by completing the risk management matrix in their event planning process.

**Data Collection Process**

Risk management worksheets will be submitted to advisors before their events. These documents will be shared in a central location for the Assistant Director to review.

**Timeline:** August 2012-May 2013

**Target**

All events and programs sponsored by UPB will have a risk management worksheet submitted during the initial development period to allow for educational conversations between the student leader and advisor.

**Findings & Analysis**

The target has been partially met. Student leaders of UPB develop and submit risk management worksheets during the initial development period to allow for educational conversations between the student leader and advisor.

**Action Plan**

We will continue to expand risk management into all aspects of UPB including retreats, trainings, and smaller programs to ensure that risk management is part of the UPB culture and identity. The Assistant Director will begin this process with May 2013 training, and into the next academic year: August training and monthly...
# Georgia Southern University
## Student Affairs and Enrollment Management
### FY13 Institutional Effectiveness Plans

<table>
<thead>
<tr>
<th>Objective 2</th>
<th>Facilities staff and students will create and train on Emergency Action Plan to improve preparedness for incidents and natural disasters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Strategy</td>
<td>During semester and annual training, students will be intentionally trained in emergency action procedures in multiple ways: review of specific policies, table top exercises, identifying staged violations, and other interactive activities.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Students will be given an assessment (quantitative and qualitative) to determine their self-reported learning throughout the year. This will be based on learning outcomes, and specific learning around the topics presented.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>This will be conducted at the last monthly meeting at the end of April.</td>
</tr>
<tr>
<td>Target</td>
<td>The goal is that there will be an annual curriculum created for the student employee experience around learning and outcomes. It is anticipated that 90% of students will gain an understanding of proper procedures, their role in the process, and be able to articulate their learning.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>The target has been met, in that semester trainings were conducted along with monthly meetings. It is critical to see if the anticipated learning occurred during the year-long training series. This training portion of the student employee development program was successful. 100% of students understand the department’s procedures for responding to an emergency, understand their role in the process, and felt they were able to apply their knowledge to specific scenarios through practical application.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>The Assistant Director will be responsive to the students to provide new ideas and innovative ways to train students in this area, whether it is around timing, topics, process, or learning styles. This could be by including more hands-on activities, inviting new speakers, and setting up test scenarios throughout the year.</td>
</tr>
</tbody>
</table>

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### Goal 5

**Strategic Theme Relationship**
Enhancement of student success

<table>
<thead>
<tr>
<th>Objective</th>
<th>Collect data related to satisfaction and learning for the student union and student activities in order to improve our services and resources provided in the Russell Union and Williams Center.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation</td>
<td>Educational Benchmarking Institute (EBI) surveys</td>
</tr>
<tr>
<td>Strategy</td>
<td>Three surveys were administered this year, through EBI – customer service for those who had reservations in our space, overall facilities assessment, and overall student activities and learning assessment. Reservations survey was sent out periodically throughout the year, Union was conducted in the fall, and Student Activities was conducted in the spring.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>EBI provided the standard questions and online tool to distribute the survey. Results will then be analyzed by the institution and EBI will provide comparison data for us against other institutions.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Reservations survey was sent out periodically throughout the year, Union was conducted in the fall (November), and Student Activities was conducted in the spring (April). A random sample of students was selected of the undergraduate population, totaling 3500 students. They were sent the initial survey via email, with two follow up reminders and a “last chance” opportunity. An incentive is provided through a drawing of all who participate.</td>
</tr>
<tr>
<td>Target</td>
<td>The goal is to gain baseline information of the customer service, resources, and learning that is occurring within the Office of Student Activities in facilities and student involvement. It is expected that 80% of students will be satisfied with these aspects of the department.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>Each of the surveys was conducted this year. It will be important to analyze the data and determine areas of improvement for our practice and services. After reviewing the results of the assessment, the department will meet with Strategic Research and Analysis to complete a full analysis of the data including comparative data from other institutions. For overall satisfaction of these areas: in reservations and event services, respondents were 94% satisfied to extremely satisfied with their experience, 94.3% were satisfied to extremely satisfied with the Russell Union, and 95.4% were satisfied to extremely satisfied with the student activities offered.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>The survey data will be reviewed and results will be reflected in the actions of the departmental strategic plan and other initiatives, led by the Director. It will also be the goal to conduct the reservations survey annually, while the other two will rotate every other year. Once specific data has been reviewed by the department and Strategic Research and Analysis, the leadership team of the department will determine adaptations of our practices, services, and offerings to continuously strive to meet students’ expectations.</td>
</tr>
</tbody>
</table>

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**Timeline:** August 2012-May 2013
**Student Conduct**

**Mission Statement**
The mission of the Office of Student Conduct is to educate students on social responsibility by providing educational resources and by facilitating the student conduct process guided by the Georgia Southern University Code of Student Conduct. Our mission is derived from the university mission which states “Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.” [http://deanofstudents.georgiasouthern.edu/conduct/about](http://deanofstudents.georgiasouthern.edu/conduct/about)

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**Goal I**

| Strategic Theme Relationship | Increase opportunities to educate campus community about the Office of Student Conduct and VALUES (Voices, Accountability, Lasting Traditions, Unity, Ethical Behavior and Scholarship). |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------

**Objective 1**

**Implementation Strategy**
VALUES Team will set goal at start of fall semester to increase its programs. The Administrative Coordinator will supervise the VALUES Team and support them in creating a VALUES Week and "Eagles Sharing VALUES". All programs will be completed by the end of April 2013. These programs are beneficial to students in that they encourage positive behavior; educate them on how to make informed decisions and ethical behavior. These programs are: "Eagles Sharing VALUES", VALUES Week, "What Happens in the Dark will Come to Light", Talk With the Dean, and Ice Cream with the Dean.

**Measurement Tool**
OSC will keep track of number of VALUES programs, as well as count the number of students in attendance.

**Data Collection Process**
VALUES Team will report events back to OSC, specifically the Administrative Coordinator during weekly VALUES Team meetings. A designated team member will inform the Administrative Coordinator of the number of students present at the event, and any additional information about the event (such as date, time and location).

**Target**
VALUES Team will plan and implement at least 2 programs per semester.

**Findings & Analysis**
VALUES was presented to approximately 20 FYE classes in fall 2012. VALUES Team completed the following programs: "Eagles Sharing VALUES" (ongoing passive program), VALUES Day (100 students attended) and "What Happens in the Dark Will Come to Light" (15 students attended). VALUES Week will occur in April 2013.

**Action Plan**
Target of 2 programs per semester was met. Plan of action for next year is to create a large-scale VALUES program in fall 2013. Administrative Coordinator and Judicial Officer will coordinate this with VALUES Team. ID Scanners will be used to track student attendance, as target will shift to not only create more programs, but to have increased GSU community attendance at programs.

**Objective 2**

**Implementation Strategy**
End of VALUES program assessments in fall 2012 will be implemented by Amy Zieziula.

**Measurement Tool**
Students will provide feedback in a survey after the VALUES programs.

**Data Collection Process**
Handout surveys at end of each VALUES program.

**Target**
60% of student respondents will be able to define VALUES.

**Findings & Analysis**
Due to change in staff this was not fully implemented. Students did provide positive survey responses after programs, but definition of VALUES was not directly asked. Some students responded to open-ended question on survey requesting more programs relating to VALUES and better advertising to increase student attendance at VALUES programs.

**Action Plan**
Plan of action for next year is at end of VALUES program assessments will ask students if they can define VALUES. Implemented by VALUES Team in fall 2013.

**Objective 3**

**Implementation Strategy**
OSC increased its presence on campus through events with the VALUES Team, as well as through FYE presentations. OSC was present as “Talk With the Dean” events, as well as ‘Boro Browse in the Union Rotunda.

**Measurement Tool**
Conduct cases will have decreased by 10% in Fall 2012 compared to Fall 2011.

**Data Collection Process**
Student Conduct computer management system Maxient will be used to run a report that compares conduct statistics of Freshman class in Fall 2012 to Fall 2011. Report will be completed by January 2013.

**Target**
To decrease incidents by 10% compared to the previous year.

**Findings & Analysis**
Overall conduct hearings were 971 in fall 2011 compared to 693 in fall 2012, which is a decrease of 29%.

**Action Plan**
Target to decrease incidents by 10% was met. Plan of action for next year is to create “Know the Code” program for Fall 2013 Week of Welcome with continued goal being to further decrease incidents. This will
### Goal 2
**Strategic Theme Relationship:** Improve marketing materials and website.

**Objective 1:** GSU community will utilize the OSC website resources more frequently to educate themselves on the conduct process, as well as students’ rights and responsibilities.

