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

Fiscal Year 2011

Office of Strategic Research and Analysis

February 17, 2012
# Table of Contents

- Abstract ......................................................................................................................................................................................................................................... 2
- Academic Success Center ............................................................................................................................................................................................................. 4
- Admissions ................................................................................................................................................................................................................................... 7
- Alcohol & Other Drug Programs ................................................................................................................................................................................................ 10
- Campus Recreation and Intramurals ........................................................................................................................................................................................... 13
- Career Services ......................................................................................................................................................................................................................... 17
- Counseling and Career Development ......................................................................................................................................................................................... 19
- Dean of Students ......................................................................................................................................................................................................................... 21
- Educational Opportunity Programs ............................................................................................................................................................................................ 23
- Financial Aid .............................................................................................................................................................................................................................. 25
- Fraternity & Sorority Relations .................................................................................................................................................................................................. 27
- Health Services ........................................................................................................................................................................................................................... 29
- Multicultural Student Center ...................................................................................................................................................................................................... 33
- Registrar .............................................................................................................................................................................................................................. 35
- Strategic Research and Analysis ................................................................................................................................................................................................. 37
- Student Activities ........................................................................................................................................................................................................................ 39
- Student Conduct .......................................................................................................................................................................................................................... 41
- Student Disability Resource Center ............................................................................................................................................................................................ 43
- Student Leadership and Civic Engagement ................................................................................................................................................................................ 44
- Student Media ............................................................................................................................................................................................................................. 46
- Technical Support for SAEM Staff ......................................................................................................................................................................................... 48
- University Housing ..................................................................................................................................................................................................................... 49
- Vice President’s Office .............................................................................................................................................................................................................. 49
- Appendix: EBDM Template ...................................................................................................................................................................................................... 54

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_FY11_SAEM
Abstract
February 17, 2012

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 2011. Between September 2011 and January 2012, 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 September 2011 and January 2012.

Project Timeframe: September 14, 2011 – February 17, 2012

Project Costs: staff time, plus copies of project info

Project Contact: Dr. R. Jayne Perkins Brown, Sr. Associate VP-SAEM and Director, OSRA

Project Support: Office of Strategic Research and Analysis
- Dr. R. Jayne Perkins Brown, Sr. Associate VP-SAEM and Director, OSRA
- Dr. Mike Jordan, Associate Director, Assessment
- Mrs. Mary Poe, Research Analyst II
- Mrs. Pat Bonner, Administrative Secretary
- All Directors, SAEM
- Office of the Vice President
  - Dr. Teresa Thompson, Vice President
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

Project Source of Copies: Office of Strategic Research and Analysis
Georgia Southern University
P.O. Box 8126
Statesboro, GA 30460-8126
(912) 478-5218, (912) 478-1403-fax

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

Number of Pages: 57

File Location: U:\SACSI\EBDM Evidence-based Decision-making\EBDM Reports_FY11_SAEM
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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, #2023
Phone: 912-478-5371, Fax: 912-478-5988
jjobrien@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 who are dedicated to excellence in teaching and whose primary responsibility is the creation of learning experiences of the highest quality
  * Promote equal educational opportunities for all students admitted to Georgia Southern
  * Aid students in developing the skills, strategies, and attitudes essential to the attainment of academic, career, and life goals
  * Enhance student retention.

The ASC will offer these support services to a wide array of 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 support for students taking the Regents' Exam
2. Collaborate with the Provost, CLASS Dean’s Office, and Writing & Linguistic to complete the proposal to exempt the Regents’ Exam
3. Provide academic support for all students but especially those who receive below an S at mid-term and those in high-risk core courses, thus enhancing student retention
4. Improve the marketing of the ASC services to both the University academic departments and to the students
## Georgia Southern University - Student Affairs and Enrollment Management
### FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting Academic Excellence &amp; Enhancement of Student Success</td>
<td>Provide support for students taking the Regents’ Exam.</td>
<td>Compile data on the number of students attending the workshops</td>
<td>ASC staff sent an e-mail to students who were required to take the exam providing them the dates for the workshops and the benefits.</td>
</tr>
<tr>
<td><strong>Program Outcome:</strong></td>
<td>Increase the number of students attending a Regents’ Skills Workshop by 10%.</td>
<td>Faculty provided students the opportunity to take the exam in a classroom environment</td>
<td>ASC staff marketed the Regents’ Skills Workshops to academic departments.</td>
</tr>
<tr>
<td></td>
<td>Provide a small testing environment for students enrolled in the Regents’ Skills Classes to reduce the level of stress and test anxiety.</td>
<td>Both assessment methods used a quantitative method to measure the outcome.</td>
<td>Results: The number of students attending the workshops was almost exactly the same as last year so the number of students attending did not increase.</td>
</tr>
<tr>
<td></td>
<td>Collaborate with the Provost, CLASS Dean’s Office, and Writing &amp; Linguistic to complete the proposal to exempt the Regents’ Exam</td>
<td>Receive approval from the Board of Regents to exempt the Regent’s Exam</td>
<td>Faculty surveyed each class to see if they wanted to take the exam in the small environment and informed the Coordinator of Testing Services.</td>
</tr>
<tr>
<td></td>
<td>Submit a proposal outlining the institutions plan to meet the requirements of the Regents’ Exam through coursework</td>
<td>The assessment method is based on an outside review of the proposal for the exemption.</td>
<td>Administered the Regents’ Exam in small environments for students enrolled in the Regents’ Skills Classes.</td>
</tr>
<tr>
<td></td>
<td>Provide academic support for all students but especially those who receive below an S at mid-term and those in high-risk core courses, thus enhancing student retention</td>
<td>Compile evaluations from students attending academic enhancement seminars</td>
<td>Results: Testing Office administered the Regents’ Exam in 30 Regents’ Skills Classes (397 students) and 41 private Regents Exam appointments were scheduled.</td>
</tr>
<tr>
<td></td>
<td>At-risk students will be identified and provided with academic support opportunities through academic enhancement seminars before mid-term grades</td>
<td>The assessment method used a survey.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improve the marketing of the ASC services to both the University academic departments and the students.</td>
<td>Compile the number of presentations the ASC staff conducts for classes and other groups on campus</td>
<td>ASC staff collaborated with the Registrar’s Office to indentify at-risk students.</td>
</tr>
<tr>
<td></td>
<td>Increase awareness on campus of the services provided by the ASC through presentations, SOAR, and information tables.</td>
<td>Compile the number of contacts through presentations, e-mails, and information tables</td>
<td>ASC staff e-mailed the at-risk students to inform them of upcoming featured academic enhancement seminars.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both assessments used data collected by participation.</td>
<td>Results: Data from seminar evaluations showed that over 95% of those attending would recommend the seminar to others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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_FY11_SAE
| Result: On average interacted with 150 participants at each SOAR through the Student Services Browse and information session. Janet O'Brien and Mike Czech sent the Academic Success Seminar Series flyers to the academic mentor programs and the academic advisement centers. | Result: The ASC Band played at the Russell Union Rotunda and the ASC staff distributed around 300 flyers with information on tutoring and the study skills workshops each semester to kick off the Rockin’ Toward Academic Success Workshop series. |
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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

Student Affairs & Enrollment Management/Admissions
Sarah Smith, P.O. Box 8024, Statesboro, GA 30460-8024, Lewis Hall
Phone: 912-478-5391, Fax: 912-478-1156
912-478-5534, seaves1@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

Mission: The mission of the Office of Undergraduate Admissions is to support the University’s strategic plan by providing leadership for University enrollment management, guiding students and parents/families in their selection of a college or university, and facilitating the transition of students to college or from one college to another. This mission is guided by a commitment to serving prospective students, continues throughout the college experience, and extends as students become successful alumni. Web-Site: http://admissions.georgiasouthern.edu/

Goals and/or Objectives

1. Achieve freshmen enrollment and SAT goals set by the President.
2. Implement a provisional acceptance plan for transfer students to allow early regular acceptance if the student has earned 15 or more hours and is currently enrolled in 15 hours in order to meet the 30-hour transfer requirement by term of enrollment.
3. Create an online orientation program for online BGS students (with later additions of an online transfer orientation).
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Methods(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting Academic Excellence</td>
<td>Program Outcome: Enrollment goals of 1200 transfer students.</td>
<td>Weekly quantitative review utilizing application reports, goal reports, and Conditional Transfer Acceptance analysis. Application Report – quantifies number of applications and number of incomplete, admitted or denied students. This report also quantifies SOAR registrations. If accepted students and SOAR registrations are equal to or greater than the previous year, then it is determined that projected enrollment is on track as we are seeking stable enrollment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stakeholders: Faculty, staff, current students, and alumni are all stakeholders in the process of recruiting an academically talented freshman class. Faculty and staff are included in recruitment planning and implementation efforts through meetings with the Associate Deans, SAEM Directors Meetings, and Enrollment Management Council.</td>
<td>Goal report – quantifies the number of prospects, applicants, accepted students, SOAR registrations, and enrollments (Recruitment Funnel) by freshman recruitment territory and overall. The goal report illustrates percent toward goal completion. Applicant goals should be met by February; Accept goals should be met by May; SOAR goals should be met by July.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recruiting a more academically talented freshman class will support student success as students with high academic ability are more likely to be retained and progress to graduation.</td>
<td>SAT Breakdown Analysis – quantifies the number of students accepted in each SAT band compared to the previous year. This report allows us to gauge success in recruiting high ability students (those with an 1100+ SAT or 24+ ACT). The average SAT of accepted students should exceed the average SAT of accepted students for the previous year in order to project an increase.</td>
<td>The intended users of these reports include the Office of Admissions and members of the campus community, including the Vice President for Student Affairs and Management and the Academic Colleges.</td>
</tr>
</tbody>
</table>

Promoting Academic Excellence

| Program Outcome: Enrollment goal of 1200 transfer students. |
| Stakeholders: Faculty, staff, current students, and alumni are all stakeholders in the process of recruiting an academically talented freshman class. Faculty and staff are included in recruitment planning and implementation efforts through meetings with the Associate Deans, SAEM Directors Meetings, and Enrollment Management Council. |
| The primary policy change impacting Transfer Recruitment is a shift to admitting Transfer Students if the student has earned 15 or more hours and is currently enrolled in 15 hours in order to meet the 30-hour transfer requirement by term of enrollment. Stakeholders were consulted during policy implementation. |
| This policy will result in an increase in transfer enrollment by giving students an earlier admission decision, which allows them necessary time to make arrangements to move, find living accommodations, and attend orientation/register for classes. |

Enhancement of Student Success

| Learning Outcomes: |
| After completing the online orientation, students should know: |
| - Where Georgia Southern University is located. |
| - A brief history of Georgia Southern. |
| - What an Eagle ID number is. |
| - The functions of MyGeorgiaSouthern and the various services/resources housed there. |
| - That GeorgiaVIEW is the online classroom portal where all classes will be displayed. |
| Multiple choice practice questions are asked at the end of each section of the online orientation. When a student answers incorrectly, the correct answer is displayed. |
| At the completion of the online orientation, a 22 question multiple choice exam is administered. Students must correctly answer 82% of the questions before being allowed to exit orientation and register for courses. |

The Assistant Director of Admissions for Technology, Assistant Director of Admissions for Recruitment and the Director of Admissions are responsible for this evaluation. These reports (Application Report, Goal Report, and Conditional Transfer Acceptance Report) are created and are accessed every Wednesday. At each review, recruitment strategies may be modified in order to reach the goal. The intended users of these reports include the Office of Admissions and members of the campus community, including the Vice President for Student Affairs and Enrollment Management and the Academic Colleges.

The Assistant Director of Admissions for Orientation and Parent Programs, the Coordinator of Orientation and Parent Programs, the Coordinator of Online Student Recruitment, and the Director of Admissions are responsible for this evaluation. The online orientation and was completed prior to spring 2011 term. The orientation and exam
| **Georgia Southern University - Student Affairs and Enrollment Management**  
| FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)  

- What documents still need to be submitted to complete enrollment process (ex. Final High School Transcript or College Transcript.  
- Where to go to apply for financial aid, access military benefits (if applicable).  
- Who their advisor is.  
- Who the student’s main point of contact is in the College of Liberal Arts and Social Sciences.  
- How to navigate WINGS to register for classes, access tuition and fees, etc.  
- What the College of Liberal Arts and Social Sciences is.  
- The differences between each concentration area offered.  
- Differences between part-time and full-time course load.  
- The differences between on-campus and online classes.  
- Academic expectations of being an online student in relation to attendance, assignments, academic integrity, and quality of work.  
- Their rights protected under FERPA and how to submit and rescind the waiver.  
- What online student services are available to them and how to access them.  
- Georgia Southern’s VALUES.  
- How to use online library services.  
- How to purchase textbooks.  
- Software needed to be successful.  
- Tips to be successful as an online learner.  
- Security issues related to online learning.

After completing the online orientation, students should be able to:
- Log into MyGeorgiaSouthern and GeorgiaVIEW.  
- Access their e-mail address.  
- Register for classes.  
- Identify online courses.  
- Access tuition and fees.  
- Determine if they are better suited as a part-time or full-time student.  
- Utilize success tips received during online orientation.

After completing the online orientation, students should feel:
- Welcomed to the Online BGS program and Georgia Southern.  
- Connected to Georgia Southern.  
- Proud of the choice they’ve made to be an online BGS student at Georgia Southern.  
- Confident in their ability to be successful.

These learning outcomes support enhanced student success by preparing students to successfully transition into the university and giving them the knowledge and abilities to successfully progress toward graduation.

---

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_FY11_SAEM
Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs & Enrollment Management/Alcohol & Other Drugs Programs
K. Joy Hamm, P.O. Box 8070, Statesboro, GA 30460-8070, Russell Union #2007
912-478-5185, kjhamm@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The mission of the Office of Alcohol and Other Drugs Programs is to foster an environment that reduces individual and communal negative consequences associated with alcohol/other drug use by providing education, intervention, assessment and support.

