Final Evidence-based Decision Making documentation for the Division of Student Affairs and Enrollment Management

Fiscal Year 2008

Office of Strategic Research and Analysis

June 17, 2008
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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 SAEM departments were asked to develop Evidence-based Decision Making Plans to reflect assessment efforts within the Fiscal Year 2008; these were part of the formal three year Divisional cycle. These EBDM plans were a further development from the FY03 Assessment Inventories and the FY05 Institutional Effectiveness Plans (IEPs) created within each department. Between May and July of 2008, all plans were submitted, reviewed by Dr. Jayne Perkins Brown, Associate VP, Strategic Research and Analysis, and revised as necessary by Directors. This formal EBDM collection is a supplement to annual plans within each SAEM Unit.

Methodology: Appendix A reflects the initial template provided by Dr. Perkins Brown 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 2008 the formal EBDM collection process was launched.

Project Timeframe: March 3, 2008 - June 17, 2008 (initial plans due for review April 3, 2008; final plans due May 23, 2008)

Project Costs: staff time, plus copies of project info

Project Contact: Dr. R. Jayne Perkins Brown, Director, OSRA
Georgia Southern University - Student Affairs and Enrollment Management
FY08 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)
(Initial plan provided by Department Head in FY07 Annual Report to VP-SAEM)

Project Support: Office of Strategic Research and Analysis
  o Dr. R. Jayne Perkins Brown, Director
  o Dr. Mike Jordan, Assistant Director, Assessment
  o Mrs. Mary Poe, Research Analyst II
  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
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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: 47

File Location: U:\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY08_SAEM
Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs & Enrollment Management/Academic Success Center
Janet O’Brien, PO Box 8132, Statesboro, GA 30460-8132, Cone Hall Room, #202
Phone: 912-478-5371, Fax: 912-478-5988
jlobrien@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

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 whom are dedicated to excellence in teaching and whose primary responsibility is the creation of learning experiences of the highest quality
  * Promote equal educational opportunities for all students admitted to Georgia Southern
  * Aid students in developing the skills, strategies, and attitudes essential to the attainment of academic, career, and life goals
  * Enhance student retention.
The ASC will offer these support services to a wide array of 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. [http://academics.georgiasouthern.edu/success/](http://academics.georgiasouthern.edu/success/)

Goals and/or Objectives

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 taking the Regents' Exam
4. Provide academic support for all students but especially those on academic intervention and those in high-risk core courses, thus enhancing student retention
The ASC staff will use the Board of Regents fall 2008 posting on the number of students satisfying the Regents’ Reading Exam requirements for the previous year to compare the results from the two previous years. After analyzing the data, appropriate modifications will be made.

Theresa Beebe Novotny will work with the Registrar’s Office to gather the number of students who have not passed the Regents’ Exam by the time they have completed their course work to graduate. This data will be gathered at the end of Spring 2008 and used to make appropriate modifications for the next year.

Janet O’Brien worked with the Registrar’s Office to identify students who had taken RGTR 0198 three or more times and still not passed the Regents’ Exam. These students received individual instruction during Fall 2007 and Spring 2008. Student ratings of instruction will be conducted at the end of Spring 2008. The data will be analyzed over the summer to make modifications to the program for the next year.

Theresa Beebe Novotny sent e-mails to all transfer students advising them of Regents’ requirements. Classroom environment testing sites were offered to all students placed into Regents’ Reading courses.

### Table: FY08 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Implementation status</th>
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<tr>
<td>Student-Centered University; Academic Distinction</td>
<td>Georgia Southern will have an increase in the number of students meeting the Regents’ Reading Exam requirements for the previous year to compare the results from the two previous years. After analyzing the data, appropriate modifications will be made.</td>
<td>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. Data regarding graduating students should reflect increase in pass rates by clearing for graduation. Student ratings of instruction should show high satisfaction rates from students who have received additional support.</td>
<td>The ASC staff will use the Board of Regents fall 2008 posting on the number of students satisfying the Regents’ Reading Exam requirements for the previous year to compare the results from the two previous years. After analyzing the data, appropriate modifications will be made.</td>
</tr>
<tr>
<td>Student-Centered University; Academic Distinction</td>
<td>Students in classes with high failure rates (MATH 1111 &amp; HIST 1112) will be offered the opportunity to study and learn through Auxiliary Instruction (AI). (Student Learning Outcome)</td>
<td>Statistics will be compiled to compare the HIST 1112 grades of those participating in Auxiliary Instruction (AI) and their classmates who are not participating in the program. The number of students who received Fs in the HIST 1112 class should be lower for those participating in AI than those who are not participating. Statistics will be compiled to compare the MATH 1111 grades of the classes participating in the program with the ASC and the classes not participating in the program. The percentage of students receiving DWF grades should be lower for those participating in the program than those who are not participating.</td>
<td>Jane Cason collaborated with the 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 2007 and will be gathered at the end of Spring 2008. The data will be analyzed over the summer and used to market the AI program for the next year. Janet O’Brien collaborated with the Mathematical Sciences Department to offer four sections of MATH 1111 team taught by the Math Department and the ASC. Pass rates for these “special” sections were compared to the pass rates of other MATH 1111 classes at the end of Fall 2007 and will be again at the end of Spring 2008. The data will be analyzed over the summer to make modifications to the program for the next year.</td>
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<tr>
<td>Student-Centered University; Academic Distinction</td>
<td>At-risk students will be identified and provided with mid-term intervention opportunities. (Student Learning Outcome)</td>
<td>Compile number of responses to intervention e-mails and assess involvement of students and if necessary modify intervention techniques. Conduct follow-up survey of students who responded to e-mails to assess student satisfaction. Conduct follow-up end of semester grade point average search for students who responded to intervention e-mails.</td>
<td>Janet O’Brien worked with the Registrar’s Office to gather the information needed to send e-mails to freshmen with midterm grades of U. The ASC staff sent e-mails and called students asking them to come in for a conference. Each staff member kept data on how many students responded to the messages and phone calls and how many came in for a conference. The ASC graduate assistant will send an e-mail survey to all students who participated at the end of the semester. The ASC staff will analyze the data and discuss the results at a department meeting. Janet O’Brien will work with the Registrar’s Office to gather the data to compare the final grades of those who responded to the e-mails and those not responding. This data will be gathered at the end of Spring 2008. The data will be analyzed and modifications made to the program for next year.</td>
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Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs & Enrollment Management/Admissions
Susan Davies, P.O. Box 8024, Statesboro, GA 30460-8024, Lewis Hall
Phone: 912-478-5391, Fax: 912-478-1156
912-478-5534, braxton@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

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 though 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 and Parent Programs 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 student 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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<th>Assessment Method</th>
<th>Implementation status</th>
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<td>Student-Centered</td>
<td>Freshman students who attend SOAR will successfully achieve the following learning outcomes: -Know resources available for student academic success. -Know opportunities for campus involvement. -Feel confident that Georgia Southern will provide a quality education that prepares the student for life beyond graduation. (Student Learning Outcomes)</td>
<td>Students will be assessed using electronic evaluation and data collection provided by technology utilized by the Office of Strategic Research and Analysis and administered through the student’s online WINGS account. Each outcome will have a series of assessment questions/statements measured using a Likert scale. Eighty percent of combined “agree” and “strongly agree” responses to the assessment statements would indicate success.</td>
<td>Beginning summer 2008, a sampling of students attending SOAR will be assessed using the described method. Results will be compiled and reviewed each Fall. A three year comparison will be completed Fall 2010 to look for any significant spikes/changes in the results that would show a need for change in programming/content during in the SOAR schedule. Compiled information will be shared each Fall with the campus faculty/staff responsible for the information delivered that affects the measured outcomes and with the SOAR Advisory Council.</td>
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<td>University</td>
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<td>Transcultural</td>
<td>Create an international student communications plan. (Program Outcome)</td>
<td>Utilize Hobson’s EMT Connect to compare the number of international student prospects and applicants for Fall 2008 to the number of international student prospects and applicants for Fall 2009. International students are defined as having a citizenship code of A and a residency code of 3. The report will include the number of international students who have indicated an interest and applied for admissions for Fall 2009 compared to those for Fall 2008.</td>
<td>Beginning in July 2008, the communications plan will be implemented. Results (e-mail open rates) will be compiled and reviewed on a monthly basis. Reports of applicants will be generated weekly beginning in August 2008 through the start of classes, Fall 2009. The number of international students applying to Georgia Southern University will be evaluated. The performance of the International Student Recruitment Manager will be evaluated based upon his achievement of the desired outcomes. The intended users of these data include the Office of Admissions and members of the campus community, specifically the Center for International Studies.</td>
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<td>Opportunities</td>
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<td>Academic Distinction</td>
<td>Recruit a minimum of 500 high-ability freshmen students for Fall 2008, with a minimum SAT score of 1200 and ACT score of 27. (Program Outcome)</td>
<td>Prepared a Reportsmith report to compare the number of high-achieving students for Fall 2007 to the number of high-achieving students for Fall 2008. 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 2008 compared to those signed-up for SOAR for Fall 2007. Currently there are 471 signed-up-for-SOAR for Fall 2008, compared to 428 enrolled for Fall 2007.</td>
<td>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 August 2007 and will continue to be generated through the start of classes, Fall 2008. These reports monitor prospects, applied, and accepted students, as well as those signed-up-for-SOAR. The reports must be improved to provide SAT ranges for the stages of the funnel to more accurately monitor the recruitment of high-ability students. 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 Academic Colleges.</td>
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Georgia Southern University - Student Affairs and Enrollment Management
FY08 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)
(Initial plan provided by Department Head in FY07 Annual Report to VP-SAEM)

Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs & Enrollment Management/Career Services
Warren Lee Riles, P.O. Box 8069, Statesboro, GA 30460-8069, Williams Center Room, #1047
912-478-5197, rileswl@georgiasouthern.edu

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 which provide opportunities for individuals to learn strategies useful in reaching their career goals. As advisors and catalysts, the Career Services staff assists students with choosing majors, identifying career options, gaining related work experience, and providing guidance in their full-time professional job search strategies in three distinct areas:

1. Career Advisement and Education
2. Experiential Education
3. Professional Employment

The career advisement phase is designed to assist students in identifying academic majors and career options; strategies include one-on-one or group career advising, computerized career assessments, investigation of careers through a comprehensive collection of literature, and computerized resources located in the Career Resource Center. Career Services directly supports student learning outside the classroom, the Student-Centered University, Transcultural Opportunities, Private and Public Partnerships and Academic Distinction. Web-Site: http://students.georgiasouthern.edu/career.

Goals and/or Objectives

1. Improve Retention: Outreach more to freshmen and sophomore level students through innovative career programming
2. Improve Students Engagement: Assist students in their planning and preparation for the “World of Work”.
3. Engage 5,000 students in active career related learning (Student learning).
4. Pursue higher levels of teamwork, partnerships, collaboration and professionalism with our Customers (Students, Parents, Employers, Alumni, Faculty and Staff).
The Quality Enhancement Team for Career Advisement and Education and the Quality Enhancement Team for Employment will review all the data collected, make recommendations on what should be made to the programs, events or processes. The Career Services Planning Meetings in December and May will make the decisions on what should be enhanced, modified or deleted for the next semester.

