Final Evidence-based Decision Making documentation for the Division of Student Affairs and Enrollment Management
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Georgia Southern University - Student Affairs and Enrollment Management
FY06 FINAL July 30, 2006 Worksheet on Evidence-Based Decision Making (EBDM)
(Initial plan provided for September 15-16, 2005 WORKSHOP Nessmith-Lane Building)

Project Abstract
July 1, 2005

Project Request: Create, track and update Evidence-based Decision Making (EBDM) Plans for all Departments within Student Affairs and Enrollment Management (SAEM).

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

Project Abstract: All University departments were asked to develop Evidence-based Decision Making Plans to reflect assessment efforts within the Fiscal Year 2005. These EBDM plans were a further development from the FY03 Assessment Inventories and the FY05 Institutional Effectiveness Plans (IEPs) created within each department. In the September 2005 all campus departments submitted draft EBDM plans for a campus workshop facilitated by Dr. Marilee Bresciani, Texas A & M University. These plans were updated by October 31, 2005 and refined with final assessment activities by May 15, 2006. Between May and July, all plans were reviewed by Dr. Jayne Perkins Brown, Director, Strategic Research and Analysis, and revised as necessary by Directors.

Methodology: Appendix A reflects the initial template provided by Dr. Bresciani and supported by the Southern Association of Colleges and Schools (SACS) Campus Leadership Team. All Directors were asked to provide information for their department in this template. Updates on the process were reviewed at various monthly Director meetings between October and May; in March 2006 at the annual SAEM Directors Workshop, a session was held that focused on the maturation of SAEM individual unit EBDMs.

Project Timeframe: July 1, 2005 through July 31, 2006

Project Costs: staff time, plus copies of project info

Project Contact: Dr. R. Jayne Perkins Brown, Director, OSRA
Project Support: Office of Strategic Research and Analysis  
   o Dr. R. Jayne Perkins Brown, Director  
   o Dr. Mike Jordan, Assistant Director, Assessment  
   o Mr. Paul Wilver, Assistant Director, Decision Support Systems  
   o Mrs. Pat Bonner, Administrative Secretary  
All Directors, SAEM  
Office of the Vice President  
   o Dr. Teresa Thompson, Vice President  

Project Source of Copies: Office of Strategic Research and Analysis  
Georgia Southern University  
P.O. Box 8126  
Statesboro, GA 30460-8126  
(912) 681-5218, (912) 871-1403-fax  

Distribution: Dr. Teresa Thompson, Vice President; SACS Leadership Team, SAEM Directors; OSRA webpage and file  

Number of Pages: 67  

FileLocation: U:\SACS\EBDMwrkshp_GaSouthern\EBDM_SAEM\FY06_EBDM_SAEM_FINAL\SACS FINAL EBDM\A ABSTRACT_EBDM_Final_073106.doc
Janet O'Brien,
Director of Academic Success Center
PO Box 8132
Statesboro, GA 30460
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http://academics.georgiasouthern.edu/success/

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 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 the 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.

1. Provide and promote peer-tutoring for on- and off-campus Georgia Southern University students
2. Provide the testing needs of the multiple University constituencies
3. Provide support for students who are accepted provisionally and required to take Learning Support courses, thus aiding students in developing the skills, strategies, and attitudes essential to the attainment of academic, career, and life goals.
4. Provide support for students taking the Regents' Exam
5. Provide support for non-traditional students, thus promoting equal educational opportunities for all students admitted to Georgia Southern University.
6. Provide academic support for all students but especially those on academic intervention and those in high-risk core courses, thus enhancing student retention.
### Georgia Southern University - Student Affairs and Enrollment Management

**FY06 FINAL July 30, 2006 Worksheet on Evidence-Based Decision Making (EBDM)**

(Initial plan provided for September 15-16, 2005 WORKSHOP Nessmith-Lane Building)

<table>
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<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Implementation status</th>
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</table>
| Student-Centered University; Academic Distinction | Non-traditional students who enter with academic deficiencies and meet institutional requirements will be as eligible to continue at Georgia Southern as the general population of students.  
A) The percentage for non-traditional students should be at least as high as the percentage for the general population of students to be considered a success.  
B) The evaluations will be used to modify existing programs and discover new programs to implement if applicable.  
C) The feedback will be used to modify existing programs and discover new programs to implement if applicable. | A) Statistics will be compiled to show the percentage of each group still eligible to continue at Georgia Southern after a year.  
B) A sample of non-traditional students will complete a survey evaluating the services provided by the Academic Success Center.  
C) Feedback through a focus group will be gathered. | A) Janet O’Brien will work with the Registrar’s Office to gather the data to compare the traditional and non-traditional students who entered in Fall 2005. This data will be gathered after Summer 2006 and again after Fall 2006.  
B) William Sharpe and Durelle Tuggle designed a survey and used it to gather data in Spring 2006. The ASC staff will use the data collected to modify programs offered by the ASC in Fall 2006 if applicable.  
C) Josephine Hanschke and Bonnie Lynch conducted a focus group composed of non-traditional students in Spring 2006. The information gathered from the focus group will help the Center make plans for Fall 2006. |
| Student-Centered University; Academic Distinction | Students’ acknowledgement of and engagement in our academic support network will provide evidence that our services are helpful.  
A) The number of students who received Fs in the Math 1111 or HIST 1112 class should be lower for those participating in AI than those who are not participating.  
B) Survey results should show that students consider the workshops helpful.  
C) The number returning should be higher than the number coming only once to show that tutoring is considered helpful. | A) Statistics will be compiled to compare the grades (Math 1111 or HIST 1112) of those participating in Auxiliary Instruction (AI) and their classmates who are not participating in the program.  
B) Surveys given to all students attending will be conducted at the end of each workshop presented by the ASC staff.  
C) Statistics will be gathered on the number of students who come to tutoring more than once in a semester. | A) Jane Cason collaborated with the MATH 1111 and HIST 1112 professors to compare the grades received in their classes by all students participating in the Auxiliary Instruction (AI) study groups and those not participating in the program. This data was gathered at the end of Fall 2005 and at the end of Spring 2006. The data will be analyzed over the summer and used to market the AI program for the next year.  
B) The ASC staff conducted evaluations at the end of each workshop presented. All students attending filled out an evaluation. The data was compiled at the end of spring semester and shared with the instructors of the workshops (22 out of the 31 workshops had at least 90% of the participants say they would recommend it to others, 7 out of the 31 workshops had between 80 and 89% of the participants say they would recommend it to others, and only 2 out of the 31 workshops had between 77 and 79% of the participants say they would recommend it to others.) The ASC staff will continue to analyze the data over the summer to see if any modifications to workshops are necessary.  
C) Carole Brown and Janet O’Brien analyzed the tutoring database at the end of Fall 2005 and at the end of Spring 2006 to differentiate between returning and non-returning students. The data will continue to be analyzed over the summer. |
| Student-Centered University; Academic Distinction | Georgia Southern will have an increase in the number of students meeting the Regents’ Reading Exam requirements by the time they have completed 45 hours. | Data from the Board of Regents report on the Regents’ Exam should show that the number of students meeting this requirement by the time they have reached 45 hours has increased over the past year. | During Fall 2006, the Board of Regents will post their report on the number of students satisfying the Regents’ Reading Exam requirements for the previous year. Durelle Tuggle will use the data from this report to compare the results from the two previous years. |

**FINAL PLANNING PIECE:**

Once the FY06 data/reports noted above have been collected and compiled, the ASC will openly discuss these data at a departmental meeting. The ASC staff will address FY07 changes needed to better obtain the Center’s goals. The ASC staff will develop FY07 action steps needed to better obtain the Center’s goals.
Susan Davies, Director
Lewis Hall - PO Box 8024, Statesboro, GA 30460; 912-681-5391 (phone); 912-871-1156 (fax)
912-681-5534, Braxton@georgiasouthern.edu

Mission: The Office of Admissions supports the University strategic plan by providing leadership for University enrollment management, a process designed to guide students and parents in their selection of a college or university and to facilitate the transition of students to college from one college to another. The focus is to develop a successful enrollment management culture and recruitment strategy for the University, working collaboratively with particular offices and all faculty and staff. Our mission is carried out thorough a team approach that begins with prospective students, continues throughout the college experience, and extends as students become successful alumni.

Purpose: The Office of Admissions is comprised of recruitment for undergraduate, graduate, and international students, undergraduate admissions processing (transfers and freshmen), graduate admission processing, and orientation. The undergraduate processing area reviews applications, high school transcripts, evaluates and articulates college transcripts, makes admission decisions on applicants, and communicates information directly to the applicant. The graduate processing area collects and summarizes all necessary materials for graduate admissions applicants, then sends that information to the appropriate program director for review and a decision of admissibility. The Office of Orientation handles the SOAR event, which is mandatory for all first-time Georgia Southern undergraduate students. SOAR includes a series of information sessions, tours, and Q&A sessions that help acclimate the student and his/her parents to the University. Our efforts in the Office of Admissions, with internal support from the Orientation and Parent Programs staff, are aimed at attracting the high caliber and number of students to fulfill the University mission as a public comprehensive university devoted to academic distinction in teaching, scholarship, and service in preparing a diverse and select undergraduate and graduate student population for leadership and service as world citizens.

Goals and/or Objectives

Improve the Academic Distinction of the University:
- Recruit students of high academic ability (as measured by SAT score)
- Meet enrollment goals for all types of students (freshmen, transfer, graduate, international, joint-enrolled, and high-ability)

Recruit students who will be retained at and graduate from Georgia Southern:
- Promote realistic expectations of college environment and university’s programs
- Inform parents and support their partnership in the decision-making and transition processes for new students

Promote student-centeredness by preparing new students for a successful transition into University life:
- Inform new students of programs and services provided by the University
- Initiate the development of new relationships and students’ social integration into University life.
- Clarify the role of the core curriculum, advisement, and registration

Develop student leaders as peer recruiters and educators
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</tr>
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<tbody>
<tr>
<td>Student-Centered University</td>
<td>Students who participate in the SOAR GSU 2222 class will successfully achieve the following learning outcomes:</td>
<td>The ability of students who participate in GSU 2222 to reach the stated learning outcomes was measured in a variety of ways. Qualitative data were primarily used; however some quantitative data were collected as well. Student exam question responses and midterm essay responses were all analyzed to indicate success for each outcome. Journals were not used, as I felt we were gaining adequate insight about these topics through the other two essay-driven response tools. Midterm essays and exams were all required portions of the class. In addition to obtaining qualitative data, I asked for the learning outcomes to be added to the university-wide end of the year, course evaluation. Students in all sections of GSU 2222 were able to rank their perceived success of the learning outcomes.</td>
<td>Kellie Pickett, Assistant Director of Student Leadership was responsible for the evaluation process. The course was taught during the spring 2006 semester, during which time, the data (midterm essays, exam questions, course evaluation feedback related to learning outcomes) was collected. During summer and fall 2006, data will be analyzed to show patterns across categories of participants and responses given. By October 2006, data will be compiled and used to make changes for the courses taught in Spring 2007. The responses by the 20 participants in the course are currently being compiled. The course evaluations have not yet been scored/returned. Preliminary review by the Assistant Director of the written comments revealed common themes/patterns in student responses. For example student classification plays a role in the success of reaching learning outcomes. Additionally, students were more articulate in describing their own strengths than describing their weaknesses.</td>
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</table>

Eighty percent of students participating in these programs who demonstrate and articulate knowledge/successful acquisition of these skills/learning outcomes would indicate success on these outcomes. Additionally, 80% of students to agree or strongly agree on the evaluation that the course introduced them to these learning outcomes would also indicate success.

Eighty percent of students participating in these programs who demonstrate and articulate knowledge/successful acquisition of these skills/learning outcomes would indicate success on these outcomes. Additionally, 80% of students to agree or strongly agree on the evaluation that the course introduced them to these learning outcomes would also indicate success.

Source: Department noted

REVIEWED: J Perkins Brown, Director, Strategic Research and Analysis, SACS Leadership Team & SAEM EBDM Lead, May-July, 2006

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## Academic Distinction

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<th>Create a graduate student recruitment plan.</th>
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The 42 Program Directors at Georgia Southern University were asked to complete a needs assessment tool and attend a listening forum to collect both quantitative and qualitative information about the growth potential of graduate programs, resources needed to reach the 20% goal of graduate enrollment, and resources needed to improve the quality of graduate education.

A needs assessment tool was distributed via e-mail to each Program Director in advance of the listening forums that were conducted during March. Four listening forums were conducted for the seven academic colleges, and all Program Directors and Deans were invited to attend. The listening forums were two hours in length and a note taker compiled a transcript of the discussion. The needs assessment tool was redistributed at this time. At the end of the listening forum, these needs assessment tools were collected. An executive summary and report was created and provided to the Vice President for Student Affairs and Enrollment Management and the Provost. Limitations of the method include the return rate of the needs assessment tool and the attendance at the listening forums. The executive summary and report is the first of many assessment methods to help create a graduate student recruitment plan.

The International Student Recruitment Manager, Director of Admissions, Dean of the College of Graduate Studies, and Associate Dean of the College of Graduate Studies were responsible for the assessment process, with the International Student Recruitment Manager being the project lead.

The Needs Assessment was conducted during March 2006.

The development of Graduate Student Recruitment Plan will occur during the Summer of 2006 and ongoing.

Growth Potential of the graduate programs, current recruitment efforts, perceived availability of resources (human and financial), and perceived quality of graduate programs have been evaluated. The intended users include Academic Deans, Enrollment Management Council, Vice President for Student Affairs and Enrollment Management, Provost, Office of Admissions, Graduate Program Directors, and the College of Graduate Studies.