In close collaboration with our campus and community partners, we aim to utilize research-based, effective prevention techniques to impact the cultural and individual behavior concerning alcohol/other drug use on campus and in the community. Web-Site: http://students.georgiasouthern.edu/aod/

Goals and/or Objectives

1. Objective from Annual Report: Successfully complete year 2 of grant
2. Objective from Annual Report: Provide professional development opportunities for staff members
3. Objective from Annual Report: Continue to explore ways to support students with substance use and abuse issues in order to assist their retention, progression and graduation
4. Additional Objective: Decrease key alcohol indicators (binge drinking, frequent binge drinking, driving after drinking) among students on campus
### FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Research, scholarship and creative activity</td>
<td>Performance outcome: Decrease high-risk drinking behaviors and consequences by 5% by end of grant period (7/31/2011)</td>
<td>Quantitative Methods: Core Survey (Spring and Fall) ASTP pre and post-tests Small Group Social Norms Pre-and Post-tests</td>
<td>All data collected as of 7/31/11. Grant Evaluation: Joy Hamm, Principal Investigator. David McDermott, Data Collection</td>
</tr>
<tr>
<td>Complete year 2 of grant activities</td>
<td>Student Learning Outcome: Increase knowledge related to reference group’s normative behavior by end of period</td>
<td>Qualitative Methods: Interviews with Presidents Workshop with chapter presidents planned for Nov 2011</td>
<td>No Cost Extension extends grant period through 12/31/2011 for planning/evaluation</td>
</tr>
<tr>
<td></td>
<td>Provide peer leader training to fraternity and sorority leaders</td>
<td>Limitations: Seasonal/Organizational factors impacted quality of data. Changes in population from fall to spring limited amount of linked data.</td>
<td>Timeline: Data collection completed as of 7/31/2011. Final Reports due to US Dept of Ed Office of Safe and Drug-Free Schools by 12/31/2011.</td>
</tr>
<tr>
<td></td>
<td>Provide Social Learning Theory workshops to fraternity and sorority leaders</td>
<td></td>
<td>Who: Fraternity and Sorority Members at GSU</td>
</tr>
<tr>
<td></td>
<td>Process outcome: Implement ASTP (Alcohol Skills Training Program) as a mandatory requirement for all fraternity and sorority members</td>
<td></td>
<td>What: High-risk drinking behaviors</td>
</tr>
<tr>
<td></td>
<td>Design small group social norms marketing campaign</td>
<td></td>
<td>Other contacts: Graduate Assistants, student assistants, peer leaders</td>
</tr>
<tr>
<td></td>
<td>RESULTS: We are still in the process of evaluating this data. Final Grant Reports due 12/31/11. Findings will be used to inform continuation of program.</td>
<td></td>
<td>Final data will be submitted to US Dept of Ed Office of Safe and Drug-Free Schools. Locally, a conference with Fraternity/Sorority leaders will be held in Nov 2011 to plan for further high-risk alcohol programming with fraternity/sorority members.</td>
</tr>
<tr>
<td></td>
<td>Stakeholders: Members of Fraternity and Sorority organizations. Leaders of these organizations are being recruited to plan the continuation of this project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased Research, scholarship and creative activity</td>
<td>Process Outcomes: 1 staff member attended and presented at NASPA (National Association of Student Personnel Administrators/Student Affairs Administrators in Higher Education) annual meeting 2 staff members attended NCHA (National College Health Association) annual meeting 2 staff members and 2 grad assistants attended national meeting on AOD (Alcohol &amp; Other Drug) AOD Abuse &amp; Violence Prevention in Higher Education Student-employee trainings held in Aug 2010 and January 2011</td>
<td>Quantitative only: Attendance at national meetings/trainings recorded. Satisfaction surveys used for student employee training</td>
<td>Joy Hamm- NASPA March 2011 Joy Hamm, David McDermott- NCHA – May 2011 Joy Hamm, David McDermott, Steven Hunter, Lauren Howell –AOD Abuse and Violence Prevention – October 2010</td>
</tr>
<tr>
<td>Provide Professional Development Opportunities for staff members</td>
<td></td>
<td>Staff trainings held with all student employees in Aug 2010 and January 2011.</td>
<td>Staff: Who: Our staff What: Attendance at national meetings. Satisfaction data from staff trainings. Information used to plan future programming efforts, ensure best practices in the field.</td>
</tr>
<tr>
<td></td>
<td>Expansion of services: Process outcomes: -New services offered in 2010-2011 -BASICS (Brief Alcohol Screening and Intervention for College Students), CASICS (Cannabis Abuse Screening and Intervention for College Students), e-chug follow-up, SGSN (Small Group Social Norms) (Housing)</td>
<td>Satisfaction surveys for individual appointments (SASSI, BASICS, CASICS) -Pre, post and 30-day post for ASTP with mandated students.</td>
<td>ASTP w/ 30 day post: Joy Hamm, Principal Investigator. David McDermott, Data Collection Satisfaction Surveys: David McDermott, data collection</td>
</tr>
<tr>
<td>Enhance Student Success</td>
<td></td>
<td></td>
<td>Timeline: BASICS added Fall 2010, e-chug follow-up added Fall 2010, SGSN added Spring 2011, CASICS added Spring 2011.</td>
</tr>
<tr>
<td>Continue to explore ways to support students</td>
<td>What: 5. Education (Housing)</td>
<td>What: Students at GSU receiving programming from our office</td>
<td>Who: Students at GSU receiving programming from our office</td>
</tr>
</tbody>
</table>

---

Georgia Southern University - Student Affairs and Enrollment Management

Campus SAEM Coordinator: Dr. J. Jayne Perkins Brown, Associate Vice President, Strategic Research and Analysis
Form Reference: M Brescia, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/18/08, 3/19/08-Form 4
Source: Department noted
REVIEWS: J Perkins Brown, Director, Strategic Research and Analysis, SACS Leadership Team & SAEM EBDM Lead
U:\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY11_SAEM
<table>
<thead>
<tr>
<th>Enhancement of student success</th>
<th>Performance outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease high-risk drinking behaviors on campus (key indicators)</td>
<td>Decrease key indicators (binge drinking, frequent binge drinking, and driving after drinking) by 5%</td>
</tr>
<tr>
<td></td>
<td>Binge drinking: Decrease of 4.3% from 2007 data</td>
</tr>
<tr>
<td></td>
<td>Frequent binge drinking: decrease of 7.7% from 2007 data</td>
</tr>
<tr>
<td></td>
<td>Driving after drinking: decrease of 8.4% from 2007 data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core survey – random sample survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>External design/validation of instrument, internal application</td>
</tr>
</tbody>
</table>

| Other contacts: Graduate Assistants, Student Assistants |
| Information is used to guide future programming decisions in our office. |

| Administered Fall 2010. Used to guide programming and services |
| CORE survey: Principal Investigator: Joy Hamm. Data Collection: David McDermott, graduate assistants, student assistants. |
| Timeline: Data Collected from 8/15/2010 to 11/16/2010 |
| Who: Sample of GSU students |
| What: High-risk Drinking Behaviors |

| Other contacts: Professors allowing in-class survey distribution |
| Intended User: Data is used internally to identify programming gaps, evaluate campus high-risk drinking culture, and guide programming decisions. Data is also used to generate social norms campaign statistics for student campaigns. |
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

Student Affairs & Enrollment Management/Campus Recreation and Intramurals
Gene Sherry, P.O. Box 8078, Statesboro, GA 30460-8078, Recreation Activity Center (RAC), #1208
912-478-1153, gsherry@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Department 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. Web-Site:  http://services.georgiasouthern.edu/cri/

Goals and/or Objectives

1. Recruit and educate/train undergraduate and graduate student workers to ensure a safe, student-centered campus resource, and programming.
2. Continue to develop and diversify the recreational programming and activity offerings to meet the needs of an ever-diversifying student culture.
3. Maintain safe, clean, sustainable, and efficient facilities and services.
4. Promote the positive opportunities and outcomes from CRI programs, services, and facilities to the University community, State, and Region.

Strategic Theme | Outcome | Assessment Method(s) | Implementation status
--- | --- | --- | ---
Enhancement of Student Success | 1. CRI Undergraduate and Graduate student employees will be prepared to carry out the day to day operations of facilities, programs, and services. (Linked To Goal #1, Learning Outcome) | 1. All CRI Training Session Attendance will show an attendance rate of at least 95% | 1. 98% of CRI Student Employees (except) sports officials participated in all “CRI Training” held Aug. 12, 2010 & January 13, 2011. Coordinated by Matt Horst & America Minc.
2. Area Specific Training Sessions, Content Testing will be documented in all areas | 2. As of January 13, 2011 - All 18 group fitness instructors have nationally accredited certifications in their respective modalities. 11 of the 18 instructors in multiple modalities. CRI has provided all training and education for these instructors to pass and maintain certification requirements. Coordinated by Justine Coleman, Fitness Program Director.
3. Supervisor & Peer Evaluations | 2. Fall 2010 - Implemented assessment instruments for group fitness instructors/personal trainers to evaluate modality skills, risk management, and program knowledge. Information showed more training was needed in different modalities, thus changing the semester/annual training plan to include more education and practical application of modality skills. Coordinated by Greg Stephenson, Fitness Program Director.
4. Risk Management Training & Content Testing | 2. All area specific training sessions throughout the Fall 2010 and Spring 2011 included written quizzes to gauge knowledge acquisition of job responsibility related information. Coordinated by Program Directors of specific areas. Although, collection of scores and documentation needs to be more comprehensive moving forward.
5. CPR/AED/First Aid Training Certifications | 3. Supervisor and Peer evaluations were conducted once each semester (Fall 2010 & Spring 2011) in Fitness and Facility Management. Direct feedback was provided to student employees during the evaluation. However, quantitative data was not compiled for overall staff success rates. A more formal quantitative compilation will be executed moving forward. Coordinated by Program Directors.
6. Participant Evaluations | 4. August 12, 2011 - Captain Terry Briley, University Public Safety & Charles Bowen, Statesboro Police Department SWAT Team |
<table>
<thead>
<tr>
<th>Enhancement of Student Success</th>
<th>2. New programs will be offered &amp; existing programs will be enhanced. (Linked To Goal #2, Program Outcome)</th>
</tr>
</thead>
</table>

1. The Annual CRI Program Calendar will show the documented increase in program offerings.
2. CRI Services Listing will show the increased services offered.

1. Development and implementation of a student led behavioral modification and healthy lifestyle program. This 10 week program in Spring 2011 led by undergraduate student and fitness instructor Emmy Richards, under the supervision of Fitness Director Justine Coleman, met twice a week for an hour and a half. Along with exposure to different fitness and wellness opportunities available on campus, this program focused on female empowerment, self-esteem, and leading a healthy lifestyle.

1. Fitness Program implemented counseling programs for student participants in the Biggest Loser Program. Dr. Amy Jo Riggs provided nutritional education and individual counseling throughout the 12 week program in Fall 2010 & Spring 2011. Dr. Dan Czech, counseled students throughout the program on behavior modification and adherence. Both are faculty in the Health and Kinesiology department.

1. Planned and implemented a new fitness event to cater toward students who like to compete in strength based competitions. The Strongest Eagle event held 6 competitive events for both men and women and one championship event: Fingal’s Fingers, Dead Lift, Keg Toss, Heavy Carry, Atlas Stones, and Tire Flipping. This event was planned and administered by undergraduate students with the assistance of Fitness Graduate Assistant Megan Clark and supervised by Fitness Director, Greg Stephenson. These students took the lead on facilitating event set-up, participant registration, timing, lane judging, and marketing/publicity responsibilities. This event also provided our student maintenance staff a learning opportunity as they were charged with constructing some of the equipment for the events. These students are Building Construction/Management and Engineering majors and facilitated the planning, design, and building of equipment under the supervision of Fitness and Facility Maintenance full-time staff. Coordinated by Greg Stephenson, initiated April 2011.

1. A Table Tennis Tournament was added to the Intramural Sports program calendar. Coordinated by Sarah Fain

1. CRI hosted a “Birdie Bash” to showcase our free-play Badminton. Events were held in January and again in March of 2011. Program was marketed across campus with intentional efforts and communication through the Center for International Studies. Coordinated by Lashica Thomas

1. Facilities Program hosted a Professional Racquetball Demonstration to showcase our free-play racquetball opportunities. Six professional racquetball players showcased the sport and provided tutorials to participants. Evaluation of the event indicated patrons wanting regularly scheduled clinics for this sport. This event was held in April, 2011. Coordinated by Lashica Thomas

1. Aquatics offered the swim incentive program “Swim To Summer” to promote swimming and fitness during Spring 2011. The program engaged fifty participants that were rewarded with a T-Shirt if they reached the program goal for laps swam. Coordinated by James Browning

1. The University Wellness Program partnered with Student Leadership and Civic Engagement to bring nationally known Frank Warren and his “Post Secret” project to campus for a presentation to 1,400 attendees on February 15, 2011. Coordinated by Raymona Lawrence

1. Educated all CRI employees on what to do in the event of an active shooter on campus or in the Recreation Activity Center. Coordinated by Matt Horst & America Minch

4. August 6-15, 2010 Taught 25 American Red Cross Adult CPR & AED or First Aid classes to CRI student staff with 309 certifications issued. Coordinated by Matt Horst

5. August 2-4, 2011 - Three full-time staff, 3 graduate assistants, and 1 undergraduate staff members were certified as American Red Cross Lay Responder Instructors. Coordinated by Matt Horst.

6. Participant Evaluations were administered in the following program areas and included specific questions regarding effectiveness of student employees. All responses were of highly positive percentage. Feedback administered from: Southern Adventurue trips (Fall 2010 & Spring 2011 – coordinated by Charles Gwynn)
   Intramural Indoor Soccer (November 2010) – coordinated by Sarah Fain
   Intramural Indoor Softball (April 2011) – coordinated by Sarah Fain

Institutional Assessment, Texas A&M University, July, 2005

FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)
1. The University Wellness Program partnered with The Center For Sustainability to put on “No Impact Week” in April. As part of the week nationally known Colin Beaven, the creator of “No Impact Man” was brought to campus to deliver a presentation on his experience to over 600 attendees. Coordinated by Raymona Lawrence.

2. Two new organizations were added to the Club Sports Program. Archery and Women’s Lacrosse. Coordinated by Steve Sanders.

3. Facility Management began the sale of pad locks for patrons to purchase in an effort to promote an increase in security and decrease incidents of theft. Coordinated by Lashica Thomas.

### Enhancement of Student Success

1. We conducted participant satisfaction surveys for Group Fitness classes. Survey information showed participants: (1). want more dance based classes (2). want more yoga classes (3). want longer spin classes. Based on this feedback, we have responded to each of these “wants” by providing more formats and increasing class times. This feedback required us to review our student training and certification plans and budgets to ensure we would be able to staff this increase. Coordinated by Justine Coleman

2. The intramural sports program surveyed participants of indoor soccer in November 2010 and softball in April 2011 to track their satisfaction, perception and suggestions for improvement. Both programs received high satisfaction ratings above 85%. Coordinated by Sarah Fain

3. While we received social media comments in support of our programs and services the data was not compiled in comprehensive manner. We will begin this documentation moving forward. Coordinated by Chris Butler.