Data is collected for each event and analyzed in our weekly Staff Meeting. We use a Career Services Management System called C3M to record all student contact data. Each staff member provides Mrs. Connie with their monthly tallies, which she summarizes.

The data, analyses, recommendations and decisions are used by the staff members to make changes to their programs, services, events and processes to enhance student success during the next semester. This is a continuous process that occurs each semester.

Implementation timeline:

**FY 2008 status:**

**Freshmen and Sophomore students appointments for career advising/education: 4,302**

Implemented the Career Doctor Team (staff person, Graduate Assistant and a student worker) concept in the College of Information Technology (CIT), College of Health and Human Sciences (CHHS) and the College of Science and Technology (COST).

Integrated career and academic advisement support in COST and First Year Experience (FYE).

Created and implemented the “Dare to Declare Program” for freshmen and sophomore students in the Fall Semester 2007 (214 students attended).

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<td>Academic Distinction and Student-Centered University</td>
<td>Increase outreach support to freshmen and sophomore students by 40%. The Office of Career Services seeks to enhance Student Success by offering services and programs that support the University retention efforts. (Program Outcome)</td>
<td>Criteria for success: Increase the number of freshmen and sophomore students’ appointments for career advising/education from 1,748 in FY 2006 to 5,000 in FY 2012. Individual career advising. Provide/interpret career assessment tests (FOCUS, GCIS and MBTI). Partnerships with the Academic Advisement Centers and do academic advisement for “undeclared students”. Teach FYE 1220/GSU 1210 orientation classes and the Gsu 2121 Career Exploration Class. Create a career month for students in October and February. Conduct a Dare to Declare Conference for freshmen and sophomore students. Create and maintain a GSU “Mentoring Program”: Alumni to students, staff to students, faculty to students, professional parents to students and students to students. Provided Job Shadowing opportunities for the students.</td>
<td>The Quality Enhancement Team for Career Advisement and Education and the Quality Enhancement Team for Employment will review all the data collected, make recommendations on what should be made to the programs, events or processes. The Career Services Planning Meetings in December and May will make the decisions on what should be enhanced, modified or deleted for the next semester. Data is collected for each event and analyzed in our weekly Staff Meeting. We use a Career Services Management System called C3M to record all student contact data. Each staff member provides Mrs. Connie with their monthly tallies, which she summarizes. The data, analyses, recommendations and decisions are used by the staff members to make changes to their programs, services, events and processes to enhance student success during the next semester. This is a continuous process that occurs each semester. Implementation timeline: <strong>FY 2008 status:</strong></td>
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## Georgia Southern University - Student Affairs and Enrollment Management

**FY08 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)**

(Initial plan provided by Department Head in FY07 Annual Report to VP-SAEM)

<table>
<thead>
<tr>
<th>Academic Distinction, Student-Centered University</th>
<th>Criteria for success: Engage 5,000 students in active career related learning. (Student Learning Outcome)</th>
<th>The Quality Enhancement Team for Career Advisement and Education and the Quality Enhancement Team for Employment will review all the data collected, make recommendations on what changes should be made to the programs, events or processes. The Career Services Planning Meetings in December and May will make the decisions on what should be enhanced, modified or deleted for the next semester. Data is collected for each event and analyzed in our weekly Staff Meeting. We use a Career Services Management System called C3M to record all student contact data. Each staff member provides Mrs. Connie with their monthly tallies, which she summarizes. The data, analyses, recommendations and decisions are used by the staff members to changes their programs, services, events and processes to enhance student success during the next semester. This is a continuous process that occurs each semester. Implementation timeline: <strong>FY 2008 status:</strong> Provided career advisement to 5,099 students. Taught GSU 1210 Orientation Classes for freshmen students, GSU 2122 (Professional Development Seminar) for junior and senior students, GSU 2121 (Exploration Classes) for freshmen and sophomore students. Created and presented numerous presentations for faculty, student organizations, resident halls, class presentations, conferences, classes and numerous tour of the Career Resource Center. Assisted over 10,000 students in meeting their career needs: career advisement, resume critiques, career assessments interpretations and mock interviews. Created and implemented a highly successful “Networking with Employers” prior to the Dining for Success program. Planned and implemented the annual Graduate School Fair (309 students, 48 universities and 10 GSU departments). Assisted with planning the Business Expo/part-Time Job Fair (12 campus departments, 47 student organizations and 63 employers accepted applications). Implemented the Career Doctor Team concept in the College of Information Technology. Provided Academic Advisement for undeclared students...42 freshmen.</th>
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<tr>
<td>Student-Centered University, Technology Advancements, Private and Public Partnerships</td>
<td>Criteria for success: Enhance by 20% the levels of teamwork, partnerships, collaboration and professionalism with our Customers (Students, Parents, Employers, Alumni, Faculty and Staff. (Process/Program Outcome)</td>
<td>The Quality Enhancement Team for Career Advisement and Education and the Quality Enhancement Team for Employment will review all the data collected, make recommendations on what changes should be made to the programs, events or processes. The Career Services Planning Meetings in December and May will make the decisions on what should be enhanced, modified or deleted for the next semester. Data is collected for each event and analyzed in our weekly Staff Meeting. We use a Career Services Management System called C3M to record all student contact data. Each staff member provides Mrs. Connie with their monthly tallies, which she summarizes. The data, analyses, recommendations and decisions are used by the staff members to changes their programs, services, events and processes to enhance student success during the next semester. This is a continuous process that occurs each semester. Implementation timeline: <strong>FY 2008 status:</strong> Created 225 new partnerships with employers, faculty, student organizations and school systems. Partnership with the Academic Advisement Center to provide academic advising to undeclared students (42) during the Fall 2007 semester. Updated and published each semester Parents Newsletters and weekly Housing Students Newsletter (TWIRL). Worked collaboratively with many offices on campus including: Housing, Academic Success Center, FYE, Parent’s Office and the College of Education. Partnership with First Year Experience by inviting Patrick Combs author of “Major in Success” and Andy Masters’s author of “Life After College” to come to Georgia Southern and talk to the Freshmen students.</td>
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### FY 2008 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

- **Engage 5,000 students in active career related learning.**
  - The Quality Enhancement Team for Career Advisement and Education and the Quality Enhancement Team for Employment will review all the data collected, make recommendations on what changes should be made to the programs, events or processes. The Career Services Planning Meetings in December and May will make the decisions on what should be enhanced, modified or deleted for the next semester.
  - Data is collected for each event and analyzed in our weekly Staff Meeting. We use a Career Services Management System called C3M to record all student contact data. Each staff member provides Mrs. Connie with their monthly tallies, which she summarizes.
  - The data, analyses, recommendations and decisions are used by the staff members to changes their programs, services, events and processes to enhance student success during the next semester. This is a continuous process that occurs each semester.
  - **Implementation timeline:**
    - **FY 2008 status:** Provided career advisement to 5,099 students.

- **Criteria for success:** Engage 5,000 students in active career related learning.
- **Implementation timeline:**
  - Provided academic advisement for undeclared students...42 freshmen.

### FY 2008 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

- **Criteria for success:** Provide career advisement to 5,000 students each year.
- **Implementation timeline:**
  - Provided career advisement to 5,099 students.

### FY 2008 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

- **Criteria for success:** Create 10 new partnerships with employers, faculty, student organizations and school systems each year.
- **Implementation timeline:**
  - Created 225 new partnerships with employers, faculty, student organizations and school systems.

### FY 2008 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

- **Criteria for success:** Create 10 new partnerships with employers, faculty, student organizations and school systems each year.
- **Implementation timeline:**
  - Created and presented numerous presentations for faculty, student organizations, resident halls, class presentations, conferences, classes and numerous tour of the Career Resource Center.
  - Assisted over 10,000 students in meeting their career needs: career advisement, resume critiques, career assessments interpretations and mock interviews.
  - Created and implemented a highly successful “Networking with Employers” prior to the Dining for Success program.
  - Planned and implemented the annual Graduate School Fair (309 students, 48 universities and 10 GSU departments).
  - Assisted with planning the Business Expo/part-Time Job Fair (12 campus departments, 47 student organizations and 63 employers accepted applications).
  - Implemented the Career Doctor Team concept in the College of Information Technology.
  - Provided Academic Advisement for undeclared students...42 freshmen.

### FY 2008 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

- **Criteria for success:** Teach freshmen orientation classes each year (FYE 1220).
- **Implementation timeline:**
  - Taught GSU 1210 Orientation Classes for freshmen students, GSU 2122 (Professional Development Seminar) for junior and senior students, GSU 2121 (Exploration Classes) for freshmen and sophomore students.
  - Created and presented numerous presentations for faculty, student organizations, resident halls, class presentations, conferences, classes and numerous tour of the Career Resource Center.
  - Assisted over 10,000 students in meeting their career needs: career advisement, resume critiques, career assessments interpretations and mock interviews.
  - Created and implemented a highly successful “Networking with Employers” prior to the Dining for Success program.
  - Planned and implemented the annual Graduate School Fair (309 students, 48 universities and 10 GSU departments).
  - Assisted with planning the Business Expo/part-Time Job Fair (12 campus departments, 47 student organizations and 63 employers accepted applications).
  - Implemented the Career Doctor Team concept in the College of Information Technology.
  - Provided Academic Advisement for undeclared students...42 freshmen.

### FY 2008 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

- **Criteria for success:** Teach Career Exploration classes (GSU 2121) each semester.
- **Implementation timeline:**
  - Taught Career Exploration classes (GSU 2121) each semester.

### FY 2008 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

- **Criteria for success:** Provide career advisement and education.
- **Implementation timeline:**
  - Provided career advisement and education.

### FY 2008 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

- **Criteria for success:** Teach Professional Development Seminar classes (GSU 2122) each semester.
- **Implementation timeline:**
  - Provide “Real World Hands On” experiences through the Job Shadowing Program, Cooperative Education Program, Externship Program and the paid Internship Program.
  - Conduct workshops and classroom presentations.
  - Provide “Career Doctor Teams” in each of the Colleges.
  - Present at conferences each semester.

### FY 2008 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

- **Criteria for success:** Enhance by 20% the levels of teamwork, partnerships, collaboration and professionalism with our Customers (Students, Parents, Employers, Alumni, Faculty and Staff. (Process/Program Outcome)
- **Implementation timeline:**
  - Created 225 new partnerships with employers, faculty, student organizations and school systems.