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
<th>OSC will redesign website by February 2013 so that it is more inviting, user friendly and better addresses the GSU community’s concerns and questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement Tool</td>
<td>Request IT to track number of hits to OSC website.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Collect total number of hits to website in spring 2013.</td>
</tr>
<tr>
<td>Target</td>
<td>Spring semester 2013 would see an increase of 20% compared to spring 2012 website traffic.</td>
</tr>
</tbody>
</table>

**Findings & Analysis:** OSC website was still being redesigned in spring semester, so data has not been collected for website traffic yet.

**Action Plan:** Plan of action for next year is that OSC staff and correspondence (website will be included in all letters, email signatures and any fliers that are shared) from staff will direct faculty, staff, parents and students to the OSC website to increase traffic to website, and that this data will be collected by working with IT.

### Goal 3
**Strategic Theme Relationship:** OSC will become more involved at local, state and national level.

**Objective 1:** Staff will increase involvement with national and regional organizations, and continue to work towards degrees.

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
<th>Staff will attend Drive-in Workshops and Association for Student Conduct Administration Conference (ASCA) in February 2013.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement Tool</td>
<td>Staff will attend at least one conference, and Director will collect and maintain this information.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Gather data on conference attendance, conference presentations, and organization involvement.</td>
</tr>
<tr>
<td>Target</td>
<td>All staff will attend at least one conference and/or become involved with a professional organization.</td>
</tr>
</tbody>
</table>

**Findings & Analysis:** New full-time staff member joined ASCA and RAC-SCO. Both full-time staff members attended the ASCA Conference, and one attended the Drive-in Workshop. New administrative assistant was unable to attend any as she is a new hire.

**Action Plan:** Plan of action for next year is that OSC will research organizations and travel grants to attend conferences. Staff will seek opportunities to present or volunteer with organizations. Entire OSC staff (including Graduate Assistants) will do this in fall 2013.

### Goal 4
**Strategic Theme Relationship:** Provide more professional development opportunities for those involved with OSC.

**Objective**

<table>
<thead>
<tr>
<th>Implementation Strategy</th>
<th>OSC will coordinate training opportunities for Conduct Board and Advocates and will continue to offer monthly OSC newsletter which include “hot topics” for the Board to be familiar with.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement Tool</td>
<td>Sign-in sheets to Board and Advocates at all training workshops. Director will collect and maintain this data.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Track attendance in OSC database for all training workshops.</td>
</tr>
<tr>
<td>Target</td>
<td>75% of Board and Advocates will have attended at least one workshop by Spring 2013.</td>
</tr>
</tbody>
</table>

**Findings & Analysis:** Only one workshop was offered in fall semester. The topic was “Sexual Assault Training” and 13 members attended which is less than half of the members.

**Action Plan:** Plan of action for next year is to provide 2 workshops per semester for Conduct Board and Advocates to better accommodate different schedules. Conduct Board and Advocates will be asked to become involved with the “Know the Code” campaign as well. Coordinated by the Judicial Officer and Administrative Coordinator by fall 2013.
Georgia Southern University
Student Affairs and Enrollment Management
FY13 Institutional Effectiveness Plans

Student Disability Resource Center

Mission Statement
The Student Disability Resource Center (SDRC) is committed to providing an equal educational opportunity for all qualified students with disabilities. A unit of Student Affairs and Enrollment Management (SAEM), the Student Disability Resource Center supports both the SAEM mission and the University’s strategic plan by promoting and contributing to a university community centered on student learning and success.

The SDRC office staff is responsible for the coordination of all services for students with disabilities. Our objectives are to provide reasonable academic accommodations and coordinate appropriate services based on the student’s individual needs.

http://studentsupport.georgiasouthern.edu/sdrc/about/mission/

<table>
<thead>
<tr>
<th>Goal</th>
<th>Promote and provide test proctoring services aimed at enhancing the GPA of students receiving services through the SDRC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Theme Relationship</td>
<td>Promoting academic excellence and enhancement of student success</td>
</tr>
<tr>
<td>Objective 1</td>
<td>Increased utilization of test proctoring services provided by SDRC will result in higher aggregate GPA’s for students registered with SDRC – Type of Objective – Performance; Stakeholders – Students who will utilize test proctoring services.</td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td>Throughout FY ’13, SDRC staff will increase communications with students aimed at emphasizing advantages of utilizing test proctoring services. The SDRC Access Specialist and Assistant Director will be responsible for collecting data for FY ’13 regarding test proctoring usage and comparing the resulting data to usage realized for FY ’12. All students registered with SDRC for FY ’13 and who receive testing accommodations will have their usage of test proctoring services and resulting GPA’s for FY ’13 collected and compared to that of students who used the same services for FY ’12. This broad comparison will be completed and delivered to the Director by 07/01/13. SDRC will use this resulting data to test the validity of our belief that increased usage of test proctoring services will result in higher GPA’s.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Quantitative analysis</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Utilization of test proctoring services will be recorded by the SDRC Access Specialist and Assistant Director throughout FY ’13 and a comparison with FY ’12 usage will be reported to the Director by 07/01/13. It is anticipated that the resulting data will support SDRC claims that increased levels of test proctoring usage will result in higher GPA’s.</td>
</tr>
<tr>
<td>Target</td>
<td>For FY ’13, the target is to increase the number of students who are “frequent users” (defined as 10 or more exams/semester) of test proctoring services by 10% over FY ’12. Additionally, we will expect to realize a continuation of a long standing pattern of increasing aggregate GPA as test proctoring utilization increases. For this sample of students, the target is to realize an aggregate GPA increase of 0.1.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>During fall and spring semesters of FY ’12, a total of 74 students were “frequent users” (defined as 10 or more exams taken in a given semester) of SDRC test proctoring services. By comparison in FY ’13, 176 students were “frequent users” of test proctoring services representing a 138% increase over FY ’12. Of the 30 students who were “frequent users” for all 4 semesters represented, the average FY ’12 usage was 13.4 exams per semester while the average FY ’13 usage was 15.3 exams per semester. For this particular sample, this represents an increased usage of roughly 14% over FY ’12. For these same 30 students, the average GPA for FY ’12 was 3.04 as compared to the average FY ’13 GPA of 3.22. This represents an increase of 6% or .18 GPA. For the period of times described, this target was met.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>For FY ’14, SDRC staff will track all returning users (both frequent as well as non-frequent) of test proctoring services in order to compare the usage of all FY ’13 students to their usage in FY ’14. This information will be measured only on students who are enrolled at GSU during both years. The current status of this action plan is “planned”, it should be considered as a “medium priority” and the projected date of completion is 12/31/13. The SDRC Assistant Director and Access Specialist will be responsible for implementation of this action plan.</td>
</tr>
</tbody>
</table>

Goal 2
Provide a program of note taking assistance for qualifying students which offers multiple effective methods and instruments aimed at increasing usage among qualified students.

Strategic Theme Relationship
Promoting academic excellence and enhancement of student success

Objective 1
SDRC will increase the frequency and types of efforts aimed at providing multiple methods and instruments for use in better meeting the academic accommodation need of note taking assistance. Type of Objective – Process, Program; Stakeholders – students who were involved in formulating outcome via requests for improved methods of receiving note taking assistance.

Implementation
Throughout FY ’13, the SDRC Director, Associate and Assistant Directors and Access Specialist will...
Objective 2

Students will more frequently utilize the academic accommodation of note taking assistance involving the provision of supplemental notes by peer note takers. Type of Objective – Performance; Stakeholders – students who were involved in formulating outcome via requests for improved methods of receiving note taking assistance.

Implementation Strategy

Throughout FY '13, the SDRC Director, Associate and Assistant Directors and Access Specialist will communicate to qualified students an increased emphasis on usage while providing much needed training to students.

Measurement Tool

Quantitative - SDRC data base will be used by our Access Specialist to track usage of peer note takers by students qualifying for note taking assistance.

Data Collection Process

Utilization of note taking assistance will be measured throughout FY '13 by SDRC Access Specialist and reported to Director by 07/01/13. This will be measured as the SDRC Access Specialist meets individually with qualified students requesting supplemental classroom notes from peer note takers and as requesting students are matched and begin receiving notes using established SDRC note taking procedures.

Target

20% of qualified students will make use of some method of peer note taking assistance during FY '13. This target was developed as a seemingly reasonable increase over FY '12 usage which totaled just over 11% of qualified students.

Findings & Analysis

During FY '13, the number of students qualifying for note taking assistance rose significantly from 209 in FY '12 to 281. The number of qualified students being matched with note takers and therefore receiving supplemental notes rose from 115 (11% of 209 eligible) in FY '12 to 64 (23% of 281 eligible) in FY '13. The achievement target of 20% for FY '13 was therefore met.

