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

Updated with Findings and Action Plans

Fiscal Year 2012
Georgia Southern University - Student Affairs and Enrollment Management
FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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Campus SAEM Coordinator: Dr. R. Jayne Perkins Brown, Sr Assoc VP-SAEM and Director, Strategic Research and Analysis
Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/8/2012
Source: Department noted
R:\Common\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY12_SAEM
Project Request: Evidence-based Decision Making (EBDM) Plans for all Departments within Student Affairs and Enrollment Management (SAEM): Updated with Findings and Action Plans.

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

Project Abstract: Beginning September 2011, all SAEM departments developed EBDM plans to reflect assessment efforts within the Fiscal Year 2012. Between March 2012 and July 2012, all final plans were submitted, reviewed by the Office of Strategic Research and Analysis SAEM Assessment Team (Dr. Jayne Perkins Brown, Dr. Mike Jordan, Mrs. Mary Poe), and revised as necessary by SAEM Directors. This formal EBDM collection is a supplement to Annual Reports within each SAEM Department.

In January 2013, the Office of Institutional Effectiveness (OIE) under new leadership and the Provost requested additional feedback on the final fiscal year 2012 EBDM plans. OIE and Academic Affairs faculty reviewed the final plans and provided department-specific feedback to Office of Strategic Research and Analysis (OSRA). The OSRA SAEM Assessment team (Dr. Jayne Perkins Brown, Dr. Mike Jordan, Mrs. Mary Poe) collected the findings and action plans information from SAEM Directors.

Methodology: The initial EBDM template was provided by OSRA at a September 2011 SAEM Assessment Workshop. All Directors were asked to provide information for their departments in the initial template. EBDM Assessment plans were linked to Annual Report goals/objectives submitted for the FY2012. Updates on the process were reviewed at various monthly SAEM Director meetings between September 2011 and March 2012. Final SAEM Department EBDM plans were submitted by March 15, 2012, with final implementation actions requested by June 28, 2012. OSRA finalized the SAEM Division plans by July 15, 2012.

A copy of the FY12 updated EBDM template with the addition of the “Findings/Action Plans” column is located in the appendix of this report. OIE’s feedback was added to each department’s FY12 EBDM Assessment plan. February 2, 2013, all plans were accessible through VP-SAEM Sharepoint online for each department Director to update (excluding Health Services, SAEM Tech Support, and University Housing, whose EBDMs had satisfied all information requirements according to OIE evaluations). OSRA finalized the SAEM Division plans by May 2013.

Georgia Southern University - Student Affairs and Enrollment Management
FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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

Office of Institutional Effectiveness
- Dr. Teresa Flateby, Associate Vice President
- Mrs. Cynthia Groover, Systems Support Specialist III

All SAEM Directors
Office of the Vice President
- Dr. Teresa Thompson, Vice President, SAEM
- Dr. Amy Ballagh, Associate Vice President, SAEM
- Mr. Robert Meguiar, Training Coordinator
- Mrs. Gail Williams, Secretary to the VP-SAEM

Project Source of Copies: Office of Strategic Research and Analysis
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Number of Pages: 80

File Location: R:\Common\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY12_SAEM
Georgia Southern University - Student Affairs and Enrollment Management
FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

Academic Success Center

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
jlobrien@georgiasouthern.edu

Department/Program/Activity Mission or Purpose

The Academic Success Center (ASC) is committed to furthering the mission of Georgia Southern University by providing a student-centered facility dedicated to promoting academic success among all students. To this end, the Center will
* Provide students with staff 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/

Goals and/or Objectives

1. Analyze and re-evaluate all programs affected by the new academic standards policies (Catalog, Academic Information, Academic Policies (effective Fall 2011).
2. Enhance student retention by offering tutoring, academic support for high-risk courses, and students who receive below an S at mid-term in high-risk courses.
3. Provide new on-line academic resources to meet the needs of our new on-line degree students in tutoring and classes.
4. Improve the marketing of the ASC services to both the University academic departments and to the students.
<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Implementation status</th>
<th>Findings/Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting Academic Excellence &amp; Enhancement of Student Success; Goal 1: Analyze and re-evaluate all programs affected by the new academic standards policies (Catalog, Academic Information, Academic Policies (effective Fall 2011))</td>
<td>Program Outcome A: Revamp the GSU 1120 course to accommodate the student’s academic and social issues.</td>
<td>Survey the faculty and students concerning the new format of GSU 1120.</td>
<td>ASC Survey Team (Dr. Theresa Beebe Novotny, Mike Czech, and Brian Hylarides) developed a survey for students and faculty to complete at the end of the term. (Completed) November 2011</td>
<td>Results Program Outcome A: 86% of the students were satisfied with the new format of GSU 1120. The students found one instructor more beneficial than having multiple presenters. Based on the findings, the class will maintain the structure of having one instructor per class instead of multiple presenters.</td>
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<td></td>
<td>Student Learning Outcome B: Students from CHHS, CLASS, and COST required to meet with an ASC staff member, will have an increased understanding of their at-risk situation.</td>
<td>Assessment Process A: A survey will use a Likert scale to determine if the students found the new format more beneficial and qualitative questions to explain in more details with at least 70% of the students satisfied with the new format of the class. Compile data from a survey each student will complete assessing their understanding.</td>
<td>Gsu 1120 Faculty (Dr. Jo Hanschke, Bonnie Lynch, &amp; Susan Cason) administered the survey in their classes. (Completed) November 2011</td>
<td>Results Program Outcome B: Students from CHHS, CLASS, and COST required to meet with an ASC staff member, will have an increased understanding of their at-risk situation.</td>
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<td>Program Outcome B: A Likert scale survey with two qualitative questions with an indirect approach with at least 90% of the students increasing their understanding of their at-risk situation.</td>
<td>Assessment Process B: A Likert scale survey with two qualitative questions with an indirect approach with at least 90% of the students increasing their understanding of their at-risk situation.</td>
<td>ASC Survey Team developed a survey for students to complete after their one-on-one meeting. (Completed) November 2011</td>
<td>Results Student Learning Outcome B: 157 students completed the survey. 54.78% were male and 44.59% were female.</td>
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<tr>
<td></td>
<td>Program Outcome C: Students from CHHS, CLASS, and COST required to meet with an ASC staff member, will have an increased understanding of their at-risk situation.</td>
<td>Assessment Process C: A survey will use a Likert scale to determine if the students found the new format more beneficial and qualitative questions to explain in more details with at least 70% of the students satisfied with the new format of the class. Compile data from a survey each student will complete assessing their understanding.</td>
<td>Cason) administered the survey in their classes. (Completed) November 2011</td>
<td>Results Student Learning Outcome C: 157 students completed the survey. 54.78% were male and 44.59% were female.</td>
</tr>
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</table>

**Findings/Action Plans**

**Findings**

- **Results Program Outcome A:** 86% of the students were satisfied with the new format of GSU 1120. The students found one instructor more beneficial than having multiple presenters. Based on the findings, the class will maintain the structure of having one instructor per class instead of multiple presenters.
- **Results Student Learning Outcome B:** 157 students completed the survey. 54.78% were male and 44.59% were female.
- 96.25% of the students stated they would follow the steps they developed during the meeting to improve their academic standing. 94.25% understand what actions they need to take to achieve good academic standing. 90.5% said the meeting helped them understand what actions led them to fall below good academic standing.
- The top two actions they understand they need to improve are using their time more effectively (81.53%) and improving study habits (82.17%)

**Action Plan**

Outcome A: ASC Survey Team developed a survey for students and faculty to complete at the end of the term. GSU 1120 Faculty administered the survey in their classes. This item was finished.