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**Campus SAEM Coordinator:** Dr. R. Jayne Perkins Brown, Associate Vice President, Strategic Research and Analysis

**Form Reference:** M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/18/08, 3/19/08-Form 4

**Source:** Department noted

**REVIEWED:** J Perkins Brown, Director, Strategic Research and Analysis, SACS Leadership Team & SAEM EBDM Lead

**U:\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY08_SAEM**
Georgia Southern University - Student Affairs and Enrollment Management
FY08 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)
(Initial plan provided by Department Head in FY07 Annual Report to VP-SAEM)

Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs & Enrollment Management/Counseling & Career Development Services
David Matthews, P.O. Box 8011, Statesboro, GA 30460-8011, 5731 Forest Drive, #0435
(912) 681-5541

Department/Program/Activity Mission or Purpose

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

Goals and/or Objectives

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Objective</th>
<th>Assessment Method</th>
<th>Implementation Status</th>
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</thead>
<tbody>
<tr>
<td>Student Centered University</td>
<td>1. Maintain, as measured by client feedback forms, our consistently high ratings of client satisfaction with the services we provide. (Program Outcome)</td>
<td>Each semester, client satisfaction forms are administered in the Center. Utilizing a 7-point Likert-type scale, clients rate services provided to them on 28 dimensions.</td>
<td>Objective met. Clients continue to give us high marks for our services. Clients rate us with a mean rating of 6.22 (out of 7 points) across all areas of services. This is an increase in ratings from 2007 (x = 6.15)</td>
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<td>2. Maintain reduction in waiting time for follow-up appointments. (Program Outcome)</td>
<td>During satisfaction ratings, clients are asked if they were seen by a therapist within 10 days of contacting the center for an appointment.</td>
<td>Objective met. During the summer of 2007 an appointed internal committee met to review our admittance procedures in order to ensure expediency of services provided. The result was that we began a new system of accepting clients into the center in July, 2007. Since that time, 86% of students surveyed report that they have been seen by a counselor within 10 days of scheduling an appointment. This is an improvement from 77% (2007) despite our client contacts being higher and our having 2-3 positions vacant.</td>
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<td>3. Facilitate professional licensure of new staff. (Program Outcome)</td>
<td>Staff members are encouraged to become licensed as soon as possible following their hire. During the semester in which they are to take the licensure exam, they are given clinical hours to prepare.</td>
<td>Objective partially met. Dr. Sandrine Bosshardt completed all requirements and is now licensed as a psychologist in the state of Georgia. Mr. Keith Arnett &amp; Ms. Angela Ogburn have completed all aspects of the licensure process and have only to obtain 1 more year of post-degree supervision before being licensed as Professional Counselors in Georgia (they are currently each Associate Licensed Professional Counselors.) Dr. Steven Jacobsen has completed his post-doctoral supervised experience and is scheduled to take his licensure exam. Dr. Kim Rowan is currently obtaining her post-doctoral supervision.</td>
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<td>4. Increase psychiatric coverage. (Program Outcome)</td>
<td>Number of appointment slots available to students.</td>
<td>Objective met. Dr. Gary Noble has increased his weekly time commitment in the CCDC from 3 days per week to 4 days per week.</td>
</tr>
</tbody>
</table>
Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Campus Recreation & Intramurals
Gene Sherry, P.O. Box 8078, Statesboro, GA 30460-8078
912-478-5436, 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. [http://services.georgiasouthern.edu/cri/about/index.html](http://services.georgiasouthern.edu/cri/about/index.html)

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. (Student Centered)
B. To provide safe and unique recreational services, equipment, technology and facilities that will entice students to participate in habitual physical and social activities which positively contribute to their wellness and quality of life. (Student Centered & Physical Environment)
C. To develop and implement new recreational programs which complement and/or challenge the needs, wellness and interests of the students. (Student Centered)
D. To enhance active involvement with professional alliances and organizations to both enhance and promote CRI programming, facilities and services. (Private & Public Partnerships)
## FY08 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

*Initial plan provided by Department Head in FY07 Annual Report to VP-SAEM*

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| **Student Centered** | 1. Increase student participation rates across programming (Program Outcome):  
   a. Develop & refine program offerings which meet the student recreational needs & interests.  
   b. Offer & implement a greater diversity of when formal recreational programs are offered during the day/week/year.  
   c. Increasing the number, & enhance the quality of involvement by staff and faculty via:  
     - The development of a recruitment (marketing) strategy.  
     - Educational/recreational incentives.  
   d. Integrate collaborative opportunities (within & beyond the CRI) to enhance the quality of programming. | a. Number, when, where, type of program  
   - Program rating scales  
   - Participant rating scales  
   b. Number, percentage comparisons from 2006-07  
   c. Staff/faculty surveys & advisor checklist  
   d. Percentage implemented  
   d. Percentage & level of certification of:  
     - Officials, activity leaders, advisors, coaches, & participants | a. All six program areas were involved in the development of new programming to specifically meet the needs of the campus for a total of 16 such programs. Much of the new programming is the product of the new facility or programs within CRI. Qualitative assessment of this programming needs to be a focus for the upcoming year.  
   b. In collaboration with OSRA, the RAC usage comparisons with the 06-07 academic year is expected to be analyzed and completed by Aug. 1.  
   c. Of the programs indicating this as a goal, 100% attained it. Six of the eight programs were involved in purposeful collaborative programming within CRI, across campus and within the community for a total of 47 such programs. This is indicative of CRI’s desire to enhance program quality and diversity both within and beyond the department. Purposeful collaboration across campus and within the community should be maintained, although the number of programs may vary. Based upon available opportunities and resources.  
   d. All full time employees and student workers are CPR, First Aid & AED certified. Additionally, each program area employees are certified/trained to served the needs of the collaborative programming. Maintain. |
| **Student Centered** | 2. Continue to develop and diversify the recreational program & activity offerings to meet the needs of an ever-diversifying student culture. (Program Outcome)  
   a. Continue current & implement new program offerings based on previous year(s) feedback & assessment.  
   b. Contribute to the increase of student retention & graduation rates by keeping students engaged in recreational, wellness & University-wide activities. | a. Student surveys/questionnaires (written & verbal) & n, focused upon program offerings, both participant & non-participant  
   b. Retention & graduation (R&G) rates of CRI participants compared to non-participants | a. Specific service and program participant surveys were implemented in facility reservations, southern adventures trip program, intramural sports (team Sports). The response was overwhelmingly positive, but qualitative data from each survey provided insight into details that could enhance each area. Programming continues to be diverse and dynamic with specific events hosting in excess of 200 participants (e.g. fun runs, pool parties, fitness assessments, etc.), while others catering to niche populations (e.g. Women in Weights, Biggest Loser, LivinGreen, Southern Adventure trips, etc.). Individual program coordinators in collaboration with UWP Director need to develop assessment strategies and timeline for the 08-09 year by August 1st.  
   b. 06-07 data should a continued increase and positive impact to retention & graduation rates. R&G data for 07-08 needs to be analyzed in collaboration with OSRA and expected by Aug. 1st. |
| **Student Centered** | 3. In collaboration with other departments, develop at least three pilot wellness, physical activity, practicum, educational, and/or research opportunities which will be designed to meet the current and future needs of students, staff & faculty. (Program and Learning Outcomes)  
   a. Collaboratively develop new pilot program proposals.  
   b. Implement & review these new pilot programs. | a. Number implemented  
   b. Participant rating scale | a. 16 new programs were implemented by or in collaboration with CRI programs this year. These programs incorporated wellness, physical activity, practicum, educational, and/or research opportunities. Each program needs to be evaluated by each individual program coordinator to determine whether to continue, refine or cease. June 30th.  
   b. None completed. Meaningful qualitative assessment of programming needs to be a focus for the 08-09 year. Individual program coordinators in collaboration with UWP Director need to develop assessment strategies and timeline for the 08-09 year by August 1st. |
### Student Centered Private & Public Partnerships

4. Increase the quality of professional involvement of CRI staff via (Program Outcomes):
   - a. All professional staff are current CPR, First Aid & AED certified
   - b. Successful submission of at least six (6) SAEM publications &/or presentations
   - c. All professional staff maintain current membership to at least two professional alliances and/or organizations.
   - d. At least three professional staff are either elected to or maintain official positions in a professional organization (beyond the University).
   - e. Submitting at least two SAEM grants.

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<tr>
<th>Measures</th>
<th>Actual Status</th>
<th>Challenges and Initiatives</th>
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<tbody>
<tr>
<td>a. Percentage of CPR, First Aid &amp; AED certifications</td>
<td>100%</td>
<td>Maintain</td>
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<td>b. Number of publications and presentations published or presented</td>
<td>5 presentations (1 international, 2 national &amp; 2 state); 1 publication submitted (in review) and 2 text book chapters (in review); 1 IRB approved project (data collection completed in Spring). This is an area that needs to be developed with all CRI staff via collaborative efforts that include graduate assistants and faculty on campus. These initiatives should begin during the summer.</td>
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<td>c. Professional memberships</td>
<td>All but one professional staff member staff maintains current membership to at least two professional alliances and/or organizations (all are NIRSA + 12 other organizations). That one staff member is in the process of establishing a state organization for his field.</td>
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<td>d. Number of offices held by professional staff</td>
<td>5 professional offices, beyond the university, are held by three professional staff. This is an area which needs to develop in the coming year with at least five professional staff nominating for official positions on state or national committees or boards.</td>
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<td>e. Number submitted</td>
<td>0 – Two grants are in the process of being finalized for submission. Data and logistics are being gathered and organized. This will be a primary responsibility of the UWP Director in the 08-09 academic year.</td>
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Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Dean of Students
Georj L. Lewis, Dean of Students, P.O. Box 8070, Statesboro, GA 30460-8070, Russell Union

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. http://students.georgiasouthern.edu/dos/

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.

The primary stakeholders of the Dean of Student Office are students at Georgia Southern University, additionally; the office also works to facilitate communication between faculty, staff, the greater university community, and students. In general the office works to foster an environment that is conducive to learning while assisting in the full development of students, particularly outside the classroom. The office’s major role as the “center for student advocacy” aligns with the university’s mission by giving students the opportunity to learn outside of the classroom in our culture of engagement. This learning promotes student growth and life/career success.