The Executive Summary and Report will be reviewed and a strategic plan for graduate student recruitment will be collaboratively developed by the Office of Admissions and the College of Graduate Studies. A draft of the plan will be reviewed by the same Graduate Program Directors on August 11, 2006 at the Program Directors Fall Workshop for their review and feedback. A completed plan will be presented to the Enrollment Management Council and Dean’s Council for their support in Fall 2006 and then implementation will begin.
| Academic Distinction | Prepared a report to compare the number of high-achieving students for Fall 2005 to the number of high-achieving students for Fall 2006. High-achieving is defined as having an SAT of 1200 or higher or an ACT of 27 or higher. The report will include the number of students from each territory (in the state of Georgia as defined by the Office of Admissions and “out of state) who have signed-up for SOAR for Fall 2006 compared to those signed-up for SOAR for Fall 2005. | The Assistant Director of Admissions for Technology, Associate Director of Admissions, and Director of Admissions are responsible for this evaluation. Reports were generated weekly beginning April 2006 and will continue to be generated through the start of classes, Fall 2006. The number of high-ability students attending Georgia Southern University will be evaluated. The performance of the Admissions Counselor for each territory will be evaluated based upon their achievement of the desired outcome. The intended users of these data include the Office of Admissions and members of the campus community, specifically the University Foundation and the Academic Colleges. Reports will be generated earlier next year (beginning in September), and will monitor prospects, applied, and accepted students, as well as those signed-up-for-SOAR. |

Recruit a minimum of 500 high-ability freshmen students for Fall 2006, with a minimum SAT score of 1200 and ACT score of 27. Currently there are 343 signed-up for SOAR for Fall 2006, compared to 405 for Fall 2005. All territories in the state of Georgia and out-of-state, except the Southeast Territory in the state of Georgia, yielded fewer students for Fall 2006, as compared to Fall 2005. The desired outcome has not been achieved. More recruitment activities and more targeted recruitment of these target populations will be implemented to achieve the desired outcomes. More assessment is needed of the target population to develop these marketing tools and tactics. |
Division/College/Department/Program/Activity Name

Warren Lee Riles
Office of Career Services
P.O. Box 8069, Statesboro, GA 30460
rileswl@georgiasouthern.edu
912-681-5197

Department/Program/Activity Mission or Purpose

Our mission is to guide members of the Georgia Southern University community in establishing their career objectives through comprehensive programs that provide opportunities for individuals to learn strategies useful in reaching their career goals in three distinct areas:

1. Career Advisement and Education
2. Experiential Education: Job Shadowing, Cooperative Education, Non-Academic Internships and Externships
3. Professional Employment: On-Campus Recruitment and Resume Referrals

Career Services directly support student learning outside the classroom, the Student-Centered University, Transcultural Opportunities, Private and Public Partnerships and Academic Distinction.

Goals and/or Objectives

1. Pursue higher levels of teamwork, partnerships, collaboration and professionalism with our Customers (Students, Parents, Employers, Faculty and Staff).
2. Engage students in active career related learning through teaching classes (GSU 1210, Career Exploration Class (GSU 2121) and Professional Development Seminar (GSU 2122)), Job Shadowing experiences, non-academic Internships opportunities and Cooperative Education opportunities (Student Learning).
3. Enhance employment opportunities by 40% for all students and identify options for attracting a more diverse group of employers to recruit on-campus, including Fortune 500 companies.
4. Increase the quality of Career Services Programs by 50% before 2010: Benchmark our processes (Recruiting Process, Job Shadowing Program, CO-OP Program, Non-Academic Internship Program, Career Advising and On-Campus Interviews Process) against Peer Universities and national recognized Universities. (Updated goal)
5. Outreach to alumni and implement an Alumni Mentoring/Sharing Network/Resources Network for all students.
6. Provide integrated career advising to 50% of the 16,000 students seeking a career, selecting a major/minor, obtaining relevant work experiences (Job Shadowing, Summer Jobs, Internships and Cooperative Education) and alumni that are changing careers or looking for employment. (Updated goal)
7. Continue to work with faculty in integrating career development and experiential education into the classroom (Career Doctor Team).
8. Promote excellence in the delivery of academic instruction in the Career Exploration Class (GSU 2121), the Professional Development Seminar (GSU 2122) and the GSU 1210 Classes.
9. Improve Retention: Increase the number of freshmen and sophomore students’ appointments for career advising/education from 937 in 2002-2003 to 1,369 in 2010 through innovative career programming. (Updated goal)
### Strategic Theme

**Academic Distinction and Student-Centered University**

The Office of Career Services seeks to enhance Student Success by offering services and programs that may link to retention efforts.

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<tr>
<th><strong>Assessment Method</strong></th>
<th><strong>Implementation status</strong></th>
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<tr>
<td>individual career advising, partnerships with the Academic Advisement Center, teaching GSU 1210 orientation class and the Career Exploration Class, creating a Career Month for students in February, conducting a Dare to Declare Conference for Freshmen and Sophomore students, encouraging all freshmen and sophomore students to take the FOCUS II career assessment test</td>
<td>Career Services supported the University retention efforts by providing individual career advising, partnerships with the Academic Advisement Center to provide academic advisement to undeclared students, by teaching GSU 1210 orientation class and the Career Exploration Class for undeclared students, creating a Career Month for students in February, by conducting a Dare to Declare Conference for Freshmen and Sophomore students (211 students participated) and by encouraging all freshmen and sophomore students to take the FOCUS II career assessment test, which identifies the occupations that the students are best suited for. We believe that retention is directly related to a student discovering their “Career Calling” and selecting the major/minor that supports that career. The effort with the highest conversion rate (undeclared to selecting a major) was the GSU 2121 Career Development Class (85% conversion rate). We have deleted the “Sophomore Receptions” due to low attendance and 0% conversion rate. We have added the “Speed Majoring Workshop”, which involves all the colleges and the undeclared freshmen and sophomore students. End of Year reports revealed that there was an increase in the number of Freshmen/Sophomore students taking the FOCUS II Career Assessment test from 1,618 in 2002/2003 to 2,068 in 2005/2006. The shortage of Career Advisors limited our ability to provided one-on-one FOCUS test interpretations to 300 students in 2005/2006.</td>
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| Academic Distinction | teaching GSU 2122 Professional Development Seminar for junior and senior students, conducting a Life Planning Conference during the Spring Semester, providing relevant work experiences for students, conducting mock interviews and resume critiques, providing individual career advising, providing graduate school planning and a Graduate School Fair, providing Career Fairs in October, February and April. | Career Services supported the University efforts to increase the graduation rates by teaching GSU 2122 Professional Development Seminar for junior and senior students, by conducting a Life Planning Conference during the Spring Semester (12 workshops and 300 students participated), by providing relevant work experiences for students, by conducting mock interviews and resume critiques, by providing individual career advising, by providing graduate school planning and a Graduate School Fair in November (243 students, 24 universities and 10 Georgia Southern Departments participated), by providing Career Fairs in October, February and April.  

The value of the Mock Interviews and Resume Critiques to the students increased by 80% when employers were used for these activities. Created and implemented a highly successful “Mocktails Event…Networking with Employers” prior to the Dining for Success Program (326 students, 21 employers and 24 staff/faculty participated). 350 students participated in the Life Planning Conference which was facilitated by employers and staff. It was also determined that Career Services Increased the number of Junior/Senior student appointments for career advising/education from 2,116 in 2002/2003 to 2,448 in 2005/2006. |

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The Office of Career Services seeks to enhance efforts to support more graduating students by identifying focused services and programming that assists candidates for graduation.
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<tr>
<th>Academic Distinction, Student-Centered University, Technological Advancement, Private and Public Partnerships and Transcultural Opportunities</th>
<th>Career Services staff will evaluate all programs and services in an attempt to determine how well their planning and events interest students and where appropriate assist students.</th>
<th>Evaluate: on-campus recruitment events for students and potential employers</th>
<th>Increased on-campus recruitment participation by 70% for employers and 95% for students (Base year was 2002/2003)</th>
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<tr>
<td></td>
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<td>Eagle Expo Career Fair participation</td>
<td>Increased Eagle Expo Career Fair participation by 58% for companies, 40% for school systems and 23% for student participation (Base year was 2002/2003)</td>
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<td>experiential education opportunities for students by increasing job postings</td>
<td>Enhanced experiential education opportunities for students by increasing job postings by 100% and placement by 50% (Base year was 2002/2003)</td>
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<td>the second annual Business Expo/Part-Time Job Fair</td>
<td>Planned and implemented the second annual Business Expo/Part-Time Job Fair...111 employers, 15 employers hired students, 18 employers accepted applications and more than 1,200 students participated</td>
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<td>students engaged in active career related learning</td>
<td>Engaged 6,506 students in active career related learning</td>
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<td>Student Engagement</td>
<td>Improved Student Engagement: Assisted 2,010 students in their planning and preparation for the “World of Work”</td>
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<td>On-line Career Assessment programs for students</td>
<td>Upgraded the On-line Career Assessment programs for students to access anytime and any place. Improved the Online Resume Critiques service for students</td>
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<td>Multicultural Job Fair (Fortune 500 Employers only) during the Spring Semester 2006</td>
<td>Transcultural Opportunities: Planned and implemented a Multicultural Job Fair (Fortune 500 Employers only) during the Spring Semester 2006 (70 students and 6 employers participated). We have canceled this event for Spring Semester 2007 due to the lack of support.</td>
</tr>
</tbody>
</table>
Division/College/Department/Program/Activity Name

David Matthews, Ph.D.
Counseling and Career Development Center
P.O. Box 8011, Statesboro, Ga
(912) 681-5541

Department/Program/Activity Mission or Purpose

The mission of the Counseling and Career Development Center is intertwined with that of the Division of Student Affairs and the University. As an active partner in the educational process, the staff provides assistance to students to cope with personal, educational, or career concerns. This assistance includes helping students acquire the cognitive, affective, and behavioral skills needed to cope with their environment. These skills enable students to take advantage of opportunities afforded them in college and to develop as effective, responsible members of society. The staff supports the belief that students are the principal agents of their own growth and offers a variety of services to them and the university community to facilitate that development.

Goals and/or Objectives

The staff is invested in multiple levels of intervention that provide direct and indirect assistance to students, and is therefore consistent with Georgia Southern University’s strategic theme of being a student-centered university. We provide remedial support to assist students with problems that may interfere with their ability to succeed in school. In addition, we provide developmental and preventative services that enhance students’ ability to experience their college years as productive, creative, rewarding, and satisfying. A wide range of services is offered within a relatively short-term treatment model. The staff of the Counseling Center provide individual, couples, and group therapy; crisis intervention; career development assistance; and workshops and seminars on a variety of mental health issues. Consultation to faculty and staff is provided in a collaborative effort to work effectively with students in reaching common goals associated with the educational process. Committee membership by many of our staff also facilitates our consultation, outreach, and collaboration efforts with faculty, staff, and students. Our training component connects us in a joint educational effort with the academic affairs branch of the university. Finally, we as a center are continually working to maximize our impact in the campus community. Expansion of our Counseling Center website to include on-line mental health screening tools, educational information on mental health topics, workshops on topics such as stress management, and on-line relaxation exercises is one way we have worked toward this goal.
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<tr>
<td>Student-centered University</td>
<td>In order to attest to the Counseling Center’s role in Georgia Southern’s strategic theme of being a student-centered university, students receiving therapy services at the Counseling Center will specify the skills/behaviors they have learned to remediate their academic, psychological, and interpersonal concerns.</td>
<td>Students were not surveyed specifically about behaviors learned through counseling to improve their academic, psychological, and interpersonal functioning. Students who presented for treatment during a two week survey period in both the fall and spring semesters were surveyed to determine if their distress level on 54 presenting concerns/symptoms had been reduced since they began counseling (students had completed the same measure prior to their first counseling session). Analyses of the surveys from both semesters showed a statistically significant reduction in students’ distress from their initial session to the follow-up survey. Since significant distress reduction was found for both semesters, the plan is not to replicate this study next year. It is believed we can conclude at this point that our services do meet the goal of reducing students’ distress – distress that would likely hinder their academic, personal, and interpersonal functioning had they not participated in counseling.</td>
<td>This assessment measure was not developed for AY2006 and there is no plan to use it in the immediate future. Instead, a similar distress measure as the counseling center uses during intake (first) sessions was used to provide an estimate of change in student distress along 54 presenting concerns/symptoms from intake to follow-up. Project discontinued</td>
</tr>
</tbody>
</table>

Campus Coordinator: Dr. Trey Denton, Office-Institutional Effectiveness & Strategic Planning/Professor-College of Business Admin  
Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 7/30/06-Form 2  
Source: Department noted  
REVIEWED: J Perkins Brown, Director, Strategic Research and Analysis, SACS Leadership Team & SAEM EBDM Lead, May-July, 2006  
\(\text{U:\SACS\EBDMwrkshp_GaSouthern\EBDM\SAEM\FY06\EBDM_SAEM_FINAL:SACS FINAL EBDM\SAEM Division\EBDMs_FINAL_073006.doc}\)
In order to attest to the Counseling Center’s role in Georgia Southern’s strategic theme of being a student-centered university, students’ involvement in treatment at the Counseling Center will be tracked, along with staff perceptions of students’ improvement and degree of fulfillment of treatment goals. Predictors of treatment retention and success will be identified.

Professional staff completed File Closing/Transfer Summary forms throughout the year whenever a student file was closed or transferred to a new staff member. Also on an ongoing basis throughout the year, students completed a Post-Intake Survey after their first “intake” session at the counseling center. Last year’s (AY2005) analyses of predictors of students’ successful completion of therapy (based on counselor report) found the following statistically significant predictors of treatment success: students’ positive perceptions of their first session, student distress level at intake (negative correlation), difficulty of the client/presenting concerns (negative correlation), and the number of sessions students attended during their course of treatment. This latter variable was the strongest predictor of treatment success. Additionally, in the survey described above (in item #1), students surveyed during the two-week survey period in the fall and spring semesters were asked to rate how helpful counseling had been thus far, as well as how much progress they felt they had made towards their treatment goals. On a scale of 0-6, with 6 representing the highest degree of helpfulness and progress, results showed mean helpfulness ranging from 4.55 (fall) to 4.58 (spring) and mean progress ranging from 3.71 (fall) to 4.17 (spring). The plan is to continue collecting data using the File Closing/Transfer Summary and Post-Intake Survey forms. However, data analysis plans for AY2006+ data are on hold pending identification of a new Research Coordinator at the counseling center.

In order to provide some evidence for the impact of counseling center programming (i.e., therapy) on student retention in school, a new project is planned for AY2007. At the end of the spring semester of 2007, support staff at the counseling center will provide Institutional Research with a list of Eagle ID#’s from students who received therapeutic services at the counseling center during that academic year in order to determine if registration rates for fall, 2007 (i.e., retention to the next academic year) are similar, higher, or lower as compared to the retention rates for students in the university overall.