The Educational Program Specialists will each be assigned GSU 1120 classes. Starting with the 2012-2013
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<td>Promoting Academic Excellence &amp; Enhancement of Student Success; <strong>Goal 2:</strong> 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>Program Outcome A: Identify and provide at-risk students with academic seminars prior to mid-terms.</td>
<td>Compile data about the number of at-risk students contacted</td>
<td>Janet O’Brien collaborated with the Registrar’s Office to identify at-risk students and the ASC staff e-mailed the at-risk students to inform them of upcoming featured academic enhancement seminars. (Completed) Fall 2011 – Spring 2012</td>
<td>Results Program Outcome Assessment A: Data from seminar evaluations showed that 98% of those attending rated the session as meeting expectations and would recommend the workshop to others. Based on the findings, the ASC will continue to host the academic seminars and continue to provide academic support for students.</td>
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<td>Student Learning Outcome B: Increase the participation of the study sessions for MATH 1101/1111/1112 &amp; STAT 2231 to improve their passage rate.</td>
<td>Compile evaluations from students attending academic enhancement seminars. Compare the number of students participating in the study sessions this year to the number participating last year. Compile the data from the grades given in the classes.</td>
<td>Janet O’Brien coordinated the compilation of seminar evaluations. (Completed) Jan O’Brien coordinated the gathering of the data needed to compare the numbers participating each year. (Completed) Fall 2011 – Spring 2012</td>
<td>Data showed that 80.6% of the students participating in the math study sessions during Fall 2011 received a grade of C or better in the corresponding course. Based on the findings, the ASC will continue to host the academic seminars and continue to provide academic support for students.</td>
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<tr>
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<td>Program Outcome Assessment A: At least 85% of the students attending the academic seminars will rate the session as meeting expectations or higher.</td>
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<td>Data showed that 98% of those attending rated the session as meeting expectations and would recommend the workshop to others.</td>
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<td>Student Learning Assessment B:</td>
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**Outcomes:**

- **Outcome A:** ASC Survey Team developed a survey for students to complete after their one-on-one meeting. Educational Program Specialists escort the students to a computer to complete the questionnaire after their meeting. The questionnaire was completed in November 2011 by the ASC Survey Team (Dr. Theresa Beebe Novotny, Mike Czech, and Brian Hyer). After a student completes his/her meeting the Educational Program Specialist have them complete the questionnaire.

- **Outcome B:** Based on the findings, the ASC will form focus groups for FY13 to learn from the students about what was helpful and what additional could be done. These focus group finding will be will be evaluated by the IEP Team (Susan Cason, Dr. Theresa Beebe Novotny, Jane Cason, and Dr. Jo Hanschake) in the Spring 2013.

**Action Plan:**

- None
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<td><strong>Promoting Academic Excellence &amp; Enhancement of Student Success;</strong></td>
<td><strong>Goal 3:</strong> Provide new online academic resources to meet the needs of our new online degree students in tutoring and classes.</td>
<td>Students participating in the MATH/STAT study sessions will have at least an 80% pass rate for the class.</td>
<td>or better in the corresponding course. Data showed that 82% of the students participating in the math study sessions during Spring 2012 received a grade of C or better in the corresponding course.</td>
<td>Janet O’Brien: collaborated with the Registrar’s Office to identify at-risk students and the ASC staff e-mailed the at-risk students to inform them of upcoming featured academic enhancement seminars. (Completed)</td>
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<td><strong>Program Outcome A:</strong></td>
<td>Create online tutoring opportunities</td>
<td>Assessment Processes A &amp; B: All these assessment methods are subjective and include indirect data collection with basic quantitative comparisons.</td>
<td><strong>Program Outcome Assessment A:</strong> At least 85% of the students receiving tutoring through the online environment will rate it as helpful.</td>
<td>Fall 2011 – Spring 2012 coordinated the compilation of seminar evaluations. Janet O’Brien coordinated the gathering of the data needed to compare the numbers participating each year. (Completed in May 2012) Janet O’Brien is coordinating the gathering of the grades received by students participating in the study sessions at the end of each semester. Completed in May 2012.</td>
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<td><strong>Program Outcome B:</strong></td>
<td>Create an online GSU 1120 course</td>
<td>Online tutoring will be available in some subjects each semester Analyze the student satisfaction through evaluations</td>
<td><strong>Program Outcome Assessment B:</strong> An online GSU 1120 course will be available by fall semester and student satisfactions will be analyzed through evaluations</td>
<td>Janet O’Brien will continue to coordinate the academic enhancement workshops and the study sessions in the fall and spring semesters based on the findings that students did find them useful. This is a high priority item. The resources required are faculty who volunteer their time to present the How To Study Sessions and the Educational Program Specialist who present the basic Academic 101 series as well as the math study sessions.</td>
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<td><strong>Program Outcome C:</strong></td>
<td>Create an online MATH 91 course</td>
<td></td>
<td><strong>Program Outcome Assessment C:</strong> We had 4 students in the class but none of them completed</td>
<td>Mike Czech coordinated the online tutoring. (Completed) August 2011</td>
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<td>Mike Czech created an evaluation for students who take advantage of the online tutoring to complete. (Completed) November – December 2011</td>
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<td>Mike Czech created an evaluation for students who take advantage of the online tutoring to complete. (Completed) November – December 2011</td>
<td><strong>Results Program Outcome Assessment A:</strong> After looking at the data, it was shown that students did not take advantage of this survey.</td>
<td>Susan Cason created and taught the online GSU 1120 course and coordinated the administering of the course evaluation. (Completed) Fall 2011 – Spring 2012</td>
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<td><strong>Results Program Outcome Assessment B:</strong> Only 1 out of 7 students completed the survey. This student rated the class as “Good”. (Completed) Spring 2012</td>
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<td><strong>Results Program Outcome Assessment C:</strong> Only 1 out of 7 students completed the survey. This student rated the class as “Good”. (Completed) Spring 2012</td>
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<td>Promoting Academic Excellence &amp; Enhancement of Student Success</td>
<td><strong>Goal 4:</strong> Improve the marketing of the ASC services to both the University academic departments and the students.</td>
<td><strong>Program Outcome A:</strong> Increase awareness on campus of the services provided by the ASC through presentations and e-mails to students.</td>
<td>Compile the number of departments the ASC staff presented to during staff meetings.</td>
<td><strong>Action Plan</strong>&lt;br&gt;<strong>Program Outcome A:</strong> Mike Czech will coordinate the online tutoring. (Completed) August 2011 Mike Czech will create an evaluation for students who take advantage of the online tutoring to complete which was available to students starting December 2012&lt;br&gt;The survey was created and it will continue to be available for students who take advantage of the online tutoring.</td>
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<td><strong>Program Outcome B:</strong> Increase awareness of the online tutoring opportunities.</td>
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<td>Compile the number of presentations and participation numbers the ASC staff conducts for classes and other groups on campus and compare to the number from 2010-2011.</td>
<td><strong>Program Outcome B:</strong> Susan Cason will implement the GSU 1120 course online and coordinate the administering of the course evaluation. Fall 2011, ongoing until the end of Spring 2012. Dale Gibson is teaching the MATH 91 class online Spring 2012 and will coordinate the administering of the course evaluation. January 2012, ongoing until May 2012. Susan Cason and Dale Gibson will continue to teach the online GSU 1120 and MATH 91 classes in FY 2013 and forward. Both instructors used the first-time experience of teaching a fully online class to adjust the structure of the class to ensure that students are meeting the course objectives.</td>
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<td>Program Outcome Assessment C: An online MATH 91 course will be implemented for Spring 2012</td>
<td>Program Outcome Assessment C: An online MATH 91 course will be implemented for Spring 2012</td>
<td>Implement the survey.</td>
<td><strong>Finding Results:</strong> Tables were set up at the Russell Union in October 2011 and February 2012 to promote ASC workshops. E-mails were sent to faculty and students with the Tutoring Schedule and the Academic Success Seminar Series in January – March 2012.</td>
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<td>Assessment Process: All these assessment methods are indirect data collection with basic quantitative comparisons.</td>
<td>Program Outcome Assessment C: An online MATH 91 course will be implemented for Spring 2012</td>
<td>ASC staff conducted presentations to academic departments on the services offered by the center. (Completed) May 2012 ASC staff conducted presentations for FYE classes, Greek organizations, and other groups on campus explaining the services offered by the center. (Ongoing) May 2012 Janet O’Brien and Mike Czech e-mailed and sent the Tutoring Schedule and Academic Success Seminar Series flyers to the academic mentor programs, the academic advisement centers, FYE 1220 instructors and university housing. January – May 2012. (Completed) Mike Czech promoted the Rockin’ Toward Academic Success Workshop Series through music at the Russell Union Rotunda with an information table staffed by the ASC Staff. (Completed)</td>
<td><strong>Results:</strong> Tables were set up at the Russell Union in October 2011 and February 2012 to promote the workshops. E-mails were sent to faculty and students with the Tutoring Schedule and the Academic Success Seminar Series in January – March 2012. The number of students participating in workshops during the academic year 2011-12 was almost exactly the same as 2010-11 (109 students this year compared to 108 last year). The number of students participating in math study sessions actually decreased a little during the academic year 2011-12 compared to 2010-11 (431 students this year compared to 476 last year). The Math Department started offering more tutoring in their department this year so we think that might be one reason the numbers dropped.</td>
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<td>Compile the number of faculty and students contacted about online tutoring.</td>
<td>the Tutoring Schedule and the Academic Success Seminar Series in January – March 2012. Janet O’Brien coordinated the gathering of the data needed to compare the number of students participating in the workshops and study sessions. (Completed) Fall 2011 – Spring 2012 Janet O’Brien coordinated the gathering of the data needed to compare the number of students obtaining tutoring. (Completed) Fall 2011 – Spring 2012 Mike Czech worked with the on-line faculty to promote the online tutoring to their students. (Completed in January 2012: The online tutoring information was sent to all on-line faculty and is included on the Campus Wide-Tutoring Schedule available on the ASC website.)</td>
<td>Program Outcome Assessment B: The number of tutoring sessions actually decreased a little during the academic year 2011-12 compared to 2010-11 (7634 sessions this year compared to 7680 last year). More departments on campus were offering more courses and hours for students to use their tutoring services. This could be one reason for the fluctuation of 46 students during the comparison of both academic years.</td>
</tr>
</tbody>
</table>