Action Plan

For FY '14, SDRC will track all forms of note taking assistance utilized by qualified students including classes for which faculty notes are provided, lectures are recorded and peer supplemental notes are received. This will give us a more accurate depiction of needs being met related to the accommodation of note taking assistance being provided. This action plan is "planned", of "medium" priority and will be completed by 12/31/13. It should be considered to be of "medium" priority.
### Goal 3

**Provide financial support for qualified students needing diagnostic testing for learning disorders by securing funds from private donors.**

#### Strategic Theme Relationship
Fiscal sustainability and promoting academic excellence and enhancement of student success

#### Objective 1

Students who are in need of diagnostic testing for learning disorder(s) and who demonstrate financial need will benefit directly from having all or part of the $500 cost associated with testing by the Regents’ Center for Learning Disorders (RCLD) paid for from privately obtained funds through solicitation of SDRC families and supporters. Type of Objective – Process, Program; Stakeholders – students who were involved in formulating outcome via requests for assistance from SDRC with providing increasing financial support through the provision of affordable diagnostic testing.

#### Implementation Strategy
The SDRC Director, Associate Director and Administrative Secretary will implement a direct mail solicitation campaign during FY ’13 aimed at raising funds to be used for diagnostic testing of qualifying students. During the same period of time, the SDRC Associate Director will determine those students who qualify for such assistance, direct appropriate payments to the RCLD and report to the Director by 07/01/13 the numbers of qualified students receiving funding as well as the total amount of funding provided to qualified students during FY ’13.

#### Measurement Tool
Quantitative

#### Data Collection Process
The Administrative Secretary will provide ongoing reports of privately obtained foundation funds collected to the SDRC Director throughout FY ’13. During this same period of time, the SDRC Associate Director will determine those students who will qualify for such assistance, direct appropriate payments to the RCLD and report to the Director by 07/01/13 the numbers of qualified students receiving funding as well as the total amount of funding provided to qualified students during FY ’13.

#### Target
SDRC will provide funding amounting to at least $3000 needed for diagnostic testing of 8 or more qualified students during FY ’13.

#### Findings & Analysis
The target was met and exceeded during FY ’13 with $5500 of funding being used to provide all or partial funding for 12 students. 10 students received funding of $500 each to cover the entire cost of an RCLD evaluation while 2 students received partial funding of $250 each. The SDRC fall ’13 mail solicitation campaign combined with contributions raised through university sponsored campaigns such as a “Day for Southern” resulted in the raising of more than $3100 during the same period of time which will be used to replenish available funds.

#### Action Plan
In order to maintain or exceed annually the targeted funding provided for RCLD testing as well as numbers of students assisted, SDRC will continue to maximize efforts aimed at raising privately donated funds. SDRC will also continue efforts aimed at identifying qualified students. This action plan is being planned and will be completed by 12/31/13. The priority status of this action plan should be considered as “medium” with the SDRC Associate Director and Administrative Secretary being charged with implementation.
Mission Statement
The Office of Student Leadership & Civic Engagement, guided by the principles of transformational leadership, integrates learning, service, and leadership to empower students to become active, global citizens who lead with a lifelong commitment to service.

http://students.georgiasouthern.edu/LeadServe/mission/

Purpose Statement: To empower students to lead change and to make a positive impact.

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Strategic Theme Relationship</th>
<th>Objective 1</th>
<th>Implementation Strategy</th>
<th>Measurement Tool</th>
<th>Data Collection Process</th>
<th>Target</th>
<th>Findings &amp; Analysis</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide additional leadership development opportunities for incoming students</td>
<td>Program outcome: We will expand the Southern Leaders program to include incoming freshmen.</td>
<td>We will create a formalized connection with the LEAD Scholars program to offer incoming students the opportunity to join the Southern Leaders program. The person responsible is Associate Director assisted by Educational Program Specialist.</td>
<td>Compare extended offers to acceptances.</td>
<td>Interviewers at the LEAD Scholars Conference and Interview Day will nominate prospective students for inclusion in the Southern Leaders program. Each nominated student will receive a formal nomination letter requiring a response.</td>
<td>We seek to enroll 80 incoming freshmen in the Southern Leaders program.</td>
<td>Scholarship offers and invitations to the Southern Leaders program were mailed the week of March 11, 2013. Responses will return to the office continuously through the semester and early summer. A total of 36 students accepted their invitations to join the Southern Leaders program.</td>
<td>For FY14 accepted students will enroll in LEAD 1000 during SOAR and participate in Southern Leaders activities including monthly meetings, leadership workshops, community service opportunities, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2</th>
<th>Strategic Theme Relationship</th>
<th>Objective 1</th>
<th>Student Learning Outcome: Participants in the Southern Collegiate Leadership Conference will be better able to identify social justice issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enhance students' awareness of social justice issues</td>
<td>Enhancement of student success</td>
<td>We will offer a social justice educational track as an option in the Southern Collegiate Leadership Conference and will highlight social justice issues relevant to the other workshops. Person responsible is Educational Program Specialist assisted by Heather Jo Harralon.</td>
</tr>
<tr>
<td></td>
<td>Implementation Strategy</td>
<td>Student participants will complete a pre- and post-conference assessment of their knowledge of social justice issues.</td>
<td>Mandatory assessments will be conducted at check-in and at the closing session.</td>
</tr>
<tr>
<td></td>
<td>Measurement Tool</td>
<td>Student participants will complete a pre- and post-conference assessment of their knowledge of social justice issues.</td>
<td>25% of the students who participate in the Southern Collegiate Leadership Conference will demonstrate an increased ability to identify social justice issues.</td>
</tr>
<tr>
<td></td>
<td>Data Collection Process</td>
<td>Student participants will complete a pre- and post-conference assessment of their knowledge of social justice issues.</td>
<td>Of the 126 participants, 82 took both the pre- and post- assessment. Of those, 63 were able to list 3 social justice issues on the pre-conference assessment and 67 were able to list 3 social justice issues on the post-conference assessment, an increase of 4.9%.</td>
</tr>
<tr>
<td></td>
<td>Target</td>
<td>25% of the students who participate in the Southern Collegiate Leadership Conference will demonstrate an increased ability to identify social justice issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Findings &amp; Analysis</td>
<td>Of the 126 participants, 82 took both the pre- and post- assessment. Of those, 63 were able to list 3 social justice issues on the pre-conference assessment and 67 were able to list 3 social justice issues on the post-conference assessment, an increase of 4.9%.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action Plan</td>
<td>The Southern Collegiate Leadership Conference will take place on October 5, 2013. There will not be a dedicated social justice issues track like last year due to the lack of interest from past participants.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Strategic Theme Relationship</th>
<th>Objective 1</th>
<th>Performance Outcome: We will complete Needs Assessments with Community Partner Agencies and publish the results on our website</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide information on potential service opportunities in the local community</td>
<td>Performance Outcome: We will complete Needs Assessments with Community Partner Agencies and publish the results on our website</td>
<td>Interviews were scheduled with Community Partner Agencies and data obtained will be compiled into the Needs Assessment reports. The person responsible is Wendy Denton assisted by Temporary Professional Retiree and Design &amp; Production Manager.</td>
</tr>
<tr>
<td></td>
<td>Implementation Strategy</td>
<td>Assistant Director and/or Temporary Professional Retiree will conduct the interviews and will compile the reports. The Design &amp; Production Manager will ensure that each report is published to the website. Interview with Community Partner Agencies will be completed by June 30, 2013. All Needs Assessment Reports will be compiled and published by August 9, 2013.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measurement Tool</td>
<td>Qualitative data will be compiled from interviews into the Needs Assessment reports.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Collection Process</td>
<td>Assistant Director and/or Temporary Professional Retiree will conduct the interviews and will compile the reports. The Design &amp; Production Manager will ensure that each report is published to the website. Interview with Community Partner Agencies will be completed by June 30, 2013. All Needs Assessment Reports will be compiled and published by August 9, 2013.</td>
<td></td>
</tr>
</tbody>
</table>
### Target
By July 1, 2013, we will have 50 Needs Assessments completed and published.

### Findings & Analysis
Spread sheet summaries of 44 community partners (one partner was collapsed from 7 departments to a single report) have been submitted to the Office of Strategic Research and Analysis. Second annual summary report will be written and posted before faculty return for fall semester. Five more community partner reports are in draft form with the agencies, awaiting approval. Each community partner report is posted as it is approved by the agency.

### Action Plan
The Needs Assessments will enter an annual renewal cycle beginning in July 2013.
Georgia Southern University  
Student Affairs and Enrollment Management  
FY13 Institutional Effectiveness Plans  
Student Media

Mission Statement
The Office of Student Media provides students with comprehensive vocational training that integrates classroom instruction with practical experience in a real-world laboratory modeled after professional media operations. Student Media also strives to provide a written historical record of life on campus and news, information, and entertainment within a designated limited forum for exchange of ideas. Student Media’s mission is two-fold: Training the journalists of tomorrow while informing the students of today.