The File Closing/Transfer Summary forms were completed by all counselors when a student file was closed or transferred to a new staff member. Post-Intake Surveys were completed by all clients after their first “intake” session with a counselor. Our plan is to continue using these assessment measures and methods, with data analysis plan to be reviewed by Director/new staff and appropriate action for continuation determined.
In order to attest to the Counseling Center’s role in Georgia Southern’s strategic theme of being a student-centered university, students who attend therapy groups and workshops at the Counseling Center will demonstrate significant improvement in their use of effective coping mechanisms. This improvement will be most notable for students who attend the Coping Skills Groups and other skill-based workshops at the Counseling Center.

Students who participated in General Therapy, Anxiety Workshops, and Coping Skills Groups at the counseling center during the fall semester completed the Affect Regulation Scale prior to and following their group participation. Analyses of the results from the fall, as well as prior semesters in which this study was conducted, showed that group participants overall experienced an increase in healthy coping behaviors and a decrease in unhealthy coping behaviors. Students who participated in the Coping Skills Group, in particular, had a (statistically) significantly greater reduction in use of unhealthy coping behaviors. As this finding has been replicated over several semesters, our current plan is to discontinue this study at this point.

The Affect Regulation Scale was administered by group facilitators (counselors) at the counseling center to students participating in our General Therapy, Anxiety Workshop, and Coping Skills Groups during the fall semester. The results were analyzed by Dr. Wendy Wolfe (Research Coordinator) at the end of the fall semester. The project will be discontinued for AY2007.
Division/College/Department/Program/Activity Name

Campus Recreation & Intramurals
Gene Sherry, Director
PO Box 8078, Statesboro, GA
912-681-5436, gsherry@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Office of Campus Recreation and Intramurals, an integral and active service of the diverse University community, supports and strengthens the mission of Georgia Southern University. Our purpose is to provide growth opportunities and educational experiences, which will enhance the quality of life and maximize the learning potential of each student. Through the provision of high quality, safe and enriching programs and facilities, we strive to promote and develop healthy life-style choices that will contribute positively to the overall wellness of the students, faculty and staff at Georgia Southern.

Goals and/or Objectives

A. To provide a broad selection of enriching programs, employment opportunities and activities to complement the educational and recreational needs and interests of the students.
B. To provide safe and unique services, equipment, technology and facilities, that encourage students to participate in habitual physical and social activities, which will positively contribute to their wellness and quality of life.
C. To develop new programs which complement and/or challenge the needs, wellness and interests of the student population.
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| **Student centeredness** | Recruit and educate/train undergraduate and graduate student workers to ensure a safe, student-centered campus resource & programming by offering a variety of employment positions to entice a diversity of student applicants.  
  a. minimum of 70% of student applicants indicated positive CRI experiences influenced their application;  
  b. comments identified diverse employment opportunities (minimum of 80%) | a. student worker applicant survey  
  b. employee roles/responsibilities analysis | a. will continue to implement employee applicant surveys & identify marketing sources & programmatic experiences which positively promote CRI  
  b. will implement employee applicant surveys to assist in establishing employment opportunities that engage a variety of student interests & abilities |
| **Student centeredness** | Increase student participation rates across programming by:  
  a. offering programming that meets the student needs & interests as well as implementing new programming.  
  *saw an increase in participation numbers across programs  
    -RAC +200 participant & +20740 visits; +889 intramural participants  
    -average rating of 4 or better (out of 5) -fitness programming 3.8-3.1  
    -80% satisfaction of CRI programming  
    -at least 90% certification | a. review number, when, where, type of programs with focus on:  
  -program rating scales  
  -participant reflection  
  b. review level of certification of officials, activity leaders, advisors, coaches, & participants | a. none indicated  
  b. none indicated  
  Continue to promote current program activities & further diversify & market current & new programs; work to refine programming & enhance staff knowledge & skills via more specific employee training & certification; utilize comments & ratings to revise & strengthen programming.  
  Intended users of collected data: program directors; to diversify & improve the quality of CRI programming |
| Student centeredness | Identify potential collaborative educational and therapeutic program opportunities that complement CRI activity offerings to maximize benefits of such programs  
  a & b. identify all potential educational and therapeutic opportunities within CRI & University  
  *a minimum of twelve practical opportunities identified  
  c. meet with potential educational and therapeutic collaborators to identify needs, priorities and clarify opportunities (clarify program facilitators)  
  *a survey instrument and need will be reviewed, potentially developed & administered in FY07 to determine specific educational, social, trans-cultural & physical needs of departmental programs & subsequently guide collaborative program development | a & b. number of potential co-curricula opportunities identified  
  c. develop an academic program practicum needs survey | a & b. a minimum of twelve practical opportunities identified; these will be pursued via meetings & pilot programming to develop meaningful educational, social, trans-cultural & physical experiences  
  c. a survey instrument and need will be reviewed, potentially developed & administered in FY07 to determine specific educational, social, trans-cultural & physical needs of departmental programs & subsequently guide collaborative program development  
  Intended users of collected data: program directors, ETP & collaborative departments; pilot & develop long-term educational programming to increase student retention & graduation |

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**Student centeredness**

Identify potential collaborative educational and therapeutic program opportunities that complement CRI activity offerings to maximize benefits of such programs.

- a & b. Identify all potential educational and therapeutic opportunities within CRI & University.
- *a minimum of twelve practical opportunities identified.
- c. Meet with potential educational and therapeutic collaborators to identify needs, priorities and clarify opportunities (clarify program facilitators).
- *A survey instrument and need will be reviewed, potentially developed & administered in FY07 to determine specific educational, social, trans-cultural & physical needs of departmental programs & subsequently guide collaborative program development.

**Number of Potential Co-Curricula Opportunities Identified**

a & b. A minimum of twelve practical opportunities identified; these will be pursued via meetings & pilot programming to develop meaningful educational, social, trans-cultural & physical experiences.

c. A survey instrument and need will be reviewed, potentially developed & administered in FY07 to determine specific educational, social, trans-cultural & physical needs of departmental programs & subsequently guide collaborative program development.

**Intended Users of Collected Data**

Program directors, ETP & collaborative departments; pilot & develop long-term educational programming to increase student retention & graduation.
Division/College/Department/Program/Activity Name

Georj L. Lewis, Dean of Students
Dean of Students Office
PO Box 8070, Statesboro, GA
Russell Union, Georgia Southern University

Department/Program/Activity Mission or Purpose

The mission of the Dean of Students Office (DOS) is to provide leadership and vision for delivering student services that facilitate personal development and intellectual growth. The Dean of Students Office supports the University’s hallmark of a culture of engagement by assisting in extending learning beyond the classroom and promoting student growth. Specifically, the office advocates for students on judicial matters, facilitates in resolving disputes between students and faculty, provides a welcoming and responsive environment to students and parents to promote resolution of social, emotional, family and peer related issues, fosters experiences that promote the celebration of diversity, promotes education opportunity, facilitates communication through various facets of student media and campus technology as well as supports student development through Greek life on campus.

Goals and/or Objectives

The Dean of Students (DOS) Office functions to advocate for students on matters that impact their experience at Georgia Southern University. Specifically, the DOS Office functions as a major component of the Student Affairs and Enrollment Management (SAEM) Division managing five functional areas that are categorized as the Student Services Unit (SSU) that include: Judicial Affairs, Multicultural Student Center, Educational Opportunity Programs, Greek Life and Student Media. As noted in the University’s mission, the DOS Office and the SSU function to extend learning beyond the classroom and to promote student growth through the following: “hands on” co-curricular programs, an educational judicial system, fulfilling university experiences provided through cultural activities and Greek Life, and access through various educational opportunity programs.

Goals:
1. Student Government: Increase student interest/involvement in Leadership Activities (Student-Centered University)
2. Enhance DOS Office engagement with students through various forms of communication (Student-Centered University)
3. Partnerships: Develop intentional partnerships with academic affairs and auxiliary services to facilitate addressing student needs (Student-Centered University)
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<tbody>
<tr>
<td>Student-Centered University</td>
<td>Student learning outcome-enhanced student success (link to retention efforts)</td>
<td>Outcomes were evaluated through quantitative and qualitative measures.</td>
<td>In the Dean of Students Office, the person responsible for the evaluation process is Mr. Georj Lewis.</td>
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<td>Increase involvement and understanding of the importance of student engagement with the university-</td>
<td>The success of this outcome was measured by the number of students who participated in the SGA election process as compared to previous years and the change to the constitution that created a policy to involve more students in the operation of the Student Government Association.</td>
<td>SGA Senators visited student organization meetings to encourage participation in the election (running and voting), two voting forums were held; 2100 students voted during the election (increase of 1400 students), 104 students ran for the election (over twice the amount of the previous year.)</td>
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<td>The Student Government Association Constitution has changed. A new policy is in place to add one senator to each school (post election). This policy will be in effect as of Fall 2006.</td>
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<td>Student learning outcome-enhanced efforts to support more graduating students</td>
<td>Outcomes were evaluated qualitatively through recording the numbers of personal contacts, as well as, recording the identified student concerns.</td>
<td>The success of the outcomes of these particular initiatives will continuously be evaluated for a determination of success in the future.</td>
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<td>Enhanced communication with students, identification of student needs, and implementation of practices that will facilitate student progress towards graduation</td>
<td>Quantitatively, the number of Eaglegrams and the number of students contacted were recorded electronically.</td>
<td>5 Visitations were made to individual student organizations and approximately 75 student questions were addressed; 362 Eaglegrams were sent during the 2005-2006 academic year.</td>
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<td>The Dean of Students Website was updated by the development of a mechanism to respond to student concerns via the website. This site was used minimally in 2005-2006 academic year by students.</td>
<td>The Office of Strategic Research and Analysis completed a report on Student Email Satisfactions. One of the items measured was Eaglegrams. In this report, 30% of the participants strongly agreed, 44% of the participants agreed, 13% were neutral, 8% disagreed, 3 % strongly disagreed, and 2 % have no opinion to the following statement- EAGLEGRAMS are an effective way to communicate with students on issues that affect them.</td>
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<td>Develop partnership (with Auxiliary Affairs) to implement the use of software to identify students and with Academic Affairs to identify academic concerns of students --</td>
<td>The implementation/execution of the meetings with the Associate Vice President as well as the completion of the collaboration with Auxiliary Affairs evidence success as it relates to this goal.</td>
<td>Monthly meetings with the Associate Vice-President of Academic Affairs were conducted in reference to various student academic and advisement issues.</td>
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<td>OUTCOME 1: Collaboration has assisted in five major issues by students or student organizations. Issues addressed were academic dishonesty, the honor code, classroom civility, religion and classroom required participation. The items addressed assisted with decision making and conduct code revisions.</td>
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<td>OUTCOME 2: A program was implemented with the assistance/collaboration of Auxiliary Affairs that enables us to view student photographs (from ID pictures) prior to office visits.</td>
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Division/College/Department/Program/Activity Name

Educational Opportunity Programs
Sue Hawks-Foster, Director
Williams Center, Room 1026, P.O. Box 8071, Statesboro, GA
912-681-5458
sfoster@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

It is the mission of the Georgia Southern University Department of Educational Opportunity Programs to empower 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.

We are committed to accomplishing our mission while adhering to the expectations of the Federal TRIO programs to provide educational opportunities for low-income and potential first-generation college students. It is our sincere belief that within every individual lives a potential for success, which needs to be recognized and challenged. Our hope is to enlighten students and encourage their pursuit for success within the academic realm.

Goals and/or Objectives

The Educational Opportunity Programs Office is an outreach program for low-income middle and high school students. As such the office seeks to empower students to realize their academic potential. Additionally, staff seek to strengthen partnerships among Faculty and Deans with Educational Opportunity Program participants in Ronald E. McNair Post-Baccalaureate Achievement Program by increasing the Faculty contact with McNair Program Students in the area of undergraduate research. Faculty can serve as mentors and Faculty and staff on campus can be identified to interact with the area high schools.
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<tr>
<td><strong>Academic Distinction</strong></td>
<td>1) Students will increase skills in research by producing a scholarly paper for production in a scholarly journal.</td>
<td>A journal will be produced and distributed to all stakeholders.</td>
<td>The journal was compiled for previous research and made available on a CD to the campus community. Students were also given an opportunity to present on their research in Spring 2006.</td>
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<tr>
<td><strong>Student-centered University</strong></td>
<td>2) Students will increase self-esteem as seen by their increase in campus academic arena such as membership in honor societies, student leadership activities.</td>
<td>Student active participation in on campus leadership position will be compared to what students were involved with before entering the Program.</td>
<td>First Self Assessment was conducted by students when they entered the program in early January 2006 and was completed by each student. This will be reviewed during the Summer 2006.</td>
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<tr>
<td><strong>Academic Distinction</strong></td>
<td>3) Students will increase GPA by at least 10% by graduation.</td>
<td>Student’s GPA will be compared to what the entry level GPA was when they entered the McNair Program and when they graduate from Georgia Southern. We expect to see a 10% increase in GPA.</td>
<td>This will be reviewed in Summer 2006.</td>
</tr>
<tr>
<td><strong>Student-centered University</strong></td>
<td>4) Students will increase likelihood of graduating from Georgia Southern.</td>
<td>Students who enter McNair will be tracked until they graduate from Georgia Southern.</td>
<td>All students eligible to graduate from GSU did as of May 2006 and the remainder will be tracked by obtaining information from Banner for the past year. Recommendations were collected and put in student files. Staff discussed with student results and areas that have been recommended for improvement to assist student with academic growth</td>
</tr>
<tr>
<td><strong>Academic distinction</strong></td>
<td>5) Students will increase likelihood of attending a graduate school by at least 30% higher rate than the current Georgia Southern graduate going to graduate school.</td>
<td>McNair students who enter Graduate school immediately upon graduating from Georgia Southern will enter at a rate of 30% as compared to those students in the general population who go to graduate school from Georgia Southern.</td>
<td>Students will be tracked in the Fall 2006 for status on matriculation in Graduate School.</td>
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Division/College/Department/Program/Activity Name

Connie Murphey, Director of Financial Aid
Rosenwald Building, 2nd Floor
P.O. Box 8065, Statesboro, GA 30460-8965
912-871-1263

Department/Program/Activity Mission or Purpose

The Financial Aid Department exists to remove financial barriers to student enrollment and retention at Georgia Southern University. We seek to assure that 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.