**Assessment Process:** All these assessment methods are subjective and indirect data collection with basic quantitative comparisons.

**Program Outcome Assessment A:** ASC will have a 2% increase in the number of students who attend the workshops and study sessions.

**Program Outcome Assessment B:** ASC will have a 2% increase in the number of students obtaining tutoring.

**Program Outcome Assessment A:** ASC will have a 2% increase in the number of students who attend the workshops and study sessions.

**Program Outcome Assessment B:** ASC will have a 2% increase in the number of students obtaining tutoring.

**Program Outcome Assessment A:** The number of students participating in workshops during the academic year 2011-12 was almost exactly the same as 2010-11 (109 students this year compared to 108 last year). The number of students participating in math study sessions actually decreased a little during the academic year 2011-12 compared to 2010-11 (431 students this year compared to 476 last year). The Math Department started offering more tutoring in their department this year so we think that might be the reason the numbers dropped.

**Program Outcome Assessment B:** The number of tutoring sessions actually decreased a little during the academic year 2011-12 compared to 2010-11 (7634 sessions this year compared to 7680 last year). More departments on campus were offering more courses and study sessions to their students. This could be one reason for the fluctuation of 46 students during the comparison of both academic years.

**Action Plan**

**Medium Priority and On-Going:** The ASC will continue to work on promoting the Academic Success Center to academic departments, for FYE classes, Greek organizations, and other groups on campus by explaining the services offered by the center. Janet O’Brien will coordinate presenters.

**High Priority and On-Going:** The ASC will continue to provide free tutoring to students and look at new ways to expand the services to meet the students’ needs. Janet O’Brien and Mike Czech will continue to e-mail Tutoring Schedules and Academic Success Seminar Series flyers to the academic mentor programs, the academic advisement centers, FYE 1220 instructors, university housing and other faculty. They will also continue to post it on the website.

**Medium Priority and On-Going:** Mike Czech promotes the Rockin’ Toward Academic Success Workshop Series through music at the Russell Union Rotunda with an information table staffed by the ASC Staff. Mike Czech will look at tutoring database at end of each semester and compile data to do comparison. (Ongoing)

**High Priority and On-Going:** Mike Czech will work with online faculty to promote online tutoring to students. The online tutoring information was sent to all online faculty and is included on the Campus Wide-Tutoring Schedule available on the ASC website.
Admissions

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. Improve relationships with high school guidance counselors to aid in recruitment efforts.
3. Provide opportunities to parents of current students to stay connected to Georgia Southern.
4. Orient new students and their family members in order to prepare them for the academic and social transition to Georgia Southern.
# Georgia Southern University - Student Affairs and Enrollment Management

## FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<tr>
<td>Strategic Theme: Promoting Academic Excellence; Goal: Achieve freshman and transfer enrollment and SAT goals set by the President.</td>
<td>Program Outcome: To enroll a more academically talented freshman class. Enrolling more talented students will lead to higher retention, progression and graduation rates. 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>Weekly quantitative review utilizing application reports, goal reports, and a SAT breakdown analysis. All data compares the current year with the previous year as a benchmark. Application Report – quantifies number of applications and number of incomplete, admitted or denied students as well as the average SAT of accepted students. This report also quantifies SOAR registrations. If accepted students and SOAR registrations are equal to or greater than the previous year, then it is determined that projected enrollment is on track as we are seeking stable or increasing enrollment.</td>
<td>The Assistant Director of Admissions for Technology, Associate Director of Admissions and the Director of Admissions are responsible for this evaluation. These reports (Application Report, Goal Report, and SAT Breakdown Report) are created and are accessed every Wednesday. At each review, recruitment strategies may be modified in order to reach the goal. These reports are already fully implemented and reviewed on a weekly basis. 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.</td>
<td>Finding: At each review of the reports (Application Report, Goal Report, and SAT Breakdown Report), recruitment strategies may be modified in order to reach the goal. As of April 10, 2012, these reports are already fully implemented and reviewed on a weekly basis. The goal of 3000 fall freshmen enrolled and an average SAT exceeding 1111 were met according to the goals set by the University President. If accepted students and SOAR registrations are equal to or greater than the previous year, then it is determined that projected enrollment is on track as we are seeking stable or increasing enrollment. Action Plan: These reports (Application Report, Goal Report, and SAT Breakdown Report) are created and are accessed every Wednesday. At each review, recruitment strategies are modified in order to reach the goal. Because the goal report presents progress toward individual territory goals in addition to the overall university goals, this report is particularly useful in determining required action plans on a per territory basis. A territory will be compared to the same time in the past year, or years, as well as be compared with other territories in terms of percentage to completion, to determine whether they are on track to meet enrollment goals. Additional action items to meet enrollment goals include increased telecommunications, increased direct mailings to target populations (ex. Incomplete applicants), increased email marketing to targeted populations, or additional visitation opportunities.</td>
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Campus SAEM Coordinator: Dr. R. Jayne Perkins Brown, Sr Assoc VP-SAEM and Director, Strategic Research and Analysis
Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/8/2012
Source: Department noted

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### Georgia Southern University - Student Affairs and Enrollment Management

**FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)**

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<td><strong>Strategic Theme:</strong> Promoting Academic Excellence, Enhancement of Student Success; <strong>Goal:</strong> Improve relationships with high school guidance counselors to aid in recruitment efforts.</td>
<td>Program Outcome: To increase and streamline communication with high school guidance counselors about Georgia Southern University and our counselor luncheons so that they are better informed about Georgia Southern’s opportunities for their graduating students. Stakeholders: High School Counselors are a primary resource of information for their students and parents. The more informed high school counselors are, the more informed their students may be. Well-informed students are able to make an educated decision about whether Georgia Southern is the right “fit” for them - which ultimately should lead to increased retention, progression and graduation rates.</td>
<td>Determine whether or not individual action items occurred during periodic progress checks (monthly). Assess if we have increased the number of counselors in our database. Satisfaction survey to guidance counselors regarding communications they receive from our office. Analyze the click rates on the counselor emails sent through Hobson’s Connect. Assess if RSVPs and attendance at guidance counselor luncheons increased. Assess staff resources used (versus previous years) regarding follow-up calls to gain RSVPs for guidance counselor luncheons.</td>
<td>Action items are being implemented primarily by the Coordinator of Marketing &amp; Communications and the Coordinator for Visitation Programs. Admissions counselors assist. The existing guidance counselor database was created and increased using Admissions Counselors and College Board’s Enrollment Planning Services. It was imported into Hobson’s Connect (by the Coordinator of Marketing &amp; Communications) allowing each guidance counselor to have their own record. This record has resulted in streamlined reporting/auditing of counselors by territory, an automated and professional email communication plan for counselors, and easier mailmerges for start-of-year packets.</td>
<td>Finding: The guidance counselor database that was imported into Hobson’s Connect has allowed each guidance counselor to have their own record in the system. This process has resulted in streamlining reporting/auditing of counselors by territory, an automated and professional email communication plan for counselors, and easier mailmerges for start-of-year packets. <strong>Action Plan</strong> The existing guidance counselor database was created and implemented using Admissions Counselors and College Board’s Enrollment Planning Services. It was imported into Hobson’s Connect (by the Coordinator of Marketing &amp; Communications) allowing each guidance counselor to have their own record. This record has resulted in streamlined reporting/auditing of counselors by territory, an automated and professional email communication plan for counselors, and easier mailmerges for start-of-year packets. We plan to fully analyze each email for click-through rates, view rates, and number of messages sent. Continuing efforts (counselor gifts, holiday cards, information packets, meetings, etc.) have continued. Invitations to guidance counselor luncheons also were sent via email in Hobson’s Connect with an optional Google Form for reservations. This method was in addition to the mailed</td>
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<td><strong>Strategic Theme:</strong> Enhancement of Student Success; <strong>Goal:</strong> Provide opportunities to parents of current students to stay connected to Georgia Southern.</td>
<td>Program outcome: To strengthen the offerings of Parent Programs and the Parent &amp; Family Association. Parents are more confident in Georgia Southern when provided with information and involvement opportunities. Parents are still a primary resource of information for their students. The more informed parents are, the more informed their students may be. All of this could contribute to a students' retention rate, their own confidence in Georgia Southern, and their progression towards graduation. Program outcome: Increase campus support of, involvement with, and buy-in for Fall Family Weekend (FFW). Inviting families to campus for an organized event allows them to check in with their student approximately one month into the semester, possibly contributing to their success and retention. A strong FFW can contribute to a parents’ knowledge and perception of Georgia Southern, therefore impacting their students’ knowledge and perception, as well as the parents potential to assist in recruitment and spreading a positive image to their hometown community. By partnering with our office, departments across campus can pursue opportunities to provide information to and develop relationships with parents. Stakeholders: Parents, current students, and departments across campus.</td>
<td>Determine whether or not individual action items occurred such as: 1) Collaborate with Information Technology and Marketing and Communications to increase the number of online services provided through the Parent Portal during the next phase; 2) Implement an online system/software to assist in communications, data management, event management, membership management, etc.; 3) Create a 2012 FFW committee consisting of a variety of potential campus partners; and 4) Review notes from previous year’s FFWs to determine weaknesses and ways campus partners could help strengthen the program. Assess parent satisfaction with offerings through a survey that gathers both quantitative and qualitative data.</td>
<td>The Assistant Director of Admissions for Orientation &amp; Parent Programs has been working with University Advancement to find a client-relationship management system that will allow for online Association membership management and assist in communications, data management, and event management for Parent Programs. Due to the high cost of these products, a partnership with Advancement is necessary. Advancement has taken the lead on this search and several demos occurred in spring 2012. An ideal goal date for going live with a product would be spring 2013, however the timeline is reliant on a variety of factors and departments. A Fall Family Weekend committee has been created with a variety of campus partners to discuss enhancements/programming. The first meeting occurred March 5 and numerous programming possibilities were brainstormed. At the March 26th meeting, committee members will report back on additional conversations had within their departments regarding the programming options. Meetings will occur every 2-3 weeks, with the exception of May, June, and July, from now until the event.</td>
<td><strong>Finding</strong> Due to the high cost of products, such as a client-relationship management system, a partnership with Advancement is necessary. <strong>Action Plan</strong> The Assistant Director of Admissions for Orientation &amp; Parent Programs has been working with University Advancement to find a client-relationship management system that will allow for online Association membership management and assist in communications, data management, and event management for Parent Programs. Due to the high cost of these products, a partnership with Advancement is necessary. Advancement has taken the lead on this search and several demos occurred in spring 2012. An ideal goal date for going live with a product would be spring 2013, however the timeline is reliant on a variety of factors and departments. A Fall Family Weekend committee has been created with a variety of campus partners to discuss enhancements/programming. The first meeting occurred March 5 and numerous programming possibilities were brainstormed. At the March 26th meeting, committee members will report back on additional conversations had within their departments regarding the programming options. Meetings will occur every 2-3 weeks, with the exception of May, June, and July, from now until the event.</td>
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**Strategic Theme:** Promoting Academic Excellence; Enhancement of Student Success; **Goal:** Orient new students | Student Learning, Program, & Performance Outcome: To work with the SOAR Advisory Council, made up of constituents across campus, to provide an orientation program that meets the student and parent learning outcomes established for the SOAR program. As a result of attending Orientation, the student should know: SOAR Surveys - developed each year by the Office of Admissions with recommendations from the SOAR Advisory Council and Office of Strategic Research. The Assistant Director of Admissions for Orientation & Parent Programs organizes two SOAR Advisory Council meetings per academic year and attends Academic Advisement Council meetings monthly. | **Finding** Results from the SOAR surveys are periodically reviewed during the summer and reviewed in full in the fall. Satisfaction and learning outcomes/goals were met. |
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| and their family members in order to prepare them for the academic and social transition to Georgia Southern. | - The degree components required to graduate in an appropriate amount of time  
- Who to contact for advisement questions  
- Campus resources available for student academic success  
- Campus resources available for living within the Georgia Southern campus community  
- Transitional issues they may encounter  
- Campus resources available for coping with transitional issues  
- Campus policies regarding student rights and responsibilities  
- Opportunities available for campus involvement  
- The financial responsibilities required to attend  
- Campus safety initiatives  
- Behavioral expectations and VALUES within the Georgia Southern community | and Analysis. The surveys are both quantitative and qualitative in nature and assess any significant changes made to the SOAR program that year as well as at least 4-5 learning outcomes assessed on a rotating basis. | The Director of Admissions communicates orientation information at SAEM Directors meetings and Enrollment Management Council. | Survey and learning outcomes/goals were met. |
| | | | Surveys are developed late spring and implemented throughout the summer. Results are periodically reviewed during the summer and reviewed in full in the fall. | Review in Fall 2011. |
| | As a result of attending Orientation, the student should: | The Assistant Director of Admissions for Orientation & Parent Programs organizes two SOAR Advisory Council meetings per academic year and attends Academic Advisement Council meetings monthly. The Director of Admissions communicates orientation information at SAEM Directors meetings and Enrollment Management Council. | | |
| | - Register for a full load of classes  
- Meet with an academic advisor  
- Develop connections with peers entering into the university  
- Create a MyGeorgiaSouthern account  
- Sign up for emergency response system  
- Make an Eagle Id | SOAR Surveys are developed in late spring and are designed to assess changes made to the program since the previous year. Results are periodically reviewed during the summer months as a way to identify potential problems in programming early on and make immediate adjustments as may be necessary. The surveys are reviewed in full in the fall months with the results forming the basis of any proposed changes to the program for the following summer. The summer 2012 review has been completed and is being utilized in planning for summer 2013. | | |
| | As a result of attending Orientation, the student should feel: | | | |
| | - Welcomed as a member of the Georgia Southern community.  
- Equipped for the start of their first semester.  
- An appreciation for the institution’s spirit and traditions  
- Excited about becoming a Georgia Southern Eagle  
- Confident that Georgia Southern will provide a quality education that prepares them for life beyond graduation.  
- That they have a responsibility to help create an environment that is safe, inclusive, and positive | | |
| | As a result of attending Orientation, the parent should know: | | | |
| | - How they can best support their student’s academic progress  
- The course load suggested for their student to graduate in an appropriate amount of time  
- The advisement and registration process  
- Campus resources available for student academic success  
- Campus resources available for students living within the Georgia Southern campus community  
- Transitional issues their student may encounter  
- Campus resources available for students coping with transitional issues | | |

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### Strategic Theme; Goal/Objective

- Campus policies regarding student rights and responsibilities
- Opportunities available for parent involvement
- The student’s financial responsibilities required to attend
- Campus safety initiatives

As a result of attending Orientation, the parent should:
- Develop connections with other parents
- Meet faculty/staff involved in their students’ college experience

As a result of attending Orientation, the parent should feel:
- Welcomed as a family member of the Georgia Southern community.
- Confident that Georgia Southern will provide a quality education that will prepare their student for life beyond graduation.