4. Participation Rates are recorded and analyzed. In FY10 yoga classes were identified as over crowded and in need of additional space and classes. Solution implemented for FY11: Increased class offerings. Coordinated by America Minc & Justine Coleman

### Problem & Solution Table

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed bag in combatives continually gets broken from misuse</td>
<td>speed bag must now be checked out through Eagle ID to now hold users accountable for using equipment properly</td>
</tr>
<tr>
<td>Track directions should be on both sides</td>
<td>Use digital display boards to increase display of this information</td>
</tr>
<tr>
<td>Multiple requests for lower back row weight machine</td>
<td>Purchased equipment</td>
</tr>
<tr>
<td>Multiple requests for Summer Activity Challenge from 2009</td>
<td>Challenge added Summer 2010</td>
</tr>
<tr>
<td>Multiple requests for Pec-Fly weight machine</td>
<td>Purchased equipment</td>
</tr>
<tr>
<td>Men’s old locker room not being cleaned properly</td>
<td>Immediately shared &amp; addressed with Plant Custodial supervisor</td>
</tr>
</tbody>
</table>

4. Participation Rates are recorded and analyzed. In FY10 yoga classes were identified as over-crowded and in need of additional space and classes. Solution implemented for FY11: Increased class offerings. Coordinated by America Minc & Justine Coleman
<table>
<thead>
<tr>
<th><strong>Enhancement of Student Success</strong></th>
<th><strong>4. Facilities will be clean and safe. (Linked to Goal #3, Program Outcome)</strong></th>
<th><strong>1. Custodial Supervisor Daily Audit/Checklist</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>2. CRI Facility Manager &amp; Supervisor Reports</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>3. CRI facility Coordinator Audits</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>4. Environmental Safety Annual Inspection</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5. Fire Marshall Annual Inspection</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>6. Participant Satisfaction Surveys</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>7. CRI Social Media Comments</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>8. CRI project and enhancement list</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1. This is a physical plant supervised and we are unable to collect comprehensive reporting data.</strong></td>
<td><strong>2. Manager/Supervisor daily reports are received by all key parties via e-mail every morning for action. Coordinated by America Minc, Lashica Thomas, and Jason Schmidt.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>3. While informal audits were conducted a full documented formal procedure is being developed. Coordinated by Jason Schmidt</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>4. CRI responded to issues provided in the annual inspection of facilities by environmental safety. Coordinated by Matt Horst &amp; America Minc, August 2010</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>5. CRI responded to issues provided in the annual inspection of the State Fire Marshall. Coordinated by Matt Horst, Fall 2010.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>6. Participant Evaluations were administered in the following program areas and included specific questions regarding the safety and cleanliness of facilities. All responses were of highly positive percentage. Feedback Administered from: Intramural Indoor Soccer (November 2010) – coordinated by Sarah Fain Intramural Indoor Softball (April 2011) – coordinated by Sarah Fain</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>7. While we received social media comments in support of our programs and services the data was not compiled in comprehensive manner. We will begin this documentation moving forward. Coordinated by Chris Butler.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>8. A project to install thirty two surveillance cameras throughout the RAC was completed to enhance security and decrease incidents of theft. Coordinated by Matt Horst, Fall 2010</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>8. The Aquatic Center was renovated with all cedar boards replaced with new cedar boards and installed with stainless steel nails. Coordinated by Jason Schmidt, June 2011</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>8. After multiple years of research, testing, and man hours we finally found a product that allowed us to restore the Aquatic Center tile to a like new state, eliminating the calcium build up. Coordinated by Jason Schmidt, Spring 2011</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>8. Purchased a new AED to provide support for special events and intramural softball at the Sports Complex. Coordinated by Matt Horst, June 2011</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>8. Facility Management began the sale of pad locks for patrons to purchase in an effort to promote an increase in security and decrease incidents of theft. Coordinated by Lashica Thomas, initiated August 2010.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Enhancement of Student Success</strong></th>
<th><strong>1. Marketing strategies will utilize social media to drive visitors to the CRI website. (Linked To Goal #4, Program Outcome)</strong></th>
<th><strong>1. Google Analytics will show that visitors to the CRI website directed from social media will increase by 10% .</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1. Facebook referred 2,146 unique visitors during FY11 contrasted with 745 unique visitors in FY10.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>1. Twitter referred 142 unique visitors in FY11 contrasted with 11 in FY10.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>An FY11 increase of 267%</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>We will allocate an increase of time focus to social media in FY12 based on this data and strive for a 50% increase in FY12.</strong></td>
</tr>
</tbody>
</table>
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

- **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**

The mission of the Office of Career Services is to enhance student and alumni success through personalized advisement, mentoring and experiences, thus preparing the Eagle Nation for the 21st century workplace by:

- Assisting our students with discovering their career paths (Career Advisement and Education)
- Aiding our students in obtaining relevant experiences (Experiential Education)
- Supporting our students and alumni in achieving their after college goals (Professional Employment)

Web-Site: [http://students.georgiasouthern.edu/career](http://students.georgiasouthern.edu/career)

- **Goals and/or Objectives**

1. Provide services and programs that support the University retention, progression and graduation efforts.
2. Enhance student preparation for graduate school by increasing the number of students attending the Graduate School Fair, the Life after College Conference and one-on-one graduate school planning.
3. Enhance the quality and quantity of the Career Services programs, services and key processes.

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting academic excellence, and Enhancement of Student Success</td>
<td>Program Outcome: The Office of Career Services seeks to enhance student success by offering services and programs that support the University retention, progression, and graduation efforts. <em>(Goal 1)</em></td>
<td>Increase outreach support to freshmen and sophomore students by 50%. Teach FYE 1220 Freshmen Orientation classes. Aid students with determining an appropriate major/career path by providing various research and career assessments to help them in the process. Teach GSU 2121 Career Exploration classes. At least 80% of the students decide/declare their major by the end of the course. Teach GSU 2122 Professional Seminar classes. Provide/interpret career assessment tests (FOCUS, Georgia Career Information Systems (GCIS), Self-Directed Search and (Myers-Briggs Type Indicator (MBTI)). Partnership with the Academic Advisement Centers to support the integrated academic/career advisement model for freshmen and sophomore students.</td>
<td>Office of Primary Responsibility (OPR): Warren Lee Riles Other Contacts: Amy Rowell Implementation Timelines: FY 2012 to FY 2016 Evaluation Status: Taught FYE 1220 classes, GSU 2121 classes, and GSU 2122 classes during Fall and Spring semesters. FY 2011: 3,687 students FY 2010: 2,267 students FY 2009: 1,697 students FY 2008: 1,482 students FY 2007: 1,679 students Intended User of the information/data: The data, analyses, recommendations and decisions are used by the staff members to change the programs, services, events and processes to enhance student success during the next semester. This is a continuous process that occurs each semester.</td>
</tr>
</tbody>
</table>

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:\SACSEBDM Evidence-based Decision-making\EBDM Reports_FY11_SAEM
<table>
<thead>
<tr>
<th>Enhancement of student success</th>
<th>Student Learning Outcome: Improve student contacts by assisting students in their planning and preparation for the “World of Work”. (Goal 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improve student contacts by 20% by assisting students in their planning and preparation for the “World of Work”.</td>
</tr>
<tr>
<td></td>
<td>Assist 3,000 junior and senior students in their preparation for Life after College.</td>
</tr>
<tr>
<td></td>
<td>Teach GSU 2122 classes (Professional Seminar).</td>
</tr>
<tr>
<td></td>
<td>Provided paid Internship opportunities.</td>
</tr>
<tr>
<td></td>
<td>Provided Cooperative Education Experiences opportunities.</td>
</tr>
<tr>
<td></td>
<td>Provided Job Shadowing opportunities.</td>
</tr>
<tr>
<td></td>
<td>Critiqued Resumes, Cover Letters and Reference pages.</td>
</tr>
<tr>
<td></td>
<td>Employers and Staff conducted Mock Interviews.</td>
</tr>
<tr>
<td></td>
<td>Conducted Career Fairs each semester.</td>
</tr>
<tr>
<td></td>
<td>We used a Career Services Management System called C3M to record all student contact data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increased research, scholarship and creative activity</th>
<th>Program Outcome: Enhance the quality and quantity of the Career Services programs, services and key processes. (Goal 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improve by 30% the quality of the Career Services Programs/key processes through benchmarking, best practices and self-evaluations.</td>
</tr>
<tr>
<td></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 program, 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.</td>
</tr>
</tbody>
</table>

**OPR:** Warren Lee Riles  
**Other Contacts:** Amy Rowell, Dorsey Baldwin  
**Implementation Timelines:** FY 2011 to FY 2016  
**Evaluation Status:** Conducted two Career Services Bench Marking Studies, Participated in the WCU Bench Marking Study, Implemented the Employer-in-Residence Program and participated in the National Association of Colleges and Employers (NACE) Career Services Performance Measurement Survey, which benchmarked head counts, enrollments, office name, reporting lines, office structure, facilities, staffing, budget & finance, technology, users, counseling related to career choices or job search, career planning & employment-related courses, computer-assisted guidance, career/academic advising, job-search skills and campus interviewing.  
**Intended User of the information/data:** The data, analyses, recommendations and decisions are used by the staff members to change the programs, services, events and processes to enhance student success during the next semester. This is a continuous process that occurs each semester.
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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

Student Affairs & Enrollment Management/Counseling & Career Development Services
Mark Perez-Lopez, P.O. Box 8011, Statesboro, GA 30460-8011, Forest Drive, #0435
(912) 478-5541; mperezlopez@georgiasouthern.edu

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

1. Maintain accreditation by the International Association of Counseling Services (IACS).
2. Maintain, as measured by client feedback forms, our consistent rating of high satisfaction by clients of the services we provide.
3. Maintain reduction in waiting time for follow up appointments.
4. Have new staff licensed within 2 years of employment in the center.
5. Graduate two pre-doctoral interns per year.

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting Academic Excellence</td>
<td>Maintain accreditation by the International Association of Counseling Services (IACS). (Program Outcome)</td>
<td>Submit application to IACS, host a site visit, and complete any changes requested by the board.</td>
<td>Completed. The IACS application was completed by Dr. David Matthews in May of 2009 and the site visit was held in November of 2009. The final accreditation was approved on June 24, 2010.</td>
</tr>
<tr>
<td>Enhancement of Student Success</td>
<td>Maintain, as measured by client feedback forms, our consistent rating of high satisfaction by clients of the services we provide. (Program Outcome)</td>
<td>Clients of the center complete a satisfaction survey during the middle of the fall and spring semesters. The survey contains twenty eight items and students are asked to rate each item on a seven point Likert type scale indicating their degree of satisfaction with each point of service. A total of 149 students completed the measure during March of 2011.</td>
<td>Completed. This process was first implemented in 2009. The counseling center has received consistently high ratings across all twenty eight points of service. For example, results from the 2011 spring survey indicated that 92% of students indicated that counseling addressed their needs and 95% would recommend our services to other students. The survey results are compiled by Dr. Mark Perez-Lopez.</td>
</tr>
<tr>
<td>Enhancement of Student Success</td>
<td>Maintain reduction in waiting time for follow up appointments. (Program Outcome)</td>
<td>The satisfaction survey administered during the spring semester of 2011 contains a subset of items about waiting time for follow up appointments. The survey was completed by 149 students in March of 2011.</td>
<td>Completed. This process was first implemented in 2009. Based on the results of the 2011 spring survey, the vast majority of students (84%) were seen for their first appointment within ten days of their initial contact with the center. Additionally, therapists are better able to manage their caseloads and schedule most follow up appointments within two weeks. Survey results are compiled by Dr. Mark Perez-Lopez.</td>
</tr>
<tr>
<td>Promoting Academic Excellence</td>
<td>Have new staff licensed within two years of their employment in the center. (Program Outcome)</td>
<td>Staff members complete requirements for licensure in Georgia as a psychologist or professional counselor.</td>
<td>Completed. This year, two psychologists, formerly licensed in other states, completed licensure requirements for the state of Georgia. Dr. Tonette Robinson completed the licensure requirements in January of 2011 and Dr. Mark Perez-Lopez completed them in May of 2011.</td>
</tr>
<tr>
<td>Promoting Academic Excellence</td>
<td>Graduate two pre-doctoral interns per year. (Student Learning Outcome)</td>
<td>Pre-doctoral interns complete a 2000 hour applied training program that includes clinical services, outreach, and on call duties.</td>
<td>In process. The current interns began their formal training in August of 2011 and will complete their work in August of 2012.</td>
</tr>
</tbody>
</table>
Georgia Southern University - Student Affairs and Enrollment Management  
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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 8126, Statesboro, GA 30460-8126, Russell Union, #2022  
912-478-3326, glewis@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

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

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

Web-Site: http://students.georgiasouthern.edu/dos/

Goals and/or Objectives

1. Foster relationships with and enhance communication between the Dean of Students Office and faculty, staff, and students.
2. Provide opportunities for professional development among staff in DOS areas.
3. Provide students the opportunity to assess programs out of the DOS such as TWTD, Communication Plan, Student Concerns, etc.