Goal I  
**Strategic Theme Relationship**: Develop new partnerships and improve relationships with advertisers using targeted advertising strategies.

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Performance Objective- Student Sales Representatives will increase sales revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Strategy</td>
<td>The Business Manager will set sales goals and compile data to ensure all sales goals are met for each publication and on a monthly and semester basis and share those figures with the Director and Business Assistant.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>The Business Manager will utilize the ads software program to generate all sales figures and show quantitative increases over the previous year.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>The Business Manager will work with the Business Assistant to review the data and provide a written report each month and after the completion of each publication to the Director.</td>
</tr>
<tr>
<td>Target</td>
<td>The target is to meet and exceed $135,000 in sales revenues.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>We are currently on target to meet the sales revenues as sales are approximately $13,000 higher than they were at this point last year.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>The plan for next year is to continue current strategies and continue efforts to create new partnerships with companies for advertisements. New relationships will be built every semester and the $135,000 goal will be met by the end of FY14.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2</th>
<th>Process Objective- The Business division will provide good customer service to all advertisers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Strategy</td>
<td>The Business Manager will work with the Administrative Secretary to send surveys to advertisers, asking them to evaluate the staff in the Business division.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Advertisers will provide feedback about the sales process after their ad is run through a qualitative survey.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>The Administrative Secretary will include a copy of the Business Satisfaction Survey (and a self-addressed envelope) to businesses in their invoices for ads run in Student Media publications. Business will return the survey with their payments and the Business Assistant will help track the results. This will be on-going beginning Spring 2013.</td>
</tr>
<tr>
<td>Target</td>
<td>The target is to have 90% of all advertisers responding with positive comments regarding the sales process.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>The target is currently not met as surveys have not yet been distributed.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>This action is planned for all advertisers beginning late March and will run through May. After May initial results will be compiled as a baseline figure. Surveys will continue to be sent through FY14, with a new target of increasing performance ratings over the Spring 2013 results.</td>
</tr>
</tbody>
</table>

Goal 2  
**Strategic Theme Relationship**: Enhance Student Success

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Learning Objective- students interested in working for Student Media will complete a training program for their area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Strategy</td>
<td>The Director and Executive Board will create a training schedule for students interested in working for the paper. The training will be specific for business, productions, and editorial</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Students completing the candidate class (editorial) and design apprenticeship (production) will complete surveys at the end of the program. The Director will keep numbers regarding staff size, class retention, and retention in Student Media.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>The Director and Executive Board will distribute surveys and collect the data. This will be done at the completion of the programs at the end of Spring semester.</td>
</tr>
<tr>
<td>Target</td>
<td>The target is to have 75% of students beginning the training programs complete them. In addition, the Student Media overall staff will continue to grow.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>Staff figures and completion rates will be tallied and compared to previous years. They will also be kept as a baseline figure for future years. At this point, the target is partially met. The staff size has increased due to those who completed the fall training programs. Spring programs are still in process, and surveys will not be available until May.</td>
</tr>
</tbody>
</table>
### Strategic Theme Relationship

**Goal 3**

**Objective 1**

- **Implementation Strategy**: The Executive Board will submit Student Media publications for awards at the annual GCPA conference.
- **Measurement Tool**: Awards will be tracked to determine how many, and what place, awards are won annually.
- **Data Collection Process**: Awards will be tracked to determine how many, and what place, awards are won annually.
- **Target**: The target is to win a greater number of awards and/or increase the place within the award categories.
- **Findings & Analysis**: In FY12 Student Media won 6 awards at their conference. In FY13, 13 awards were won, including 4 first-place awards.
- **Action Plan**: The plan is to continue working to improve the paper and submit better articles, photos, etc. for awards. Student Media will also work to create a process for submitting awards that includes more than just the Editor in Chief.

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**Objective 2 (optional)**

- **Implementation Strategy**: Students, faculty, and staff will be asked to complete a Readership Survey regarding the George-Anne and the different sections of the paper.
- **Measurement Tool**: 3% of the student population will complete the Readership Survey, while an additional 200 surveys from faculty/staff will be collected.
- **Data Collection Process**: The Director and Executive Board will work with the Marketing Director to distribute the survey at Student Media sponsored events throughout Spring 2013 including Dress in the Press and the First Amendment Free Food Festival.
- **Target**: The target is to have 60% of readers rate their trust and reliability in the Student Media publications as good or very good.
<table>
<thead>
<tr>
<th><strong>Findings &amp; Analysis</strong></th>
<th>This target is currently not met. The Spring events where the survey is to be distributed have not yet occurred.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Plan</strong></td>
<td>The plan is to distribute these surveys at the upcoming events and analyze the data throughout the summer. The surveys would be completed again the following spring through the same methods with a planned increase in trustworthiness and reliability.</td>
</tr>
</tbody>
</table>
Technical Support for SAEM Staff

Mission Statement
SAEM Technical Support’s mission is to provide timely customer support for the information technology necessary for our departments’ staff to enhance our student’s success and promote fiscal sustainability. We offer customer friendly efficient services to our students, prospective students and parents.

Goal I

SAEM Technical Support will utilize hosted servers, information systems and workstation support services in order to maximize the performance of our information systems and streamline the support model for human resources required to manage our Information Technology environment.

Strategic Theme Relationship
Fiscal Sustainability

Objective 1

SAEM Technical Support will migrate 100% of SAEM’s divisional and departmental information systems currently hosted on our divisional virtual servers to leased servers in the IT Services cloud (server farm). IT Services implemented their cloud as a leased service to departments to support fiscal sustainability. This model increases IT security, saves the university funds associated with equipment purchases, the housing of the equipment and the IT support for the server operating system.

Implementation Strategy
All of SAEM’s information systems housed on our divisional application servers were identified and funding was secured during the yearend funding process for FY12:
- Axiom
- Axiom Web
- Account Scout
- SmartCatalog/AuthorIt
- SPSS Data Collection Databases
- ColdFusion Databases
- Voluntary Declaration of Disability Form Database
- SPSS mrInterview
- ColdFusion
- Parent & Family Association Scholarship Applications
- Voluntary Declaration of Disability Form
- SAEM Tech Support Request System

Measurement Tool
Progress for each migration will be documented in SAEM Technical Support’s service request system utilizing the request and completion dates, the current status and the status notes. This data will be utilized to measure the progress of the project. Feedback regarding the implementation(s) will be collected through our satisfaction survey.

Data Collection Process
The service request system is utilized by the SAEM Technical Support staff to document the project status. This data is reviewed weekly and monthly by the Dir. of Information Technology for SAEM.

Target
We are targeting June 30, 2013 to have 100% of our information systems migrated to virtual servers in the IT Services cloud. This target date is an internal mandate and was set by the SAEM Technical Support staff because our current servers are out of warranty.

Findings & Analysis
As of May, 2013, all of the Division of Student Affairs and Enrollment Management’s application servers were migrated into the IT Services Cloud and we’ve received no complaints from the departments regarding the efficiency of their information systems.

Action Plan
SAEM Technical Support will continue to utilize the IT Services Cloud for future implementations of information systems for our departments unless otherwise hosted by the vendor in their cloud.

Goal 2

SAEM Technical Support will utilize information technology solutions to increase the security of our stakeholders’ data (i.e. encryption of data; paperless offices).

Strategic Theme Relationship
Fiscal sustainability.

Objective 1

SAEM Technical Support will increase the security on the Division of SAEM’s laptops by implementing Microsoft BitLocker encryption.

Implementation Strategy
An internal review identified encryption as a means to improve the security of our stakeholders’ data. Our laptops and desktops are not encrypted.