Goals:
1. Each unit in the Student Services Unit will identify outside funding or resources to assist in enhancing programs (Student Centered University/Public Private Partnerships
2. Develop satisfaction surveys for each of the offices in the Student Services Unit that can be used by students who seek assistance from these areas. (Student Centered University)
3. A prevention program will be implemented to address student use of drugs and alcohol. (Student Centered University)
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| University/Public Private Partnerships | Programs by SSU departments will be delivered using outside foundation, private and corporate funds. (Program and Process Outcome) | Bi-monthly one on one meetings were held with all department directors to discuss efforts on financially supporting programs with outside funds. Progress towards meeting the outcome will be assessed through follow up and verification of proposals. Monthly Student Service Unit Meetings (focus groups) were held to assess progress towards meeting the learning outcome. All Units in the SSU will make efforts through grant writing, collaborations with outside agencies, and receiving sponsorships for programs and services to be delivered to students. | The Dean of Students and each departmental supervisor will be responsible for following up on efforts to obtain outside resources and funding for programs. This will be an ongoing process. The success of the evaluation will be based on funds/resources obtained for programming. The following is a list of outcomes for 2007-2008 for this goal. **Dean of Students/Judicial Affairs/Alcohol and Other Drugs**  Students who violate the alcohol or drug policy are assessed a fee/fine that supports all programming from the Dean of Students. **Student Media**  Received renewal of College Media Review grant that covers coordinator's travel to conventions and half the hotel costs. Established first on-campus housing guide to generate additional funds. Established Grad Ads to generate additional funding. Established relationship with Florida Atlantic University student media program to receive a grant and other assistance in hosting a Constitution Day event at Georgia Southern in September. **Greek Life**  $1000 co-sponsorship was received from Delta Chi for Greek Programming $1250 in proceeds were received from ad sales for “Boropalooza” and all of the food for the event was donated. **Multicultural Student Center**  Secured $1000 from EOP for the Naim Akbar event Secured $3000 from CLEC for the Naim Akbar event Secured $1500 from teaching GSU 1210 Secured $1100 in corporate sponsorship for Unity Fest Secured $1750 from CLEC for The Color Orange (FYE program)** Educational Opportunity Programs Office**  EOP will be coordinating the submission of a grant for the African American Male initiative
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<td>Student Centered University</td>
<td>The SSU departments will implement new programs or revise current offerings based on student and other stakeholder feedback. (Student Learning and Program Outcome)</td>
<td>Each area will solicit feedback via office and online surveys that will assist with modifying and implementing new programs and services.</td>
<td>The Dean of Students and each departmental supervisor will be responsible for follow up on obtaining feedback and implementing the goal.</td>
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<td>Dean of Students</td>
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<td>- An online survey has been designed by the DOS Office. Upon approval, implementation will commence.</td>
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<td>- Through the “Talk With the Dean” program the DOS will respond to student inquiries and make program changes from responses to the DOS office website and the facebook.com account.</td>
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<td>Student Media</td>
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<td>- Website users expressed their thoughts about the archive system, and told student media staff that the archives should be easier to browse.</td>
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<td>Greek Life</td>
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<td>- Survey Monkey satisfaction surveys conducted after sorority and fraternity recruitment</td>
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<td>- Greek Life Satisfaction Survey conducted by OSRA</td>
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<td>- Website feedback survey on Greek Life website</td>
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<td>- Student focus group to provide feedback on social norms campaign</td>
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<td>- Social norms survey conducted by OSRA</td>
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<td>The Assistant Dean of Students/Director of Greek Life will be responsible for all follow up and assessment.</td>
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<tr>
<td>Student Centered University Partnerships</td>
<td>A campus social norming campaign will be launched that will focus on displaying the gaps between the perceptions and realities of students social behaviors (as it relates to alcohol and drugs). (Student Learning and Program Outcome)</td>
<td>The Outcomes will be evaluated via feedback from the following: o Alcohol Task force meetings o Inclusion of SASSI survey and referral information as a part of alcohol sanctioning o Safe 21st Birthday Cards o Various surveys from the social norms campaign o Educational speakers</td>
<td>Some of the activities that will come from the goal will be Safe 21st Birthday Cards, A comprehensive Social Norms Campaign, and educational programs and speakers.</td>
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Georgia Southern University - Student Affairs and Enrollment Management
FY08 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)
(Initial plan provided by Department Head in FY07 Annual Report to VP-SAEM)

Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Educational Opportunity Programs
Sue Hawks-Foster, P.O. Box 8071, Statesboro, GA 30460-8071, Williams Center #1026
912-478-5458, 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 is the potential for success, this potential needs to be recognized and challenged. Our hope is to enlighten students and encourage their pursuits for success within the academic realm. http://students.georgiasouthern.edu/eop/

Goals and/or Objectives

The Educational Opportunity Programs Office is an outreach program for low-income middle, high school and college students. The office seeks to empower students to realize their academic potential. The staff seeks to strengthen partnerships within the community and university campus. The campus community and community at large are used to improve the academic progress of the students served by this office.

A) Academic Distinction -- To increase Academic performance of the programs in the EOP office
B) Student-Centered University -- Increase the visibility of TRIO students on the GSU campus.
C) Transcultural Opportunities -- Increase the number of opportunities GSU students have to use their skills to serve the community.
D) Technological Advancement -- To expose and increase low-income students with technology.
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| Student-Centered University     | Upward Bound and ETS students will increase their attendance to campus programs (Program Outcome) | Obtain the current number of activities that are offered to UB and ETS students by EOP.  
List of programs students have attended this past year that were on campus.  
Number of students and parents attending.  
Number of programs.  
List of programs students and parents were made aware of and invited to attend on campus this year.  
You will need to collect attendance as well as programs to be able to address the anticipated outcome. To show an increase, you will need prior year info or collect for this year and compare against next year to see if an increase. | Calendars and invitations to programs will be shared with students and parents on a quarterly basis.  
Develop ways to get information to students and parents in advance of activities taking place on campus that would be of interest to them. |
| Transcultural Opportunities     | Invite Student organizations to volunteer as mentors and resources for the programs. (Program Outcomes) | Recruit more organizations to do programs for the ETS and UB programs.  
Compile a list of all GSU students and organizations that have assisted the programs this year.  
(Do I need to put this in here? now)  
Identify volunteers from Student Organizations who are serving as mentors and resources for programs. Specify which programs. | Develop a list of organizations that have an interest in working with youth in the community.  
Approach campus organizations to volunteer with the program.  
Participate in campus fairs in the fall and spring. |
| Technological Advancement       | Increase the current use of Technology in working with Upward Bound and ETS staff and students. (Program Outcome) | Increase students’ use of technology by increasing the use of technology with students in ETS with communication.  
Increase the use of technology with UB students by using technology to increase test taking skills and remedial support.  
I’m not sure you want to develop ways, but rather use existing ways?  
Note which processes or programs will seek to use technology and what type of technology. | Gather active email addresses of students and parents;  
Send information to students and parents with the use of email system and the website for the program;  
Track the amount of times the website gets visited;  
Count the responses of the students and parents to see if it is effective. |
| Technological Advancement       | Use of Technology to assist with the gathering of data on participants in the program – one step further than what is currently being done. (Program Outcome) | Count the number of times data is collected,  
Current ways of collecting data - Intake, monthly meetings with student and parents, Workshops, Cultural trips, college tours and school visits.  
Seek ways to change the current method.  
Follow-up to see if an actual count is being obtained.  
Identify the collection points for data collection and review if those are useful and informative. If counts are not being collected at various programs, identify reasons and determine if that can be amended. | Seek ways to collect the data with the use of computers.  
Evaluate cost and implement, if applicable.  
Computer contacts, telephone contacts are current ways that are not being counted as contacts |
Student Affairs and Enrollment Management/Financial Aid
Connie Murphey, P.O. Box 8065, Statesboro, GA 30460-8065, Rosenwald, 2nd Floor
912-871-1263

Department/Program/Activity Mission or Purpose

The Financial Aid Department supports the University’s strategic plan in student enrollment and retention by providing financial assistance to students who desire to pursue and graduate with their educational degree. 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.

Goals and/or Objectives

1. Communicate the financial aid awarding process to student aid applicants who apply between January and April and have complete files.
2. Provide improved and enhanced services to campus departments who employ Federal Work Study (FWS) students.
3. Provide access to financial aid for needy students.

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<tr>
<td>Student-Centered University</td>
<td>Student Learning: Provide students with information to help them understand the financial aid process after they apply – from application to delivery of aid funds - which will help them be more prepared and helps the Financial Aid Department improve our customer service</td>
<td>Student applications tracked within the financial aid database was sent survey for feedback with a reply back date of June, 2008.</td>
<td>Timeline: December, 2007: Director and Administrative Supervisor created tracking system for completed financial aid files. January 2008: Financial Aid staff notified of new tracking system February, 2008: 2008/2009 federal regulatory release installed and tracking system set-up March - May, 2008: Complete student financial aid tracking groups and information for student feedback June, 2008: Director will review student feedback data to determine success of process and use the information to assess the financial aid process for 09/10.</td>
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</table>

Timeline:
- December, 2007: Director and Administrative Supervisor created tracking system for completed financial aid files.
- January 2008: Financial Aid staff notified of new tracking system
- February, 2008: 2008/2009 federal regulatory release installed and tracking system set-up
- March - May, 2008: Complete student financial aid tracking groups and information for student feedback
- June, 2008: Director will review student feedback data to determine success of process and use the information to assess the financial aid process for 09/10.
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| Student-Centered University | Program: Federal Work Study Satisfaction Survey used to determine the level of satisfaction the campus FWS departmental supervisors have with the student employment program and how it is administered. | Financial Aid Director and FWS Assistant Director with the assistance of the Office of Strategic Research and Analysis developed a satisfaction survey. The survey was implemented and sent to the campus departments. The success of the survey was achieved by the satisfaction results:  
- 84% survey response rate  
- 99% of the supervisors were either satisfied or very satisfied overall with the Financial Aid Department’s administration  
- 96% of the FWS supervisors reported that their departments have benefited by having student-workers  
- 99% of the FWS supervisors agreed or strongly agreed that the FWS Supervisor’s Training Workshop was informative and the handbook was helpful. | Timeline:  
July, 2007: Initial FWS Satisfaction survey developed by the Director, FWS Assistant Director and OSRA  
October 31, 2007: Office of Strategic Research and Analysis(OSRA) administered the survey electronically to 91 FWS departmental supervisors  
November 20, 2007: OSRA deactivated the online survey and notified the FWS Assistant Director so follow-ups could be conducted  
November 29, 2007: FWS Assistant Director sent a paper survey to the campus supervisors with a response deadline of December 7, 2007  
December 7, 2007: Survey concluded and a total of 76 of the 91 FWS supervisors participated either online or by paper copy  
March, 2008: FWS Assistant Director reviewed the information and determined that the FWS departmental supervisors were satisfied with the program and no changes needed to be implemented for 09/10 |
| Student-Centered University, Private and Public Partnerships | Student Learning: Provide needy students the opportunity to apply for federal financial aid. | The Financial Aid Department partnered with the Educational Opportunity Center on campus and the National College Goal Sunday (CGS) to provide assistance to low income students in completing the Free Application for Federal Student Aid. The CGS event was on Sunday, February 10th and surveys were administered to the families who attended and the volunteers. The overall feedback from students and their families was 96% positive and for volunteers 98% positive. | College Goal Sunday(CGS) was coordinated by the Director of Financial Aid with the following timeline:  
September, 2007: Director of Financial Aid committed to conduct a College Goal Sunday at Georgia Southern University  
October, 2007: Director was asked to serve on the College Goal Sunday Taskforce for Georgia  
November, 2007: Taskforce meeting with other state Universities planning to conduct a College Goal Sunday  
December, 2007: Plans for CGS at Georgia Southern University implemented with the Educational Opportunity Center and the on campus Committee  
January, 2008: Campus Committee meeting to finalize CGS events  
February, 2008: CGS event held on the 10th in the Student Russell Union  
March, 2008: Final CGS Taskforce rap-up meeting and all surveys turned over to CGS.  
April, 2008: Director reviewed the survey feedback and determined the positive results indicated the programs success. The Department plans to participate in CGS for 2009. |
Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Health Services
Paul Ferguson, P. O. Box 8043, Statesboro, GA 30460-8043
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: Complete the health insurance billing and collection implementation, with a special emphasis on obtaining network provider contract status with the major national, regional and state health insurance plans and their affiliated networks serving the Statesboro area.