Stakeholders: Faculty, staff, and current students are all stakeholders in the process of orienting incoming students to be academically and socially successful. Faculty and staff are included in the planning and implementation efforts through meetings with the SOAR Advisory Council, Academic Advisement Council, SAEM Directors Meetings, and Enrollment Management Council.

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- Confident that Georgia Southern will provide a quality education that will prepare their student for life beyond graduation.

Stakeholders: Faculty, staff, and current students are all stakeholders in the process of orienting incoming students to be academically and socially successful. Faculty and staff are included in the planning and implementation efforts through meetings with the SOAR Advisory Council, Academic Advisement Council, SAEM Directors Meetings, and Enrollment Management Council.
Alcohol & Other Drugs Programs

- **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/](http://students.georgiasouthern.edu/aod/)

- **Goals and/or Objectives**

1. Increase utilization of individual services (SASSI, CASICS, BASICS)
2. Increase participation in on-line alcohol education (or equivalent) for SOAR participants
3. Increase awareness of social norms (Myth/Fact) campaign
4. Decrease high-risk drinking behavior on campus
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| **Strategic Theme:** Enhancement of student success  
**Goal 1:** Increase utilization of individual services (SASSI, CASICS, BASICS) | Program outcomes: Each individual service will show a 5% increase in utilization from FY 2011.  
Student Learning Outcomes (SASSI): At completion of session, participant will be able to identify their risk for having a substance dependence disorder.  
Student Learning Outcomes (BASICS): At completion of program, students will be able to identify one personal goal relative to reducing their alcohol-related risk.  
Student Learning Outcomes (CASICS): At completion of program, students will be able to identify one personal goal relative to reducing their marijuana-related risk. | Office of Alcohol & Other Drugs Program staff will track participation.  
Students will be asked to identify their risk on satisfaction surveys distributed at the end of the session.  
Students will be asked to identify personal goals relative to reducing their alcohol-related risk on satisfaction surveys distributed at the end of the session.  
Students will be asked to identify personal goals relative to reducing their marijuana-related risk on satisfaction surveys distributed at the end of the session. | Assessments ongoing.  
As of 6/30/2012, we report the following participation numbers  
| Finding | Action Plan |
| FY 2011 | FY2012 |
| SASSI | 296 | 394 |
| CASICS | 5 | 94 |
| BASICS | 14 | 31 |
| Final evaluation will be completed at end of Fiscal year.  
Projection is that program outcomes will be achieved.  
Learning outcomes are to be evaluated.  
Intended user: Internal.  
Findings will be used to plan for FY 2013.  
Responsible: David McDermott, Administrative Coordinator | Each individual service (SASSI, CASICS, and BASICS) met the 5% increase in utilization from FY 2011 at the completion of the Fiscal year.  
Update from AOD Feb 2013:  
Program outcomes updated (see box to the left)  
Learning outcomes as of June 30, 2012:  
Satisfaction Surveys were adapted in 2012-2013 school year to assess learning outcomes.  
Of 79 students who completed SASSI with the new form, all 79 were able to identify their risk of having a substance dependence disorder.  
Of 12 students who completed BASICS with the new form, 11 (92%) were able to identify a goal to reduce their alcohol-related risk.  
Of 33 students who completed CASICS with the new form, 29 (88%) were able to identify a goal to reduce their marijuana-related risk.  
We have continued to use these forms and to collect this data in FY 2013. |
| **Strategic Theme:** Enhancement of student success  
**Goal 2:** Increase participation in on-line alcohol education (or equivalent) for SOAR participants | Program outcomes: The number of students completing e-check-up-to-go alcohol will increase by 5% from FY 2011. | Office of Alcohol and Other Drugs Programs will track participation. | Assessment completed.  
Participation:  
FY 2011: 2733  
FY 2012: 1844  
Objective not met.  
Explanation:  
We had a computer error with the SOAR A & B groups which exempted 500 students from the requirement.  
We also worked with the registrar to target specifically first-year and transfer students (in FY 2011 we had used a broader classification which included non-traditionals and students who were still classified as Freshman despite already completing a year on campus)  
Intended user: Internal.  
Findings will be used to compare participation rates from year to year.  
Update from AOD Feb 2013:  
We corrected this mistake and had 2780 students complete this program in 2012-2013.  
This is 71% of our target audience.  
We will continue the program as is and continue to track the compliance rate as a percentage. | Finding  
Participation:  
FY 2011: 2733  
FY 2012: 1844  
Objective not met.  
Action Plan  
Explanation:  
We had a computer error with the SOAR A & B groups which exempted 500 students from the requirement.  
We also worked with the registrar to target specifically first-year and transfer students (in FY 2011 we had used a broader classification which included non-traditionals and students who were still classified as Freshman despite already completing a year on campus)  
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# Georgia Southern University - Student Affairs and Enrollment Management

## FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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| **Increased research, scholarship and creative activity**<br>**Goal 3**: Increase awareness of social norms (Myth/Fact) campaign | Performance outcome: Students will be able to identify the social norms campaign (Myth/Fact) and will believe the statistic to be true.  <br>Student Learning outcome: Students will be able to more accurately identify the alcohol/other drug-related behaviors of their peers. | The first evaluation (for Performance Outcome) will be conducted this Spring. This will be used to develop baseline data for 1) exposure and 2) believability.  <br>2000 randomly-selected undergraduate students (500 in each classification) will receive an e-mail questionnaire in April 2012 gauging exposure to and believability in the Social Norms campaign.  <br>SLO outcome will be evaluated using CORE survey or other global assessment (see below). This assessment is scheduled for Fall 2012. | Assessment scheduled for April 2012.  <br>To be Evaluated: Exposure, Believability, relative success of various advertising choices. | Intended user: Internal. Findings will be used to make decisions for FY 2013.  
**Action Plan** To be Evaluated: Exposure, Believability, relative success of various advertising choices.  <br>Update from AOD Feb 2013:  
Performance Outcome: Survey completed in Spring 2012 (N=198). 84% of students had seen advertising and 60% had seen it monthly or more often. The most common locations where they had seen the ad were the Russell Union, the George-Anne and in Academic Buildings. 49% of students believed the ad to be true, 36% believed it to be not true and 15% did not know. Findings were used to guide future marketing decisions.  
Student Learning Outcome: This cannot be evaluated without completing the ACHA-NCHA II survey.  
The American College Health Association – National College Health Assessment (NCHA-ACHA II) is one of the most respected collegiate health surveys in the country. Implementation will be led by the Jiann-Ping Hsu College of Public Health with assistance from Health Services, Strategic Research & Analysis, the Office of Alcohol & Other Drugs Program and the Counseling Center. A specific implementation plan is currently being developed.  
The objective of the ACHA-NCHA II is to understand current health behaviors among GSU students. For our office, we will use the findings to track alcohol/other drug use. Data will be used to guide programming decisions.  
**Finding** Data will be used to assess current prevention/ intervention efforts, identify trends in the student population and to generate statistics for use in the social norms campaign.  
**Action Plan** To be evaluated: Attitudes, beliefs and behaviors related to alcohol and other drugs.  
AOD Update Feb 2013: This cannot be evaluated without completing the ACHA-NCHA II survey. |
| **Increased research, scholarship and creative activity**<br>**Goal 4**: Decrease high-risk drinking behavior on campus | Behavioral outcome: Students will decrease their high risk drinking behaviors (binge drinking, frequent binge drinking, driven a car while under the influence) by 5% per behavior as compared to 2010 data. | Random sample survey will be conducted with representative sample of GSU students.  <br>Binge Drinking: 2010: 47.6% Goal: 42.6%  <br>Frequent Bing Drinking: 2010: 21.8% Goal: 16.8%  <br>Driven a car while under the influence: 2010: 29.3% Goal: 24.4% | Assessment scheduled for Fall 2012 (FY 2013).  
To be evaluated: Attitudes, beliefs and behaviors related to alcohol and other drugs. | Intended user: Internal. Findings will be used to make decisions for FY 2013.  
**Finding** Data will be used to assess current prevention/ intervention efforts, identify trends in the student population and to generate statistics for use in the social norms campaign.  
**Action Plan** To be evaluated: Attitudes, beliefs and behaviors related to alcohol and other drugs.  
AOD Update Feb 2013: This cannot be evaluated without completing the ACHA-NCHA II survey. |