SAEM Technical Support will utilize our departments’ previous inventory worksheets and reports from the university workstation management system (Microsoft’s System Center Configuration Manager) to identify all laptops. We will enter a request in our service request system for each department and begin
<table>
<thead>
<tr>
<th>Objective 2</th>
<th>SAEM Technical Support will work with the appropriate departments (meaning the technology is applicable to their operating procedures and they’ve not already implemented) to implement the following paperless information systems which have proven to reduce paper usage and manual form processing, increase data accuracy and enhance security.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation</td>
<td>The following information systems are currently available on campus for use:</td>
</tr>
<tr>
<td>Strategy</td>
<td>• Banner Document Management System (ApplicationXtender)</td>
</tr>
<tr>
<td></td>
<td>• Banner Workflow</td>
</tr>
<tr>
<td></td>
<td>• Axiom Web forms and interface to Banner</td>
</tr>
<tr>
<td></td>
<td>• Dynamic Forms with Electronic Signature</td>
</tr>
<tr>
<td></td>
<td>• Fax Server</td>
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<tr>
<td></td>
<td>The analyst team will continue to promote these systems and offer examples for process improvements to the departments. The analyst team will engage clients and assist them in understanding the benefits of the proposed implementation and assist or manage the project implementations.</td>
</tr>
</tbody>
</table>

| Measurement Tool | Progress for each migration will be documented in SAEM Technical Support’s service request system utilizing the request and completion dates, the current status and the status notes. This data will be utilized to measure the progress of the project. Feedback regarding the implementation(s) will be collected through our satisfaction survey. |

| Data Collection Process | The service request system is utilized to collect the updates by the SAEM Technical Support Staff. Our survey system is utilized to collect feedback from our clients regarding their overall satisfaction with the projects. This data is reviewed weekly and monthly by the Dir. of Information Technology for SAEM. |

<table>
<thead>
<tr>
<th>Target</th>
<th>3 departments will elect to participate by implementing one or more of the information systems listed above in FY13.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings &amp; Analysis</td>
<td>The following departments and implementations were completed:</td>
</tr>
<tr>
<td></td>
<td>• Vice President Citation Award Nominee Form (Dynamic Forms) – Office of the Vice President of Student Affairs and Enrollment Management; SAEM Tech Support Request # 33629; Completed 3/15/2013</td>
</tr>
<tr>
<td></td>
<td>• Electronic Fax Server Services – Financial Aid; Counselors; SAEM Tech Support Request # 34920; Completed 3/20/2013</td>
</tr>
<tr>
<td></td>
<td>• Advanced Placement Test Score load through Axiom – Undergraduate Admissions; SAEM Tech Support Request # 33139; Completed 6/5/2013</td>
</tr>
<tr>
<td></td>
<td>• Office Document Imaging (Banner Document Management System) – Counseling Center; SAEM Tech Support Request # 33954; Completed 3/26/2013</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Based on these successful implementations using these paperless information systems, SAEM Technical Support will continue to work with departments in Fiscal Year 2014 to identify additional opportunities for scheduling meetings with them to explain the process and identify a convenient time for our student employees to initiate the encryption process. Upon completion of each laptop, the request will be updated and the request will be closed when all the department’s laptops are encrypted. Any that cannot be encrypted will be identified and replacement laptops will be requested during the FY13 yearend funding process.</td>
</tr>
</tbody>
</table>
Georgia Southern University  
Student Affairs and Enrollment Management  
FY13 Institutional Effectiveness Plans

Goal 3  
Collaborate with SAEM’s departments and Information Technology Services to implement Blackboard Analytics, a new data warehouse and reporting solution for decision making.

<table>
<thead>
<tr>
<th>Strategic Theme Relationship</th>
<th>Fiscal Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Support Undergraduate Admissions, the Office of Strategic Research and Analysis and IT Services with the implementation of user defined Blackboard Analytics (BbA) executive dashboards by June 30, 2013. The executive dashboards will provide the President’s Cabinet a way to quickly review the current status of the Admissions funnel without the distribution of dated reports/files.</td>
</tr>
<tr>
<td>Implementation Strategy</td>
<td>As directed by the Vice President of SAEM, the Director of Undergraduate Admissions (project lead), Associate Vice President and Director of Strategic Research and Analysis, and the Director of Information Technology for SAEM serve on the core project team. Other members are included as needed from Information Technology Services-Enterprise Application Services, SAEM Technical Support, Undergraduate Admissions, and Strategic Research and Analysis. Specifically, SAEM Technical Support staff will assist with the definition and validation of the BbA Undergraduate Admissions’ perspective and collaborating with all stakeholders and ITS-EAS in the development and publication of the executive dashboards.</td>
</tr>
<tr>
<td>Measurement Tool</td>
<td>Progress will be documented on the university BbA project sharepoint site (<a href="https://inside.georgiasouthern.edu/vpit/infosys/bbanalytics/default.aspx">https://inside.georgiasouthern.edu/vpit/infosys/bbanalytics/default.aspx</a>). This data will be utilized to measure the progress of the project to completion.</td>
</tr>
<tr>
<td>Data Collection Process</td>
<td>Final approval of the delivered executive dashboards to President’s Cabinet.</td>
</tr>
<tr>
<td>Target</td>
<td>President’s Cabinet will approve100% of the executive dashboards for Undergraduate Admissions by June 30, 2013.</td>
</tr>
<tr>
<td>Findings &amp; Analysis</td>
<td>SAEM Technical Support led the exercise to finalize the user definitions for the key performance indicators to be included on the BbA dashboards. This included documenting the data definitions delivered in BbA and our university developed Decision Support System (data warehouse). The definitions were reviewed with Undergraduate Admissions and with the help of IT Services a final definition was written and incorporated into the BbA data model.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Undergraduate Admissions continues to validate the data in the BbA dashboard and plans to deliver the dashboards to President’s Cabinet in mid-September. SAEM Technical Support will continue to provide support for this project.</td>
</tr>
</tbody>
</table>
University Housing

Mission Statement
Through superior facilities, services, leadership opportunities and collaborative efforts, University Housing creates and sustains safe communities for engaged student learning and development.

Goal 1
Maintain a fiscally sound budget in support of departmental and institutional mission.

Strategic Theme Relationship
fiscal sustainability, enhance student success

Objective 1
To increase returning student sign up for upperclassmen spaces in university housing for following year.

Implementation Strategy
University Housing seeks to provide engaged housing environments to all students, including those upperclassmen who choose to remain on campus. As a matter of service, and a matter of fiscal responsibility, we must maximize our upperclassmen occupancy to meet budget and pro-forma responsibilities.

- Production and dissemination of marketing materials to residence halls and campus partners
  - Design and production (Director for Business & Administrative Services and Assistant Director for Resident Life: November 2012)
  - Delivery and dissemination of posters, post cards to permanent home residents: January 2013
- Participate in Housing Fair(s) held in Russell Union (Executive Director for University Housing and Assistant Director for Resident Life) with goal of sharing information and showcasing Freedoms Landing, the 980 bed upperclassmen complex acquired in 2012.
  - January 2013
  - March 2013
- Collaborate with Admissions to communicate and recruit heavily, transfer students, with the goal of securing an increase of 200+ transfer students to on campus housing (Director for Business & Administrative Services, Executive Director for University Housing, Director and Associate Director for Admissions).

Measurement Tool
Application and occupancy report(s) generated weekly that show numbers of applications and completed contracts for both FTFT (First time full time—freshman) and UC (Upper Classmen) classifications. Reports show numbers and types of applications submitted, completed, resultant assignments, and potential occupancy of each complex.

Data Collection Process
- Weekly application reports are generated by Assignments staff using Room Management System (RMS) software and reviewed by Executive Director for University Housing, Director for Business & Administrative Services and the Assistant Director for Resident Life. Reports are shared with University Admissions, and the Vice President of SAEM and the Associate VP for Auxiliary Services.
- Meetings with the Admissions office will provide us collaborative data as well as trends for incoming transfer students. Provided scripts to call centers and recruiters in Admissions will provide information and instruction to securing on campus housing. Numbers of secured upperclassmen will be compared weekly with Admissions
  - Spring and Summer ’13: Housing staff (Executive Director for University Housing, Director for Business & Administrative Services and Assistant Director for Resident Life from Assignments meet with Director and Associate Director for Admissions regarding reports, and trends in data. Occurs on bi-weekly basis
  - Spring ’13: collaborate on language to share regarding housing application process with admissions staff and phone bank personnel who contact potential enrolled students.
  - May ’13: begin targeting transfers based on available upperclassmen bed spaces.

Target
For FY2013, we have a goal of securing 100% occupancy to begin the year and maintaining fall and spring occupancy as proposed with our submitted FY2013 budget.

Findings & Analysis
100% occupancy was impossible with the temporary closing of Watson Hall for FY13. With lower numbers of returners to occupy upperclassmen areas, first years were moved to Freedoms Landing. To begin the year, of the available beds we had (-Watson), we officially began the year at 98%. This was a result of some bold decision making and attempting to maximize the residents we had with respect to assignment. It has become clear that despite the belief that our campus could hold solid with an additional 1800 beds, the off campus properties and their pricing structure will continue to impact our applicants and occupancy. Moreover, some of the new academic policies that related to academic standing impacted our retention
Action Plan

In order for us to maintain occupancy, there are some factors within our control and others that are not. For future, our marketing and recruitment plans will include the following:

- To compete with off-campus housing units we will begin the process of recruiting returning students to live on campus in November instead of January, and will include the following:
  - On campus Housing Fair to be held in Russell
  - Block offerings to returning students
  - Consideration of bundled costs to go along with dining and parking to make long term stay attractive and easy
  - Stronger presence within halls with marketing materials and longitudinal exposure to the benefits of staying on campus, utilizing the Res Ed staff more efficiently in cultivating interest with first year students to remain on campus

August ’13: Assistant Director for Resident Life, Director for Business & Administrative Services, and Executive Director for University Housing will meet to discuss marketing plans for upcoming returning student application process

Objective 2

Improve short term and long term fiscal decision making through the reorganization of the Business & Administrative Services unit, and review of current contracts and processes leading to reduced operating costs.