Objective 2: Effectively manage financial resources and achieve net operating income of at least 10 percent of total operating budget.

Objective 3: Complete the process of national accreditation with the Accreditation Association for Ambulatory Health Care (AAAHC), aiming for final accreditation in summer, 2008.

Objective 4: Complete the Chief of Medical Staff position recruitment and hiring process, with the goal of placing a well qualified, experienced physician in this position by February, 2008.
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<tr>
<td>Student-Centered University</td>
<td>Objective 1 Outcomes:</td>
<td>Objective 1 Outcome Assessment Methods:</td>
<td>Objective 1 Implementation of EBDM Process</td>
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|                  | Demonstrate that the implementation of the health insurance billing & collection program initiative has been completed in a timely manner and has met all of the program requirements to include provider credentialing, provider network contracting, development of internal and external IT infrastructure to support electronic claims submission, and the operating processes, procedures and staff training to ensure a successful outcome. External measures include: adherence to a well defined implementation timeline/mapping process with clearly defined progression outcomes; weekly implementation meetings/conference calls; and monthly detailed outcome reports once claims submission go-live occurs. | Methods Used: a) Prepare detailed one (1) year, two (2) stage implementation plan and timeline working with health insurance billing/collection vendor partner Highland Campus Health Group (HCHG); b) Monitor implementation plan and time line through weekly meeting/conference calls involving Health Services Management Team and HCHG Implementation Team; c) Monitor and measure success of key implementation components including weekly implementation time line reports identifying progress point outcomes; d) monitor and measure success of claims submission go-live through daily, weekly and monthly progress reports with respect to initial manual claims submission and final electronic claims submissions; e) monitor and measure success of health insurance plan provider network contracting through weekly contract negotiation updates and monthly contract tracking reports; f) monitor and measure success of health insurance claims submissions collection effort through daily and weekly electronic claims submission reports and detailed monthly billing/collection reports. | a), b), c) Insurance Billing & Collection Implementation Plan and Timeline
* Person(s) Responsible: Director of Health Services, Management Team, HCHG Implementation Team, Key Health Services Staff; all Health Services Staff re: Training
* Evaluation: 1st stage implementation plan timeline included key component progress completion dates and weekly implementation meeting/conference call to evaluated progress and make changes as needed. Ad hoc staff committees created to serve as implementation teams for areas germane to their work areas and/or expertise. CPT coding and internal billing process/procedures training involving all Health Services staff prior to “go-live”.
* Other Program Contacts: Office of Legal Affairs Lee Davis and Maura Conley re: provide network contracting; Auxiliary Services and SAEM Information Technology Directors Bob Grogan and Ted Williams re: IT component implementation; Auxiliary Services Director Wendy Hagens, Auxiliary Services Budget Coordinator Jim Pollack, and University Comptroller Kim Thompson and Bursars Office Director Debbie Powell re: financial accounting implementation; Susan Davies/Vince Miller, Admissions and Mike Deal, Registrar re: marketing & communication with parents/students.
* Intended User(s): Health Services Management team, Health Services staff, HCHG Implementation team. |
|                  |                      | d), e), f) Health Insurance Billing & Collection Implementation “Go-Live”, Contract Tracking, and Claims Submission Tracking
* Person(s) Responsible: Director of Health Services, Management Team, HCHG Implementation Team, Health Services Staff
* Timeline: Six month “go-live” implementation timeline developed in late July, 2007 with projected electronic claims submission date of November 1, 2007 and 50% of network contracts completed January 1, 2008.
* Evaluation: 2nd stage implementation plan timeline also included key component progress completion dates with bi-weekly meetings/conference calls. All Health Services staff involved with implementation of “go-live” billing and collection implementation stage to include collection of health insurance plan information from all student patients using special card readers and submission manual patient utilization data from medical records during manual claims submission process by Office and Administrative staff, to creation of electronic/hard copy walk-out statements for each student patient and correct ICD-9 and CPT coding for billing purposed using the Medicat Practice Management IT system reporting functions. Detailed monthly billing & collection reports provided by HCHG providing the following measures: total charges, payments, adjustments; total charges, payments, adjustments by CPT code; total charges, payments adjustments by health insurance plan carrier/payor; total charges, payments, adjustments by Health Services provider; total charges, payments, adjustments by Health Services unit; total denials by health insurance plan carrier/payor.
* Other Program Contacts: Auxiliary Services IT Director Bob Grogan and Network System Manager Edwin White; Legal Office VP and University Attorney Lee Davis and Associate Legal Attorney Maura Conley; Bursars Office Director Debbie Powell; Auxiliary Services Director Tom Palfy
* Intended User(s): Health Services staff; University students and parents, HCHG Georgia Southern University support team; national, regional, and staff health insurance plan contract partners. |
### Objective 2 Implementation of EBDM Process:

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<tr>
<td><strong>Private and Public Partnerships</strong></td>
<td>Objective 2 Outcome: Demonstrate that financial resources are being efficiently managed in the Department while minimizing student health fees and associated costs.</td>
<td>Objective 2 Outcome Assessment Methods: Methods Used: a) Prepare budget utilizing University and Health Services budget and financial information and reports; b) Monitor university financial reports closely and regularly, identifying positive and negative operating expense and revenue areas; c) Monitor health insurance billing &amp; collection monthly reports, including provider contracting reports and related payor mix reports; d) Monitor weekly and monthly Health Services patient utilization reports specific to patient visits, patient diagnosis, and detailed patient transactions with respect to external and internal measures include routine tracking of all revenues and expenses and monthly P&amp;L formatted outcome reports, inclusive of health insurance billing &amp; collection program initiative (Objective 1 above) outcome reports.</td>
<td>a) Plan and Evaluate Department Finances re: Budget Preparation</td>
</tr>
<tr>
<td><strong>Private and Public Partnerships</strong></td>
<td>Objective 2 Implementation of EBDM Process:</td>
<td></td>
<td>* Person(s) Responsible: Director of Health Services, Director of Auxiliary Services, Business Affairs Manager of Auxiliary Services, Vice President for Business and Finance</td>
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<td>* 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</td>
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<td>* 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</td>
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<td>* Other Program Contacts: Health Services Management Team; Bursars Office; Controllers Office; Office of Financial Accounting; Office of Institutional Research &amp; Contract Services, Office of Contracts and Procurement Services, HCHG, Pharmacy, X-Ray and Reference Laboratory services contract partners</td>
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<td>* 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 monitoring financials and developing budget, including any health fee increase request and justification. Effective August 1, 2007 this is now inclusive of health insurance billing and collection processes and financials.</td>
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<td><strong>b) Monitor and Evaluate Department Financial Processes and Accounts</strong></td>
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<td>* Person(s) Responsible: Director of Health Services, Business Affairs Manager of Auxiliary Services, Director of Auxiliary Services, Vice President for Business and Finance * Timeline: On-going, July 1st through June 31st</td>
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<td>* Evaluation: Finances monitored using monthly departmental expense and revenue reports that are evaluated using an Auxiliary Services generated P&amp;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</td>
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<td>* Other Program Contacts: Health Services Management Team re: their unit operations; Office Services Coordinator who closely monitors unit vendor contracts, purchasing activity, and pharmacy COGS; Administrative Assistant and Office Services Supervisor who closely monitor health insurance claims submissions and account activity to ensure this is accomplished on a timely and accurate basis.</td>
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<td>* Intended User: Data accessed and evaluated on a daily and monthly basis in developing Profit &amp; Loss (P&amp;L) measurement reports for Director of Health Services, Director of Auxiliary Services and Vice President for Business &amp; Finance</td>
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<td><strong>c) Respond to Needed Changes in Service Delivery &amp; Revenue Generation</strong></td>
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<td>* Person(s) Responsible: Director of Health Services, Director of Auxiliary Services, Vice President for Business &amp; Finance * Timeline: Immediate for short-term corrections in fiscal year operating budget; July-October for expense and revenue budget cycle re: health fee increases and/or new staffing or services initiatives; 1 to 2 years for major expenditures and/or major revenue initiatives</td>
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<td>* Evaluation: Using financial account reports and P&amp;L statements, Director working with 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.</td>
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## Objective 3 Implementation of EBDM Process

**Objective 3 Outcome Assessment Methods:**

Methods Used:

- Conduct internal Patient Satisfaction Survey and external patient utilization surveys throughout the year;  
- Produce review and respond to monthly management information productivity reports produced from the MediCat practice management information system to include analysis of provider productivity, patient utilization by walk-in or appointment, patient utilization by service unit; etc.;  
- Quality of Care, Continuous Quality Improvement (CQI), Policies & Procedures, and Risk Management Committees conduct regular meetings, and appropriately develop/document and act upon CQI and Peer Review studies in keeping with AAAHC Quality of Care standards (Peer Chart Review, Peer Clinical Assessment Reviews, Risk Management Reviews; CQI Studies); and evaluate and revise existing Health Services Policies & Procedures to ensure that they meet or exceed AAAHC standards.

**Objective 3 Implementation of EBDM Process**

a) Performance Measures:

* Person(s) Responsible: Director of Health Services; Management Team; Administrative Graduate Assistant  
* Timeline: July 1, 2007- June 30, 2008 time frame involving the implementation of a number of performances measures targeting different audiences and outcomes including:  
1. Patient use satisfaction;  
2. Customer service evaluation tools;  
3. Continuous Quality Improvement (CQI) measures;  
4. Institutional health fee survey; and  
5. Patient utilization and provider productivity monitoring.  
* Evaluation:  
  1. Patient use satisfaction: conduct patient satisfaction surveying on a daily basis assessing the quality of services and perception of care received by student patients at the Health Center;  
  2. Customer service evaluation tools: building on the USG and University customer service initiative, utilize customer service mapping and “everything speaks” evaluation tools to focus on processes, programs and facility issues from a student/patient customer service perspective;  
  3. Continuous Quality Improvement (CQI) measures: the Health Services CQI Plan provides a systematic approach to the plan, design, measurement, analysis, and continuous improvement of the processes and outcomes of patient care and service through use of the PDCA Model (Plan, Do, Check, Act), e.g., diagnostic peer review studies, risk management assessments, chart peer reviews, CQI studies;  
  4. Institutional health fee survey: each year a survey is completed comparing Semester and Summer Health Fees at Georgia Southern University to other colleges and universities in the state of Georgia and the region with comparable health services. This survey is completed to ensure that the Georgia Southern Health Services Fee(s) are competitive to other schools in the state and region;  
  5. Patient utilization and provider productivity monitoring: Health Services patient utilization is monitored and reported on a daily basis by patient visit, patient diagnosis, and patient/staff transaction. These reports are used to develop weekly and monthly census reports and to evaluate provider productivity.

* Other Program Contacts: SAEM Office of Strategic Planning for institutional survey support; Auxiliary Services IT department support; AAAHC National Office re: AAAHC guidelines.