These goals help the DOS in advocating for students and serving as a liaison between students, faculty and staff. As an umbrella office, the DOS is also responsible for ensuring the continued development and improvement of the departments under the DOS. In all cases, these goals help support student learning and development and enhance the opportunities for student success.
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement of Student Success</td>
<td>Increase interactions with faculty and staff to increase their awareness of DOS services (Program Outcome) 1. DOS will offer 2 trainings to faculty and staff about BAT 2. DOS will attend faculty meetings to share information about BAT 3. DOS will send informational email to faculty regarding DOS services</td>
<td>1. Number of trainings provided and number of faculty and staff in attendance. Survey results from training sessions. 2. Number of faculty meetings attended 3. Number of emails sent to faculty 4. Number of faculty referrals to DOS/OSC</td>
<td>1. DOS provided 4 training sessions to faculty and staff in collaboration with CTLS. 2 trainings (August and September) were GSU specific and led by Asst Dean and CTLS staff. 2 trainings (July, August) were recorded webinars on disruptive and aggressive students. Surveys were completed at 2 the non-webinars sessions (Aug. and Sept.) and CTLS staff have survey results. 2. Dean/Asst Dean attended faculty senate (February). Academic Advising Committee meeting (February) and Associate Deans meeting (March). BAT brochure was created (January) to hand out at each of these meetings as a reminder and to share with faculty colleagues. 3. 1 email sent at the beginning of the spring semester (January). Dean/Asst Dean will work with Associate Provost to send similar informational email once a semester in the future. (August and January) 4. Asst. Dean will begin to collect data on referrals to DOS/OSC through incident reporting forms. New conduct database being introduced Fall 2011 will allow for easier tracking in the future.</td>
</tr>
<tr>
<td></td>
<td>All staff within the SSU will take part in professional development activities (Program Outcome) 1. SSU Directors will read and discuss professional articles at monthly meeting 2. SSU Directors and DOS Staff will take the EQI assessment and participate in both individual and group feedback sessions 3. Training workshops will be held each semester for SSU staff and ASO 4. SSU Staff will participate in a 360 degree peer review</td>
<td>1. Number of articles read and discussed 2. Number of EQI feedback sessions held 3. Number of training workshops held and workshop evaluation results 4. Peer Review survey results, follow up plans, and review process survey results</td>
<td>1. 7 articles were read and discussed at monthly meetings (each meeting from September-March). Each Director/Dean brought one article for the group. Asst. Dean will continue to coordinate efforts to ensure progress continues. 2. All 7 Directors/Deans, and all 10 DOS staff received individual EQI feedback sessions (February). Two separate group feedback sessions took place (one for each group, both in March). 3. Workshops held at the beginning of both fall and spring semesters (August and January). Evaluations given for both workshops and results were positive. Asst. Dean will continue to lead newly created SSU PDC including members from each area to ensure workshops meet the needs of all SSU staff. This group will continue to conduct workshop evaluations and base future trainings on those results. 4. All SSU staff received peer review results (January) and created action plans for improvement based on results. Met with supervisors to implement plans (March). Survey was sent to SSU staff for feedback on peer review process (April). Asst. Dean shared results with DOS and SSU PDC for future planning (May).</td>
</tr>
<tr>
<td>Enhancement of Student Success</td>
<td>Increase interactions with students to obtain better feedback about campus issues and DOS services (Program Outcome) 1. DOS will offer 4 TWTD breakfast focus groups 2. Students will utilize the DOS and the student concerns process 3. DOS will survey students at 2 campus programs 4. DOS will offer students 2 lunche time opportunities to TWTD about campus safety</td>
<td>1. Number of focus groups held and number of students in attendance. Quality of information gathered. 2. Number of students visiting the DOS based on students signed in and student concerns totals 3. Number of programs DOS attended and number of students surveyed at each 4. Number of lunchtime TWTD programs</td>
<td>1. DOS held 3 focus groups (parking, dining, campus safety) with a total of 15 students (November, March, and April). Information shared with DOS and responses to students were provided. 2. Fall 2010 had 95 more students visit the office than Fall 2009. Spring 2011 was slightly less than Spring 2010. Spring 2011 had 12 more Student Concerns than Spring 2010. Asst. Dean will continue to track both. New conduct database being introduced Fall 2011 will allow for easier tracking in the future. 3. DOS attended 3 large campus programs (Boro Browse- September, Student Appreciation Day- March, Student Employment Fair- April) where students were surveyed. Received approximately 200 surveys at each program giving feedback on best ways to be contacted, awareness of DOS programs and campus calendar changes. 4. DOS held 2 lunch TWTD sessions (February and March). Interacted with over 100 students each time (gave out Safety bracelets and surveyed students about campus safety)</td>
</tr>
</tbody>
</table>
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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

Student Affairs and Enrollment Management/Educational Opportunity Programs
Joyya P. Smith, P.O. Box 8071, Statesboro, GA 30460-8071, Williams Center, 1st Floor
912-478-5075, joyyasmith@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Office of Educational Opportunity Programs, a staff unit in the Division of Student Affairs and Enrollment Management, has the mission of providing each participant with the information, assistance, and motivation needed to reach his/her full educational potential, to excel in a chosen career, and to participate actively as a citizen. Web-Site: http://students.georgiasouthern.edu/eop/

Goals and/or Objectives

1. To utilize the CAS self-assessment instrument to evaluate the EOP department.
2. To increase the level/quality of programming, by increasing offerings to students, parents, and community stakeholders.
3. To implement new and innovative technology that helps to increase sustainability and to maximize resources.

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement of Student Success</td>
<td>PROGRAM OBJECTIVE - EOP will use results from CAS Standards review to improve program activities and departmental practices. STAKEHOLDERS – CAS Committee and Staff.</td>
<td>The CAS evaluation tool is quantitative. The interviews that take place during the process, allows for dialogue and interviews to take place to extend the ratings given during the qualitative portion of the evaluation. (Review of documentation) The results of the evaluation which, will give feedback on whether EOP meets or does not meet prescribed criteria. A limitation to this study is that the time frame for completing this activity is short.</td>
<td>A) Director is responsible for sharing the CAS Standards report with staff and developing a system for implementing recommendations. B) Fall 2011 – CAS Standards Documents Submitted for Review and Meeting with CAS Standards Committee. Spring 2012 – Review of CAS Standards Report and implementation. C) Outside Reviewers from SSU unit will review EOP using the CAS Standards; all 14 sections. D) EOP Assistant Directors will assist with the internal review and plan for implementing recommendations. All EOP Staff members will be informed of the results and their contributions to making changes. E) EOP Staff members are the intended users of information collected.</td>
</tr>
<tr>
<td>Increased Research, Scholarship, and Creative Activity</td>
<td>PROGRAM OBJECTIVE - EOP will host more events that include collaboration between TRIO programs, target school districts, and EOP alumni. STAKEHOLDERS- Staff, School Administrators, Parents, and alumni.</td>
<td>Headcount - The number of participants at events. (Quantitative) Meetings – The number of meetings held with Target School Administration, Parents, and Alumni. (Quantitative) Evaluations – The ratings provided following joint EOP events. (Quantitative and Qualitative) Interviews with Alumni</td>
<td>A) Director is responsible for helping to increase the amount of events that are implemented during the academic year. Director will work to strengthen ties with target school districts and EOP alumni. The entire staff will work on increasing the amount of events. B) Fall 2011 – Implemented a Parent Recognition Ceremony. Collaboration among TRIO programs internally. Good opportunity for students, parents, and alumni to take part in the event. Spring 2012 – Two major events are scheduled that require collaboration within the department and within the community. C) Director and Assistant Directors will collect surveys following the event, obtain feedback from stakeholders regarding collaboration, meet with target school staff to develop more joint events. D) Target school administration, alumni, parents, etc. E) EOP Staff members are the intended users of information collected.</td>
</tr>
</tbody>
</table>

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_FY11_SAEM
| Promoting Academic Excellence | PROGRAM OBJECTIVE - EOP will use software and computerized programs to help students develop stronger academic skills, prepare for online educational experiences, and prepare for standardized testing. STAKEHOLDERS – Staff, students, parents, and technology companies. | Evaluations of the program that are submitted by students and parents. (Quantitative and Qualitative) Focus groups with students, which focus on the effectiveness of technology tools. (Qualitative). | A) All program staff are responsible for implementing the use of new technology in program delivery. B) Fall 2011 – Implement the use of Google sites, Facebook, Twitter, and GeorgiaCollege411. C) The use of the sites will be evaluated. Students will have opportunity to provide feedback on the effectiveness of the technology, when evaluate the program. D) Students, parents, and staff members. E) EOP staff members are the intended users of the information collected. |

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_FY11_SAEM
Student Affairs and Enrollment Management/Financial Aid
Connie Murphey, P.O. Box 8065, Statesboro, GA 30460-8065, Rosenwald, 2nd Floor
912-478-1263, cmurphey@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Financial Aid Department, a unit in the Division of Student Affairs and Enrollment Management, supports the University’s mission by administering financial aid to help student’s enrollment and graduate at Georgia Southern University. Our goal is to help any qualified student who desires to pursue and complete an education at this University can obtain appropriate resources to do so. We seek to provide financial aid services to students which are accessible, sensitive to individual student needs, and effective in enabling students to bridge the gap between family resources and educational expenses. In responding to the diverse and changing needs of the University community, a spirit of cooperation and an approach which is flexible, equitable, innovative and accessible will be maintained.

Web-Site: http://students.georgiasouthern.edu/finaid/

Goals and/or Objectives

1. SOAR attendance of financial aid recipients were monitored to determine if aid adjustments were needed
2. Created a one-stop financial aid website to help the new Bachelor General Studies students navigate through the information easily
3. For state HOPE compliance, identified HOPE recipients who had changes to attempted hours after the HOPE Scholarship invoice reporting process

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOAR: Enhancement of Student Success</td>
<td>Process Outcome: Adjusted financial aid awards for students based on SOAR attendance</td>
<td>Developed standardized reports which compared SOAR attendance to financial aid records. Reports were generated for review by the assigned financial aid counselor team to determine what course of action they needed to take – cancel all aid due to non-attendance or contact student with other financial aid options. The assessment method was utilized to consistency ensure aid was being administered effectively to meet the needs of each student. The process helped identify 455 students financial aid needed to address. The process will continue for SOAR 2012.</td>
<td>Financial Aid Counselors monitored 2010 summer SOAR attendance weekly by reports generated by the Director. The Counselors reviewed to determine: -students who did not attend SOAR, if financial aid needed to be canceled completely and a notification sent to the student. -students who attend SOAR but did not have enough aid in place to cover tuition/fees cost so they were contacted to discuss additional financial aid options.</td>
</tr>
<tr>
<td>One-Stop: Enhancement of Student Success</td>
<td>Student Learning: Created a one-stop webpage to help the new Bachelor of General Studies students research and apply for financial aid.</td>
<td>The BGS Financial Aid Counselor contacted students in the Bachelor of General Studies by letter, e-mail and telephone calls to inquire if they found the financial aid process through the website confusing or helpful.</td>
<td>Financial Aid Project Team’s implementation process began prior to the new BGS program in January, 2011: - August, 2010: reviewed of current website information - September, 2010: determination made of the most important information needed - October 2010: developed webpage and tested with students for feedback - November, 2010: implemented based on student suggestions</td>
</tr>
<tr>
<td>Program Outcome: Create a program to identify changes to HOPE recipients attempted hours after the initial HOPE invoice hours were reported</td>
<td>The Associate Director worked with SAEM Technology Services in identifying the student information needed within financial aid and the Registrar's database to compare changes to students attempted hours after the initial HOPE invoice reporting process. The outcome was achieved through comparison reports which were used to re-report the students attempted hours to the state HOPE office.</td>
<td>Timeline for the project began with the state HOPE compliance audit: 2009/2010 State HOPE compliance audit report finalized - Fall 2010: *Audit finding of reported attempted hours discrepancy *Report request to Technology Services *Developed report *Tested - Spring 2010: *Implemented report</td>
<td></td>
</tr>
</tbody>
</table>
Student Affairs and Enrollment Management/Fraternity & Sorority Relations
K. Joy Hamm, P.O. Box 8097, Statesboro, GA 30460-8097, Russell Union #2007
912-478-5185, kjhamm@georgiasouthern.edu

The mission of the Office of Fraternity and Sorority Relations at Georgia Southern University is to enhance student development through involvement in social, Greek-letter fraternities and sororities while complementing the mission of the University. Georgia Southern University fraternities and sororities, rich in history and tradition, dedicated to the betterment of all who come in contact with them, will strive for excellence in all aspects of fraternal life. We are committed to the fulfillment of the following core values:

Scholarship: to promote intellectual growth and academic excellence through the recruitment of quality students, scholastic programming, educational support, and recognition opportunities.

Leadership: to maximize the potential of the community through self-governance, collaboration, role modeling, risk management, and ethical decision making.

Service: to demonstrate a genuine concern for mankind through civic engagement, community relations, service and philanthropic outreach, and personal and organizational accountability.

Brotherhood/Sisterhood: to provide and inter-fraternal family of caring brothers and sisters, welcoming and respectful to all who seek life-long unity.

Web-Site: http://students.georgiasouthern.edu/greeklife/

Goals and/or Objectives

1. Improve the academic performance of the fraternity and sorority community at Georgia Southern University.
2. Increase the number of men and women participating in formal recruitment each fall.
3. Increase the number of men and women choosing to join fraternities and sororities at the conclusion of formal recruitment each fall.

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting Academic Excellence</td>
<td>Performance Outcome: Improve the academic performance of the fraternity and sorority community at Georgia Southern University.</td>
<td>Fall 2010 and Spring 2011 academic reports (hoped to see all-Greek GPA at least 3.0 in spring 2011) Strategies used: *Increased GPA requirement to join organizations *Involvement of faculty advisor mentoring chapter academic success programs *Increased supervision of chapters not meeting the all-mens/all-womens GPA *Requiring chapters to write and submit an academic success plan to the office</td>
<td>Goal completed. In Fall 2010, the all-Greek GPA was 2.91. In Spring 2011, the all-Greek GPA had increased to 3.02. However, fall semesters traditionally tend to be lower than spring semesters. As a result, it will be critical to observe the performance of the fraternity and sorority community during fall 2011. If the GPA drops below the current one of 3.02, a strategy for how to improve fall semester GPAs will need to be explored.</td>
</tr>
</tbody>
</table>
# Georgia Southern University - Student Affairs and Enrollment Management
## FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

| Enhancement of Student Success | Program Outcome: Increase the number of men and women participating in formal recruitment each fall. | Fall recruitment reports from fall 2009 and fall 2010 (within each community, a 10% increase was desired) | For our Panhellenic community, this goal was achieved. In fall 2009, 334 women attended Orientation for PHA recruitment. In fall 2010, 399 attended. This was a 19.5% increase from the previous year. As the community still wishes to increase this number, it will be important to review fall 2011 numbers to ensure that the trend in increases continues. For our Inter-Fraternity community, this goal was not achieved. Despite help from the Office of Fraternity and Sorority Relations and a group of excellent alumni mentors, the IFC executive officers and chapter leaders failed to implement the PR strategies encouraged of them. As a result, they actually experienced a drop in the number of men participating. In 2009, there were 179 men who participated, but only 104 in 2010. Therefore, the following strategies were suggested. 1 – Offering incentives for chapters to participate in First Night Out at the RAC during SOAR. (June – July 2012) 2 – Having an IFC informational table at First Night Out at the RAC during SOAR. (June – July 2012) 3 – Coordinating a spring phon-a-thon with the Admissions Office. (April 2012) 4 – Improving PR efforts (signage, tables at Rotunda, distribution of promotional materials, etc.). (First 3 weeks of classes in fall 2012 semester) 5 – Planning “welcome”events during the first few weeks of classes in the fall semester to introduce men to IFC. Examples of such events could include BBQs hosted in residential communities, sporting competitions, bowling nights at Hackers, etc. (first 3 weeks of classes in fall 2012 semester) 6 – Requiring chapters to submit information for the IFC information brochure. (Completed by May 30, 2012) 7 – Improving the IFC Facebook registration application by simplifying the input of information requested and adding a PayPal link to allow students to complete entire process online. (Completed by April 1, 2012) |
| Enhancement of Student Success | Program Outcome: Increase the number of men and women choosing to join fraternities and sororities at the conclusion of formal recruitment each fall. | Fall recruitment reports from fall 2009 and fall 2010 (within each community, we hoped to see a 5% increase) | For our Panhellenic community, this goal was achieved. In fall 2009, 258 women joined organizations at the conclusion of formal recruitment, while 296 accepted membership in fall 2010. This was a 15% increase between the two years. Much as the numbers related to participation, these statistics will need to be monitored in future years in order to ensure continued growth. For our Inter-Fraternity community, this goal was not achieved. Due to the smaller number of men participating in recruitment, there was a smaller pool of men available to receive bids. As a result, the number of men joining dropped from 138 in 2009 to 89 in 2010. This represented a 4% decrease between the two years. Therefore, the following strategies were suggested. 1 – Implement a satisfaction survey to find out what men who join fraternities at the conclusion of the week like about the process. (Developed by August 1, 2012 and distributed by October 1, 2012) 2 – Survey men leaving the process to determine their reasons for choosing not to join. (Developed by August 1, 2012 and distributed during formal recruitment week in Fall 2012) |
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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
912-478-7288, pferguson@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

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

Web-Site: http://services.georgiasouthern.edu/health/

Goals and/or Objectives

1. Be recognized as a nationally accredited ambulatory health care organization.
2. Implement short-term measures and develop a long term plan to resolve current and future facility space issues for Health and Counseling Services.
3. Increase student participation in Office of Health Education & Promotion campus-wide programming with a special focus on first semester freshman and other high risk student group programming aimed at retention and degree completion.
4. Expand campus-wide infection control efforts by increasing the percentage of students, faculty, and staff vaccinated for influenza.
5. Continue to cost effectively manage financial and material resources while maintaining a high level of staffing and quality of care in meeting increased patient demand.