Implementation Strategy

University Housing has a diverse fiscal profile that includes both calendared revenues and expenses, and an operating budget that includes contracted services and maintenance programs. It is important to review the needs related to these costs, and utilize personnel to make more informed, forecasted and reactive decisions regarding expenditures.

1. Increase personnel responsible for financial analysis and reconciliation, and budget management.
2. Create calendar for analysis and review, and implement proposal processes (for expenditures) so that prudent decisions are made as progressively and in advance as possible.
3. Review existing agency contracts, and where rebid is called for, necessary or available, then conduct rebid process.
4. Re-organization and create additional financial position.

Measurement Tool

1. Monthly Profit and Loss (P&L) statements (Revenue is based on Occupancy thus our goal will be 97% in December 2012 and 93% in May 2013 which will be displayed on monthly P&L statements.
2. Team based budget reporting (Residence Education, Business Admin, and Residential Facilities)

Data Collection Process

Business Manager will meet with Housing leadership to review expenditures for preceding month. Included will be team specific documents that reflect expenditures and generated revenue. Monthly profit and loss (P&L) statements will be used to create documents, and highlight areas of concern in calendaring expenditures.

Monthly, 2nd week:
- Business Manager will meet with Director of Business and Administration and the Executive Director for University Housing to review P&L statements.
- Business Manager will provide team specific budgets to Directors of Residence Educational, Business Administration, and Facilities.
- Review of material will include highlighting accounts that appear to be more than allotted percentage of the budget, and that require follow up.

Target

With the increase in financial services staff as of summer 2012, the depth and responsiveness of budget queries allowed for significant decisions in January ’13 to suspend some of the contracted services for 12-18 months with the goal of saving significant funds. The goal of this process is reduce operating costs by $700K to $1.2M over the time period

Findings & Analysis

Budget research allowed for our Spring occupancy drop to not impact our operations so much so as to make it evident by our students or staff. Reorganization added costs, but the facilities team were able to identify areas to save operating expenses in contracts and supplies to an estimated $1 million through the
targeted time period, covering the Spring occupancy shortfall, without negatively impacting either the level of service or the condition of our spaces.

**Action Plan**

Monthly P&L meeting will continue in FY2014, but with additional expectations of reviewable documents prior to meeting.
- Business Manager will provide monthly accounting of identified accounts spending, and percentage of budgeted amounts.
- If occupancy in FY2014 meets or exceeds amount budgeted for, Housing will review deferred practices used in FY2013, specifically in floor care and preventative maintenance (PMs) to appliances and systems.

**Goal 2**

**Provide safe, clean, and engaging environments for residents.**

**Strategic Theme Relationship**

enhancing student success

<table>
<thead>
<tr>
<th>Objective 1</th>
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<tbody>
<tr>
<td>Residential Facilities staff will maintain quality customer service through safe, clean and well maintained facilities and address concerns within three business days</td>
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<thead>
<tr>
<th>Implementation</th>
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<tbody>
<tr>
<td>Strategy</td>
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<tr>
<td>1. Systematic preventative maintenance and inspections programs</td>
</tr>
<tr>
<td>2. Standard operating procedures in response to work orders</td>
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<table>
<thead>
<tr>
<th>Measurement Tool</th>
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<tbody>
<tr>
<td>• Educational Benchmarking, Inc. (EBI) Resident Survey Satisfaction Factor 4, will provide data elements of resident’s experience in facilities and working with facilities to address issues.</td>
</tr>
<tr>
<td>• TMA (Management Maintenance Software) analytics will provide data on work orders, time of response, satisfaction and/or return calls.</td>
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<tr>
<th>Data Collection Process</th>
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<tr>
<td>Distribute EBI resident survey in early Spring 2013 to all resident students. This is done in by Residence Education through their Residence Directors, Community Leaders, and managed by the Director of Residence Education.</td>
</tr>
<tr>
<td>• Distributed February 13, 2013</td>
</tr>
<tr>
<td>• All surveys returned to EBI by March 15, 2013</td>
</tr>
<tr>
<td>• Data available to RF staff beginning May 15, 2013</td>
</tr>
</tbody>
</table>

TMA analytics will be produced at end of fiscal year to reflect level and type of service. Any alterations to our standard operating procedures will be noted in action plan.
- All work orders will be entered into TMA during the fiscal year.
- Run TMA analytics report July 1, 2013

**Target**

The EBI results will indicate continued improvement, or at the very least, no marked reduction in student satisfaction. Eighty percent of participants will rate maintenance items at a 5.5 or higher on a 7 point scale.

**Findings & Analysis**

The results continue to show that our students highly value our facilities and the staff that perform service to them. Over 2600 residents completed the EBI survey in Spring 2013. The RMS data is report generated from system.

From EBI 2013 (mean on Likert scale of 1-7)

Factor 4: Satisfaction with facilities (5.84/7.00)
Factor 5: Satisfaction with services provided: (5.58/7.00)

RMS work order management

- 13841 work orders completed in the residence halls. These are work orders generated by students and staff to address issues as needed and part of the inspection and/or preventative maintenance program.
- Less than 43 minutes was required to complete the average work order.
- Post work order surveys (system generated) indicate a more than 98% satisfaction rate.

**Action Plan**

While facilities continue to be a highlight for our program, there are areas for review to further enhance our efficiency and the student experience.

- Fall ’13:
  - Director for Residential Facilities and the Executive Director for University Housing will begin development of capital project plan to upgrade and repair/replace major elements within complexes to mitigate student or staff submitted work orders.
  - Deferred maintenance program will be reviewed for long term fiscal and physical impact on spaces. Saving money is important but not at the consequence to the complexes and those it serves.

- Spring ’14:
  - Complete EBI 2014
  - Facilitate stronger data mining in RMS to support analytics of time and type of service requested, and investigate potential qualitative (focus group) data on student experience in facilities and with facilities staff.
Objective 2

Residence Education staff will create residence hall environments that support community development and academic success.

Implementation Strategy

The traditional mode of providing social, developmental and academically supportive programming in the residence halls has begun to transition towards a curricular model with significant educational outcomes associated with it. Beginning in 2012, Residence Education will start phasing in of curricular model of community development, focusing on community development and student success skills.

- Analyze residence education practices through the Residential Curriculum 10-Step development model provided by the Residential Curriculum Institute sponsored by College Student Educators International (ACPA) and create phase one implementation document and implement through Resident Director staff.
- Partner with the Academic Success Center (ASC) to provide quality trained residence hall academic tutors.
- Create a partnership with the First Year Experience (FYE) office that incorporates instruction roles into the Resident Director position.
- Recruit highly qualified staff for the 2013-2014 academic year.

Measurement Tool

- Educational Benchmarking, Inc. (EBI) Resident Survey Learning Factors 10-16.
- Tutor usage report by semester, hall, and subject.
- 2012-2013 Residence Education Planning Document
- Revised Resident Director Job Description

Data Collection Process

Distribute EBI resident survey in early Spring 2013 to all resident students. Distribution by Community Leader, and collected by Residence Education central office in February. Data returned in late May.

- Distributed February 13, 2013
- All surveys returned to EBI by March 15, 2013
- Data available to RF staff beginning May 15, 2013

Target

1. Maintain or increase (statistically significant) in areas assessed by EBI
   - 5% Increase between 2012 to 2013 data set internally
   - Rank #1 in our Carnegie Classified cohort and select 6.
2. Students will rate each Learning Factor above the previous year, and/or the national mean.

Findings & Analysis

University Housing performed very well per the results of the 2013 administration of the EBI.
- There was a 62% increase in return rate: (11-12) 1696 responses / (12-13) 2752 responses
- University Housing ranked, overall, #1 in Carnegie classification and #1 in our select 6 comparison as well.
- All Learning Factors increased over the previous year, and exceeded the means of our Carnegie and select 6 comparisons.

Action Plan

Despite increases in factors and satisfaction ratings, the “Overall Program Effectiveness” went down this year, (not significantly) but enough to warrant efforts to maintain or increase (it’s a factor rated separate and not as a composite). There is not a way to “monitor” this throughout the year, but there are three factors that will undoubtedly increase this year:
- New Dining Halls will increase ratings (dining is consistently the lowest score on survey by students)
- Revamping of community development plans should result in stronger scores in learning factors and satisfaction rating.

New web based applications address administrative issues that create lower scores in satisfaction factors, allowing for easier and more efficient check in / check out policy.

Goal 3

Select, hire, train and develop a proficient student and professional staff

Strategic Theme Relationship

enhance student success; fiscal sustainability

Objective 1

University Housing will create a comprehensive onboard and ongoing training and development program for staff

Implementation Strategy

As University Housing continues to refine our operations to serve our students and campus stakeholders, the demands on our student and professional staff increase. Changes in leadership and expectations require thematic and programmatic changes in our training and development programs.