Goals and/or Objectives

1-Enhance financial aid communication to the transfer student population.
2-Apply for the U. S. Department of Education’s Title III-V Federal Aid Waiver.
3-Increase the number of students who apply for financial aid prior to the end of Spring term.
### Strategic Theme

#### Student-Centered University

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<tr>
<td>Increase the number of transfer student financial aid applications</td>
<td>Weekly tracking reports on transfer students were generated for review by the assigned alpha counselor to determine if accepted transfer students had completed appropriate financial aid application. Each alpha counselor followed up with their transfer applicants in order to make them aware of the financial aid process and appropriate deadlines. This method was utilized to increase the number of transfer applications on a weekly basis during the financial aid peak processing periods. This review process will be continued in FY07.</td>
<td>The Director monitored the financial aid application reports on a weekly basis with the Associate and Assistant Director. Review of the reports was used to determine if communication to the transfer students was sufficient and if new initiatives need to be developed and implemented during FY07. During FY07 all transfer student communications will continue to be monitored weekly to ensure that students are made aware of the financial aid processes and deadlines.</td>
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At the end of May, 2006, the number of transfer financial aid applications increased slightly, .04%, over the same time last year.

#### Private and Public Partnership

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<td>Apply and receive the U.S. Department of Education’s Title III-V Federal Waiver for student federal financial aid. Receiving the Title III-V waiver will enable the Financial Aid Department to increase fund awards to needy students and increase federal student worker positions for various campus departments.</td>
<td>The success of the application process was achieved when Georgia Southern University received in February notification from the U.S. Department of Education that we were designated as a Title III-V Institution. The Title III-V Institutional Waiver signifies that Georgia Southern University has enough needy student recipients and we do not have to do the required federal dollar match for the Supplemental Educational Opportunity Grant and Federal Work Study programs. The federal dollar match for Georgia Southern University would have been approximately $280,000.</td>
<td>The Director monitored the U.S. Department of Education’s Title III-V website and notified the appropriate campus department(s) that the application is had to be completed. The following summaries the application timeline: Timeline: December, 2005: The Director of Financial Aid obtained application during open enrollment and notified the Vice President of Student Affairs and Enrollment Management and the Office of Strategic Research and Analysis. January, 2006: The Title III-V application was completed and the data was verified by the Director of Financial Aid and the Office of Strategic Research and Analysis. The Director submitted the application electronically to the U.S. Department of Education. February, 2006: The Director received notice from the U.S. Department of Education that Georgia Southern University was an eligible institution and the Title III-V Institutional Waiver could be used for FY07. The granted waiver was given the Georgia Southern University for five years, so re-application for the waiver will begin in December, 2010.</td>
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Student Centered University  

3-Student Learning: Provide students with the opportunity to understand the importance of applying for financial aid early through:
   Workshops across campus
   Postcards/letters/EAGLEGRAMS
   Financial Aid Early Awareness Campaign with SGA

The numbers from the reports indicated that the methods used to reach students to let them know that they needed to re-apply for financial aid for the upcoming year was successful. The various campaigns used to reach students - workshops, postcards/letters/Eaglegram e-mails and Student Government Association - produced a higher student awareness to apply for financial aid. Financial Aid’s assessment of the methods used showed that the workshops were the least effective method because overall attendance was low, approximately 158 students per 4 sessions and more effective methods were the use of monthly postcards/letters/Eaglegram e-mails. The method is to increase a higher number of applications at various checkpoints during the peak processing periods.

3- Weekly financial aid reports were generated to monitor the number of financial aid recipients(students) who applied for financial aid prior to the end of spring(May) term vs the same time last year:

1) Free Application for Federal Student Aid (FAFSA): as of May 30, 2006, FAFSA applications were up 949 over this time last year.

2) Student Document Tracking Reports: after the FAFSA was filed, information needed from students to complete the processing of their financial aid (FAFSA) awards were tracked weekly. As of May 30, 2006, the number of incomplete financial aid applications was down 834 over this time last year.

3- Monitoring the FAFSA applications and student document tracking reports on a weekly basis by the Director, Associate and Assistant Director helped provide a more precise evaluation of the methods used to notify students that it was time to begin re-applying for financial aid. The data revealed that more frequent contact with students in the form of written information produced the best results. Future communication to students will be reviewed to determine if it is sufficient or if new initiatives need to be implemented, such as contacting the parents of dependent students or sending independent students information to their off campus addresses.
Division/College/Department/Program/Activity Name

Auxiliary Services/Health Services
Paul Ferguson, Director of Health Services
Statesboro, GA
912-486-7288, pferguson@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The mission of Health Services is to help students achieve the best possible physical and psychological health and to positively affect their long-term health-related behaviors by providing high quality, cost-effective healthcare services, programs, and products. Health Services supports the mission, purpose, and strategic initiatives of Georgia Southern University, the Division of Student Affairs and Enrollment Management, and the Division of Auxiliary Services.

Goals and/or Objectives

Objective 1: Effectively provide high-quality healthcare and health education & wellness services and programs to enhance student retention and graduation and promote healthy lifestyles.

Objective 2: Efficiently manage financial resources to support high-quality healthcare and health education & wellness services and programs, and to meet an increased demand for services resulting from increased student enrollment and retention.

Objective 3: Apply information and data management technology to enhance communication and delivery of programs and services to students and the University community.
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<tr>
<td>student-centered</td>
<td>Demonstrate that high-quality programs and services are being effectively provided, aimed at enhancing student retention, student graduation, through internal and external measures.</td>
<td>Internal measures include student/patient satisfaction surveys, and a formal risk management and quality of care/peer review process. External measures include implementation of national ambulatory healthcare standards and completion of a national accreditation review process.</td>
<td>a) Patient Satisfaction Surveys</td>
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<td>a) Conduct internal Patient Satisfaction Survey throughout the year.</td>
<td>* Timeline: Patient satisfaction surveys given to all new patients and every 10th returning patient at sign-in at beginning of academic year and throughout the year; completed surveys turned in prior to leaving facility or returned via campus mail</td>
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<td>b) Produce review and respond to monthly management information productivity reports produced from the MediCat practice management information system.</td>
<td>* In addition to providing valuable feedback on care provided patients, one outcome of the survey evaluations has been a decision to work with the SAEM Office of Strategic Planning to implement a web-based survey tool to expand the evaluation process to include students who may not be using Health Services to help us determine the reason/reason(s) why they are non-users.</td>
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<td>c) Quality of Care, Continuous Quality Improvement (CQI), and Risk Management Committees formed to conduct meetings, appropriately act upon and document CQI and Peer Review studies in keeping with AAAHC Quality of Care standards; evaluate and revise existing Health Services Policies &amp; Procedures to ensure that they meet or exceed AAAHC standards.</td>
<td>b) MediCat Practice Management System Report Analysis</td>
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<td>The Health Services Management Team and the committees form the backbone of the AAAHC accreditation process, responsible for maintaining a current, complete set of departmental policies and procedures; and documented, evidence based assessment of the quality of the services that includes a number of Risk Management and CQI studies. The most important of these studies being a patient flow study to identify potential bottlenecks in the system aimed at increasing staff efficiency and reducing waiting times; and a number of Peer Review studies focusing on selected high volume clinical care areas.</td>
<td>* Timeline: Patient utilization (including ICD-9/CPC treatment code) reports comparing current fiscal year activity with previous year’s activity produced and analyzed on a weekly basis; monthly basis; and final end of year report</td>
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<td>The outcome of these studies was the implementation of new program initiatives to better handle patient flow utilizing existing staff resources, including the MediBuddy-U web-based program, creation of a treatment room triage system, creation of a dedicated Patient Services Support office In addition, all Health Services Policies &amp; Procedures were evaluated and are being revised/reformatted to mirror the AAAHC standards.</td>
<td>* Monthly management information productivity reports: Reports used to evaluate overall patient use, including utilization per service area and service provider, and presenting medical conditions</td>
</tr>
</tbody>
</table>

**Strategic Theme:** Demonstrate that financial resources are being allocated in a manner that is consistent with the University’s strategic plan. **Assessment Method:** a) Prepare Budget **Implementation status:** a) Prepare Budget
| Efficiently managed aimed at meeting increased student/patient demand while minimizing student health fees and out-of-pocket costs, through sound budgeting and financial management that is measurable and meets or exceeds expense and revenue goals. | a) Prepare budget utilizing University and Health Services budget and financial information and reports. | * Timeline: August – September begin development of next fiscal year budget; October develop preliminary budget with emphasis on, and justification for, student health fee increase; November present budget document including health fee justification for approval by Director, VP, SGA representatives, President’s Council, and Board of Regents
* Evaluation: Budget evaluated based on current and future staffing, facility, equipment, and supply expense needs, anticipated enrollment based health fee income, and anticipated fee-for-service revenue aiming for 10% end of year net operating income
* Other Program Contacts: Health Services Administrative Coordinator; Pharmacy, X-Ray and Medical/Pharmaceutical Supply Vendors
* Intended User: Data collected from university and health services budget and financial reports is used by Director of Health Services and Health Services Management Team in developing budget, including any health fee increase request and justification |
| --- | b) Monitor financial reports closely and regularly, identifying positive and negative operating expense and revenue areas. | b) Monitor Finances
* Timeline: On-going, July 1st through June 31st
* Evaluation: Finances monitored using monthly departmental expense and revenue reports that are evaluated using an Auxiliary Services generated P&L spreadsheet; Director monitors and evaluates detailed departmental expense and revenue activity on a daily basis through web accessing university financial accounting system via crystal reports. Changes in expense and revenue related activity are made as needed based on this evaluation process. |
| c) Develop and implement short and long-term expense revenue plans, including cost changes in service delivery and alternative revenue streams. | c) Respond to Needed Changes in Service Delivery & Revenue Generation
* Using financial account reports and P&L statements, Health Services Management Team evaluates changes required immediately, short-term, or long-term to correct expense or revenue issues aimed at supporting cost effective, high quality programs and services. |
| Method: Evaluate and implement state-of-the art, innovative information technology programs, with a special emphasis on web-based technology that improves patient-provider communication and practice efficiency. |
| Methods Used: |
| a) Define current and future web-based information technology needs aimed at enhancing patient-provider communication through HIPAA compliant applications |
| b) Research field to assess cost effective web-based data management, patient-provider communications, and health education/wellness promotion technology, with a particular focus on applications specific to university health services and college age students, and determine best fit. |
| c) Develop funding plan, seek approval, complete bid process, implement technology. |
| a) Determine present and future Health Services web technology needs |
| * Timeline: August – September, 2004 to Present |
| * Director surveyed Health Services staff, selected student leaders, and key Auxiliary Services and Student Affairs & Enrollment Management IT personnel to obtain their input and recommendations regarding web technology needs; Utilized Health Services Management Team to review staff and student input and develop a set of functional technology specifications. |
| b) Research and assess available HIPAA compliant web-technology and determine best fit |
| * Timeline: October, 2004 – November, 2004 |
| * Director of Health Services worked with previous colleague, VP for Consulting Services at iLIANT Corporation, to obtain a comprehensive review of web-based medical technology applications in both the public and private sectors; Review identified a number of solid web-based technology vendor applications for the private sector, with one Atlanta based ASP vendor application designed for both private and university health settings; Determined that IMS MedBuddy-U application met all of the functional technology specifications developed previously. In addition, Director of Health Services researched health education and wellness information web/internet applications and identified a program designed exclusively for university students called My Student Health Zone. The program is a certified health education/patient education content site provided by Student Resources, a national student health insurance company, but owned and operated by the Nemours Foundation. |
| c) Develop funding plan, seek approval, complete bid process, implement technology |
| * Timeline: November, 2004 to Present |
| * My Student Health Zone health education and wellness information website was implemented September 12, 2005 and is available to students and the greater university community via the Health Services web homepage and the University Library website. |
Division/College/Department/Program/Activity Name

Vickie Hawkins, Director of University Housing
Statesboro, GA
912-681-0607  vhawkins@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Department of University Housing is committed to the support of students learning in a residential community and Georgia Southern University’s larger mission to be one of the best comprehensive universities in the nation. University Housing fosters the development of respect, responsibility, and accountability in students by providing engaging living-learning environments within safe, affordable and comfortable housing. The Department educates students in order that they may become productive citizens and life-long learners.

Goals and/or Objectives

1. Assist first year students in their transition to Georgia Southern and enhance retention efforts. Plan, implement and evaluate creative programs for students living in University owned residential facilities.

2. Provide creative and effective living and learning communities in the residence halls for all residential students.

3. Partner with Academic Affairs in the areas of reserved classes for students residing in LLCs (Living Learning Communities), (Success In U [SIU], Freshman Interest Groups [FIGs]).