Strategic Theme | Outcome | Assessment Method(s) | Implementation status
--- | --- | --- | ---
Promoting academic excellence; Enhancement of student success; Fiscal sustainability | Objective 1 – Performance Outcome and Program Outcome: Meet the national standards of the Accreditation Association for Ambulatory Health Care (AAHAC), through a successful accreditation evaluation site survey. | a. Complete Continuous Quality Improvement (CQI) peer review studies and update all Health Services policy & procedure documentation in preparation for AAHAC site survey. | a. Completed and documented all CQI peer review studies. In process of final review, and were needed updating, of all Health Services policies and procedures prior to AAHAC mock site survey. |
| | | b. Submit AAHAC pre-survey information and schedule site survey visit. | b. Completed and submitted AAHAC pre-survey information; in the process of scheduling site survey for late spring or early summer, 2012. |
| Promoting academic excellence; Enhancement of student success; increased research, and creative activity; fiscal sustainability | Objective 2 – Program Outcome: Obtain University System of Georgia Board of Regents Approval for the funding and construction of a new Health and Counseling Center facility. | a. Complete an assessment study of existing and future facility space issue and needs for the Health & Counseling Centers. | a. Completed an assessment study of existing and future Heath & Counseling Center facility space issues and needs. |
| | | b. Develop and implement a student survey to obtain feedback on facility issues, needs, including funding of a new facility. | b. In process of completing site visits and related staff meetings re: newly constructed university Health & Counseling Center facilities. |
| | | c. Complete site visits of recently constructed Health Center facilities, spending dedicated time with the key Health & Counseling Center and university staff involved in the planning of these facility projects. | c. Completed the new facility site evaluation process identifying three prospective new facility locations; working with Plant Operations Planning & Construction to select the final location for approval by the President’s Council. |
| | | d. Evaluate and select a new facility site location. | |
| | | e. Prepare a financial plan to fund the facility construction project. | |

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_FY11_SAEM
| Objective 3 – Student Learning Outcome: | a. Expand the September, 2011 “Sex and Chocolate” sexuality education program marketing and facility space based on previous program evaluations and number of students turned away from previous year program. Based on previous program evaluations, develop and implement a separate program session for the GLBS community targeting estimated 5% of Georgia Southern student population. |
| Increase student participation in Office of Health Education & Promotion campus-wide programming with a special focus on first semester freshman and other high risk student groups. | b. Collaborate with the Office of Fraternity & Sorority Relations to develop and present a major Men’s Health Program targeting fraternity recruits (freshman targeted population accounting for 500 students), with Chief of Medical Staff Dr. Brian Deloach as primary presenter based on positive evaluations of Dr. DeLoach as previous program presenter. |
| c. Collaborate with the Department of Campus Recreation & Intramurals (CRI) and the Office of Student Activities to support the October, 2011 “Well.I.Am” Wellness Week & “TxtL8r” campaign with a DUI/Texting & Driving Prevention Simulation program aimed at reaching a target audience estimated at 750 – 1,000 students. |
| d. In collaboration with Office of Student Affairs and Enrollment Management fall semester Speaker Series, expand the November, 2011 “Women’s Health Week” program to include a major national speaker aimed at a target audience of between 400 and 500 students. |
| e. Collaborate with the Governor’s Office for Highway Safety (GOHS) the Office of Alcohol and Other Drugs, CRI, the Department of Public Safety, the Department of Athletics, and the Department of Marketing & Communications to expand the March, 2012 Georgia Southern “Spring Break Safety Awareness Week” programming, including a repeat of the DUI/Texting & Driving Simulation program based on positive student evaluations -- with a special focus on the estimated 3,000 students participating in intercollegiate athletics, club sports, and intramural sports programs. |

| Objective 4 – Program Outcome; Process Outcome; Performance Outcome: | a. Using the Electronic Medical Record clinical and demographic reporting functions, complete a detailed epidemiologic analysis of previous H1N1 and seasonal influenza vaccination and disease experience to: 1) determine yearly variations in both vaccination rates and incidence of disease; 2) identify previously vaccinated students, faculty & staff for targeted vaccine clinic marketing; 3) identify high risk clinical groups for targeted vaccine clinic marketing; and 3) to determine a % increase vaccination goal and ensure that sufficient influenza vaccine supplies are ordered and delivered well in advance of scheduled vaccine clinic dates in meeting that goal. |
| Increase the number of students, faculty, and staff vaccinated for influenza by 25% through an influenza awareness/ influenza vaccine clinic marketing campaign. | b. Using the influenza vaccination and disease experience data analysis, develop influenza awareness information resources for program and classroom presentations, posters, and flyers in collaboration with |
| d. Developing Health and Counseling Center facility survey for Georgia Southern students to be conducted in early spring semester. |
| e. Prepare new facility funding and construction proposal during the Spring, 2012 semester aiming for review and approval by the University System of Georgia Board of Regents on or before July, 2012. |
| a. Expanding the “Sex and Chocolate” program marketing to include custom designed, frame able posters and Facebook promotion and arranged for program presentation in Russell Union Ballroom, based on assessment of previous “Sex and Chocolate programs including student evaluations. Developed and presented a separate program session for GLBS community based on student feedback including previous program evaluations. Successfully increased attendance at “Sex and Chocolate – Heterosexual Edition” program by 153/32%, with attendance at “Sexual and Chocolate – GLBS Edition” of 146 with very positive student evaluations. |
| b. Dr. DeLoach presented a Men’s Health program co-sponsored by the Office of Fraternity and Sorority Relations attended by 78 freshman student fraternity recruits. Program evaluations were very positive. Based on this feedback, Dr. DeLoach and Assistant Director for Health Education Johnson are developing a major fraternity/sorority program as part of the 2012 “Spring Break Safety Awareness Week”. |
| c. Expanded National Collegiate Alcohol Awareness Week (NCAAW) programming adding two national “Arrive Alive Tour” DUI and Texting & Driving Simulator Programs for both NCAAW and Georgia Southern University RCUS/Student Activities Office “Well.I.Am” Wellness Week and “TxtL8r” campaign, resulting in a 728/23% increase in NCAAW program student participation and very positive student evaluations. |
| d. Sourced and contracted a nationally recognized sex educator and college speaker, as well as an award winning poet, journalist, performer and activist, River Huston for joint Women’s Health Week/SAEM Speaker Series program event November 17, 2011 at 7 p.m. in the Russell Union Ballroom. Actively promoted student attendance working with the Office of Fraternity & Sorority Relations, Dean of Students Office, FYE, and Women’s Studies. 473 student attended River Huston’s “SEXED” program in the newly renovated Williams Center with very positive student evaluations. |
| e. Working on collaborative planning of expanded Spring Break Safety Awareness Week. |

**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_FY11-SAEM**
| Health Services clinical, administrative, and health education staff, the School of Nursing, and the Jiann-Ping Hsu College of Public Health.  
  c. Based on the data analysis, work with the School of Nursing, Office of Student Activities/Russell Union, the Department of Athletics, and the Department of Housing & Residence Life to expand the number and location of influenza vaccine clinics targeting general as well as specific student, faculty, and staff audiences and focusing on early (October) vaccination.  
  d. Based on the data analysis, develop and implement influenza vaccine clinic marketing strategies working with/through Marketing & Communications, Housing & Residence Life, and the Dean of Students Office (through My Georgia Southern reminder postings before each influenza vaccine clinic) aimed at reaching the general university (including faculty & staff) community as well as targeting specific student groups, residence hall locations, and Health Center patients.  
  e. Develop and implement an early Spring Semester influenza vaccination clinic program with a particular emphasis on using the Eagle Online Student Health software program to target clinically at risk students. | Health/Community Health Graduate Assistant Kiswana Hunter and key staff in the School of Nursing, Student Activities/Russell Union, Housing & Residence Life, and Athletics to organize and schedule seven (7) influenza vaccine clinics at various campus locations, staffed by senior nursing students providing the secondary benefit of a required clinical experience opportunity. This provided for an additional two clinics, including the first targeting intercollegiate student athletes.  
  d. Based on the EMR data analysis, a vaccine clinic marketing campaign was developed by Grad Assistant Pulver, Grad Assistant Hunter, and a number of Office of Health Education Peer Educators around the theme “The Eagle Flies on Saturday, But No Eagle Flu on Monday”. Currently implementing the campaign working with Marketing & Communications (My Georgia Southern, GSNews, GSInfo), Assistant Dean Kerry Greenstein, Dean of Students Office (My Georgia Southern vaccine clinic postings), Student Media (articles and paid advertisement), and Housing & Residence Life (residence hall wide posters, flyers and info updates in TWIRL).  
  e. Based on CDC studies identify fall and winter team sports as unusually high risk groups for influenza infection and spread, and the previous experience of the Director with influenza outbreaks among football and basketball teams at the University of Delaware and Auburn University, planned and implemented two influenza vaccine clinics for fall and winter team intercollegiate student athletes, including all men’s and women’s basketball team and football team student athletes.  
  f. Planning two to three influenza vaccine clinics for the Russell Student Union in late January and early February, including using the EMR to identify clinically at risk students not influenza vaccinated and send secure messages to these students promoting the vaccination clinics using the new Eagle Online Student Health software program. |

| Enhancement of student success; fiscal sustainability | Objective 5 – Program Outcome; Process Outcome; Performance Outcome: Continue to cost effectively manage financial and material resources, achieving a net operating income of 10% | a. Maintained efficient, cost effective staffing model with a special focus on replacing a number of part-time clinical providers with a full-time Physician Assistant.  
  b. Implement Pharmacy Information System and Electronic Medical Record (EMR)/Reference Laboratory digital interface aimed at reducing pharmacy and laboratory expense by measurable increases unit efficiencies; as well as increasing pharmacy and lab revenues by 10% based on a detailed analysis of denied lab and pharmacy claims based on timely and/or insufficient clinical documentation.  
  c. Continue and expand upon Health Services 3rd party health insurance network contracting/billing and collection program through assessment of current and new network providers aiming toward an increase in network payors and related claims payments by 10%.  
  d. Based on a comparative analysis of maintenance costs as performed by Plant Operations and by Housing & Residence Life Facilities Office, made a decision to change facility maintenance from Plant Operations to Housing & Residence Life Facilities Office. The analysis also included evaluation of the cost of minor renovations to the current facility and a decision to move forward with these renovations using the Housing & Residence Life Facilities Office. |

| 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  
REVIEWS: J Perkins Brown, Director, Strategic Research and Analysis, SACS Leadership Team & SAEM EBDM Lead  
U:\SACSEBDM Evidence-based Decision-making\EBDM Reports_FY11_SAEM | a. Replaced three part-time clinical providers with one full-time Physician Assistant resulting in reduced salary expense and increased clinical staff coverage.  
  b. Successfully implemented digital interface process to allow bi-directional data exchange between the Health Services EMR database, the Health Services Pharmacy Information System database, and the LabCorp Reference Laboratory database. Pharmacy interface was completed September 15, 2011 and an analysis of the ADP payroll for part-time Pharmacy staff shows a decrease in part-time staffing expense between 9/15/11 and 11/15/11 of 23%. Pharmacy revenue over this period has increased by $54,262/18%. The digital interface between the EMR and the LabCorp Reference Lab database was successfully completed November 1st so experience data is still be analyzed.  
  c. Working with Auxiliary Services Director Eddie Mills and Housing Residence Facilities Office Director Michael Head to develop and implement a facility and equipment maintenance services arrangement, including custodial services and oversight of minor renovation projects. Facility and equipment maintenance agreement completed and in place for Fall, 2011 resulting in enhanced customer service including oversight of completed medical exam and office renovations, and significant decreases in |
<table>
<thead>
<tr>
<th>Maintenance Expense</th>
<th>Development of Custodial Services Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently working on development of a custodial services maintenance agreement targeting start date of January 1, 2012.</td>
<td></td>
</tr>
<tr>
<td>Working with health insurance contracting/billing &amp; collection vendor partner Vivature Health, successfully completed staff credentialing and network contracting with additional 3rd party health insurance plans including Secure Health Plans of GA, Assurant, Klais &amp; Co, Paragon Benefits, and Wellpath for fall, 2011. Currently working with Vivature Health and the State of Georgia Insurance Commissioner’s Office to allow the Health Center to be a recognized network provider with Blue Cross Blue Shield of Georgia.</td>
<td></td>
</tr>
<tr>
<td>Minor facility renovations, including creation of two exam room and medical office workspace, completed in September, 2011 and paid for out of Health Services operating budget using savings obtained through reductions in on-going facility maintenance expense.</td>
<td></td>
</tr>
</tbody>
</table>
Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Multicultural Student Center
Consuela Ward, P.O. Box 8068, Statesboro, GA 30460-8068, Russell Union, 2nd Floor, #2070
(912) 478-5409 phone, (912) 478-7436 fax, cward@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