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Campus Recreation and Intramurals

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

  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/](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.
## Georgia Southern University - Student Affairs and Enrollment Management
### FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<td><strong>Enhancement of Student Success; Goal 1:</strong> Recruit and educate/train undergraduate and graduate students workers to ensure a safe, student-centered campus resource, and programming.</td>
<td>Group Fitness instructors will be able to enhance instruction ability through experience, staff training sessions, and continuing education (Learning Outcome)</td>
<td>1. Instructors will score 60% or higher on the tryout evaluation. 2. Instructors will score 67% or higher on the peer evaluation. 3. Instructors will show improvement from 60.5 pts baseline score on formal instructor evaluations when comparing 1st (early) and 2nd (late) evaluations. 4. Participation and completion of at least 5 hours of continuing education.</td>
<td>1. A) Tryout evaluations occur in Nov. ’11. B) Administered by Fitness Director/Group Fitness &amp; Veteran Instructors. C) New hires who tried out in group fitness averaged 45.27 out of a possible 60, 75.45%; spinning instructors scored an average of 34.17 out of 55, 62.17%; mind body instructors scored an average of 35.45 out of 55, 64.45%. Only 2 out 15 students did not meet the minimum requirements for the tryout rubric average. <strong>Proposed Changes:</strong>  - In addition to the scoring for the tryout we will be implementing a scoring sheet for the interview process. There are subjective, non-quantitative reasons why those instructors were still hired. 5. A) Peer evaluations occur mid Mar. ‘12– mid April ’12 B) Administered by veteran instructors C) Goal was not met. <strong>Proposed Changes:</strong>  - There needs to be clearer instructions on how to use the assessment tool. 6. A) Formal instructor evaluations occur Jan/Feb ’12 (1st/early) and Apr/May ’12 (2nd/late) B) Administered by Fitness Director/Group Fitness Program Assistant, and Fitness Intern. C) 100% of the instructors scored a 60.5 points or higher of their initial formal evaluation. The average score was 71.6 points. Assessment instrument for continuing exercise education has not been created and therefore not administered.</td>
<td><strong>Action Plans</strong>  1. Tryout evaluations occurred in Nov. and were administered by Fitness Director/Group Fitness. 2. Peer evaluations occurred mid March – mid April and were administered by veteran instructors. 3. Formal instructor evaluations occur Jan/Feb (1st/early) and Apr/May (2nd/late) were administered by Fitness Director/Group Fitness. <strong>Findings</strong>  1. A) Job knowledge exam occurred in Apr. ’12 B) Administered by Facility Coordinator &amp; Facility GA’s via GAView. C) Goal was not met. Facility Assistants scored an average of 78%. <strong>Proposed Changes:</strong>  - 94% is not realistic. A more realistic score (80%) should be expected.  - More “on-the-job” training is needed. 2. A) Rookie quiz occurred during the 2nd month of being hired (Sept. ’12) B) Administered by Facility Coordinator &amp; Facility GA’s via GAView. C) Goal was not met. First Year Facility Assistants scored an average of 79%.</td>
</tr>
<tr>
<td><strong>Goal 1:</strong> Student Success; campus resource, and safe, student-centered workers to ensure a graduate student educate/train.</td>
<td>Recruitment (Learning Outcome)</td>
<td>1. 1st year Facility Assistants will score 94% on the job knowledge exam. 2. 1st year Facility Assistant will score 94% on the rookies quiz. 3. 1st year Facility Assistants will score 50% or higher on job function rubric scale.</td>
<td><strong>Proposed Changes:</strong>  - More “on-the-job” training is needed.</td>
<td><strong>Action Plans</strong>  1. Tryout evaluations occurred in Nov. ’11. B) Administered by Fitness Director/Group Fitness &amp; Veteran Instructors. C) New hires who tried out in group fitness averaged 45.27 out of a possible 60, 75.45%; spinning instructors scored an average of 34.17 out of 55, 62.17%; mind body instructors scored an average of 35.45 out of 55, 64.45%. Only 2 out of 15 students did not meet the minimum requirements for the tryout rubric average. <strong>Proposed Changes:</strong>  - In addition to the scoring for the tryout we will be implementing a scoring sheet for the interview process. There are subjective, non-quantitative reasons why the 2 instructors were still hired. 5. A) Peer evaluations occur mid Mar. ‘12– mid April ’12 B) Administered by veteran instructors C) Goal was not met. <strong>Proposed Changes:</strong>  - There needs to be clearer instructions on how to use the assessment tool. 6. A) Formal instructor evaluations occur Jan/Feb ’12 (1st/early) and Apr/May ’12 (2nd/late) B) Administered by Fitness Director/Group Fitness Program Assistant, and Fitness Intern. C) 100% of the instructors scored a 60.5 points or higher of their initial formal evaluation. The average score was 71.6 points. Assessment instrument for continuing exercise education has not been created and therefore not administered.</td>
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</table>

**Campus SAEM Coordinator:** Dr. R. Jayne Perkins Brown, Sr Assoc VP-SAEM and Director, Strategic Research and Analysis  
**Form Reference:** M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/8/2012  
**Source:** Department noted  
**REVIEWED:** Strategic Research and Analysis EBDM Assessment Team (Perkins Brown, Jordan, Poe), original review, March 1, 2012 – July 20, 2012; revised January 15, 2013 – May 2, 2013  
**R:\Common\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY12_SAEM**
### Georgia Southern University - Student Affairs and Enrollment Management

#### FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

<table>
<thead>
<tr>
<th>Strategic Theme; Goal/Objective</th>
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<tr>
<td><strong>Fiscal Sustainability; Goal 3:</strong> Maintain safe, clean, sustainable, and efficient facilities and services.</td>
<td>All RAC spaces will be maintained and functional. (Program Outcome)</td>
<td>Daily supervision reports will be utilized to gather and document data related to safety, cleanliness, functional integrity and miscellaneous concerns.</td>
<td>1. A). Daily &amp; semi-weekly supervision reports are administered by Recreation Assistants, Facility Supervisors, Maintenance Assistants, Facility Managers, Facility GA’s, Facility Coordinators, and Building Superintendent B). 92% of 1092 repairs &amp; projects logged were completed by internal maintenance staff. 88% of 373 work orders were completed by Physical Plant.</td>
<td>Proposed changes: A). 94% is not realistic. A more realistic score (80%) should be expected. B). More “on-the-job” training is needed. C). Goal met. 100% of Facility Assistants scored 50% or higher.</td>
</tr>
<tr>
<td><strong>Enhancement of Student Success; Goal 2:</strong> Continue to develop and diversify the recreational programming and activity offerings to meet the needs of an ever-diversifying student culture.</td>
<td>Student in Intramural Sports will be satisfied with the overall participation experience provided by the Intramural Sports Program. (Program Outcome)</td>
<td>1. 85% of survey respondents will be satisfied with their overall experience in intramural volleyball. 2. The number of registered teams will meet or exceed the number from the Fall 2010 season.</td>
<td>1. A). Online Participant Satisfaction Survey was conducted Fall ‘11. B). Survey was administered via e-mail by OSRA. C). Goal not met. 82% of respondents were satisfied with their overall participation experience. Results are determined from responses to questions 12, 13, 14, &amp; 16.</td>
<td>Proposed Changes: A). Include a question that specifically asks if participant was satisfied. B). Team Retention Statistics will be collected at the conclusion of each ‘11-‘12 sport and compared to the same sport in ‘10-‘11. C). Goal was not met. A decrease of 49 teams was revealed when compared to 2010-2011.</td>
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<td><strong>Enhancement of Student Success; Goal 2:</strong> Continue to develop and diversify the recreational programming and activity offerings to meet the needs of an ever-diversifying student culture.</td>
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<td>Proposed Changes: A). Include a question that specifically asks if participant was satisfied. B). Team Retention Statistics will be collected at the conclusion of each ‘11-‘12 sport and compared to the same sport in ‘10-‘11. C). Goal was not met. A decrease of 49 teams was revealed when compared to 2010-2011.</td>
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<tr>
<td><strong>Enhancement of Student Success; Goal 4:</strong> Promote the positive opportunities and outcomes from CRI programs, services, and facilities to the University community, State, and Region.</td>
<td>Marketing strategies will utilize social media to drive visitors to the CRI website. (Program Outcome)</td>
<td>Google Analytics will show that visitors to the CRI website directed from social media will increase by 50%.</td>
<td></td>
<td><strong>Findings</strong>&lt;br&gt;Goal was met. Social media referred 2,196 visitors in 2010-11. 3,797 were referred in 2011-12. This shows a 57% increase in referrals. <strong>Action Plans</strong>&lt;br&gt;There are no proposed changes at this time. The target score will remain in “keep active” status. The measurement tool and collection process will remain the same.</td>
</tr>
</tbody>
</table>

**Proposed Changes:**
- This type of statistic is difficult to gauge satisfaction if we don’t know why a team chose to or chose not to participate.
- Graduation has an effect on this as well. If a team graduates then it won’t participate the following year, but it isn’t because they weren’t satisfied.