4. Provide safe and quality housing with the amenities that students desire at an affordable rate.

5. Create a living and learning environment in all residential facilities that will satisfy students living on campus.
<table>
<thead>
<tr>
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<th>Outcome</th>
<th>Assessment Method</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Centered</td>
<td>Students in campus residence facilities will achieve an overall average GPA higher than a comparison group of off-campus residents.</td>
<td>First year students’ GPAs Retention numbers of first year residential students returning to Georgia Southern for their sophomore year Students residing in Living Learning and theme based communities Student employees</td>
<td>A report on Fall 04-05 gpas by residence on campus versus off-campus was provided by Strategic Research and Analysis. The data for 04-05 supported the achievement of a higher average GPA for on-campus students. This study will be conducted again on the Fall 05-06 students and available by September 2006.</td>
</tr>
<tr>
<td>Student Centered</td>
<td>Residence hall students will self report a high level of overall satisfaction with their residential experience.</td>
<td>For this outcome the following assessment methods were used: Educational Benchmarking, Inc (EBI) survey, “Call a Student” assessment activity, “Meet a Student” assessment activity, focus groups, and reviewing the demand for student housing.</td>
<td>Approximately 32% of residence hall students completed the EBI survey. 71% of residence hall students who completed the EBI survey indicated they were satisfied with their residence hall experience.</td>
</tr>
<tr>
<td>Physical Environment, Student Centered, Academic Distinction, Public Private Partnerships</td>
<td>Forty percent of undergraduate students will live on campus.</td>
<td>For this outcome the following assessment methods were used: Housing Occupancy, Capacity Reports and Enrollment Reports.</td>
<td>Only 24% of students were able to live on campus during the 2005-2006 academic year.</td>
</tr>
<tr>
<td>Student Centered, Academic Distinction</td>
<td>University Housing will create and maintain living and learning communities which will support efforts to increase retention and academic achievement.</td>
<td>For this outcome the following assessment methods were used: Housing reports indicating the number of learning communities and programs as well as information and reports from OSRA comparing on and off campus students’ GPAs and retention rates.</td>
<td>During the 2005-2006 academic year, DUH sponsored 13 FIGs and five LLCs.</td>
</tr>
<tr>
<td>Academic Distinction, Student Centered</td>
<td>University Housing will create and maintain first year residential interest groups (FIGs [Freshman Interest Groups]) and a first year residential experience (SIU [Success In U]) that will support efforts to increase freshman academic performance and retention.</td>
<td>For this outcome the following assessment methods were used: DUH internal reports (semester and annual reports, etc.) outlining number of programs in the communities, OSRA reports indicating student retention and GPAs of students enrolled in these specific programs.</td>
<td>The majority of the information will be available in August, 2006. Preliminary information as of June 30, 2006 indicates the following: Over 1000 programs were offered to residence hall students during 2005-2006. Twenty percent were academically related programs.</td>
</tr>
<tr>
<td>Student Centered</td>
<td>University Housing will provide employment opportunities and career development for student workers.</td>
<td>For this outcome the following assessment methods were used: DUH demographic report indicating the number of students employed, length of employment, position, training programs, etc. satisfaction survey of student employees and a list of training programs available to student employees, including the semi-annual job performance appraisal.</td>
<td>Over 200 students were employed by DUH. RAs completed the EBI RA survey. GSU RAs rated the question “overall satisfaction with the RA position,” 5.18 on a 7-point scale. Other DUH student employees did not complete a satisfaction survey.</td>
</tr>
<tr>
<td>Student Centered</td>
<td>University Housing will remain fiscally sound by controlling expenses and increasing revenue.</td>
<td>For this outcome the following assessment methods were used: Monthly and annual Profit and Loss statements.</td>
<td>This goal was achieved for FY 05. Net income for FY 05 was more than $1 million. It appears net income for FY 06 will exceed $700,000.</td>
</tr>
</tbody>
</table>
Dr. Edward Bayens, Ph.D.
Director of Judicial Affairs
2023 Russell Union
Statesboro, GA
(912) 681-0059, edbayens@georgiasouthern.edu

1. Uphold the academic and behavioral standards of the University by adjudicating violations of the Student Conduct Code in a fair and consistent manner, treating each student with dignity and respect.

2. Challenge students to adopt an informed set of ethics and values expressed through civility, academic integrity, behavioral standards, and a commitment to lifelong learning and social responsibility.

3. Communicate to students that they are responsible for their behavior both on and off-campus.

4. Students should have a clear and unambiguous understanding that there are consequences associated with behaviors that violate University and community standards.

Uphold the academic and behavioral standards of the University by adjudicating violations of the Student Conduct Code in a fair and consistent manner, treating each student with dignity and respect.

Increase student awareness and understanding of the University judicial policy and the alcohol policy before going through the judicial process.

Provide a comprehensive orientation and training program for student and faculty members of the University Judicial Board.
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<tr>
<td>Student-Centered University</td>
<td>Students will evaluate the fairness of the judicial process.</td>
<td>Students who appeared before the University Judicial Board, a University Hearing Officer, and the Director of Judicial Affairs completed a survey designed to determine the fairness of the judicial process.</td>
<td>The timeline for collecting and tabulating the assessment instruments begins Fall Semester and ends at the conclusion of the Spring Semester for two of the instruments and immediately after the University Judicial Board orientation and training program for assessing the learning outcome for faculty and student members of the University Judicial Board. The assessment instruments are designed to determine the fairness of the judicial process; to assess and measure the understanding of the alcohol policy; and measure the effectiveness and learning outcome of student and faculty members of the University Judicial Board. Results of the assessment instruments are reviewed annually. Based on the results of the assessment instruments, changes are discussed and implemented to better meet the needs of the student and the faculty members of the University Judicial Board. For example, we noticed this year an alarming increase in the number of cases referred to the University Judicial Board for adjudication. As a result, students and faculty members of the University Judicial Board were meeting two and three times a week in order to adjudicate cases. Beginning Fall Semester 2006, the University Judicial Board will expand from one judicial board to two judicial boards. Expanding the number of judicial boards will reduce the time commitment of the faculty and student members of the University Judicial Board. The Office of Judicial Affairs collected, tabulated, and analyzed the results of each assessment instrument in July 2006. Results of the assessment instruments indicated that students overwhelmingly viewed the judicial process as fair and that students were treated with dignity and respect. Results of all the assessment instruments are available upon request by contacting the Office of Judicial Affairs in July each academic year.</td>
</tr>
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</table>
### Georgia Southern University - Student Affairs and Enrollment Management

**FY06 FINAL July 30, 2006 Worksheet on Evidence-Based Decision Making (EBDM)**

(Initial plan provided for September 15-16, 2005 WORKSHOP Nessmith-Lane Building)

<table>
<thead>
<tr>
<th>Student-Centered University</th>
<th>Students will be able to articulate and understand the Georgia Southern University judicial and alcohol policy.</th>
<th>Students found responsible for violating the University alcohol policy (first offense) completed a survey designed to measure an understanding of the alcohol and judicial policy.</th>
<th>The Office of Judicial Affairs collected, tabulated, and analyzed the results of each assessment instrument in July 2006. Results of the assessment instrument indicated that a majority of students (67%) were aware of the alcohol policy before going through the judicial process; 95% said that the judicial process was educational; 98% stated that they would make changes in their behavior as a result of going through the judicial process; and 95% indicated that they learned valuable information regarding their personal choices with alcohol use. Each category was an improvement from Fall Semester 2005.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Centered University</td>
<td>Student and faculty members of the University Judicial Board will be able to comprehend and evaluate violations of the Student Conduct Code.</td>
<td>Student and faculty members of the University Judicial Board completed an evaluation of the orientation and training program designed to assess program effectiveness.</td>
<td>The Office of Judicial Affairs collected, tabulated, and analyzed the results of each assessment instrument in July 2006. Results of the assessment instrument indicated that students and faculty members of the University Judicial Board (99%) stated that the orientation and training program was productive and informative.</td>
</tr>
</tbody>
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Campus Coordinator: Dr. Trey Denton, Office-Institutional Effectiveness & Strategic Planning/Professor-College of Business Admin

Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 7/30/06-Form 2

Source: Department noted

REVIEWED: J Perkins Brown, Director, Strategic Research and Analysis, SACS Leadership Team & SAEM EBDM Lead, May-July, 2006

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Division/College/Department/Program/Activity Name

Consuela Ward-Pender
Director, Multicultural Student Center
2024 Russell Union
P.O. Box 8068, Statesboro, GA 30460
(912) 681-5409 ph, (912) 486-7436 fax

Department/Program/Activity Mission or Purpose

The Multicultural Student Center supports Georgia Southern University’s greater mission to support Georgia and global 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 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.

Goals and/or Objectives

- Foster developmental opportunities for all students regardless of their ethnic background or national origin.
- Advocate and promote the cultural, personal, social, intellectual and leadership development of all its students.
- Cultivate a spirit of partnership between underrepresented populations and the university administration.
- Provide opportunities for the campus community to celebrate diversity.
- Support the university’s goal of maintaining a diverse student body through recruitment and retention initiatives.
## Strategic Theme

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<tbody>
<tr>
<td>Student Centered University</td>
<td>Students will be able to explain specific responses regarding information necessary to prepare them to be Map Sponsors in GSU 2222, “Preparing Student for University Service.” Some examples of these explanations are identifying community and on campus resources, the difference between advice and interpersonal communication, and the advantages and disadvantages of group assistance versus individual assistance.</td>
<td>Both qualitative and quantitative methods were used in a written exam format of assessment for Map Sponsors in GSU 2222, “Preparing Student for University Service.” This course was offered during the spring semester of 2006. Students’ knowledge of campus resources, student development theories, awareness of basic crisis intervention techniques, time and stress management skills were evaluated.</td>
<td>The Map Coordinator facilitated the test to students who took the class. The tests were graded and reviewed by the Map Coordinator and the Director of the Multicultural Student Center in their next weekly scheduled one on one meeting. Implementation was then instituted no more than one day after the review by informing students their test scores and asking those with a passing score to report for duty at the beginning of August. The outcome was achieved when students who completed training passed the written exam with a minimum score of 80% successfully completed. 90% of the students scored 80% or better on the written exam. The Map Coordinator and the Director of the Multicultural Student Center used the information to secure the MAP sponsors for the FY06 school year.</td>
</tr>
<tr>
<td>Trans-cultural Opportunities</td>
<td>Students will be able to summarize general information regarding diversity awareness and strategies that go beyond awareness in diversity workshops presented to GSU 1210 classes during the fall semester of 2005. For instance, students were asked to define diversity and give simple examples of how anyone could actively fight injustice and pursue learning more about people who are different than themselves.</td>
<td>Both quantitative and qualitative methods were used in an evaluation provided to participants at the end of each instructor-requested diversity workshop given for GSU 1210 classes in the Fall of 2005. Students were asked to indicate on a scale how much they knew about the subject before and after the program and to summarize applicable strategies that transcend diversity awareness.</td>
<td>The staff member facilitating the instructor-requested diversity workshops for GSU 1210 Fall 2005 classes distributed the evaluation and evaluated/calculated the results. The evaluation results were reviewed with the Director of the Multicultural Student Center in their next weekly scheduled one on one meeting. The accomplishment of the outcome was strengthened by the students’ attendance of diversity workshops given by the Multicultural Student Center. There were a total of 38 of these in class workshops, fall 2005. 98% of students in the fall 2005 workshops indicated that they knew more about that diversity topic after the workshop presentation than they did before the presentation. The Director used the information to ensure success for future presentations. For instance, from these discussions, the Director determined that one facilitator would be more successful in other duties in the office instead of presenting. The information was used in the Student Activity Budget proposal presentation and in Multicultural Student Center in monthly reports to the Dean of Students.</td>
</tr>
<tr>
<td>Academic Distinction and Trans-cultural Opportunities</td>
<td>Students will be able to state concerns surrounding current and historic diversity issues of Hispanic Americans, African Americans, and Women &amp; Gender roles.</td>
<td>Both quantitative and qualitative methods were used on an evaluation provided to participants at individual programs celebrating Hispanic Awareness, GLBTQ Awareness, Black Awareness, and Women’s Awareness Month. Students were asked to indicate on a scale how much they knew about the discussed subject before versus after the program and state concerns surrounding the topic that impacted them the most.</td>
<td>The staff member facilitating the event distributed and evaluated/calculated the evaluations which were reviewed in the staff meeting that followed. The evaluations were from programs during Hispanic Awareness (September 15- October 15, 2005), GLBTQ Awareness Month (October 2005), Black Awareness Month (February 2006), and Women’s Awareness Month (March 2006). Implementation of applicable recommendations from the evaluations began on the next scheduled applicable presentation. For example, Dr. Mark Benn was brought in on September 15, 2005 as a diversity speaker. The evaluations concluded that more than the allotted time of one hour was needed for participants to hear the lecture and get all questions answered. As a result, all programs with guest speakers with a question and answer period is given an automatic 1.5 hour window. Another example of implementation relates to the February 20, 2006 12:00 p.m. program involving the genocide in the Sudan, entitled “The Lost Boys of the Sudan.” The evaluations indicated that the room size (room 2080 in the Russell Union) could not accommodate a program of such international importance and that secondary school teachers would have liked for them to come their schools. As a result, we have scheduled to program again on November 18, 2006 in the Russell Union ballroom during International Week and at 7 p.m. so that more community members could attend. This information is documented in the in house program reports of the Multicultural Student Center.</td>
</tr>
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</table>
Division/College/Department/Program/Activity Name

Registrar’s Office
Mike Deal, Registrar
Rosenwald Building, Statesboro, GA
mdeal@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Registrar’s Office of Georgia Southern University is an integral part of students’ educations. In following the University’s goal to be student centered, it is important that students, as well as faculty and staff, be treated with patience, in an understanding manner. Our policies must be communicated widely and administered consistently in the spirit of their intent to promote student success. Flexibility, guided by commitment to service, is an important value in the administration of the Registrar’s Office. Working toward the objective of Technological Advancement, the Registrar’s Office provides leadership in the development of automated processes. Using new technology makes it possible to provide services that support trans-cultural opportunities. The office provides data to the academic community for decision making to enhance the Academic Distinction of the University. It is essential to use automated and computerized systems, when available, to improve service and increase efficiency in the Registrar’s Office to better serve our constituents.

Goals and/or Objectives

1. Provide better information about degree requirements to students.
2. Provide improved/enhanced services and information to students, faculty, and staff.
3. Provide students the opportunity to register early and obtain seats in their required courses.
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<tr>
<td>Student-Centered University and Technological Advancement</td>
<td>Students will be better able to evaluate and determine their progress in completing their degree requirements.</td>
<td>Student Curriculum, Advising, and Program Planning (CAPP also known as Degree Evaluation) survey will be used. This survey allows for student voluntary response(s) to questions designed to determine if the student has obtained clear, concise information about their degree program requirements and if they are satisfied with how the information is provided. An Advisor CAPP Survey will also be used and regular meetings will take place between Assistant Registrar and advisors.</td>
<td>Assistant Registrar monitored results of CAPP Surveys and emails questions to the Degree Evaluation Email account to determine if CAPP program rules needed corrections or adjustments. Surveys are available continuously through Student and Faculty WINOS accounts. The survey results were reviewed monthly. In addition to the survey, email questions to the Degree Evaluation (CAPP) Email account were reviewed daily. Assistant Registrar met monthly with the Academic Advisors Council which is composed of advisement and/or administrative staff representing each college to determine if CAPP (Degree Evaluation) program rules or course attributes need corrections or adjustments. Needed corrections/adjustments to course attributes were made continuously for individual students upon request of the student’s advisor. In FY06 changes to the CAPP program rules were made in May 2005 for all degree program changes approved by Undergraduate Committee and effective for Fall 2006. A Degree Evaluation Adjustment Form was developed in January 2005 based on need revealed by survey results from students as of December 2005. Based on feedback from the advisor and student survey results as of December 2005, a Frequently Asked Questions (FAQ) document was developed and made available on the Registrar’s Office web site in January 2005. Based on feedback gained through this survey to date, the survey process will be continued in FY07 as additional students and advisors begin using CAPP (Degree Evaluation).</td>
</tr>
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</table>
### Student-Centered University and Technological Advancement