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

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Research,</td>
<td>Program Outcome: The Multicultural Student Center will sponsor students to leadership and research workshops.</td>
<td>Registration forms can indicate student registration and attendance.</td>
<td>6 MAP students were sponsored to the Georgia Southern University Leadership Conference and 34 Pathways/SAAB students were sponsored to the Black Male Empowerment during Conference at Georgia Southern University during the Fall of 2011.</td>
</tr>
<tr>
<td>Scholarship, and Creative Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhancement of student success</td>
<td>Program Outcome: Diversity Workshops and workshops on other leadership topics will be facilitated for students through classroom and student organization requests.</td>
<td>Each workshop was requested by phone or email and all are recorded on the director’s calendar and or email.</td>
<td>August 2011 – 2 FYE classes, 1 CL Training, 1 MAP Training, 1 Pathways Training September 2011 – 1 FYE, 2 Academic classes October 2011 – 2 FYE, 1 Student Organization November 2011 – 1 FYE, 1 Student Organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhancement of student success</td>
<td>Program Outcome: The Multicultural Advisory Council Retreat will be facilitated by members of the administration.</td>
<td>A quantitative survey using a standard Likert-scale questionnaire will be administered to determine their effectiveness.</td>
<td>The following areas were invited to host a session for the Spring 2012 retreat: Office of the Vice President of Student Affairs and Enrollment Management, Office of the Dean of Students, Office of Student Activities, Office of Leadership and Civic Engagement, Student Media, Student Government, the Counseling Center,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting Academic Excellence</td>
<td>Program Outcome: The majority (more than 50%) of the diversity programs will be infused into course syllabi.</td>
<td>Quantitative information from program evaluations indicate how participants became aware of the program. The number of participants referred to the program by faculty will be calculated. Also, proofs of attendance for programs are created and distributed for students</td>
<td>The Fall Diversity calendar was distributed to faculty in early August. The calendar identified programs where proof of attendance will be distributed. Notices of upcoming diversity programs are sent weekly to the faculty listserve. Various faculty assist in the facilitation of the diversity programs that are executed i.e. Hot Wings Hot Topic Religious Program, The Open Forum on Immigration, LGBTQ &amp; Allies Conference, The Black Male Empowerment</td>
</tr>
<tr>
<td>Enhancement of Student Success</td>
<td>Performance Outcome: The Minority Advisement Program participants will have higher retention rates than their counterparts.</td>
<td>The MAP report, requested from the Office of Strategic Research and Analysis, will quantitatively indicate the retention rates and compare them to MAP counterparts.</td>
<td>Conference, Islam &amp; Judaism: A Conversation, Minorities in Mental Health Counseling, and Salsa Dance Lessons. The target date for the report is February 2012. Retention efforts include the following: participants have been assigned mentors who are required to contact them weekly. In addition, mentors are required to have 4 group activities per semester with their group of mentees and collaborate to have 3 larger programs per month to accommodate all participants which take the form of the following themes: academic, social, and socially responsible.</td>
</tr>
</tbody>
</table>
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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

Student Affairs and Enrollment Management/Registrar
Velma Burden, P. O. Box 8092, Statesboro, GA 30460-8092, Rosenwald
(912) 478-5754 phone; vburden@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The mission of the Office of the Registrar is to maintain academic records as well as provide data to the campus community for decision making to enhance the Academic Distinction of the University. The office provides leadership in the development of automated processes and using new technologies to support students, faculty, staff and alumni while being guided by the commitment to be student centered and promote student success.

Web-Site: http://students.georgiasouthern.edu/registrar/

Goals and/or Objectives

1. The Registrar’s Office will promote the enhancement of student success by ensuring that students are aware of graduation requirements in a timely matter.
2. The Registrar’s Office will collaborate and coordinate with Departmental Chairs, Associate Deans and the Office of Student Accounts to support student success and fiscal sustainability by encouraging more engagement in verifying the accuracy of the Schedule of Classes.
3. The Registrar’s Office will offer a student-centered environment enhanced by technology by improving the Office of the Registrar’s website which will provide convenient access to services and information for students, faculty, staff and alumni.

<table>
<thead>
<tr>
<th>Strategic Theme/Goal</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Theme/Goal Continued</td>
<td>Each student that applies for graduation and his/her advisor will be notified of the student’s graduation status within 6-8 weeks upon receipt of his/her application in the Registrar’s office. The Audit will indicate it has been reviewed by the Registrar.</td>
<td>The Graduation Assistants will conduct an audit of all graduation applications within their area of responsibility to ensure that a copy of the degree requirements needed sheet, degree audit (and/or instructions to print degree audit) have been sent to the student and advisor indicating the audit review.</td>
<td>The Graduation Assistants will be responsible for providing each student within their area of responsibility and advisor a copy of the degree requirements needed sheet, degree audit (and/or instructions to print degree audit) within 6-8 weeks of receipt of the student’s graduation application.</td>
</tr>
<tr>
<td>Strategic Theme #2 /Goal</td>
<td>Outcome #1 Students will have better information regarding the class schedule in planning, registering and attending classes.</td>
<td>Students can be surveyed through MyGeorgiaSouthern on how they use the Schedule of Classes for planning, registering, etc. or other uses and their satisfaction on the new process.</td>
<td>The Assistant Registrar will notify Department Chairs and Associate Deans in a timely manner to review and make corrections to the Schedule of Classes. Any reports needed for those parties to review will be provided by the Office of the Registrar.</td>
</tr>
<tr>
<td>Strategic Theme #2 /Goal Continued</td>
<td>Outcome #2 Academic Departments will be more aware of how the accuracy of the schedule of classes affects the students.</td>
<td>Meet with Associate Deans, make them aware of issues that a student will encounter if the class schedule is not accurate.</td>
<td>The Assistant Registrar will continue to meet with the Office of Student Accounts to evaluate errors and corrections and to see if intended results were achieved.</td>
</tr>
</tbody>
</table>

Source: Department noted
REVIEWS: J Perkins Brown, Director, Strategic Research and Analysis, SACS Leadership Team & SAEM EBDM Lead
### Strategic Theme #3: Support student success and promote academic excellence by enhancing the Office of the Registrar’s website for students, faculty, staff and alumni to access and use at their convenience.

<table>
<thead>
<tr>
<th>Outcome #1</th>
<th>Outcome #2</th>
<th>Outcome #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>With the updated Office of the Registrar website meeting the University web standards; students will be able to access the office’s services much easier.</td>
<td>The format and content of the Faculty &amp; Staff section of the updated website has specific links for Academic Room Requests, Banner information, various committee minutes, and other features that will be easier for the faculty and staff to access. Once the website is up and running, a satisfaction question survey link will be added to the website for the Office of the Registrar to receive the faculty’s and staff’s feedback on the new site.</td>
<td>Former students, alumni, and those outside the campus community seeking information from the Office of the Registrar will also have an easier time navigating the new website. Former students will be able to find details about returning to Georgia Southern to continue their studies, alumni will have the ability to easily request their transcripts from the Registrar’s Office, and the Fact Book link on the new site can assist the community with any questions they may have about Georgia Southern’s enrollment and other “facts” they may be interested in reviewing. A satisfaction question survey link will be added to the website to receive feedback from these populations, too.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome #4</th>
<th>Outcome #5</th>
<th>Outcome #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four members of the Office of the Registrar have been working with the GSU Marketing and Communications Office on the format and content of this updated website. Once the project is completed, a satisfaction question survey link will be added to the website to get the student’s feedback on the changes, updates, etc.</td>
<td>The new section of the Faculty/Staff Office of the Registrar’s website will be controlled and updated by members of the Office of the Registrar starting November 2011. Results from the Faculty/Staff satisfaction survey will be monitored and evaluated by an Assistant Registrar to determine if improvements are needed or necessary.</td>
<td>The website features that cater to former students, alumni and the community will be controlled and updated by members of the Office of the Registrar starting November 2011. Results from this population’s satisfaction survey will be monitored and evaluated by an Assistant Registrar to determine if improvements are needed or necessary.</td>
</tr>
</tbody>
</table>
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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. Web-Site: http://services.georgiasouthern.edu/osra/

Goals and/or Objectives

1. Conduct routine analyses of institutional operation.
2. Provide support to facilitate the collection, analysis, interpretation, and presentation of institutionally-related data on projects as identified.
3. Gather and analyze environmental information for the institution.

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>enhancement of student success</td>
<td>Process Outcome - Monitor 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 IBM/SPSS data collection 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. 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>
</tr>
</tbody>
</table>

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_FY11-SAEM
### Process Outcome
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.

### Usefulness of the quantitative reports and web quantitative reports will be intentionally reviewed by various users (VP-SAEM, Deans, Department Chairs, OSRA, etc) for type of information needed on the RPG rates and to determine if the presentations are helpful in understanding and presenting these data.

User insights will inform OSRA staff for successful completion.

Updates will be explored and appropriate actions determined to refine the reports and web reports.

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

Student Affairs and Enrollment Management/Student Activities
Carter Walton, P.O. Box 7990, Statesboro, GA 30460-7990, Russell Union
(912) 478-7270, cwalton@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

With a student-centered perspective, the Office of Student Activities is committed to providing positive co-curricular experiences for the Georgia Southern community through space, involvement opportunities, and services. OSA will provide students opportunities for learning, engagement, and foundations for future success.

Web-Site: [http://students.georgiasouthern.edu/sac/](http://students.georgiasouthern.edu/sac/)

Goals and/or Objectives

1. Collaborate with University departments to build a communication network bound by student interest.
2. Enhance and improve services and resources provided by the office for students and the campus community.
3. Improve and streamline processes and procedures to best support students and our services.

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
</table>
| Enhancement of student   | A communication strategy and network will be built and tracked allowing more smoother and more current flow of information regarding Student Activities. | Quantitative methods were used to track the number of partnerships and events that the department was involved in planning.                                                                                                             | Collaborated with approximately 23 departments across campus and 3 student organizations throughout the year, including various departments of SAEM, Athletics, Eagle Dining Services, and other campus and academic departments.  
  • This included 20 different events from workshops, one day events, all campus major events, to weekend retreats.  
  • Collaborations were achieved in various methods such as regular planning meetings and email communications.  
  • Many of these are long standing relationships that OSA has partnered with for a number of years, whereas a number of them are new partnerships that may continue.  
  • This communication network was developed informally for FY11 and will be reviewed and systematically developed for FY12 to include a formal communication structure for partnership requests, collaborations efforts, and marketing/branding for OSA. This will be led by the Assistant Director of OSA.                                                                 |
| success                  |                                                                        |                                                                                     |                                                                                                                                                                                                                                                                                                                                                         |
| Enhancement of student   | Services and resources will be reviewed for areas of improvement to find ways to better support the campus community. | Quantitative methods were used to track the number of events and resources provided. | Several events and services were enhanced and improved for higher rates of attendance and participation  
  • Off-campus housing fairs ($8000 in revenue) and Boro Browse. These events provide students with resources on campus and in the Statesboro community. Letters are sent out to vendors across the community to increase participation and attendance.  
  • Digital signage was provided throughout the Russell Union to provide student organizations and departments a new marketing and communications method for events and programs. Guidelines and submission procedures were included on the website as a resource for others.  
  • Renovations for the Student Organization Resource Center in the Williams Center began to provide students with a new space to support their activities and involvement. Students were involved in the process through regular communication to gain feedback and opinions on the space.  
  • In FY12, the new Direction will evaluate all services and resources provided by OSA to ground them in best practices and ensure appropriate and quality services.                                                                 |
| Enhancement of student success | Processes and procedures will be evaluated to ensure they reflect concise and effective systems providing logical and ease of use by others. | Quantitative measures were used to track the number of improvements that were made throughout the year. | There are many processes that were reviewed to determine if they were operational and applicable to the needs of users (students, faculty, staff, departments, and community).  
- OrgSync was used as the primary form of communication with student organizations who are registered with OSA. With 41 users in August 2010, this increased to 3416 users by July 2011.  
- With the addition of digital signage to Russell Union, guidelines were written to create a process for submission. OSA received 196 requests from January 2011-July 2011.  
- Implemented a new space reservation form through OrgSync to create a centralized location for all forms and requests.  
- In FY12, the new Direction will evaluate all processes and procedures enacted by OSA to ground them in best practices and ensure appropriate and quality services. |

Georgia Southern University - Student Affairs and Enrollment Management  
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)
Georgia Southern University - Student Affairs and Enrollment Management  
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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

Student Affairs and Enrollment Management/Student Conduct  
Patrice Buckner, P.O. Box 8070, Statesboro, GA 30460-8070, Russell Union, 2nd Floor  
(912) 478-0059, pbuckner@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

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

Goals and/or Objectives

1. Implement a Georgia Southern VALUES programming structure that will be easily duplicated each academic year.  
2. Improve student retention by incorporating restorative justice practices into the current judicial process.  
3. Ensure the effectiveness of the Housing judicial process, and its consistency with the University judicial process.  
4. Use technological resources and social media networks to connect students with the Office of Student Conduct on a local, statewide, national, and international level.

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
</table>
| Enhancement of Student Success | Implement a Georgia Southern VALUES (Voices, Accountability, Lasting Traditions, Unity, Ethical Behavior, & Scholarship) programming structure that will be easily duplicated each academic year.  
1. (Student Learning Outcome) Georgia Southern students will recognize the Georgia Southern VALUES brand.  
2. (Student Learning Outcome) Georgia Southern students will be able to define Georgia Southern VALUES.  
3. (Student Learning Outcome) Georgia Southern students will be challenged to adopt a personal set of informed VALUES. | 1. A post-test survey will be administered at the end of every VALUES program or event. 80% of students surveyed will recognize the Georgia Southern VALUES brand. 60% of students surveyed will be able to define Georgia Southern VALUES.  
2. An annual quantitative survey using a standard Likert-scale questionnaire will be administered to students by email. 70% of students surveyed will have begun the process of evaluating their personal values.  
3. Staff members in the Office of Student Conduct will present VALUES to at least 5000 students and potential students within the Academic Year. | 1. Implemented a fully-functional VALUES web module onto the Office of Student Conduct website. Completed by Marshall Hooks (GA) in Fall 2010  
2. Who Will You Be? (WWYB?) presented to all first-year students (VALUES based) in SOAR 2011 by SOAR Leaders. Approximately 5000 students and potential students introduced to VALUES.  
3. Talk With The Dean presentation during SOAR 2011 based on VALUES. Approximately 5000 of the same students and potential students introduced to VALUES.  
5. Approximately 500 students exposed to VALUES through the following events: VALUES at every Recruitment Reception, Open House and SOAR. VALUES at MSC Family Reunion event. VALUES at many FYE classes. VALUES panel discussions (2 on Academic Integrity and Joint Responsibility).  
6. VALUES on every digital sign on Campus (twice in 2010-2011 by Amy Zieziula).  
7. VALUES/WWYB? Magnets on every incoming student’s fridge in University Housing. (Approximately 4000 students; completed by Amy Zieziula)  
8. VALUES post-test to be created by Asya Muhammad in Spring 2012.  
## Enhancement of Student Success

- **Improve student retention by incorporating restorative justice practices into the current judicial process.**
  1. (Program Outcome) The Restorative Justice/Mediation Program will cause a decrease in the number of student suspensions from Georgia Southern University due to conduct violations while the recidivism rate remains stable.