* Intended User: Georgia Southern students/patients, Health Services Management Team shares data with all Health Services staff. Data is used to identify problem areas and take corrective action to increase student satisfaction. Prime example is identification of patient waiting times as a potential problem area in 2004-2005 survey results with this forwarded to Quality of Care Committee to address as a 2005-2006 CQI patient flow study (see AAAHC/CQI EBDM Process section below).  

b) MediCat Practice Management System Report Analysis

* Person(s) Responsible: Director of Health Services, Health Services Management Team
Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Judicial Affairs
Patrice R. Buckner, P.O. Box 8020, Statesboro, GA 30460-8020, Russell Union, #2014
(912) 478-0059, pbuckner@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

As Georgia Southern is a student-centered university, the Office of Judicial Affairs endeavors to 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. We challenge students to adopt an informed set of ethics and values expressed through civility, academic integrity, acceptable standards of behavior, and a commitment to social responsibility. We continue to communicate to students that they are responsible for their behavior both on campus and off-campus. Finally, through interacting with the Office of Judicial Affairs, students should have a clear and unambiguous understanding that there are consequences associated with behaviors that violate University and community standards. http://students.georgiasouthern.edu/judicial/missions.htm

Goals and/or Objectives

1. Improve the reporting capabilities of the Judicial Officer information system or purchase a new judicial database that meets our needs.
2. Provide and conduct a comprehensive training program for the University Judicial Board and Judicial Advocates.
3. Communicate with Faculty concerning procedures for reporting classroom disruptions.
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<tr>
<td>Technological</td>
<td>Determine if Judicial Officer is a capable system for the record keeping needs of Judicial Affairs. (Process and Program Outcome)</td>
<td>The administrative staff in Judicial Affairs and appropriate members of University Housing will be able to enter judicial incidents as well as information files per student involved as well as print accurate reports of judicial and crisis activity. All Judicial Officer users will be retrained in order to minimize user error. Also, input on the usability of the system will be solicited from all users.</td>
<td>Tan Frison held a training session for all Judicial Officer users in July 2007. Tan Frison archived all Judicial Officer data dated May 2007 and before. Tan also opened a new Judicial Officer database in order to start fresh. Tan Frison and Patrice Buckner continually produced error reports from Judicial Officer in order to keep the data clean. When errors were found, the originator of that record would be contacted and requested to make revisions. Tan Frison and Patrice Buckner tested Judicial Officer in order to learn the extent of its capabilities. It was determined that most of our trouble with Judicial Officer was user error and at this point in time, Judicial Officer is a sufficient system for our processes.</td>
</tr>
<tr>
<td>Student-Centered</td>
<td>University Judicial Board Members and Judicial Advocates will be able to comprehend and evaluate violations of the Student Conduct Code. (Process Outcome)</td>
<td>University Judicial Board Members and Judicial Advocates completed an evaluation of the training program designed to assess program effectiveness.</td>
<td>Dr. Edward Bayens collected, tabulated, and analyzed the results of each assessment instrument in August 2007. Results of the assessment instrument indicated that member of the University Judicial Board and Judicial Advocates stated that the training program was productive and informative.</td>
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| Student-Centered       | Faculty members will use the process outlined by the Office of Judicial Affairs to report classroom disruption and participate as appropriate in the judicial process following each report. (Process and Program Outcome) | Feedback will be sought from members of Academic Affairs from across the University including the Office of the Provost and all academic colleges and departments.                                                                                                                                                                                                 | Dr. Edward Bayens updated the classroom disruption brochure. Dr. Georj Lewis and Patrice Buckner attended a meeting of the Faculty Welfare Committee on classroom disruption on February 21, 2008. Dr. Lewis and Patrice also attend a meeting of the Academic Advisory Council concerning classroom disruption on March 25, 2008. Dr. Lewis and Patrice have revised the Student Code of Conduct so that Classroom Disruption is listed as a violation instead of being listed under Disorderly Conduct. The following steps will take place in order to further this initiative:  
- Patrice Buckner will work with a sub-committee from the Faculty Welfare Committee to update the Classroom Disruption procedures and brochure.  
- Patrice Buckner will create a “Faculty Resources” page from the Judicial Affairs homepage that will outline procedures for Classroom Disruption and well as other judicial information pertinent to GSU faculty.  
- Patrice Buckner will attend several departmental meetings in early Fall 2008 in order to make faculty members aware of any changes concerning Classroom Disruption. |
Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Multicultural Student Center
Consuela Ward-Pender, P.O. Box 8068, Statesboro, GA 30460-8068, 2024 Russell Union
(912) 478-5409 phone, (912) 478-7436 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. [http://students.georgiasouthern.edu/multicultural](http://students.georgiasouthern.edu/multicultural)

Goals and/or Objectives

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

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<td>Transcultural Opportunities</td>
<td>Students will learn about cultures in and out of the United States. (Student Learning Outcomes)</td>
<td>Students will indicate qualitatively what was learned, and quantitatively how much more or less was learned by the end of the program.</td>
<td>Educational celebrations for Black Awareness, GLBT Awareness, Asian Awareness, Hispanic Awareness, Women’s Awareness will be facilitated throughout the academic year.</td>
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<td>Student-Centered University</td>
<td>Students involved in organizations directly supported by the Multicultural Student Center will be trained on effective interviewing and resume writing skills. (Student Learning Outcomes)</td>
<td>Qualitative and quantitative feedback will be provided to the student based on interviewing and resume writing benchmarks.</td>
<td>The Minority Advisement Program (MAP) and the Multicultural Advisory Council (MAC) will have mock interview days facilitated by SAEM staff members.</td>
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<td>Academic Distinction</td>
<td>Students will learn about issues surrounding diversity in an academic setting outside of class. (Student Learning Outcomes)</td>
<td>Students will evaluate the discussion and the book both qualitatively and quantitatively.</td>
<td>By reading an outside text and participating in a faculty led cultural book club discussion in the Russell Union, students will be able to discuss an outside reading.</td>
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Division/Department/Unit Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Registrar
Mike Deal, P. O. Box 8092, Statesboro, GA 30460-8092, Rosenwald
(912) 478-5421 phone; 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. Improve the Attendance Verification Process.
2. Continue enhancement of web application.
3. Implement Smart Catalog and determine additional uses to provide information to students.
The improvement of the attendance verification process is being measured by surveys sent to the faculty members teaching the classes where scanners are being used. Also, the course sections in which scanners are used are monitored by staff in the Registrar’s Office to make sure that attendance has been verified for each student enrolled.

Through collaboration with Information Technology Services and Student Affairs Technical Support, the Registrar’s Office conducted a test in Summer 2007 using various hardware (laptops, PC, Palm Pilots, and other hand-held devices) with a magnetic card reader to verify attendance by swiping student ID cards. Based on this test, it was determined that Palm Pilots were the best input hardware due to their portability. Twenty Palm Pilots with magnetic card readers and eleven portable wireless access point carts were secured for this project. In addition, data drops were done in 3 classrooms to allow for the wireless connectivity through the portable wireless access points. The total equipment costs were approximately $15,000. Personnel (student employees) were also needed to staff the Palm Pilot Scanners (Operations Team) which was an added cost of approximately $1500 per term. Classes with an enrollment of 75 students or more were targeted to use the ID Card Scanning processes to be used in Fall 2007. Approximately 60 classes fitting this criterion had their attendance verified through this mechanism. In Spring 2008, sixty of the largest class enrollments had attendance verified through the scanner process. Scanning in large classes is continuing in Summer 2008. Approximately 12 classes that began the week of May 19th used the scanners for attendance verification. The scanning process was supervised by the Assistant Registrar/Operations with assistance from the SAEM Technical Support Staff and the Scanning Operations Team which consisted of student assistants.

With tremendous support from the SAEM Technical Staff and the staff of SSD, a new online Readmissions Appeal form using Axiom was fully implemented for Spring 2008 appeal processing. The new process was tested in December 2007 prior to the full implementation in January 2008. There were 225 appeals processed through the new process in January 2008. Approximately 80 appeals have been processed for the Summer 2008 term. The students were sent automated emails of their decisions on the day the decisions were made. This allowed students who were approved to be registered earlier. Those who were not approved were afforded the opportunity to pursue other appeal avenues earlier because of this earlier notification. The new process also benefited staff in the Registrar’s Office by providing more efficient procedures for processing the appeals.

Through implementation of the First Day Attendance Policy beginning Fall 2007. The success of this project will positively affect students receiving their financial aid in a timely manner. (Process Outcome)

With the assistance of Student Affairs Technical Services, enhance the web applications to include a new web based Readmission Appeal Form that will streamline processing and allow students to be notified by email of their appeal decision on the day the decision is made. (Process Outcome)

In cooperation with other University offices that contribute to catalog updating and Student Affairs Technology Services, fully implement the SmartCatalog process to publish the University Catalog for 2008-2009 and determine additional uses of the SmartCatalog software system in the production of other publications. (Process Outcome)
Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Strategic Research and Analysis
R. Jayne Perkins Brown, P. O. Box 8126, Statesboro, GA 30460-8126, Veazey Hall, 2nd Floor
912-478-5218, 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. http://services.georgiasouthern.edu/osra/

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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<td>Technological Advancement</td>
<td>Process Outcome - Develop guidelines for SAEM survey requests. These guidelines will delineate the steps to be taken to administer a survey w/ OSRA support, as well as denote support from OSRA resources and SPSS mrInterview/mrStudio web tools.</td>
<td>The guidelines will be provided to SAEM offices seeking survey support. Input on usefulness of the guidelines, weblinks and project needs stated therein will be evaluated from Department contacts feedback.</td>
<td>The following SAEM offices reviewed the survey guidelines developed by OSRA staff: Admissions-SoAR, Campus Recreation and Intramurals, Career Services, Financial Aid, Dean of Students-Greek Life, Professional Development Council, Spirit and Traditions, Student Disability Resource Center, Student Leadership and Civic Engagement. During the survey process, department contacts were asked for clarifications needed in the guidelines, as well as OSRA doing internal evaluation and updates of the document throughout the year. The feedback on the guidelines have provided a clearer, more useful document that is thorough in expectations and resources needed in the survey process.</td>
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<tr>
<td>Student-Centered University, Academic Distinction</td>
<td>Student Learning Outcome, Faculty Learning Outcome - Identify funding and campus support for administration and participation in the National Survey of Student Engagement and Faculty Survey of Student Engagement surveys, Spring 2008 cycle.</td>
<td>Review funding mechanism for each survey and incentives needed to increase participation rates. Review support sought during the process, including OSRA staff support, and response rates for each survey. Determine if support efforts may have impacted response rates.</td>
<td>Funding was initially earmarked in OSRA FY09 budget. In September 08, USG advised all USG Presidents that NSSE would be funded by USG budget. FSSE was earmarked from OSRA budget. Incentives were budgeted from the VP-SAEM office and OSRA office. Survey support was sought and gained by President’s Cabinet members, SAEM Directors, Academic Deans, OSRA staff. Emails of survey invitation were sent for students from Pres Grube, VP Thompson and incentive letters from VP Thompson by OSRA staff. Emails of survey invitation for faculty were sent from Provost Bleicken and letters from Academic Affairs staff. Public service announcements and e-ads were placed in the Georg-Ann campus newspaper. Response rates after each reminder email only increased minimally. After the hard copy PSAs and letter from the VP-SAEM NSSE rates increased by over 10%. Faculty responses continued to gradually climb.</td>
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<td>Student-Centered University, Technological Advancement</td>
<td>Review retention, progression, and graduation (RPG) reports and web reports for effectiveness. Revise any or all of these based on the reviews. The reports provide information for the overall University, as well as various subgroups, i.e. colleges/majors, gender, HOPE, ethnicity.</td>
<td>Use of the reports and web will be reviewed by various users (VP-SAEM, Deans, Department Chairs, OSRA, etc) for type of information needed on the RPG rates. Updates will be explored and appropriate actions determined to refine the reports and web reports.</td>
<td>Feedback indicated that the reports were most useful when longitudinal information could be reflected in summaries, as well as the focus on Colleges and majors. Additionally it was determined that the RPG web reports were scattered in several locations on the OSRA site. Final reports and web reports show the upgrades that were achieved in FY08. The web page for RPG was totally reorganized and reformatted in OSRA based on the review. Feedback will continue to be sought as these RPG data are used in various evaluative processes, including budget decisions.</td>
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Student Affairs and Enrollment Management/Student Activities
Carter L. Walton, P.O. Box 7990, Statesboro, GA 30460-7990, Russell Union Student Center, Room 1056