**Action Plans**
In “12-'13 we will add a question that specifically asks if participants were satisfied overall with their intramural experience. The target score will remain in “keep active” status.

**Enhancements of Student Success; Goal 4:**

1. A). Evaluation compared the academic year of May 1, 2010-May 1, 2011, to May 1, 2011-May 1, 2012.<br>B). Conducted by Assistant Director for Marketing and Communications via Google Analytics to track referring websites to the CRI website.<br>C). Goal was met. Social media referred 2,196 visitors in 2010-11. 3,797 were referred in 2011-12. This shows a 57% increase in referrals.
Career Services

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 work place 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

Goals and/or Objectives

1. Provide opportunities for students to identify and select careers that match their interests, skills and personality.
2. Educate students on the importance of gaining relevant experience; and provide opportunities for students to obtain those experiences prior to graduation.
3. Provide access to professional employment and graduate school opportunities.
## Strategic Theme: Student Success

### Goal 1: Provide opportunities for students to identify and select careers that match their interests, skills and personality.

<table>
<thead>
<tr>
<th>SLO: Students who complete and receive interpretation on the FOCUS assessment will be able to identify careers and select majors that align with their interests, skills and personality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We will review data in FOCUS to determine the number of self-identified freshmen students who have completed at least one section of the assessment. We will compare that data from FOCUS to data from the Career Center Contact Management (C3M) system to determine the number of freshmen students who had a FOCUS interpretation appointment with a Career Advisor. <strong>The goal is to have at least 50% of freshman complete an interpretation with an Advisor.</strong></td>
</tr>
<tr>
<td>2. Freshmen students who completed FOCUS and met with a Career Advisor were asked to complete a survey to determine if they were able to select careers and majors that align with their interests, skills and personality. <strong>The goal is to have 80% of freshmen who have completed the assessment and who have had it interpreted will be able to select careers and majors that align with their interests, skills and personality.</strong></td>
</tr>
</tbody>
</table>

### Implementation Status

| Office Professional Responsible (OPR): Amy Rowell, December 2012 |

### Finding/Action Plans

**Finding:**

**Assessment #1:**
- Number of Freshman students who completed the FOCUS assessment in FY12 = 390
- Number of Freshman students who scheduled a FOCUS interpretation with a Career Advisor in FY12 = 121
- Total: 31% (Goal Not Achieved)

**Assessment #2:**
- No Survey was administered (Goal Not Achieved)

As a result of a change in organizational procedures and staff responsibilities there was no survey created or administered for the 2nd assessment method. Additionally, information gathered on how the FOCUS was accessed by students in FY12 and the instructions provided for an interpretation suggests that it was difficult for 50% of students to receive a quality documented interpretation.

**Action Plans:**
With the implementation of the 4 year plan in Career Services (which targets students as soon as they enter school) we will attempt to redesign our marketing and administration of the FOCUS to freshman students as well as build policies and procedures to capture the intended data.

<table>
<thead>
<tr>
<th>SLO: Students who complete the GSU 2121 course will be able to identify and select careers/ majors related to their values, interests, personality and skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enrolled students will complete the course evaluation at the end of the course which will ask if they have decided upon a major. <strong>The goal is that 80% of students will decide a major upon the completion of the course.</strong></td>
</tr>
<tr>
<td>2. Staff members will utilize Banner and the Career Center Contact Management (C3M) system to determine if students enrolled in the class have declared a major by the end of their next enrolled semester in school. <strong>90% of students will declare the major selected after completing the course by the end of the next semester enrolled.</strong></td>
</tr>
</tbody>
</table>

### Implementation Status

| Office Professional Responsible (OPR): Amy Rowell, December 2012 |

### Finding/Action Plans

**Finding:**

**Assessment #1:**
- There was no survey administered to students in GSU 2121 for Fall 2011 or Spring 2012 to collect this data. (Goal Not Achieved)

Data was not collected for Assessment #1 as a result of Karen Murphee leaving the office effective 8/1/12. She left no sign of a survey or course evaluation for this goal.

**Assessment #2:**
- Total Students who completed GSU 2121 in FY12
  - Fall 2011=20
  - Spring 2012=20
- Total Students who had declared a major by the end of FY12 = 38
- Total percentage = 95% (Goal Achieved)

**Action Plans:**
Course Evaluations will be constructed and administered to capture this data moving forward.
<table>
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<tr>
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</table>
| **Student Success**  
**Goal 1**: Provide opportunities for students to identify and select careers that match their interests, skills and personality. | **Program Outcome**: Students who completed the FYE 1220 themed class *Major in Success*, will be more knowledgeable of ways to be successful in college.  
*The book “Major in Success” was written by Patrick Combs*  
1. Students enrolled in the FYE themed Major in Success course were asked to complete a final research paper in GeorgiaView. Based on the final paper, the goal is to have 90% of students who completed the course will have researched ways to complete at least one Patrick Combs’ suggested tips to major in success.  
2. Students who completed the FYE themed Major in Success course will be asked to complete a brief survey to determine if they have actually completed one or more of the author Patrick Combs’ tips to major in success.  
*Our goal is to have at least 60% of students have completed one or more of Patrick Combs’ suggested tips to major in success by the end of the current academic year.* | | |  
**Office Professional Responsible (OPR)**: Karen Murphree, October 2012  
**Finding**:  
**Assessment #1**: There is no confirmation that research assignments were conducted by Col. Warren Riles in his FYE class.  
(Goal Not Achieved)  
**Assessment #2**: There was no survey conducted for this assessment due to Col. Riles retirement effective 7/1/12.  
**Action Plans**:  
Due to the reorganization of staff assignments within the office there are no plans for staff to teach this FYE themed course for FY13. |
| **Student Success**  
**Goal 2**: Educate students on the importance of gaining relevant experience; and provide opportunities for students to obtain those experiences prior to graduation. | **Program Outcome**: The Job Shadowing Program will connect students with employers, alumni, and parents to explore careers.  
Compare the number of students who applied to the job shadow program to the number of students who were actually matched with a job shadow host. | | |  
**Office Professional Responsible (OPR)**: Dorsey Baldwin, October 2012  
**Finding**:  
**Assessment #1**: There is no data available for this assessment due in large part to Dorsey Baldwin accepting a position with a different department effective 7/1/12.  
(Goal Not Achieved)  
**Action Plans**:  
There is no formal job shadow program that exists after the office restructuring for us to pursue this goal/objective in FY13.
<table>
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<td><strong>Strategic Theme:</strong> Student Success</td>
<td><strong>Goal 2:</strong> Educate students on the importance of gaining relevant experience; and provide opportunities for students to obtain those experiences prior to graduation.</td>
<td>Program Outcome: Increase the number of internship and co-op postings for students through the online Eagle Career Net system.</td>
<td>Review the number of internship postings in the Eagle Career Net/NACElink system for FY 2012 and compare to FY 2011 to determine if the number of internship and co-op postings increased by 40%.</td>
<td>Office Professional Responsible (OPR): Dorsey Baldwin, September 2012</td>
</tr>
<tr>
<td><strong>Strategic Theme:</strong> Student Success</td>
<td><strong>Goal 2:</strong> Educate students on the importance of gaining relevant experience; and provide opportunities for students to obtain those experiences prior to graduation.</td>
<td>SLO: Students who meet with a job shadow host will gain a better understanding of the selected career path and be able to clarify their career goals.</td>
<td>Review student’s job shadow evaluations to determine if they were able to clarify career goals based on their shadowing experiences. <strong>The goal is to have 85% of students who applied to conduct</strong></td>
<td>Office Professional Responsible (OPR): Dorsey Baldwin, September 2012</td>
</tr>
<tr>
<td><strong>Strategic Theme:</strong> Student Success</td>
<td><strong>Goal 2:</strong> Educate students on the importance of gaining relevant experience; and provide opportunities for students to obtain those experiences prior to graduation.</td>
<td>SLO: Students who attend the graduate school fair will increase their understanding about graduate school programs.</td>
<td>Students attending the Graduate School Fair will be asked to complete a survey. <strong>The goal is that 80% of students attending will have a better understanding of graduate school programs available.</strong></td>
<td>Office Professional Responsible (OPR): Amy Rowell, September 2012</td>
</tr>
<tr>
<td><strong>Strategic Theme:</strong> Student Success</td>
<td><strong>Goal 2:</strong> Educate students on the importance of gaining relevant experience; and provide opportunities for students to obtain those experiences prior to graduation.</td>
<td>Program Outcome: Increase the number of full-time postings for students through the online Eagle Career Net system.</td>
<td>Review the number of full-time job postings in the Eagle Career Net/NACElink system for FY 2012 and compare to FY 2011 to determine if the number of full-time job postings increased by 40%.</td>
<td>Office Professional Responsible (OPR): Heather Scarboro, October 2012</td>
</tr>
</tbody>
</table>