<table>
<thead>
<tr>
<th>1. The number of student suspensions from the current year will be compared to the number of student suspensions from previous year. The number of suspensions from the current year will be 10% lower than previous years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Procedures tested with two cases in November and December 2010 by Laurel Ameen.</td>
</tr>
<tr>
<td>3. Procedures to be revised by Asya Muhammad by May 2012.</td>
</tr>
</tbody>
</table>

## Enhancement of Student Success

- **Ensure the effectiveness of the Housing judicial process, and its consistency with the University judicial process.**
  1. (Program Outcome) The Housing conduct process should mirror the conduct process through the Office of Student Conduct in policies and procedures.

<table>
<thead>
<tr>
<th>1. Initiate an evaluation process where every step of the Housing conduct process is reviewed through interviews with Housing staff and review of student files. The daily operation of conduct through University Housing should follow the procedures outlined in the Code of Student Conduct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Magaela Bethune completed a review through interviews and workshops with Residence Directors during Spring 2011. Mrs. Bethune found several practices which called for revision. The office responded with further training for Residence Directors.</td>
</tr>
<tr>
<td>2. Amy Zieziula will complete a review of student conduct files from University Housing in Spring 2012.</td>
</tr>
</tbody>
</table>

## Enhancement of Student Success

- **Use technological resources and social media networks to connect students with the Office of Student Conduct on a local, statewide, national, and international level.**
  1. (Student Learning Outcome) On-campus students and distance learning students will be familiar with the primary functions of the Office of Student Conduct (i.e. adjudicating violations of the Code of student conduct and educating students on their rights and responsibilities as a Georgia Southern student.)

<table>
<thead>
<tr>
<th>1. The office will monitor the traffic to our website and Facebook page. The office Facebook page will have over 500 “Friends” by the end of Spring 2012.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The Office will use Google Analytics to monitor traffic to the website. The number of cases heard per year should be close to or exceed the number of visits to the website.</td>
</tr>
<tr>
<td>1. Added a “cheating” and “citing sources properly” module on the website, along with creating a quiz in order to drive more traffic to the website (completed in Spring 2011 by Marshall Hooks)</td>
</tr>
<tr>
<td>2. Overhauled portions of the website and reorganized links, making the homepage more attractive. (completed by Marshall Hooks in Spring 2011 and Spring 2012)</td>
</tr>
<tr>
<td>3. Implemented a fully-functional VALUES web module onto the Student Code of Conduct website. (completed by Marshall Hooks in Fall 2010)</td>
</tr>
<tr>
<td>4. Facebook page created on August 26, 2010 by Marshall Hooks. The Office has 320 “Friends” to date (1/17/2012)</td>
</tr>
<tr>
<td>5. Marshall Hooks will create a Google Analytics site so that we may monitor traffic to the website in Spring 2012.</td>
</tr>
</tbody>
</table>
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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

Student Affairs and Enrollment Management/Student Disability Resource Center
Allison Gorman, P.O. Box 8037, Statesboro, GA 30460-8037, Cone Hall, 2nd Floor, #2009
912-478-1566, agorman@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Student Disability Resource Center, 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. Web-Site: http://students.georgiasouthern.edu/disability/

Goals and/or Objectives

1. Provide early registration to enhance the GPA of students receiving services through the Student Disability Resource Center.
2. Provide test proctoring services to enhance the GPA of students receiving services through the Student Disability Resource Center.
3. Provide academic accommodations that enhance the GPA of students receiving services through the Student Disability Resource Center.

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting academic excellence and enhancement of student success.</td>
<td>The program outcome of participation in early registration is that students who participate in early registration will have higher GPA’s than non-compliant students.</td>
<td>In order to access the impact of early registration, a quantitative analysis of participation status and the corresponding GPA will be conducted. The average GPA for students who participate in early registration will be analyzed and compared to students who do not participate in early registration.</td>
<td>Participation rates will be collected during the Early Registration period in the SDRC, October 24th through October 31st, by the Educational Program Specialist and SDRC Secretary. Early registration during this time period is for the Spring 2012 semester. Therefore, GPA information will be collected using Crystal Reports after grades are posted at the end of Spring Semester by the Educational Program Specialist. An analysis of the data will be run and a comparison will be available by June 1, 2012. A report of the findings will be provided to the Director by the Educational Program Specialist to guide decision making on whether to continue early registration for all students or if any modifications are needed.</td>
</tr>
<tr>
<td>Promoting academic excellence and enhancement of student success.</td>
<td>Utilization of test proctoring services will have the program outcome of students who utilize test proctoring services will have higher GPA’s than non-compliant students.</td>
<td>In order to access the impact of test proctoring availability, a quantitative analysis of student use and corresponding GPA will be conducted. The average GPA for students who utilize test proctoring services will be analyzed and compared to students who do not utilize test proctoring.</td>
<td>Utilization of test proctoring services will be recorded throughout the Fall 2011 semester by the Test Proctoring Coordinator. GPA data will be gathered by the Educational Program Specialist using Crystal Reports. An analysis of the data will be run and a comparison will be available by June 1, 2012. A report of the findings will be provided to the Director by the Educational Program Specialist to guide decision making on whether to continue early registration for all students or if any modifications are needed.</td>
</tr>
<tr>
<td>Promoting academic excellence and enhancement of student success.</td>
<td>The program outcome for accommodation use will be that students who use their accommodations will have higher GPA’s than non-compliant students.</td>
<td>In order to access the impact of accommodation compliance on student success, a quantitative analysis of student use and corresponding GPA will be conducted. The average GPA for students who return their accommodation contracts will be analyzed and compared to students who do not return their accommodation contracts.</td>
<td>Participation rates will be collected by the Educational Program Specialist to guide decision making on whether to continue early registration for all students or if any modifications are needed.</td>
</tr>
</tbody>
</table>

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

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_FY11_SAEM
**Georgia Southern University - Student Affairs and Enrollment Management**  
**FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)**

- **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, Russell Union, #1056  
  912-478-1435, stdeal@georgiasouthern.edu

- **Department/Program/Activity Mission or Purpose**
  
  The Office of Student Leadership and Civic Engagement, guided by the principles of transformational leadership, integrates learning, service, and leadership to empower students to become active, global citizens who lead with a lifelong commitment to service. Web-Site:  
  [http://students.georgiasouthern.edu/leadership/](http://students.georgiasouthern.edu/leadership/)

- **Goals and/or Objectives**
  
  1. **We will enhance our Leadership Interns program by expanding the opportunities available to students and enhancing the overall experience through the addition of an on-line, combined synchronous/asynchronous instructional component, the Leadership in the Workplace seminar.**
  2. **We will enhance our alternative break program through the implementation of a student leader training program, extensive pre-service education, and intentional post-service education.**
  3. **We will partner with the Office of Admissions to enhance the INSPIRE High School Leadership conference.**

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
</table>
| **Enhancement of Student Success** | The learning outcomes for the Leadership in the Workplace Seminar include:  
1- Students will develop an understanding of Emotional Intelligence  
2- Students will understand the importance of Emotional Intelligence in the workplace.  
3- Students will establish short and long term professional goals and leadership development objectives by creating a Professional Leadership Development Plan. (Student Learning Outcome) | 1- EQ-i Assessment and Feedback Session prior to seminar start and Post EQ-i Assessment  
2- Student reflection activities completed based on EQ-i feedback results and determined areas of growth  
3- Final program review at the end of each semester | Philip Bruce coordinates the assessment and evaluation of EQ-i results with individual students. Philip also developed all reflection activities and assigns them individually to students based on their specific EQ-i results. The pilot seminar was completed in Spring 2011.  
The first phase of this assessment was completed in Spring 2011. The assessment will be ongoing with each semester (Fall, Spring, and Summer) the Leadership in the Workplace seminar is offered. |
| **Enhancement of Student Success** | 1-Students will understand the Active Citizen Continuum and identify their personal stage of development on the continuum  
2- Students will learn detailed information about specific issues and how their service will be making a difference in pre-trip educational meetings  
3- Participation in the Alternative Break Program will enhance students’ understanding of privilege | 1- Student evaluations post-trip  
2- Nightly group reflections during the trips | Heather Jo Harralson coordinates all post-trip evaluations as well as the reflection process for each evening of Alternative Break Trips. In the future, we plan on assessing students both pre and post trip to measure understanding of the issue as well as impact on a particular community.  
This assessment was started in the Spring 2011 and will be ongoing as Alternative Break Trips are being offered to students, every January, March, and May break from classes. |
### Georgia Southern University - Student Affairs and Enrollment Management
#### FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

| Enhancement of Student Success | 1-The INSPIRE High School Leadership Conference will enroll a higher number of participants than in past years. (Student Learning Outcome) | 1-Registration information from participants who attended both the Open House and High School Conference held on the same day These methods resulted in an increase in the number of participants at the High School Leadership Conference. (Student Learning Outcome) | Amanda Fontenot built the initial contact with Amy Smith to increase the marketing initiatives for the High School Conference through the Admissions recruiters. The relationship resulted in increased numbers of student participants and will continue in the future. The assessment was started in Fall 2010 and will be ongoing each fall as the High School Leadership Conference is offered. |

**and oppression**

4-OSLCE will look at past evaluations to establish criteria for success. (Student Learning Outcome)
Student Affairs and Enrollment Management/Student Media
John Harvey, P.O. Box 8001, Statesboro, GA 30460-8001, Williams Center, 2nd Floor
(912) 478-0069, johnharvey@georgiasouthern.edu

Office of Student Media, a unit in the Division of Student Affairs and Enrollment Management, supports the University’s vision and mission by providing students with comprehensive vocational training that integrates classroom instruction with practical experience within a real-world lab modeled after professional media operations. This parallels the University’s call for “a culture of engagement that bridges theory with practice.”

Goals and/or Objectives

1. Track gains and losses for the student newspaper’s circulation to help student stakeholders (staff members) better gauge the effectiveness of their joint efforts and to help pinpoint areas of improvement.
   *This objective, one in which all student stakeholders in the organization benefit, matches up well with the University’s mission of challenging us to create a program that “extends the learning environment beyond the classroom, and promotes student growth and life success.”*

2. Recruit, select and train first-time student reporters to better prepare them for the challenges of student journalism.
   *This objective is fully reflected in the University’s mission to create a “culture of engagement that “bridges theory with practice, extends the learning environment beyond the classroom and promotes student growth and life success.” Editorial staff members benefit directly from this objective.*

3. Expand revenue base through incentive programs.
   *This goal also “extends the learning environment beyond the classroom and promotes student growth and life success.”*

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement of student success</td>
<td>Objective 1: Tracking circulation</td>
<td>The newly devised Circulation Tracking System is the assessment model, providing quantitative data that inside reviewers will use to make independent assessments to enhance their chances at success. • One direct result was a decision to reduce the Tuesday George-Anne press runs from 3,500 to 5,000 papers, saving $7,000.</td>
<td>The process was first implemented in October 2010, soon after the need to track circulation became an apparent objective. Implementation was directed by Student Media’s student distribution staff, in conjunction with graduate assistants in charge of marketing and production, to be used chiefly by the student executive officers to make decisions in the best interests of the entire organization. The outcomes and assessment methods have been fully implemented. Timeline for implementation was as follows: Nov. 3, 2010 Draft circulation list for collecting date Nov. 10, 2010 Finalize circulation list Nov. 17, 2010 Complete initial data collection</td>
</tr>
</tbody>
</table>

Student leaders will be empowered through this program outcome to gauge circulation fluctuations on an issue-by-issue basis through a system whereby unread George-Anne newspapers will be collected and counted before that information is transferred onto two line-graph charts in what is called a Circulation Tracking System.
### Increased research, scholarship, and creative activity

**Objective 2: Training Reporters**  
**Outcome: Student Learning**

Participating students in the editorial division will show a more confident, knowledgeable and professional approach to reporting as a result of a semester-long program for first-time reporters called The Student Media Candidate Program. The program aims to improve recruiting, selection and training of all reporting students at The George-Anne student newspaper.

**Assessment methods include:**
- Indirect qualitative data derived from informal surveys around campus and at George-Anne & Joe paper pass-outs to optimize exchanges between internal and external reviewers.
- A quantitative survey using a standard Likert-scale questionnaire will be administered at the end of each semester to assess the program’s effectiveness on student-learning outcomes.
- Retention figures from the past two years will provide additional quantitative data to help measure program efficacy.

Individually taken, these assessment methods are limited, but together they provide a reliable measure of the program’s success at meeting the stated outcomes.

**The outcomes have been fully implemented; the assessment methods have been only partially implemented.**

- Qualitative data has been collected through informal surveys for more than a year by student marketing and news personnel. This is an ongoing data collection process that yields direct and instant feedback used by internal reviewers to evaluate Student Media content and measure reporting efficacy.
- In addition, quantitative surveys will be devised by a graduate assistant, in conjunction with the director, to be administered to all student reporters in the Candidate Program at the end of the semester.

That information, when combined with data gleaned from staff retention rates over the past two academic years and the qualitative data from informal surveys, should give internal reviewers a reliable measure for assessing this outcome.

### Fiscal sustainability

**Objective 3: Expanding revenue base**  
**Outcome: Program**

The revenue base will expand and advertising opportunities develop for Business Division students through increased incomes from commissions and incentives programs aimed at spurring competition among salespeople.