The Office of Student Activities is an integral part of the Georgia Southern experience that helps student 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. http://students.georgiasouthern.edu/sac/

Goals and/or Objectives

• Expand the late night programming series – Eagles After Dark
• Strengthen training and resources for student organizations
• Expand program collaboration to include various departments on programming, such as Athletics, Wellness Council, etc.
Georgia Southern University - Student Affairs and Enrollment Management
FY08 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)
(Initial plan provided by Department Head in FY07 Annual Report to VP-SAEM)

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<td>Student-Centered University, Public and Private Partnerships</td>
<td>Through Eagle Entertainment (student programming board), the Office of Student Activities has expanded Eagles After Dark (EAD) programming opportunities; increasing EAD programming by 100%, doubling the number of programs offered in FY07 all while creating intentional social interactions for students, faculty and staff through event programming. These programs include diverse offerings in order to best serve the varied Georgia Southern student population. (Program Outcome)</td>
<td>The number of programs held during FY08 was assessed through a quantitative comparison of the number of programs held in FY07.</td>
<td>The EAD programming expansion includes programs deemed as new initiatives as well as the replication of past programs determined as popular based on quantitative attendance data. These programs include a monthly coffee house series (FY07-FY08), dinner and a movie programs (FY08 – Spring ’08), outdoor movies (FY07-FY08), mini golf (FY07-FY08), laser tag (FY07-FY08), gospel music showcase (FY08 – Spring ’08), comedians (FY07 – Fall ’07), Salsa Night (FY08 – Spring ’08) and the Spring Luau 2008 (FY08 – Spring ’08). The EAD programming expansion reflects collaboration between academic departments and other departments within the division of Student Affairs and Enrollment Management. As a result of EAD program attendance increased as well as the number of students living on-campus in university housing. Additional support will be sought in FY09 to further expand programs in order to meet the needs of a growing population of on-campus residents. Further, EAD programs will be reviewed by 6/16/08 to determine which programs were most effective in order to finalize the FY09 schedule.</td>
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<td>Student-Centered University</td>
<td>Student organization executive committee members will be able to identify and describe services currently provided by the Office of Student Activities outlined as resources for student organizations including the advisor-student relationship, organizational finances, leadership training, event management training and general reservation policies and procedures. (Student Learning Outcome)</td>
<td>Student organization executive committee members will be assessed qualitatively and quantitatively through surveys regarding the Office of Student Activities’ ability to identify and provide resources for student organization executive committee members.</td>
<td>The Office of Student Activities has established direct communication with all registered student organization executive committee members via email in order to introduce and explain the role of the Assistant Director of Student Activities regarding the development and resources available to registered student organizations. Assessment of student organization executive committee members will be reviewed by 7/14/08 in order to determine key areas of ongoing assistance provided through the Office of Student Activities.</td>
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<td>Academic Distinction, Student-Centered University, Public and Private Partnerships, Physical Environment</td>
<td>Eagle Entertainment will create and maintain a collaborative programming environment with various academic departments, outside agencies and other departments within the division of Student Affairs and Enrollment Management. (Program Outcome)</td>
<td>Qualitative methods are utilized in group discussion format. The number of collaborations during FY08 will be assessed through a quantitative comparison of the number of collaborations held in FY07.</td>
<td>Collaborative programming opportunities included Salsa Night, free non-alcoholic drink giveaways, Wellness Wednesdays, First Year Experience initiatives, Eagle Incentives Program initiatives, Up Til’ Dawn, the Spring Luau 2008, Unity Fest, dinner and a movie programs, laser tag, AIDS Awareness Week, Off-Campus Housing, bowling night, Caribbean Night, and Celebration South. Collaborative partners include the Office of Student Leadership and Civic Engagement, Multicultural Student Center, Campus Recreation and Intramurals, Student Media, First Year Experience, Eagle Incentive Program, University Housing, Health Services, Student Government Association, City of Statesboro, Bulloch County Conventions and Visitors Bureau, Pladd Dot Music, the Averitt Center, Statesboro Coca-Cola, department of Literature and Philosophy and the department of Communication Arts. As a result, collaborative programming efforts will be reviewed by 6/16/08 in order to determine which programs were most effective in attempts to strengthen current relationships as well as build relationships with various academic departments, outside agencies and other departments within the division Student Affairs and Enrollment Management.</td>
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<tr>
<td>Student-Centered University, Transcultural Opportunities</td>
<td>The Office of Student Activities has established the student staff position of International Peer Liaison in conjunction with the International Student Club and the Office of Admissions. (Program Outcome)</td>
<td>The candidate was selected through a panel interview format conducted by the Assistant Director for Student Activities, Activities Coordinator, Administrative Coordinator and Coordinator for Spirits and Traditions. The International Peer Liaison will utilize quantitative and qualitative methods to survey international students in order to gain programming input to determine programming needs for the population.</td>
<td>This position has been filled for FY08 as a pilot program. The position of International Peer Liaison will be reviewed by 5/28/08 in order to determine its effectiveness in connecting the Office of Student Activities programming efforts with the needs of a diverse international student population.</td>
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Campus SAEM Coordinator: Dr. R. Jayne Perkins Brown, Associate Vice President, Strategic Research and Analysis
Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/18/08, 3/19/08-Form 4
Source: Department noted
REVIEWED: J Perkins Brown, Director, Strategic Research and Analysis, SACS Leadership Team & SAEM EBDM Lead
U:\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY08_SAEM
Georgia Southern University - Student Affairs and Enrollment Management
FY08 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)
(Initial plan provided by Department Head in FY07 Annual Report to VP-SAEM)

Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Student Disability Resource Center
Wayne Akins, P.O. Box 8037, Statesboro, GA 30460-8037, Cone Hall, 2nd Floor
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

1. The SDRC will continue efforts to provide disability compliance training to faculty.
2. The SDRC will complete a faculty/staff survey.
3. The SDRC will increase internal efforts to gauge effectiveness.

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<tr>
<td>Student-Centered University</td>
<td>SDRC will continue to provide faculty members with updates and information to enhance their knowledge of disability compliance issues. (Program Outcomes)</td>
<td>Students will report that they have fewer issues obtaining services.</td>
<td>May 23, 2008</td>
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<tr>
<td>Student-Centered University</td>
<td>The SDRC will receive customer feedback from internal customers. (Program Outcomes)</td>
<td>Focus group.</td>
<td>October 2008</td>
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<td>Student-Centered University</td>
<td>SDRC will investigate retention, progression, and graduation rates for students they serve. In these investigations we hope to identify benchmarks then monitor progress in each area. (Program Outcomes)</td>
<td>The SDRC will compare grades of students using services to those of students not using services.</td>
<td>Summer 2008</td>
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Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Student Leadership & Civic Engagement
Todd Deal, P.O. Box 8114, Statesboro, GA 30460-8114
912-478-1435, stdeal@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Office of Student Leadership and Civic Engagement serves as a catalyst for the development of curricular, co-curricular, 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. http://students.georgiasouthern.edu/leadership/

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. Involve all students according to their interests and abilities in active learning through participation in leadership and service
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<td>Student Centered, Academic Distinction</td>
<td>1) Create an additional course for the progression of the leadership minor</td>
<td>The creation of the next course in the proposed minor in leadership will be tracked through the University’s course development and curriculum approval process. This will require: * creation of model syllabi  * submission of course proposal  * enlisting faculty to teach  The course itself will be assessed by surveying faculty syllabi and through feedback from course participants on end of course evaluations.</td>
<td>The initial offering of a model course was in Spring 2008. The offering was as a Special Topics seminar taught by Dr. Teresa Thompson, VP of SAEM. The student evaluations of this course are not yet available. Dr. Todd Deal, Director of Student Leadership &amp; Civic Engagement, will be responsible for all aspects of development and implementation of the proposed course. By the completion of Fall 2009, the course proposal will have navigated the curriculum approval process for inclusion in the AY 2010 course catalog.</td>
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<tr>
<td>Student Centered</td>
<td>2) Create a Peer Mentor program for incoming students interested in Leadership</td>
<td>The progress of the Peer Mentor program proposal will be tracked through the approval process. The proposal will include a program coordinator position, potential funding sources, a detailed recruitment and selection plan, and a projected start date. Once the program is in place, a feedback process will be implemented to collect insight from participants.</td>
<td>A small scale pilot of the Peer Mentor program was approved for AY 2007-2008. The program was implemented without a coordinator and substantial turnover in our office. We will run the program again in 2008-2009. In the summer prior, the office staff will develop a feedback process to allow us to assess the program.</td>
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<tr>
<td>Student Centered, Academic Distinction, Public Private Partnerships</td>
<td>3) Integrate leadership into service-based programs (i.e. Alternative Spring Break)</td>
<td>The Office of Student Leadership and Civic Engagement will identify service-based programs into which leadership development has been intentionally integrated in FY 2008 and programs into which this effort could be expanded. We will develop a feedback process utilizing end of program surveys and/or focus groups to gather insights from participants.</td>
<td>The entire professional staff of the Office of Student Leadership &amp; Civic Engagement will be responsible for identifying appropriate service-based programs and designing leadership development experiences for these programs. The implementation of the leadership development piece will occur in Alternative Winter &amp; Spring Break trips as well as in the BUILD and WILD programs in AY 2008 – 2009.</td>
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Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Technology Services
Ted Williams, P.O. Box 8060, Statesboro, GA 30460-8060, Williams Center, Room 2004
(912) 478-5120, 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

1. To provide IT training opportunities for staff.
2. To enhance security for our servers and workstations.
3. To provide student employees with opportunities to gain work experience in the field of IT.
4. To finalize and implement a plan for standard software upgrades and workstation optimization.