| Students, faculty, and staff will be satisfied with the services provided by the Office of the Registrar. | Student and Faculty/Staff Satisfaction Surveys available on the Registrar’s Office website will be used to determine constituents’ level of satisfaction with services provided. | Associate Registrar monitored results of the Student and Faculty/Staff Satisfaction Surveys to determine if changes needed to be made in the performance of services or the distribution of information. The Student and Faculty/Staff Satisfaction Surveys are available continuously through the Registrar’s Office web site. The results were reviewed monthly. An on-line transcript request system through WINGS was implemented in November 2005 to provide better service for students in ordering transcripts. An on-line former student application which can be submitted through the web was developed in Spring 2005 to provide faster processing of former student applications. Application was developed with programming done by SSD Corporation. Testing was completed in May 2005 and the application was put into production in late May 2005. Development of an on-line process for students on exclusion to submit readmission appeals through the web was initiated in Spring 2005. Specifications are being written and programming will be done by SSD Corporation with implementation expected in FY07. |

| Student satisfaction with registration will be reviewed; in addition students completion time towards graduation requirements prior to the anticipated graduation date will be monitored. | Registration Satisfaction Survey will be used to determine students’ level of satisfaction with registration. Seats reports and Wait-listed course reports will be used by the academic departments to determine if adequate seats are being provided for students to make progress toward their degree programs. Annual comparative graduation reports indicating numbers of graduates each year will be used. And, the Graduation Rate report will also be used. | Registrar and Associate Registrar, on a weekly basis during registration periods, monitored Student Satisfaction Survey to determine if level of satisfaction with registration was acceptable or higher. The Student Satisfaction Survey is available continuously through the Registrar’s Office web site. During registration periods, Registrar’s Office provided a daily report of seat availability and wait-listed courses to academic departments. Programming has been requested to provide such a report through Crystal Enterprise. Testing of a daily report showing projection of seats needed in critical core classes is in progress as of May 2006 but no other programming has been completed. Registrar will have a Wait-List Function in WINGS activated for students who need a class and the class is full so that students may be registered for the class when a seat opens in the class due to a student dropping the class or when additional seats are opened in the class. Programming to be done by IT Services has been requested but no progress has been made to date. Graduation Rate report distributed annually as a part of the USG System Report card will be monitored to ascertain improvement in Georgia Southern’s graduation rate. The most recent Graduation Rate information available (based on Fall 1999 cohort) is available at the following link: [http://services.georgiasouthern.edu/osra/download/AnnualReportCard_Six-YearGrad_MJ02142006_FINAL.pdf](http://services.georgiasouthern.edu/osra/download/AnnualReportCard_Six-YearGrad_MJ02142006_FINAL.pdf) |

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Georgia Southern University - Student Affairs and Enrollment Management
FY06 FINAL July 30, 2006 Worksheet on Evidence-Based Decision Making (EBDM)
(Initial plan provided for September 15-16, 2005 WORKSHOP Nessmith-Lane Building)

Student-Centered University and Technological Advancement

- Students, faculty, and staff will be satisfied with the services provided by the Office of the Registrar.

- Registration Satisfaction Survey will be used to determine students’ level of satisfaction with registration. Seats reports and Wait-listed course reports will be used by the academic departments to determine if adequate seats are being provided for students to make progress toward their degree programs. Annual comparative graduation reports indicating numbers of graduates each year will be used. And, the Graduation Rate report will also be used.

- Registrar and Associate Registrar, on a weekly basis during registration periods, monitored Student Satisfaction Survey to determine if level of satisfaction with registration was acceptable or higher. The Student Satisfaction Survey is available continuously through the Registrar’s Office web site. During registration periods, Registrar’s Office provided a daily report of seat availability and wait-listed courses to academic departments. Programming has been requested to provide such a report through Crystal Enterprise. Testing of a daily report showing projection of seats needed in critical core classes is in progress as of May 2006 but no other programming has been completed.

- Registrar will have a Wait-List Function in WINGS activated for students who need a class and the class is full so that students may be registered for the class when a seat opens in the class due to a student dropping the class or when additional seats are opened in the class. Programming to be done by IT Services has been requested but no progress has been made to date.

- Graduation Rate report distributed annually as a part of the USG System Report card will be monitored to ascertain improvement in Georgia Southern’s graduation rate. The most recent Graduation Rate information available (based on Fall 1999 cohort) is available at the following link: [http://services.georgiasouthern.edu/osra/download/AnnualReportCard_Six-YearGrad_MJ02142006_FINAL.pdf](http://services.georgiasouthern.edu/osra/download/AnnualReportCard_Six-YearGrad_MJ02142006_FINAL.pdf)
Division/College/Department/Program/Activity Name

Dr. Jayne Perkins Brown-Director
Office of Strategic Research and Analysis, Administrative Annex
P.O. Box 8126, Statesboro, GA
912-681-5218, jperkins@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Office of Strategic Research and Analysis strives to provide timely information and analyses. In doing so, these support items will be of high quality and offer support for University strategic planning and decision-making.

Goals and/or Objectives

The Office of Strategic Research and Analysis at Georgia Southern University, a staff unit reporting to the Vice President for Student Affairs and Enrollment Management, offers a broad array of executive and management decision support services across all units of the University and to selected external bodies as necessary. The primary purposes of the office include:

- Provide support to facilitate the collection, analysis, interpretation, and presentation of institutionally-related data on projects as identified.
- Gather and analyze environmental information for the institution.
- Provide staff support to facilitate the formulation and implementation of strategic and operational planning for the institution.
- Prepare and publish internal and external reports on the institution’s performance and the environment in which it functions.
- Perform and create ad hoc studies and reports as requested.
- Conduct routine analyses of institutional operation.
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<tbody>
<tr>
<td>Technological Advancement</td>
<td>Migrate a web-based database to support institutional assessment collection and analysis from “test” mode to the web.</td>
<td>Departments in Student Affairs and Enrollment Management will be able to enter assessment plans and details in the database, as well as print reports and update at specified times of the year. Input on use of the database will be solicited by SAEM Directors. This initiative offers significant support to retention and graduation efforts as effective assessment by SAEM offices ensures effective planning to meet student needs.</td>
<td>The OSRA administrative team was responsible for this effort. Paul Wilver, Mike Jordan, Jayne Perkins Brown and Renee Hayes were tasked to test the database and move it to final implementation. The database development was problematic as the Emerging Technology Center provided the technical support, but were not available fulltime. As issues arose in testing, these were provided to ETC for resolution. The database was completed for use in May, 2006. It is hoped that FY07 will see full usage of the database.</td>
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<tr>
<td>Technological Advancement</td>
<td>Develop a project plan and timeline to implement SPSS Mr. Interview software for support of online survey development and analysis.</td>
<td>The office of Information Systems-SAEM will review the project plan and guide needs for training and implementation. Career Services will be asked to put their Pre Graduation Student Survey online and have students use the web survey to provide input. A report will be compiled based on results entered by web. Career Services will be asked to provide user insight as to functionality of the website.</td>
<td>The OSRA administrative team was responsible for this effort. Mike Jordan and Jayne Perkins Brown led this initiative with technical support from Paul Wilver and SAEM-OIS staff. Training was provided by SPSS on campus in November, with additional training in March, 2006 of Paul Wilver and Mary Poe. A survey for Career Services was migrated into the software and used. This process has shown to be more efficient and to provide a format to fill the web-survey tool needs for SAEM.</td>
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<tr>
<td>Student-centered University</td>
<td>Finalize and disseminate results of the Fall 2003 BarOn Emotional Quotient Inventory (BarOn Eqi:S) survey with future recommendations.</td>
<td>The Results will be provided in a report to appropriate campus constituents and the Enrollment Management Council members. Feed back will be sought from each representative for the usefulness of the survey and the report.</td>
<td>Mike Jordan was responsible for the analyses and report generation. The report was presented to the Enrollment Management Council in October, 2005. The reports provided clear information on usefulness of the data and how the tool could be utilized in a next iteration. The Freshmen Year Experience Director is also reviewing the reports to determine how the results can be used in FY07 to have more discussion with GSU 1210 faculty on student feedback.</td>
</tr>
<tr>
<td>Student-centered University</td>
<td>Update and disseminate retention rates research for all Colleges and majors. Update and disseminate graduation rates research for all colleges and majors.</td>
<td>The report will be provided to Academic Affairs Deans and Department Chairs for review and use. Feedback on usefulness of data presentation will be sought. These reports provide programmatic support for retention and graduation efforts by providing real data on programs by colleges and majors.</td>
<td>The reports were provided to the Academic Affairs team in March, 2006 with updated information from Fall 2005. The SAEM Directors and members of the Enrollment Management Council were also provided with these dates. The reports continue to provide meaningful data on retention and graduation to Department chairs; these data assist them in annual programs reviews and planning for Fall enrollment within their departments.</td>
</tr>
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Division/College/Department/Program/Activity Name

Bill Pickett, Director of Student Activities
Statesboro, GA
912-486-7270, wpickett@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Office of Student Activities is an integral part of the Georgia Southern experience that helps students maintain a healthy balance between academic and out of classroom activities. We accomplish this balance by encouraging student involvement in the university community and by providing diverse programming that appeal towards different types of students.

Goals and/or Objectives

* Coordinate and develop diverse programmatic opportunities for all students.

* Build working relationships with various colleagues, offices, departments, organizations, and faculty.

* Provide recognition for Eagle Entertainment Team Leaders and volunteers and acknowledge their efforts.

* Provide consistent visibility of Eagle Entertainment and the Office of Student Activities.

* Initiate collaborative programming partnerships with other departments and with university faculty, staff, and students.
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<tr>
<th>Strategic Theme</th>
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<tbody>
<tr>
<td>Student-Centered University</td>
<td>50% of student organization representatives taking a survey will indicate knowledge of services provided in the Office of Student Activities.</td>
<td>The ability to articulate services in the Office of Student Activities will be assessed with online surveys. Quantitative questions will assess overall knowledge of services.</td>
<td>The ability to articulate services in the Office of Student Activities was measured by an online survey in February 2006. Our office sent out campus letters and emails asking each student organization representative (president and advisor) to take the survey. The survey had multiple choice answers and the ability for each student to write in feedback or suggestions for the Office of Student Activities. Once, the student organization took the survey they were registered for a prize sponsored by our office. Adrien Stallings, Graduate Student was responsible for obtaining the survey results and organizing the results. Obviously, our response rate was extremely low. We plan on administering this survey again for all student organizations in November 2006. Also, we plan on including more information about the Office of Student Activities and services during the Student Organizational meeting in September 2006 and make it an integrate part of the annual review process where each student organization must complete the survey as a part of the paperwork. As of February 2006, we had 197 fully registered student organizations. This number can fluctuate on a monthly basis. We had 45 student organizations actually take the survey. Out of those 45 student organizations, we had 30 that answered they knew what services were in the Office and Student Activities and 15 said they did not know what services were in the Office of Student Activities. Limitations: The online survey did not define what “services” were in the office. For future surveys, we will list all services we provide in the office so all participants can view before taking the survey.</td>
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</table>
| Student-Centered University | 80% of student volunteers who complete a survey will articulate skills learned by serving as an Eagle Entertainment volunteer. | The ability to articulate skills learned by serving as Eagle Entertainment volunteers will be assessed by online surveys. Qualitative data will be gathered by asking students to list skills they feel they have learned by serving as a volunteer. | The ability to articulate skills learned by serving as Eagle Entertainment volunteers was assessed by an online survey in April 2006. As of May 2006, we had approximately 140 registered Eagle Entertainment volunteers. This number can fluctuate on a monthly basis if the volunteer is active or inactive. We had 20 volunteers actually take the survey. All 20 volunteers were able to articulate at least one thing they had learned while serving as an Eagle Entertainment volunteer.

Bill Pickett, Director of Student Activities was responsible for obtaining the survey results and organizing the results. Obviously, our response rate was extremely low. We plan on administering this survey again for all volunteers at the end of the Fall 2006 semester and the end of the Spring 2007 semester. Bill Pickett, Director of Student Activities will compile and analyze the data by December 2006.

Limitations: The survey did not define “skills.” For future surveys, we will define various skills so we understand if they are applicable to Eagle Entertainment. |
Student-Centered University

Student feedback received from online surveys will be implemented in office planning and programming planning.

The ability to provide opportunities where students can be a part of the decision making process of selecting programmatic themes will be assessed by online surveys and surveys at focal points on campus. Qualitative and quantitative data will be gathered by asking students their opinions regarding theme or programmatic ideas.

The ability to provide opportunities where students can be a part of the decision making process of selecting programmatic themes were assessed by an online Southern Travel survey (regarding trips for students) in February 2006, online Welcome Week 2006/Homecoming 2006 theme idea survey in March 2006, and an online Fall concert survey in April 2006. Students were provided various ideas for travel destinations, themes, or artists and they could choose what they liked. Also, students could write in their own suggestions.

We had 216 students provide feedback for the concert survey, 39 students provide feedback for the Southern Travel survey, and 86 students provide feedback for the Welcome Week 2006/Homecoming 2006 survey.

Bill Pickett, Director of Student Activities was responsible for obtaining the survey results and organizing the results. Bill will work with his team leaders in the Fall on ways they can incorporate student ideas into their Southern Travel and concert programming.

As of May 2006, we have started the planning process of implementing the Mardi Gras and Pirate theme ideas into our Welcome Week and Homecoming 2006 activities. These two themes were the highest votes among the students that voted. We will not implement feedback regarding Southern Travel trip ideas or concert planning until Fall 2006.
Expand Homecoming Week with a variety of programmatic opportunities that bring together students, faculty, staff, and the Statesboro community. These activities will include a Casino Night, fireworks display, formal dessert reception, Vegas movie, GSU Idol, Step Show, Parade, and tailgating experience.

Homecoming Week will provide a variety of programmatic opportunities that bring together students, faculty, staff, and the Statesboro community by kicking off Homecoming activities one day earlier than in the past, by holding various programs at different locations on campus, by forming a steering committee that represents different types of students, by incorporating faculty and staff into more integral roles with Homecoming, and by providing opportunities for the area community to enter floats in the parade. The expansion will be assessed by completion of on-line surveys for students and area businesses.

A movie will be shown on Sunday, October 16, 2005 as a kick off for Homecoming. Programs will take place at the Russell Union, Hanner, and the Baseball stadium. A steering committee of 17 students was already formed and they represent a wide variety of backgrounds, faculty and staff will be invited to participate in interviewing Homecoming royalty candidates, judge the Doo-Dah/StepShow, and participate in the parade. Finally, Homecoming details will be placed in the Statesboro Herald and press release will be sent via our Marketing and Communications office.