**Budgetary figures provide internal reviewers a direct quantitative assessment of how much ad revenues have increased and thus how successful the program outcome is.**

| Budgetary figures, assessed at the end of FY11, showed internal reviewers that an increase of ad revenues of $13,201 came during the second semester of last year, or 60% of total revenue, an indication that the program outcome was at least partially met. |

The outcomes and assessment methods have been fully implemented.
Division/Department/Unit Director Name, mailing address/Physical Location

Student Affairs and Enrollment Management/Technical Support for SAEM Staff
Ted Williams, P.O. Box 8060, Statesboro, GA 30460-8060, Williams Center, # 2004
(912) 478-5120, tedwms@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Office of Technical Support’s 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. Web-Site: http://students.georgiasouthern.edu/sta/is/

Goals and/or Objectives

1. Migrate SAEM from GroupWise email/calendar to Google Apps
2. Enhance our workstation and software support team to include Apple computer and audio/video/graphic editing software support
3. Expand the use of Banner Document Management System (BDMS; Application Xtender; document imaging)

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal sustainability</td>
<td>Process: Completed migration for SAEM from Novell Groupwise email/calendar to Google Apps. IT Services is one step closer to dropping the universities licensing of Novell;</td>
<td>Service request system; Client surveys; Project meetings and status reviews</td>
<td>We completed this project in the Fall of 2010. We participated in the University project and migrated all staff accounts on November 1, 2010 and departmental accounts on November 9, 2010. We communicated with the departments, instructing them on the process for both staff and departmental accounts and included them in the appropriate training. We monitored problems through our service request system and received feedback through our client survey.</td>
</tr>
<tr>
<td>Enhancement of student success</td>
<td>Program: Enhanced our workstation and software support team to include Apple computer and audio/video/graphic editing software support</td>
<td>Proposal for new position – accepted and approved; Funding for position received; Interviews and hiring</td>
<td>The proposal to hire an Information Analyst I was approved in December and we filled the position in April, 2011. The candidate has been actively supporting the apple computers in each of the appropriate SAEM departments, bring them into a workstation management plan and getting the systems up-to-date. We continue to develop procedures for supporting the staff and students utilizing Apple computers.</td>
</tr>
<tr>
<td>Fiscal sustainability</td>
<td>Process: Expanded the use of Banner Document Management System (BDMS; Application Xtender; document imaging)</td>
<td>Service Request System; Client surveys; Functional requirements review, testing and training</td>
<td>We completed implementations in Career Services and Admissions. Both applications were for administrative document management.</td>
</tr>
</tbody>
</table>
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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

Student Affairs and Enrollment Management/University Housing
M. Christopher MacDonald, P. O. Box 8102, Statesboro, GA 30460-8102, Watson Commons, 1st Floor
(912) 478-0607, cmacdonald@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. Web-Site: http://students.georgiasouthern.edu/housing/staffInfo/mission.php

 Goals and/or Objectives

1. Residence hall students will live in an environment which provides opportunities for engagement, learning and leadership that will support their academic and personal success.
2. The Department of University Housing will excel in customer service and provide safe, clean, and well-maintained facilities that meet the demand for on-campus housing.
3. The Department of University Housing will operate a fiscally sound budget that supports the mission and goals of University Housing, Auxiliary Services and GSU.

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
</table>
| Promoting academic excellence | Student Learning Outcome: Residence hall students will live in an environment which provides opportunities for engagement, learning and leadership that will support their academic and personal success | --OSRA report based on quantitative data collected on GPA comparison of the following demographic variables:  
  • campus and off campus students  
  • first year student GPAs  
  • students residing in LLC  
  • student employees (student leaders)  
  --Association of College and University Housing Officers International/Educational Benchmarking, Inc. (ACUHO-I/EBI) Survey is national benchmarking study utilizing quantitative data collection and regression analysis on standard Likert-scale of 1=very dissatisfied to 7=very satisfied.  
  • Resident student survey  
  • Student staff survey | --Report of GPA comparison.  
  • Request to OSRA office in Spring for data/report on Fall/Spring residents by Director of Residence Education/Coordinator for Academic Initiatives  
  • Presentation of findings included in End of Year Report  
  • Findings have implications on policy development, areas of programmatic emphasis, and protocol review  
  --ACUHO-I/EBI Report  
  • Coordinator of Academic Initiatives and Assessment coordinates for electronic delivery of survey in January/February.  
  • Results are due from EBI in June  
  • Final report in September  
  • Findings to show how residents interact with their residential environment, and their impressions of safety, cleanliness, and the responsiveness of the housing staff. Implications on training and development of staff, programmatic and...
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

--Qualitative data collected through focus groups with groups of both student leaders and residential organization volunteers

From analysis, Housing ranked highest in:
- Resident survey: Residents are tolerant (5.9/7.0)
- Resident survey: Sense of community (5.66/7.0)
- Resident survey: Personal Growth (5.57/7.0)
- Staff survey: Self Knowledge and skills (5.8/7.0)
- Staff survey: Supervisor support (5.89/7.0)
- Staff survey: Personal Competence (5.76/7.0)

From analysis, Housing growth areas are:
- Resident survey: Overall learning experience (5.46/7.0)
- Resident survey: Manage time, study and problem solving (5.37/7.0)
- Staff survey: Job demands and compensation (5.13/7.0)
- Staff survey: Types of training (4.78/7.0)

--Qualitative Data from focus groups
- Initiate focus groups at two separate times of the academic year, (Coordinator(s) of Student Leadership and Academic Initiatives)
- Focus groups to take place with both Residence Hall Association/National Residence Hall Honorary (RHA/NRHH) student leaders, and student employees (Community Leaders)
- Coded summary of focus groups prepared by June 1.

Findings to have implications on training and development of both student leaders and student workers

From report produced for 2010-2011, students residing in campus housing obtained higher GPAs than their off campus counterparts, although not statistically significant. However, GPAs for those first year students living in academically or thematically connected communities Living/Learning Communities/Residential Interest Groups (LLCs/RIGs) achieved higher GPAs (3.07) than those in traditional assignments (2.65). Moreover, residential student leaders (CLs) achieved a 3.08 GPA.

Enhancement of student success

Program Outcome: University Housing staff will excel in customer service and provide safe, clean, and well-maintained facilities that meet the demand for on-campus housing

--Summary of customer service ratings from multiple quantitative surveys, both in house and from national clearinghouse.
- Operation Move In (OMI) Survey distributed through OSRA following OMI program in August 11
- ACUHO-I/EBI resident survey distributed in Spring

--Assessment denoted through informal means throughout the year:
- awards received by nominated staff
- anecdotal comments/data from OMI survey
- occupancy rate for academic year

--OMI Survey Data
- Survey design by Coordinator of Academic Initiatives and Assessment during summer
- Survey is distributed during OMI evolution in August: single packet for resident student, and additional packet for parent/guardian.
- Returned packets are delivered to Coordinator to compile data
- Summary report delivered to Director in September
- Findings have implications on process and protocol changes to OMI to support user feedback; can influence check in process, services provided during move in, and how residence halls are received by residents and families

Results showed that 98% of both students and parents rated Housing staff customer service as a positive experience. Additional write in suggestions are being considered in planning for 2012 OMI evolution
### Fiscal sustainability

**Process outcome:** The Department of University Housing will operate a fiscally sound budget that supports the mission and goals of University Housing, Auxiliary Services and GSU

**Budget documents created for fiscal year as well as produced on a monthly schedule**
- Projected FY12 budget
- Monthly Profit / Loss statements
- Internal monitoring of proper spending procedures by budget administrator and supervisory staff

---

**Coordinator for Business Affairs** is responsible for the coordination of and presentation of, in consultation with Director:
- Proposed budget for upcoming fiscal year (Spring)
- 12 monthly Profit and Loss statements (monthly)
- Processing and monitor of all expenditures (daily/weekly/monthly/annual)

Following end of Spring semester drop/add withdrawals (which can lead to occupancy loss), estimates of fiscal adherence to budget and policy will be undertaken by Director, Assistant Directors of Residence Education, Administration and Residential Facilities.

Beginning in July, requests for increases in budget line items will be made by Assistant Directors to Director. Director will consult with Coordinator of Business Affairs to make changes as approved. Delivery of decisions by August 1.

Budget goal for net income to equal/more than 5% of operating budget was met with net income totaling more than $900,000.

---

**ACUHO/EBI resident survey**
- Coordinator of Academic Initiatives and Assessment coordinates for electronic delivery of survey in January/February.
- Results are due from EBI in June
- Final report in September
- Findings to show how residents interact with their residential environment, and their impressions of safety, cleanliness, and the responsiveness of the housing staff. Implications on training and development of staff, programmatic and educational interventions and facilities protocols.

From analysis, Housing ranked highest in:
- Resident survey: ratings for hall staff (6.02/7.0)
- Resident survey: facilities (5.84/7.0)
- Resident survey: safety and security (5.84/7.0)

From analysis, Housing growth areas are:
- Resident survey: Dining Services (5.15/7.0)
- Resident survey: Room/Floor environment (5.33/7.0)

---

**Informal means**
- Different staff are nominated for customer service awards within professional organizations and local/state agencies. These are not calendar specific and are facilitated by various supervisors throughout the organization
  - Facilities senior administrator was 2011 Professional Administrator of the Year for Bulloch County
  - Residential Facilities participated voluntarily in national comparative survey and ranked #1 for operations and program out of sixty-eight similar institutions
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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

Student Affairs and Enrollment Management/Vice President’s Office
Teresa Thompson/Amy Ballagh, P.O. Box 8063, Statesboro, GA 30460-8063, Marvin Pittman Administration Building, 2nd Floor
(912) 478-1863, tthompson@georgiasouthern.edu, aballagh@georgiasouthern.edu

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. Web-Site:  http://students.georgiasouthern.edu/vpsaem/mission.html

Goals and/or Objectives

1. Provide opportunities for students to be involved in the University’s decision-making processes.
2. Provide a comprehensive orientation program for new employees within the Division.
3. Provide development opportunities for SAEM employees that promote professional and personal growth.
4. Provide financial support for the division by securing funds from private donors.

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement of student success</td>
<td>Learning Outcome: The student members of the Activity Budget Committee will recommend student activity fee funding allocations to the Vice President for Student Affairs &amp; Enrollment Management. (Goal 1)</td>
<td>100% of student members of the Activity Budget Committee will participate in developing funding priorities as measured by attendance reports for budget hearings &amp; deliberation meetings. 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.</td>
<td>Assessment completed. 100% of student members of the Activity Budget Committee attended the budget hearings &amp; deliberation meetings. 100% of funding recommendations made by the Activity Budget Committee for FY 2012 were adopted. Outcome met. No adjustments needed at this time.</td>
</tr>
<tr>
<td>Enhancement of student success</td>
<td>Program Outcome: SAEM employees attending the fall workshop will be satisfied with the quality of the program. (Goal 2)</td>
<td>80% of staff members attending the Fall workshop will be satisfied with the quality of the workshop and the speaker.</td>
<td>Assessment completed. 66% rated their overall satisfaction of the workshop as either Very Satisfied or Satisfied. Examined the survey to discover factors such as room temperature, sound issues, and room arrangement played a part in the results. Plan of action for next year will be to seek an alternate venue to address these issues. Person Responsible = Robert Meguiar. 65% rated their overall evaluation of the speaker as either Very Satisfied or Satisfied. Examined the survey to discover factors such as length of presentation (too long) and appropriateness of topic played a part in the results. Plan of action for next year will be to ensure the presenter follows a strict time limit and explore speaker options with more applicable topics. Person Responsible = Robert Meguiar.</td>
</tr>
</tbody>
</table>
| \hline
| Enhancement of student success | Program Outcome: SAEM employees will be satisfied with the quality of customer service training. (Goal 3) | 90% of staff members participating in the Disney Approach to Customer Service workshops will rate their satisfaction with the program either Excellent, Very Good, or Good. | Assessment completed. 95% rated their overall satisfaction of the Disney Approach to Quality Service as either Excellent, Very Good, or Good. Outcome met. No adjustments needed at this time. |
| \hline
| Enhancement of student success | Program Outcome: New SAEM employees will be comfortable with reaching out to someone in another department in order to provide quality services to students. (Goal 3) | 80% of staff will respond “I am comfortable discussing SAEM with others” after completing the DANE orientation cycle. | Assessment completed. 86% responded “I am comfortable discussing SAEM with others” after completing the DANE orientation cycle. Outcome met. No adjustments needed at this time. |
| \hline
| Fiscal sustainability | Learning Outcome: Students will model future alumni behavior by participating in the annual giving campaign. (Goal 4) | 5% of the student body will donate funds to the division during the annual giving campaign as indicated on the donation form. Students participating in the annual giving campaign will collectively donate at least $5,000 to the foundation. | Assessment completed. Students were asked to participate in the University’s annual campaign, A Day for Southern, by contributing to any foundation account. 868 of 19,691 students participated in giving (4.4%). During FY11, $4,097 was contributed. This was short of the $5,000 goal. Plan of action for next year is to work with specific departments across the University to improve student outreach efforts for the giving campaign. Person Responsible = Vince Miller. |
| \hline
| Fiscal sustainability | Program Outcome: Parents will support the division by giving during the Parents Association membership drive. (Goal 4) | 5% of the parents joining the Parents Association from May 2011 through August 2011 will donate funds to the division as indicated on the Parents Association membership form. Parents joining the Parents Association from May 2011 through August 2011 will collectively donate at least $1,000 to the division. | Assessment completed. 53 of 1,869 families in the Parents Association members donated funds to the Division. (2.8%). Plan of action for next year is to discuss fundraising efforts with the Parents Association Council to identify ways to improve promotion of giving opportunities during SOAR. Person Responsible = Vince Miller. Total donations received from the Parents Association donors totaled $1,495, exceeding the $1,000 goal. |

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_FY11_SAEM
Goal:
To collect EBDM FY11 initiatives and to determine progress for the FY11 year.

Supports:
- SAEM Divisional ongoing assessment efforts and needs through EBDM process
- Accountability efforts to University, State, Regional, Federal stakeholders
  - Higher Education Opportunity Act (HEOA), Public Law 110-315 components that apply
  - US Department of Education, Title IV compliance for components that apply
  - Southern Association of Colleges and Schools (SACS)
    - Criteria regarding educational support services and effectiveness
- In some instances professional accreditation requirements that are program specific such as Career Services, Counseling Center
- Effectiveness in programming and student learning for and with students
  - Review of staffing, student worker staffing (UG/Grad), funding needs, office/facility needs

Timeframe:
All sections except the final Implementation status (on page 3) may be submitted for review by Friday, October 14, 2011; if you have completed your implementation review/status you may submit your final report by this date.

Final report per SAEM Department is due to Strategic Research and Analysis by Friday, October 28, 2011.

Instructions:
1-Access FY11 Annual Report section on OBJECTIVES FOR 2010-11
2-Select 3-5 objectives w/ program or student learning outcomes.
   These will be the objectives you track to show your assessment process during the FY11 year.
3-Complete this form using those objectives and submit to jperkins@georgiasouthern.edu by October 14, 2011.
   If need, reference FY08 collection to review past info reported, http://services.georgiasouthern.edu/osra/download/SAEM_EBDM_FY08.pdf
4-by October 28, 2011, add the final implementation status and re-submit your final EBDM doc using the template

Project Collection/Review/Support:
Jayne Perkins Brown, ext 8-5357; jperkins@georgiasouthern.edu
Mike Jordan, ext 8-0320; mjordan@georgiasouthern.edu
Mary Poe, ext 8-0116; mlpoe@georgiasouthern.edu
Georgia Southern University - Student Affairs and Enrollment Management
FY11 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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, 2010-11**
  - promoting academic excellence,
  - enhancement of student success,
  - increased research, scholarship, and creative activity, and
  - fiscal sustainability.

- **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></td>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>