- Each unit (Residence Education, Facilities, Business and Administration) will provide comprehensive introductory and in-service training (where needed based on role) for all employees, inclusive of student, casual and permanent full time positions.
Committees and/or leadership within each unit will be responsible for design and implementation of training to reflect current and developing competencies. Divisional and Institutional opportunities will be publicized to all staff and allowances for participation and involvement will be made. Central Administration will coordinate with Human Resources and the leadership of each unit to provide monthly in-service training and development opportunities for all professional office staff during the academic year.

Measurement Tool

- Departmental On-Boarding / Training Schedules
- Resident Director In-service Schedule & Topics
- Community Leader Training and Development Documents
- Webinar Training Topics Schedule
- 2013 RD Training Summary Sheets and Training Schedule
- Residence Facilities Standard Operating Procedures Training Program pre/post test scores
- Management Team Meetings – Staff Development Topics Schedule

Data Collection Process

- Residence Education:
  - Community Leader (CL) training evaluation will be collected in August 2012 and analyzed for 2013 Community Leader Training Committee usage. (Coordinator of Student Development and Leadership Programming)
  - The Resident Director training feedback on training process will be collected in July 2012 and analyzed for 2013 Resident Director competency, learning outcomes development and training planning (Associate Director for Resident Life)
- Business Administration & Services:
  - Human Resources group will Create a standardized onboarding process for all employees: specific to role/level and universal, documentation and communication (Assistant Director)
- Residence Facilities
  - Scheduled mandatory training topics, and various institutional and departmental training evolutions for custodial and trades staff.

Target

- Each staff member will be provided and participate in on-boarding training program (relevant to each type of position) that meets position competencies.
- Each staff member will have access to at least three separate developmental / in-service opportunities to include both passive (online/print) and active (presentation/workshop/conference). Each staff member will accomplish the expected 20 hours of annual training/in-service education, of which these efforts are included.

Findings & Analysis

Each unit (Residence Education, Facilities, Business Administration) were successful in providing initial onboarding training and on-going competency training. Each unit averaged 98% participation rate on average of over 74 hours of onboard training within the first three weeks of employment in dedicated and facilitated programs. Access goals for each full time employee were met, as each were offered opportunities to attend all SAEM divisional sponsored training and Build a BetterYou opportunities, but often participated in larger groups versus individuals seeking out specific opportunities (CAS training, Disney Customer service and other examples).

Management Team meetings (MT) were conducted every month for full time professional office staff and leadership. Limited loss of participants due to absent from work. Topics were wide ranging and facilitated by each unit on 3 separate occasions for a total of 9 meetings.

Action Plan

Training and development is still unit driven or by employee self-selection. With reorganized Human Resources unit, by conclusion of 2014, Housing will have in place a method of documentation of development/training to go along with any employee evaluations, and produce a quarterly calendar of departmental, divisional and institutional opportunities. The Assistant Director and Personnel Specialist will coordinate these efforts for the full time staff in University Housing.

Objective 2

Improve oversight and daily management of human resource operations within University Housing by centralizing functions.

Implementation Strategy

University Housing will expand the HR operations from a single staff member in the central office to a centralized HR suite that will coordinate, educate and manage all reviews, payroll, hiring, termination and other employee functions. This will require the re-tasking of an existing payroll position and the proposal, approval, and hiring of additional HR professional. Additionally, this staff will provide resources to educate managers on employee recruitment, onboarding, supervision, and performance appraisal.

- Addition of staff reporting to HR Manager/Assistant Director
- Creation of online manual that details staff responsibilities and tasks associated with position(s)
### Measurement Tool
- Regular meetings with team leaders to discuss competency development and process needs
- Training meetings with departmental hiring agent
- Management Team (MT) meeting trainings

### Measurement Tool
- Redesigned, posted, hired and trained staff in new positions
- Number of trainings provided to University Housing hiring managers
- Volume of new policies or resources provided to larger team
- Depth (robustness) of newly created on-line tool
- Begin plan on tracking of HR process and timelines, including:
  - Vacancy to hire timeline for all position
  - Training and development records

### Data Collection Process
- Facilitate hiring and inclusion of Payroll Clerk and Human Resources Specialist into Human Resource Suite (Spring ’13)
- After assessing the efficacy of the current protocols, Assistant Director will reformat different human resources functions and processes reflective of the additional staff and suite format. (Summer ’13)

### Target
The creation of the HR suite will result in a reduction of time in processing of HR postings/form processing and performance appraisal processes. There is no existing metric that can show this reduction, and, it will take a fiscal year to identify if additional staffing and organization creates a more efficient process. A metric will be designed for FY14 to track different processes.

### Findings & Analysis
The loss of the GA for the HR area definitely hampered the efficiency and output from that area of our organization. Just the moving of the payroll clerk to the central office in December, reporting to AD for HR, has allowed for some elements of the reorganization to be realized and built upon; especially the team work orientation and exploring the depth of each position. The HR specialist position was filled in late Spring by the Employee Services Coordinator. This new position has already shown benefit in division of duties, and efficiency of processes that will lead to specialization.

### Action Plan
For FY14, a metric to assess the efficiency of each phase of the HR process will be created and used. A baseline will be identified for each primary area, and goals associated with improvements on that baseline will be established. The Assistant Director will be responsible for assessing efficiency based on new staffing pattern.
### Mission Statement
The mission of the Office of the Vice President for Student Affairs and Enrollment Management is to support the University’s student centered environment by coordinating and facilitating programs and services designed to enhance student success and guided by our focus on recruiting, retaining, and graduating students. This is accomplished by collaborating among the departments, with Academic Affairs and other partners; developing and supporting co-curricular programs that enhance student learning opportunities and experiences; providing administrative and budgetary supervision; and coordinating planning and assessment initiatives, professional development opportunities for personnel, and external funding initiatives to departments within the division.

<table>
<thead>
<tr>
<th align="center">Goal 1</th>
<th align="left">Provide a comprehensive assessment program in order to measure how well a department achieves its stated mission, goals and outcomes and to identify ways to create and sustain program excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td align="center">Strategic Theme Relationship</td>
<td align="left">Enhancement of student success</td>
</tr>
<tr>
<td align="center">Objective 1</td>
<td align="left">Program Outcome: Improve the quality of the self-assessment documentation provided by departments as a part of the division’s CAS Review</td>
</tr>
<tr>
<td align="center">Implementation Strategy</td>
<td align="left">During FY 2012, seven departments within Student Affairs and Enrollment Management participated in the first round of the newly implemented comprehensive assessment program called the CAS Review. The first phase of the review is a self-assessment process where departments judge their compliance with nationally recognized CAS standards and guidelines and provide documentation for internal review teams to examine. The quality of what was provided for review team members from other departments within the division greatly varied, and some department reviews were challenging to complete. At the end of the first round, directors from the seven departments participated in a session with the assessment coordinator to provide feedback regarding how to improve the program. The resulting suggestions included providing the departments with targeted training and resources to assist them with identifying and gathering documentation. During FY 2013, the assessment coordinator will: (1) develop a resource document with suggested sources to demonstrate compliance with CAS standards and guidelines, (2) provide training for departments completing the CAS self-assessment review, and (3) enlist review team members from departments scheduled to complete the review in FY 2014 to expose them to the standards and guidelines and ideas for documenting compliance. The person responsible is the Associate Vice President (Assessment).</td>
</tr>
<tr>
<td align="center">Measurement Tool</td>
<td align="left">Deliverables will be a resource document and training materials for a CAS Review Preparation workshop. Delivery of this information will be documented by workshop attendance rosters that also ensure all departments going through the review during FY 2013 sent at least one representative to the workshop. Workshop evaluations will be used to gauge participants’ comprehension of the material presented. The roster of team member assignments along with the list of departments scheduled for review in FY 2014 will be used to ensure all departments have at least one representative on the review team. The review team member process evaluation will be used to determine if these team members feel more prepared to complete the self-assessment for their departments as a result of participating on a review team. During the initial review of the self-assessment documentation provided by the departments, each CAS Review Team will compile a list of standards that need additional documentation in order to be rated. Using these lists, the assessment coordinator will develop a matrix of the CAS standards indicating the number of departments that fail to provide adequate documentation for the initial team review. This matrix will be used to identify “problematic” standards where more than one department has difficulty providing the appropriate documentation.</td>
</tr>
<tr>
<td align="center">Data Collection Process</td>
<td align="left">The development of the resource document and training materials will be completed by July 2012. Workshop attendance rosters and workshop evaluations will be collected during the workshops, scheduled for summer and early fall 2012. The roster of team member assignments will be completed by February 2013, and the review team member process evaluations will be collected and analyzed during May 2013. The matrix of problematic CAS standards will be compiled and analyzed by June 2013. The person responsible is the Associate Vice President (Assessment).</td>
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<tr>
<td align="center">Target</td>
<td align="left">Outcome</td>
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<tr>
<td align="center"></td>
<td align="left">At the conclusion of the initial review by the internal CAS Review Teams during spring 2013, at least 80% of the departments will have 25% or less of its standards identified as lacking sufficient documentation. This target was developed without any baseline as guidance since none was available.</td>
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<tr>
<th>Training</th>
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<tbody>
<tr>
<td>100% of departments completing the review during FY 2013 will have at least one representative at the workshop. 90% of the workshop participants completing the evaluation will indicate they have an increased comprehension of the material presented.</td>
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| 100% of departments completing the review during FY 2014 will have at least one representative participating on a review team. 90% of the representatives completing the evaluation will indicate they feel more prepared to complete the self-assessment for their department. |