We did not conduct any formal assessment of Homecoming events prior or post. After Homecoming, our office focus was the Ciara concert and we fell behind with forming the survey.

Next year, we will provide a post survey so students can provide feedback on all of the Homecoming programs.

We did organize and implement all of these programming ideas, form a steering committee of 17 students, include faculty and staff in interviewing, judging, and the parade, and provide press releases for the community, however we did not assess any of them.
Georgia Southern University - Student Affairs and Enrollment Management
FY06 FINAL July 30, 2006 Worksheet on Evidence-Based Decision Making (EBDM)
(Initial plan provided for September 15-16, 2005 WORKSHOP Nessmith-Lane Building)

Division/College/Department/Program/Activity Name
Wayne Akins, Director
Student Disability Resource Center
Statesboro, GA
912-871-1566, cwakins@georgiasouthern.edu

Department/Program/Activity Mission or Purpose
The Student Disability Resource Center (SDRC), a unit of the division of Student Affairs and Enrollment Management is committed to providing an equal educational opportunity for all qualified students with disabilities. The SDRC supports the academic mission of the university by coordinating academic services for students with disabilities through the provision of reasonable academic accommodations based on the individual needs of students. The SDRC is an active participant in the retention efforts of the university. Students eligible for services receive individualized accommodations that maximize their academic potential. Students previously undiagnosed participate in screenings designed to discover the cause of academic underachievement. The SDRC partners with Georgia Southern faculty by providing legally sound advice on academic issues related to students with disabilities, and through the provision of test proctoring services.

Goals and/or Objectives
The SDRC is engaged with stakeholders outside the university as well as with essential partners within the university. Stakeholders outside the system include parents of prospective students needing our support when transitioning their children into the post-secondary academic environment. The SDRC provides logistical support for these parents and referrals for educational funding. Similarly, the SDRC assists secondary schools in transition planning for students with disabilities. Our feeder schools also work with us to obtain information on referral sources and programmatic advice for strengthening their special education services. Within the university, the SDRC provides students with assistance gaining eligibility for services, provision of reasonable academic accommodations, access to and training for adaptive technology, advocacy with faculty, and the assurance of access to an equal educational opportunity. Our faculty depends on us for legally sound advice, test proctoring services, protection of academic freedom, and protection of academic integrity, while the administration counts on SDRC support in decision making, sharing of expertise, and protection from liability. Much of our decision making on the provision of services is shaped using feedback from our student and faculty/staff surveys. Their advice, and the principle of student-centeredness, helps us define how we accomplish our mission.
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<tbody>
<tr>
<td>Student-centered University; Academic Distinction</td>
<td>Students referred for screenings (previously undiagnosed) will be tracked to determine if intervention efforts are an effective retention tool.</td>
<td>Students referred for screenings (retention outcome) will be assessed for academic success using their GPA. Their GPA for the term they are screened will be compared to their GPA a full term after services are in place.</td>
<td>Students referred for screenings (retention outcome) – As of 9-1-05, Mercedes Saenz initiated a system to keep track of students screened. Julie Kozee will provide GPA comparisons on those students screened and evaluated in fall term of ‘05, and provided with a full term of services in spring of ‘06. This system will be ongoing for an indefinite period of time.</td>
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In October of 2005, in an effort to support a request for a new position, we pulled a random sample of students. The pool consisted of 14 students who were screened, referred for an evaluation, and who were subsequently diagnosed and accommodated. Their average cumulative GPA at the time of the screening was 2.04. Their average semester GPA following one full term of accommodations was 3.19. All 14 of the students have been retained.

In a more recent effort, we looked at all students screened (97) between August 2005 and April 2006. Their GPA at the time of the screening was documented. Seven of these students were subsequently evaluated, a diagnosis confirmed, and they were provided with academic accommodations. Their pre- and post-accommodation (one full term) GPAs were then compared. After one full term of accommodations their average cumulative GPA rose from 2.19 to 2.30. All of these students have been retained.
<table>
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<tr>
<th>Student-centered University, Academic Distinction</th>
<th>The SDRC will track freshmen cohorts to determine if SDRC services lead to a greater number of students with disabilities graduating.</th>
<th>Freshmen cohorts (student learning outcome) will be assessed, comparing the GPA of compliant students (those with a disability who seek SDRC services) to GPA’s of non-compliant students (those with a disability who do not seek services).</th>
<th>Freshmen cohorts (student learning outcome) will continue to be assessed.</th>
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<tr>
<td>Our freshman cohort for fall 2003 (99 students) was surveyed in November of 2004. 58 of these students followed the process for receiving accommodations (compliant students). These students were retained at a rate of 74%. 41 students failed to set up accommodations (non-compliant students) and were retained at a rate of 59%. Our second check of the cohort was done in May of 2006. Compliant students were retained at a rate of 56%. Non-compliant students were retained at a rate of 38%.</td>
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<td>Our freshman cohort for fall 2004 was surveyed in May of 2005. Compliant students were retained at a rate of 100%, while noncompliant students were retained at a rate of 93%.</td>
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<td>This evidence clearly indicates a disconnect with second year students and a need to aggressively market services to these students if we are to maintain our first year retention rates. Given this information, our new staff member will be responsible for providing services to this group of students.</td>
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<td>This cohort was re-examined in May of 2006. Compliant students were retained at rate of 80% while noncompliant students were only retained at a rate of 69%.</td>
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<td>We also need to survey the cohorts more frequently to isolate the factors contributing to the declining retention rates.</td>
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**Student-centered University; Academic Distinction**

The SDRC will evaluate student satisfaction and faculty/staff satisfaction to determine if services are helpful to our primary stakeholders.

Surveys will be administered in alternate years (program outcome) to faculty/staff and students to gather independent input from our primary stakeholders on their level of satisfaction with our services and to gather advice on how we provide those services.

Responses will be used to design the way services are provided to stakeholders (program outcome).

Surveys utilize a Likert scale. Student surveys are designed to provide all students who receive services with a chance to provide input. Faculty/staff surveys are done using a random sample.

The SDRC Student Satisfaction Survey was returned by 148 students. Overall, their feedback demonstrated a high level of satisfaction with our services. 84% of students surveyed strongly agreed that they were satisfied with the services of the SDRC. 82% strongly agreed that SDRC services helped them perform better academically.

Conversely, only 34% of students strongly agreed that our notetaker process is “easy to follow.” Based on that data, our advisory group was convened and the issue discussed. Steps are currently in progress to overhaul this process and the level of student satisfaction will be reassessed.

Surveys will be administered in alternate years (Faculty/Staff in March 2006, Student Survey in Spring 2007) by Mercedes Saenz and the data analyzed by Wayne Akins.
Division/College/Department/Program/Activity Name

Kellie Pickett
Student Leadership and Volunteer Services
Statesboro, GA
kpickett@georgiasouthern.edu, 912-871-1435.

Department/Program/Activity Mission or Purpose

The Office of Student Leadership and Volunteer Services serves as a catalyst for the development of curricular, co-curricular, and experiential leadership and service-learning programs. Our programs in collaboration with other departments advance the leadership potential and civic engagement of Georgia Southern students. It is our vision that every student will have the opportunity to realize his or her personal leadership style and capacity to effect positive change in society.

Goals and/or Objectives

1. Foster leadership development, self-awareness, and personal responsibility among students
2. Promote a supportive community that helps students work together, care about the welfare of others, appreciate diversity, and balance freedom with responsibility
3. Create mentoring relationships for students with faculty, staff, and community members.
4. Involve all students according to their interests and abilities in active learning through participation in leadership and service
5. Promote effective communication skills.
6. Promote the idea that Leadership is Service and Service is Leadership.
7. Educate students about their capacity to effect positive change.
8. Create a commitment to life-long civic engagement
9. Provide opportunities for students to engage in the community.
### Strategic Theme: Student-Centered University

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<tr>
<th>Outcome</th>
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| 1. Students who participate in the SOAR GSU 2222 class will successfully achieve the following learning outcomes:  
- Identify skills and the role of the paraprofessional.  
- Explain student development theory and the role it plays in a student’s work as a paraprofessional.  
- Articulate the mission of Georgia Southern University and explain how the departmental missions bolster this university mission.  
- Articulate how skills of the paraprofessional are transferable to life skills.  
- Identify personal strengths and weaknesses and explain how self-awareness plays a role in leadership.  
- Identify issues faced by college students and families.  
- Explain attributes of an effective leader. | The ability of students participating in the SOAR GSU 2222 to successfully achieve the above learning outcomes will be assessed through reflective journals, class discussions, and exam questions. An appropriately designed assessment tool will be designed to assess achievement of these outcomes at the end of the class. | The ability of students who participate in GSU 2222 to reach the stated learning outcomes was measured in a variety of ways. Qualitative data was primarily used, however some quantitative data was collected as well. Student exam question responses and midterm essay responses were all analyzed to indicate success for each outcome. Journals were not used. In addition to obtaining qualitative data, Director Pickett asked for the learning outcomes to be added to the university-wide end of the year, course evaluation. Students in all sections of GSU 2222 were able to rank their perceived success of the learning outcomes. Kellie Pickett, Assistant Director of Student Leadership is responsible for the evaluation process. The course was taught during the spring 2006 semester, during which time, the data (midterm essays, exam questions, course evaluation feedback related to learning outcomes) was collected. The responses by the 20 participants in the course are currently being compiled. Preliminary review of the written comments revealed common themes/patterns in student responses. For example student classification plays a role in the success of reaching learning outcomes. Additionally, students were more articulate in describing their own strengths than describing their weaknesses. During summer and fall 2006, data will be analyzed to show patterns across categories of participants and responses given. By October 2006, data will be compiled and used to make changes for the courses taught in Spring 2007. |
Student-Centered University, Transcultural Opportunities

<table>
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<th>2</th>
<th>Students who participate in the Hunger Banquet will be able to:</th>
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<td>- Explain the relevance of hunger issues in their lives.</td>
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<td>- Report an increased awareness of world hunger issues.</td>
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<td></td>
<td>- Describe what they learned about world hunger</td>
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<td></td>
<td>- Analyze their role in combating hunger issues.</td>
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The ability of students who participated in the Hunger Banquet to meet the stated learning outcomes will be assessed through small group discussions and exit evaluations at the conclusion of the program. There will be a combination of Qualitative and Quantitative methods used. Open-ended questions will provide rich data of what students learned in relation to the learning outcomes, and a question where students are asked to rank their knowledge before and after will also be used.

|   | Ninety percent of students participating in this program who show increased awareness of world hunger issues will demonstrate success. Additionally, if 80% of the comments show an understanding of how these issues relate to the students’ personal lives, we will be successful. |

Kellie Pickett, Assistant Director of Student Leadership and Diana Hensley, Coordinator of Volunteer Services were responsible for the implementation of the evaluation process. 80 students participated in the Hunger Banquet on Monday, April 10, 2006. The data was collected on the same evening of the Hunger Banquet, April 10, 2006. During summer and fall 2006, data will be analyzed to show patterns across categories of participants and responses given. By September 2006, data will be compiled and used to make changes for the October Hunger Banquet.

|   | The ability of students who participated in the Hunger Banquet to meet the learning objectives was measured by open-ended questions at the end of the event. Student participants completed 3 open-ended questions about their awareness and knowledge of hunger issues. Students gave personal accounts of the relevance of the hunger issues in their lives and shared specific information about what they learned. Quantitative data was collected and compiled to show an increase in the level of awareness by students. Students did rank their awareness prior to the evening and after the banquet on the same evaluation as the open-ended questions, giving a numerical value to their knowledge. |

The Hunger Banquet is scheduled to be held during the week of October 2, 2006, so the information compiled from the comments will be used to make improvements to the program in the next year.
<table>
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<tr>
<th>Public and Private Partnerships, Student Centered University</th>
<th>3 – Program - Develop and expand Volunteer programs/opportunities in the Statesboro community in order to increase student access to community involvement.</th>
<th>The Volunteer opportunities will expand and will be more accessible through the assessment of Peer institution comparison, exit interviews, and employer surveys. A peer institution review prior to the program changes and after the implementation of new ideas will be used to assess the accessibility. Appropriately designed exit interview questions of volunteers who have volunteered in the office for more than one year will also assess the improvement of accessibility. Finally, appropriately designed employer surveys will assess the level of success/contentment felt by community members when dealing with our office. Outcomes Criteria: The peer institution review will reveal that Georgia Southern University is providing programs that meet or exceed more than 60% of the researched schools after than it did before. Appropriately designed exit interview questions of volunteers who have volunteered in the office for more than one year will produce 80% of students indicating a easier accessibility to programs. Employer surveys will produce 80% of employers indicating an increased quality of programming and accessibility.</th>
<th>Diana Hensley, Coordinator of Volunteer Services and Kellie Pickett were responsible for this process. This outcome was not completed. Staffing vacancies in the Office of Volunteer Services left the Coordinator position vacant, so no peer review or exit interviews have taken place. Diana Hensley, our new Volunteer Coordinator has begun to form relationships with community members, and will begin assessing the feelings by community members when dealing with our office. This program outcome will be a priority for next year. As we move forward with this program outcome, Diana will be primarily responsible. She will evaluate student learning outcomes, community organization satisfaction, and peer institution programming. The office and the community agencies will use this data in the future.</th>
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<tr>
<td>Transcultural Opportunities, Public and Private Partnerships, Student Centered University</td>
<td>4 – Students who participate in Alternative Spring Break will be able to:</td>
<td>We will measure success of reaching these learning outcomes during Spring Break through qualitative methods. Journaling from students, evening wrap-up conversations, and an evaluation with open-ended questions will provide information about the way students react to the disaster situations.</td>
<td>Kellie Pickett was responsible for evaluating this trip. She went as a staff member on the trip, led group discussions, and created the evaluation tool of open-ended questions to relate to the learning outcomes. Since data is currently being reviewed, common themes and categories will be analyzed and compiled by December 2006, for use in the future trips planning.</td>
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| Articulate how they can impact the lives of others. | Identify ways they can play a role in society | Critique the current situation/conditions in Mississippi | Explain the purpose of civic engagement. |
| Outcomes Criteria: If 90% of students participating in Alternative Spring Break will show increased awareness of the role they play and can articulate how they can impact lives, then we have successfully met these objectives. If 90% of students return from this experience able to critique the current situation in Mississippi, we will have taken a step toward creating engaged and informed citizens. | 21 students and 2 staff members participated in the Alternative Spring Break trip, held March 11-16, 2006. In 3 university vehicles, we traveled to Kiln, Mississippi. Students participated in 4 full work days in Waveland, Bay St. Louis, and Kiln, Mississippi. Students assisted with debris clean-up in parks, helped families clean yards and houses who were trying to rebuild, and spent a day gutting low-income housing apartments. Students participated in nightly wrap-up meetings, social games, and 1-1 conversations with staff and other students about what they were experiencing. In a preliminary review of the information, a few powerful themes begin to emerge: Empathy, disbelief/shock that these conditions exist in |
| Academic Distinction, Student Centered University | Common learning outcomes and objectives in the GSU 2222 course will be assessed during the Fall 2005 and Spring 2006 semesters. Initial meetings of all offices teaching the course will create common objectives and outcomes. Additionally, a review of the syllabi for all sections of the GSU 2222 course will show the common outcomes. At the end of the term, we’ll assess the success in reaching the common learning objectives through course evaluations. Review of the syllabi for each section will reflect that 100% of sections list the learning outcomes on their syllabi. 100% of instructors for the course will produce examples of success rate for reaching each learning outcome. 80% of students surveyed in the classes will report the class succeeded in teaching learning outcomes. | Kellie Pickett was responsible for getting the involved parties together and creating a goal and timeline. During the Fall 2005, the Office of Student Leadership hosted three meetings to establish common objectives and outcomes for RAs, MAP Sponsors, and SOAR Leaders taking the GSU 2222 course. Syllabi were submitted to Kellie during the Spring 2006. Kellie reviewed them to ensure they reflected the common objectives. There were 6 sections of GSU 2222 taught in the Spring 2006. All sections collected data (both quantitative and qualitative) that reflects outcomes of the course. The responses of the students in all sections of GSU 2222 course are currently being compiled. The course evaluations have not yet been scored/returned. During the Summer and early Fall 2006, all parties will review and compile qualitative and quantitative data from their specific sections to show success rates in reaching outcomes set forth initially. Both the student learning outcomes and the instructors teaching the courses will be evaluated in the next 6 months. Janna McDonald, Susan Davies, Amy Anderson, and Kurt Frederick were all partners in the project. Additionally, Chris Caplinger assisted us in getting the outcomes on the course evaluation at the end of the year. The course was taught during the spring 2006 semester, during which time, the data was collected. During summer and fall 2006, data will be analyzed to show patterns across categories of participants and responses given. By October 2006, data will be compiled and used to make changes for the courses taught in Spring 2007. |