Campus SAEM Coordinator: Dr. R. Jayne Perkins Brown, Associate Vice President, Strategic Research and Analysis
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<td>Technological Advancement</td>
<td>SAEM Technical Support staff will receive appropriate training.</td>
<td>Attendance</td>
<td>Three employees received funding and approval to attend training. One attended SANS Windows Security Training; two participated on-line in Fundamentals of Business Analysis. Additionally, two employees attended SunGard SCT Summit (BANNER Conference)</td>
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<td>Technological Advancement</td>
<td>Application and web servers will be secure and data will be protected from misuse.</td>
<td>Weekly Server reviews Director of Audits</td>
<td>Our server manager completes weekly server reviews and updates the server log managed by the Chief Security Officer. We’re preparing for a risk management assessment to be conducted later this summer.</td>
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<td>Student Centered University; Technological Advancement</td>
<td>Student Employees will gain work experience in the field of IT, specifically computer and software support</td>
<td>Service request system, job shadowing, and service request survey email</td>
<td>We employed five student employees this academic year. Three worked in computer and software support; Two worked on application and web development. One of our student employees received the GSU Employee of the Year.</td>
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<td>Technological Advancement</td>
<td>Workstations and software will be upgraded and optimized for high productivity causing little disruption to SAEM staff.</td>
<td>Client Surveys Service Request System review</td>
<td>In addition to regular software updates through Novell Zenworks pushes, we implemented nightly computer maintenance tasks. These jobs are able to turn on a computer, run disk repairs and other software utility programs and shut the system down.</td>
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Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/University Housing
Vickie Hawkins, P. O. Box 8102, Statesboro, GA 30460-8126, Watson Hall
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. http://students.georgiasouthern.edu/housing/staffInfo/mission.php

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) (First Year Residential Experience [FYRE], Residential Interest Groups [RIGs]).
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.
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<td>Student Centered</td>
<td>Student Learning Outcome: Students in campus residence facilities will achieve an overall GPA higher than a comparison group of off-campus residents.</td>
<td>For this outcome the following assessment methods were used:</td>
<td>A report on Fall 2007 GPAs by residence on campus versus off-campus was provided by OSRA. The data provided by OSRA indicates that there is no significant statistical difference between the GPAs of students that live in GSU housing and the students that live in off campus housing.</td>
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<td>- First year students’ GPAs</td>
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<td>- Retention numbers of first year residential students returning to Georgia Southern for their sophomore year</td>
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<td>- Students residing in Living Learning and theme based communities</td>
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<td>- Student employees</td>
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<td>For this outcome the following assessment methods were used:</td>
<td>In Spring 2008, approximately 35% of residence hall students completed the EBI survey. 85% of residence hall students who completed the EBI survey indicated they were moderately to extremely satisfied with their residence hall experience.</td>
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<td>- ACUHO-I/EBI Residential Assessment Survey</td>
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<td>- Focus Groups</td>
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<td>- Reviewing the demand for student housing</td>
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<td>- “House Calls” program and its evaluations</td>
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<td>During FY 08, 25% of undergraduate students lived on campus. Maximum capacity in University Housing was 25% of undergraduate student body.</td>
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<td>Physical Environment, Student Centered, Academic Distinction, Public Private Partnerships</td>
<td>Program Outcome: Forty Percent of undergraduate students will live on campus.</td>
<td>For this outcome the following assessment methods were used:</td>
<td>During the 2007-2008 academic year, DUH sponsored 7 RIGs (Math PLUS, SPACE, Chemistry ELementS, CLASS ACT, American Entrepreneur, School House, and Recreational Living) and 4 LLCs (FYRE, SENT, PACE, and Honors).</td>
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<td>- Housing Occupancy</td>
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<td>- Capacity Reports</td>
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<td>- Enrollment Reports</td>
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<td>For this outcome the following assessment methods were used:</td>
<td>Over 1000 residence hall programs were offered to students during the past year. Programs were presented in the following areas: social, educational, health related issues, academic success, diversity, recreational, careers, etc.</td>
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<td>- Housing reports indicating the number of learning communities and programs</td>
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<td>- Information and reports from OSRA comparing on and off campus students’ GPAs and retention rates</td>
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<td>For this outcome the following assessment methods were used:</td>
<td>This goal was achieved for FY 07. Net income for FY 07 was more than $1 million. It appears net income for FY 08 will exceed $700,000.</td>
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<td>- DUH internal reports (semester and annual reports, etc.)</td>
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<td>- Outlining number of programs in the communities</td>
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<td>- OSRA reports indicating student retention and GPAs of students enrolled in these specific programs</td>
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<td>For this outcome the following assessment methods were used:</td>
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<td>- Monthly and annual Profit and Loss statements.</td>
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Division/Department/Unit Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Vice President’s Office
Teresa Thompson, P.O. Box 8063, Statesboro, GA 30460-8063, Pittman Administration Building, 2nd Floor
912-478-1863

Department/Program/Activity Mission or Purpose

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. [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: Provide excellent customer service to current and potential students and parents as well as faculty and staff.

  **Link to University Mission**: Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration…
  
  **Link to Strategic Theme**: Student-Centered University

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**Strategic Theme** | **Outcome** | **Assessment Method** | **Implementation status** |
---|---|---|---|
**Student-centered** | Process Outcome: Students will participate in co-curricular activities. (Goal 1) | 1- 20% of the student body will participate in the Annual Spring Concert as measured by Eagle IDs used to make ticket purchases. Limitation: Since students can purchase multiple discounted tickets (4 in FY07, 2 in FY08) with their Eagle ID, using unduplicated Eagle IDs will underestimate the number of students attending. Using duplicated Eagle IDs will overestimate the number of students attending as some tickets were purchased for non-student guests (such as friends or family members). We will use both unduplicated and duplicated Eagle IDs to estimate the number of students attending. 2- 5% of the student body will participate in lecture series events funded in part or in full by the Vice President for Student Affairs & Enrollment Management during FY 2008 as measured by attendance reports. | Completed. 1- Unable to measure as the Annual Spring Concert was not held during Spring 2008. Will measure for Spring 2009. 2- Of the three lecture series events that were funded in part or in full by the Vice President for Student Affairs & Enrollment Management, attendance reports were not available for the three funded events: (1) the C.L. Lindsay lecture was organized by First Year Experience who did not take attendance, and (2) Student Leadership’s Lisa Ling program because the ID scanners were not working properly the night of the event, (3) The Multicultural Student Center’s Cornel West program. Unable to measure if goal was met. For future lecture series events, student attendance reports will be a condition of funding. |
**Student-centered** | Process Outcome: The student members of the Activity Budget Committee will advise the Vice President for Student Affairs & Enrollment Management regarding funding priorities for student activity fees. (Goal 2) | 1- 100% of student members of the Activity Budget Committee will participate in developing funding priorities as measured by attendance reports for budget hearings & deliberation meetings. 2- Feedback from the student members of the Activity Budget Committee will be used in the decision-making process as measured by student recommendations compared to final funding decisions. | Completed. 1- 100% of student members of the Activity Budget Committee attended the budget hearings & deliberation meetings. 2- 100% of funding recommendations made by the Activity Budget Committee for FY 2009 were adopted. Goal met. No adjustments needed at this time. |
**Student-centered** | Process Outcome: Student Affairs & Enrollment Management staff will participate in division-wide training programs. (Goal 3) | 1- 100% of departments will be represented at mandatory training programs during FY 2008 as measured by attendance reports. 2- 90% of those responding to program evaluations for division-wide training programs will be satisfied with the program content. | Completed. 1- 100% of departments were represented at the Division-wide Workshop held on August 28, 2007. Approximately 300 employees (regular full-time and graduate assistants) attended. 100% of departments were represented at the mandatory Budget Training Workshops held during January 2008. 2- Of the 129 respondents to the Division-wide Workshop evaluation, 120 (93%) were very satisfied or satisfied overall with the workshop. Of the 50 respondents to the Budget Training Workshops evaluations, 50 (100%) reported an overall satisfaction with the workshop as good, very good or excellent. Goal met. No adjustments needed at this time. |
Appendix A

Goal:
To collect EBDM initiatives and to determine progress for the FY08 year.

Supports:
Mandated Southern Association of Colleges and Schools, SACS, Criteria regarding educational support services and effectiveness; in some instances professional accreditation requirements

Timeframe:
Final report per SAEM Department is due to Strategic Research and Analysis by Thursday, May 23, 2008.
All sections except the final Implementation status may be submitted for review by Thursday, April 3, 2008.

Instructions:
1-Access FY07 Annual Report section on OBJECTIVES FOR 2007-2008
2-select 3-5 objectives w/ program or learning outcomes. These will be the objectives you track to show your assessment process during the FY08 year.
3-complete this form using those objectives by April 3, 2008.
Reference FY06 collection, http://services.georgiasouthern.edu/osra/assessment/SAEM_EBDM_073106.pdf
4-by May 23, 2008, add the final implementation status

Project Support:
Jayne Perkins Brown, ext 5357
Mike Jordan, ext 0320
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/Unit Director Name, mailing address/Physical Location**
  - List the Division, Department, primary contact person for this assessment plan and his/her contact information, per above.
  
  Student Affairs and Enrollment Management/Strategic Research and Analysis,
  R. Jayne Perkins Brown, PO Box 8126, Statesboro, GA 30460-8126, Veazey Hall, 2nd Floor

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

- **Goals and/or Objectives (3 to 5 with outcomes, assessment methods and implementation status to follow in last section)**
  - 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](http://www.georgiasouthern.edu/about/mission.html)) and university’s strategic plan ([http://services.georgiasouthern.edu/osra/councils/spindex.htm](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.
Below are details and guidelines to assist in completing this chart.

- **Strategic Themes**, [http://services.georgiasouthern.edu/osra/councils/spc/stratplan.pdf](http://services.georgiasouthern.edu/osra/councils/spc/stratplan.pdf)
  - Academic Distinction
  - Student-Centered University
  - Technological Advancement
  - Transcultural Opportunities
  - Private and Public Partnerships
  - Physical Environment

- **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.
  - Identify each as student learning, program, process, or performance outcomes, as appropriate. Include student learning outcomes if at all possible.
  - If applicable, identify your stakeholders and how they were involved in drafting your outcomes.

- **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)?

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Distinction</td>
<td>1-enhanced student success (link to retention and progression efforts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Centered University</td>
<td>2-enhanced efforts to support more graduating students (link to graduation improvement efforts)</td>
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<tr>
<td>Technological Advancement</td>
<td>3-unique to your area</td>
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<tr>
<td>Transcultural Opportunities</td>
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<tr>
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</tr>
</tbody>
</table>

**NOTE:** Review outcomes and as appropriate, include if support:
1-enhanced student success (link to retention and progression efforts)
2-enhanced efforts to support more graduating students (link to graduation improvement efforts)
3-unique to your area