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<tr>
<th>Findings &amp; Analysis</th>
<th>Outcome</th>
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<tr>
<td></td>
<td>Of the seven departments completing the CAS Review during FY 2013, only two departments (29%) had one-fourth or less of its criteria identified as needing additional information or documentation (6% and 17%). One department could not be quantified as the Review Team had significant challenges during the process and did not compile a list of standards needing additional information. Of the remaining departments, the percentages ranged from 26% to 63%. During the analysis, it was recognized that teams consisting of members with more CAS or other external review experience than others tended to have higher expectations and more questions, making this measurement somewhat unreliable.</td>
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<tr>
<th>Training</th>
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<tbody>
<tr>
<td>Both the resource document and training materials were developed and delivered in July 2012.</td>
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</table>

| 100% of departments completing the review during FY 2013 had at least two representatives at the workshop. |

| Out of 33 responses to the training evaluation, 25 (76%) responded they had a clear understanding of the overall topic while 8 (24%) responded they had a minor understanding of the overall topic. It was recognized after the fact that the question on the evaluation instrument needed to be worded differently to be a better measure for the outcome. |

| All departments scheduled for review during FY 2014 had at least one staff member participating on a review team. |

| Results of the CAS Review Team Member are not yet available as of 8/2/13 as some Teams are still completing the process. |

| This data was reviewed and compiled by the Associate Vice President (Assessment). |

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<tr>
<th>Action Plan</th>
<th>Outcome</th>
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<tr>
<td>To address these challenges, the Associate Vice President (Assessment) will revise the CAS Review Preparation Workshop (delivered during summer 2013) to include the 29 problematic criteria and suggested ways to respond to and document these criteria. This list will be shared with the six departments scheduled to undergo the CAS Review in FY 2014. In addition, the Associate Vice President (Assessment) will schedule individual meetings with each department during the self-assessment phase (fall 2013) to review the problematic criteria, answer specific questions, review samples of gathered documentation, and make suggestions where needed.</td>
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| Since all departments scheduled to be reviewed in FY 2014 had at least one staff member on a Review Team during FY 2013, these departments will have someone on staff with CAS experience that will be able to provide additional guidance as they complete their self-assessment. |
### Goal 2

**Provide a division-wide recognition program that will encourage immediate response to staff work excellence while supporting an overall motivational environment**

#### Strategic Theme Relationship
Enhancement of student success

#### Objective 1
**Program Outcome:** Implement an easily accessible and user-friendly tool to recognize excellence in each other within the division

**Implementation Strategy**
A recognition committee was created from the Professional Development Council (PDC) tasked with creating the program as there was nothing formal currently in place. With assistance from the Office of SAEM Technical Support, an online form and electronic certificate were created to provide immediate appreciation and praise in the form of a Blue Award. At the conclusion of the cycle, the recognition committee will select the top Blue Award recipients to be considered for the Gold Award which will be selected by vote by the members of the PDC.

Activation of the Blue and Gold program will begin in April 2012 with the first Gold Award being presented in April 2013. The person responsible is the Training Coordinator.

**Measurement Tool**
A database will be created to house all Blue Award entries. This database will organize Blue Awards by department, recipient, nominator, and noteworthy actions. The caretaker of the database will be the Training Coordinator.

**Data Collection Process**
As nominations are placed, award information will be entered into the database. At the end of April 2013, data will be summarized and reviewed. In addition, a committee of three PDC members will review each Blue Award entry and select the top entries based on actions and behaviors that have contributed to department efficiency and productivity, the development of our students, and division and University advancement in a profound way. These selections become nominations for the Gold Award. The PDC as a whole reviews these nominations and selects their top three choices. Based on these selections, the Gold Winner is selected for the year. In some cases, the PDC may select more than one recipient if it sees a need for special recognition. The Training Coordinator is responsible for coordinating these efforts.

**Target**
100 entries will be submitted in the first year (FY 2013) by staff. The target was selected with the goal of receiving 8-10 entries per month. A secondary target is to obtain at least 10 high caliber nominations that will be considered for the Gold Award. In addition, the majority of departments in the division will utilize the Blue and Gold program to recognize exceptional work and behavior.

**Findings & Analysis**
137 entries were placed in the first year (FY 2013) by staff. The average entry was 11 per month. In addition, 13 nominations were selected for consideration as a Gold Award winner, and two Gold Awards were awarded at the first program. A review of individual department program utilization found that 81% of division departments had submitted at least one Blue Award in the year. Of special note, two non-division departments utilized the Blue and Gold program to recognize our staff this year. This data was reviewed and compiled by the Training Coordinator.

**Action Plan**
To encourage participation from the remaining 19% of division departments, contact will be made with department directors to ensure staff awareness of the program and to offer assistance in training staff on utilizing the online entry form. In addition, the members of the PDC will be questioned as to how their departments are utilizing the Blue and Gold program in their own departmental motivation programs. This will ensure the Blue & Gold program remains an active part of SAEM culture. The Training Coordinator will be responsible for providing this communication and coordination beginning fall semester 2013. This plan was developed by the Training Coordinator in conjunction with the VP of SAEM.

### Goal 3

**Provide a common framework for identifying and measuring programs that reflect a defined set of outcomes for the student experience**

#### Strategic Theme Relationship
Enhancement of student success

#### Objective 1
**Program Outcome:** Develop the common framework for student programs that defines the student experience.

**Implementation Strategy**
A group of directors with responsibility for student programming will be assembled to develop a common framework for student programs. Presently, each individual department can show through learning outcomes of individual programs what a student gains from participating in an individual program, but Georgia Southern has not formalized what a student obtains from overall student involvement outside the classroom. By evaluating the various learning and program outcomes from several programs across the division, common languages will be identified and a common framework will be drafted which defines the student experience. This common language will emphasize SAEM’s role in student success and will reinforce our efforts to help recruit, retain, and graduate students. The person responsible is the Associate Vice President (Student Life).

**Measurement Tool**
By Summer 2013, the group will identify at least three draft outcomes for the common framework.
## Data Collection Process
During spring 2013, Directors of individual units will supply the various learning and programmatic outcomes for review based on existing outcomes within the departments. The group of directors will draft common outcomes during summer 2013 for review by the Vice President for Student Affairs and Enrollment Management. The person responsible is the Associate Vice President (Student Life).

## Target
A draft framework will be developed by Summer 2013 which can be presented to other directors in the Division for critique. An implementation strategy will follow as part of FY14 IEP.

## Findings & Analysis
A draft framework was developed in May 2013 and provided to the Vice President for review. Directors involved in the creation of the framework represented Dean of Students, Student Media, Student Conduct, Fraternity and Sorority Life, Student Activities, Student Leadership and Civic Engagement, Campus Recreation and Intramurals, University Housing, and Career Services departments. The project proved to be a common discussion point for what should be important when programming for the student experience at Georgia Southern. A common framework will also meet the goal of defining a common out-of-class experience for all students who participate in programs at Georgia Southern.

## Action Plan
The second phase (year 2) of this project will be to meet early Fall semester with the same director's and review the feedback from the Vice President. A final copy will be developed in mid Fall and will be mapped to the existing General Education Outcomes of the University. In Spring an implementation plan will be developed on how the framework will be shared with programming departments. These Directors will be responsible for aligning program and learning outcomes to the framework and implementing a data collection process within MyInvolvement that ultimately ties to the common framework and the General Education Outcomes. Year 3 will include data collection and year-end analysis to determine results. A qualitative report of what programs were modified/eliminated and what programs became multi-departmental collaboration as a result of the common framework will also be provided.
# Appendix: Institutional Effectiveness Plan (IEP) Template

**Division/Department/Unit Director Name, mailing address/Physical Location/Phone**  
List the Division, Department, primary contact person for this assessment plan and his/her contact information, per above.

**Mission statement (include web link, if possible)**  
(A concise statement about the mission or purpose. Link to University Mission and Strategic Themes as appropriate.)

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