5 – The GSU 2222 course will have common learning objectives and outcomes across the sections offered in Housing, the Multicultural Student Center, and Orientation.

| | | |
Division/College/Department/Program/Activity Name

Technical Support
Ted Williams, Director
Williams Center
Statesboro, GA
tedwms@georgiasouthern.edu.

Department/Program/Activity Mission or Purpose

Our mission is to provide units of Student Affairs and Enrollment Management with the information technology necessary to provide the highest level of service to our students. (Strategic Themes: Student Centered University; Technological Advancement)

Goals and/or Objectives

- To provide student employees with opportunities to enhance their technology support skills.
- To provide the Division of SAEM’s staff with the computer equipment and software required to perform their job responsibilities.
- To improve security for our servers and workstations.
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<tr>
<td>Student Centered University; Technological Advancement</td>
<td>Student employees will demonstrate the ability to respond to our clients more efficiently</td>
<td>Service request survey email</td>
<td>We received client feedback through the use of our service request survey email. Clients were asked to voluntarily respond to four questions regarding their satisfaction with the work accomplished. Each response is associated with the student employee or other technician who completed the work. The director monitored client feedback through our email satisfaction surveys and phone calls to determine if student employees needed additional training. Survey feedback from clients indicated high satisfaction with our student’s attitudes, response time, and service. The director reviewed the student employee’s workload periodically to ensure they were accomplishing a balanced approach to service request resolutions. Students were asked to sign the same agreement to abide by our Technical Support Rules ([<a href="http://students.georgiasouthern.edu/sta/is/Rules">http://students.georgiasouthern.edu/sta/is/Rules</a> of Technical Support.doc](<a href="http://students.georgiasouthern.edu/sta/is/Rules">http://students.georgiasouthern.edu/sta/is/Rules</a> of Technical Support.doc)) as the full-time staff.</td>
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Campus Coordinator: Dr. Trey Denton, Office-Institutional Effectiveness & Strategic Planning/Professor-College of Business Admin
Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 7/30/06-Form 2
Source: Department noted
REVIEWED: J Perkins Brown, Director, Strategic Research and Analysis, SACS Leadership Team & SAEM EBDM Lead, May-July, 2006
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<thead>
<tr>
<th>Student Centered University; Technological Advancement</th>
<th>Division’s staff will be satisfied they have the necessary technology to do their jobs and will understand the importance of having a stable computing environment</th>
<th>Annual review of the division’s computer inventory and recommend purchases of computer equipment and software.</th>
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</table>

We performed an annual review of the division’s computer inventory and made recommendations for purchases of computer equipment and software. We purchased computers to replace all computers with an acquisition date prior to June, 2001.

Additionally, 99% of the division’s computers are running Windows XP, are in the Novell user security policy and the client’s files (My Documents) are stored on the Novell cluster (server). This implementation has stabilized our computing environment.

We received 157 survey responses regarding client satisfaction with our service. Again, this year, we received very high ratings for our service. Additionally, this tool gave clients a method to let us know when they were not entirely satisfied with the results of our service or if additional work was required.

The director periodically gave updates to the SAEM directors regarding our efforts to enhance service and stabilize the computer environment through user security policies (ZENWorks).

- We reviewed the division’s inventory and made appropriate IT purchases through the year-end funding process. Additionally, we made recommendations to the departments for purchases of IT equipment and software.
- We are developing training for technology orientation. We will ask new SAEM to attend so they’ll better understand the technology available to them as they server our students and how to request timely service.
<table>
<thead>
<tr>
<th>Technological Advancement</th>
<th>Student data will be secure and protected from misuse.</th>
<th>Weekly server reviews</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>University IGS reviews</td>
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<tr>
<td></td>
<td></td>
<td>Director of Audits</td>
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</table>

Weekly, we reviewed our servers to ensure we’ve installed all patches, including security patches, to the operating systems and the virus protection software is up-to-date. Additionally, IT Services reviewed our setup and audited the services and software we’re running on each of our three servers. The procedures for yearly audits like this are not finalized yet; however, I anticipate a similar process.

We reviewed the configuration and operating system weekly and documented the procedures using a template. IT Services is in the final stages of developing an on-line system to record weekly audit data.

The Director of audits, working with the Director of ITS, will conduct periodic reviews to ensure compliance with the server security policy. The procedures for yearly audits like this are not finalized yet.
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912-871-1863

The Division of Student Affairs and Enrollment Management supports the University’s strategic plan by promoting and contributing to a university community centered on student learning and success. The Division is responsible for the out-of-class welfare of the students and provides richly diverse array of educational experiences to supplement classroom learning. Programs and activities are designed to contribute to the intellectual, emotional, physical, spiritual, and social development of the student. Students are encouraged to be active participants and to be involved in order to stimulate school spirit, strengthen campus life, and enhance the overall quality of their collegiate experience.

Also inherent to the Division’s mission is leadership for enrollment management, a process designed to influence students and parents in their choice of a college or university, to facilitate the transition of students to college or from one college to another, to reduce student attrition and improve retention, and to enhance student outcomes. Successful enrollment management requires collaboration and cooperation among Admissions, Financial Aid, Marketing and Communications, the Registrar, the Business Office, Academic Advisement, University Housing, and faculty. It is a team approach that begins with prospective students, continues throughout the college experience, and extends as students become successful alumni. Source: [http://students.georgiasouthern.edu/vpsaem/mission.html](http://students.georgiasouthern.edu/vpsaem/mission.html)

**Goals and/or Objectives**

**Goal 1:** Provide programs and activities that enhance the students’ overall collegiate experience.
- **Link to University Mission:** The University… provides a comprehensive and fulfilling university experience…
- **Link to Strategic Theme:** Student-Centered University

**Goal 2:** Provide opportunities for students to be involved in the University’s decision-making processes.
- **Link to University Mission:** The University… provides a comprehensive and fulfilling university experience…
- **Link to Strategic Theme:** Student-Centered University

**Goal 3:** Help students make successful transitions to and through college by providing excellent customer service.
- **Link to University Mission:** Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration…
- **Link to Strategic Theme:** Student-Centered University
<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Implementation status</th>
</tr>
</thead>
</table>
| Student-centered University| Students will participate in co-curricular activities.  
(Goal 1)                                                             | 1- 25% of the student body will participate in (purchase a ticket for) the Fall 2005 Campus Concert.  
2-On average, First Years and Seniors responding to the National Survey of Student Engagement (NSSE) will indicate they spend 1-5 hours per week participating in co-curricular activities. Additionally, Georgia Southern University’s means for this question will be greater than the University System of Georgia means. | 1-Results: 4.9% of enrolled students purchased a ticket for the Ciara Concert (808 student tickets, 15,019 enrollment).  
Use of Results: Poor student attendance was attributed to the selected genre, specific artist, poor weather conditions (cold and rainy), and rushed planning due to Kanye West contract breach. With input from students, decision was made for the next concert to be a country artist, held during Spring semester.  
2-Results: On NSSE administered Spring 2005, the GSU mean for both First Year and Senior students was 2.16 (where 1 = 0 hrs/wk, 2 = 1-5 hrs/wk, 3 = 6-10 hrs/wk). The USG mean for First Years was 2.00 and for Seniors was 1.79.  
Use of Results: Although the outcome was met, SAEM continues to enhance student programming choices to encourage student participation. |
### Student-centered University

The Student Advisory Board will respond to campus issues of interest to student and help identify other issues of importance. (Goal 2)

1. The majority of Student Advisory Board members will provide feedback to policy questions posed during the meeting.
2. Feedback from the Student Advisory Board will be used in decision-making processes.

1. Results: 30 out of 42 members (71%) attended the Fall meeting and participated in table discussions of the proposed First Day Cancellation policy (dropping classes on first day for non-attendance) and SAEM advertising in *The George-Anne*. 15 out of 42 members (36%) attended the Spring meeting and participated in discussions/provided written feedback about requiring a leadership workshop for student organizations receiving Student Activity funds and eligibility of Greek social organizations to receive Student Activity funds.

*Use of Results:* Attendance at the Spring meeting is consistently low. SAEM will continue to provide incentives for attendance at the Spring meeting (meal, recognition of graduating members) in an effort to increase attendance.

*Use of Results:* Feedback about the proposed First Day Cancellation policy was shared with the Vice President of Academic Affairs; the policy was approved for pilot testing in Summer 2007. The Weekly Buzz was continued. Requiring a leadership workshop for student organizations receiving Student Activity funds and allowing Greek social organizations to be eligible to receive Student Activity funds are still under consideration by the Vice President of Student Affairs & Enrollment Management.

### Student-centered University

Student Affairs will conduct a phone survey with non-returning students Fall 2005 from Freshmen Cohort Fall 2004 to determine issues that may impact retention. (Goal 3)

1. Student Affairs will achieve a minimum of a 25% response rate to the phone survey of non-returning students.
2. Feedback from the phone survey will be used to review possible retention issues.

1. Results: In the November 2005 phone survey, SAEM staff collected responses from 85 of the 625 non-returning students with contact information from the Fall 2004 freshman cohort (13.6% response rate). **Use of Results:** Prior to phone surveys in the future, SAEM will review survey protocol to determine ways to increase the response rate.

2. Results: 14 students (16%) responding indicated they plan to return to GSU in the future. Academic challenge (20%) and housing (19%) were the top two frequently reported factors in influencing their decision not to return (moderate to large influence). Housing (9%) and financial aid services (8%) were the most frequently reported as being large influences.

*Use of Results:* Results are currently being reviewed by SAEM to determine possible actions for increasing retention [will update use of results at a later date].
Appendix A

This template is a guide to the development of an evidence-based decision-making plan. While departments and programs may vary, attention to all of the components in this plan assists in implementing the most meaningful and manageable evidence-based decision making process.

- **Division/Department (also as appropriate Program/Activity Name)**
  - List the Division, Department, primary contact person for this assessment plan and his/her contact information, per above.

- **Department (also as appropriate Program/Activity Mission or Purpose)**
  - Provide a concise statement about the mission or purpose (link to University Mission and Strategic Themes as appropriate)

- **Goals and/or Objectives (reference Assessment Plans and/or most recent Institutional Effectiveness Plans for linkages)**
  - Provide broad, general statements about what the department, program, or activity is to accomplish for its stakeholders.
  - Articulate or at least consider how the goals/objectives align with the department, division and/or university’s mission (http://www.georgiasouthern.edu/about/mission.html) and university’s strategic plan (http://services.georgiasouthern.edu/osra/councils/spindex.htm).
  - If applicable, identify your stakeholders and, if applicable, how they were involved in drafting your goals/objectives.
### Outcomes
- Provide detailed, specific and measurable statements that are derived from the goals and articulate the end result of an activity, course, process, or program.
- **Include student learning, program, process and performance outcomes, as appropriate.**
- If applicable, identify your stakeholders and how they were involved in drafting your outcomes.

<table>
<thead>
<tr>
<th>Review outcomes and as appropriate, include if support:</th>
</tr>
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<tbody>
<tr>
<td>1-enhanced student success (link to retention and progression efforts)</td>
</tr>
<tr>
<td>2-enhanced efforts to support more graduating students (link to graduation improvement efforts)</td>
</tr>
<tr>
<td>3-unique to your area</td>
</tr>
</tbody>
</table>

### Assessment Methods
- Provide a statement of the variety of methods used to evaluate each outcome.
  - Did you use a variety of methods (qualitative or quantitative, external or internal reviewers, independent or self assessment, direct or indirect)?
- Include the criteria or indicators of success for each outcome. How do you know the outcomes will be achieved?
- Add a description of the limitations of each method, if appropriate.

### Implementation of EBDM Process
- Identify who will be responsible for each step in the implementation/evaluation processes.
- Outline the timeline(s) for implementation. Be reasonable in establishing the timeline.
- Identify who or what will be implemented/evaluated.
- Identify other contacts who will be assisting with the implementation/evaluation, if appropriate.
- Identify who will be the intended user of the information/data that will be collected. How will be the final information be used in evaluation(s)?