**Finding:**
Assessment #1
Total Internship/Co-op Postings:
FY11 =419
FY12=533
Percentage Increase=27% (Goal Not Achieved)

**Action Plans:**
With the hiring of a new staff member (Coordinator of Employer Development), effective 11/6/12, the office should be able to keep the annual goal of 40% increase in internship/co-op postings and will need to develop procedures to ensure data collected is accurate, valid, and relevant to majors that are underrepresented. Data will be collected and maintained through Eagle Career Net.

**Data acquired for this assessment from Eagle Career Net.**

**Finding:**
Assessment #1
There is no data available for this assessment due in large part to Dorsey Baldwin accepting a position with a different department effective 7/1/12. (Goal Not Achieved)

**Action Plans:**
There is no formal job shadow program that exists after the office restructuring for us to pursue this goal/objective in FY13.

**Finding:**
Assessment #1
There is no data available and no survey was administered for this goal/objective. (Goal Not Achieved)

**Action Plans:**
Career Services will continue to develop surveys for students who attend the Grad School fair but we will be utilizing the new kiosk module in Eagle Career Net to increase the student response rate and possibly change the questions from the current format.

**Finding:**
Assessment #1
Total Full-Time Postings:
FY11 =1033
FY12=1328
<table>
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<td>employment and graduate school opportunities.</td>
<td></td>
<td></td>
<td></td>
<td>Percentage Increase=29% (Goal Not Achieved) Action Plans: With the hiring of a new staff member (Coordinator of Employer Development), effective 11/6/12, the office should be able to keep the annual goal of 40% increase in Full-Time postings and will need to develop procedures to ensure data collected is accurate, valid, and relevant to majors that are underrepresented. Data will be collected and maintained through Eagle Career Net. <strong>Data acquired from Eagle Career Net.</strong></td>
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<td><strong>Strategic Theme:</strong> Student Success Goal 3: Provide access to professional employment and graduate school opportunities.</td>
<td>Program Outcome: Employers will hire students to fill their full-time positions.</td>
<td>Review the Employer Hiring Survey and the On-Campus Interview Evaluations for FY 2012. Our goals are: - 75% of employer’s who recruited, invited students for interviews. - 60% of employers extended offers to those interviewed. - 60% of employers hired one or more students/alumni.</td>
<td>Office Professional Responsible (OPR): Heather Scarboro, November 2012</td>
<td>Finding: Assessment #1 The format for On-Campus Interview Evaluations and the Employer Hiring Survey were changed several times during FY12 as the office organizational structure was adjusted. The data that is available does not meet the program outcomes and allow for a valid evaluation of the assessment methods. (Goal Not Achieved) Action Plans: Career Services will be designing/implementing a new graduate survey, employer survey, and on-campus interview evaluation for FY13 that will allow us to capture this data and keep the goals as they are currently depicted for FY12.</td>
</tr>
</tbody>
</table>
Counseling & Career Development Services

- **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 client satisfaction with the variety of services provided by the center.
  2. Maintain client satisfaction with the quality of services provided by the center.
  3. Ensure that clients are receiving the highest possible quality of care.
  4. Maintain the pre-doctoral internship program.

- **Strategic Theme; Goal/Objective; Assessment Method(s); Implementation status; Findings/Action Plans**

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<td>Enhancement of Student Success</td>
<td>Goal 1: Maintain client satisfaction with the variety of services provided by the center.</td>
<td>Program Outcome: Clients will report satisfaction with the individual counseling, group counseling, and psychiatric services provided at the Counseling Center.</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. Responses range from 1 (strongly disagree) to 7 (strongly agree). A score of 4 is considered neutral and scores of 6 or 7 are considered to represent satisfaction with the service.</td>
<td>Completed. The spring 2012 survey was conducted between 03/05/2012 and 03/23/2012. A total of 132 clients completed the survey during that time. Of those completing the survey during the spring 2012 semester, a majority (approximately 76%) had attended between 1 and 7 sessions of treatment. This is consistent with the overall average number of sessions for the counseling center per person (approximately 4). At the time of the survey, the remainder of the clients (approximately 22%) had attended 8 or more sessions of treatment.</td>
</tr>
</tbody>
</table>

<p>| Findings | Action Plans |
| Results from the survey indicate that clients are largely satisfied with the services provided at the center. For example, 71% of those surveyed indicated that they were satisfied with the scheduling of their sessions, 84% reported satisfaction with the quality of the services offered, and 73% found psychiatric services valuable to them. |
| Clients will participate in satisfaction surveys during the middle of the fall and spring semesters. Results from the survey are shared with... |</p>
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<td><strong>Goal 2:</strong> Maintain client satisfaction with the quality of services provided at the center.</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. Responses range from 1 (strongly disagree) to 7 (strongly agree). A score of 4 is considered neutral and scores of 6 or 7 are considered to represent satisfaction with the service.</td>
<td>Findings: Results from the survey indicate that clients experience improvement in their conditions, would recommend the center to others, feel respected by their treatment provider, and have found services to enhance their academic performance. More specifically, 57% of those surveyed indicated improvement in their condition after attending treatment and 83% would recommend the counseling center to other students. Eighty eight percent of respondents reported feeling accepted and respected by their treatment provider. Finally, 57% of those surveyed indicated that attending counseling services helped them to perform better academically at GSU.</td>
<td></td>
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<tr>
<td><strong>Goal 3:</strong> Promoting Academic Excellence Ensure that clients are receiving the highest possible quality of care.</td>
<td>Program Outcome: New staff members will be provided with support to complete the licensure requirements for their profession.</td>
<td>Action Plans: Responsible for the training program: Jodi Caldwell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff members are provided with study materials and other support to complete requirements for licensure in Georgia as a psychologist or professional counselor.</td>
<td>Findings: The two newest staff members, Monica Williams and Akiho Tanaka, are currently preparing to fulfill licensure requirements as psychologists in the state of Georgia. They are expected to complete the process within two years of their date of hire.</td>
<td></td>
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<tr>
<td><strong>Goal 4:</strong> Promoting Academic Excellence Maintain the pre-doctoral internship program.</td>
<td>Student Learning Outcome: Pre-doctoral interns are selected by following a standardized process administered by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and complete a year of training at the center.</td>
<td>Action Plans: In process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-doctoral interns complete a 2000 hour applied training program that includes clinical services, outreach, and on call duties. They are supervised by licensed professionals during their internship year.</td>
<td>Findings: The pre-doctoral interns are currently completing their internship training program. What is the projected date for completion? The pre-doctoral interns are scheduled to complete their training in August, 2013.</td>
<td></td>
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</tbody>
</table>
Dean of Students

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. Strengthen customer service offered to Georgia Southern community members (students, faculty, and staff).
2. Foster relationships with and enhance communication between the Dean of Students office and the external Statesboro community. (changed as a result of CAS evaluation)
3. Provide students the opportunity for leadership, and a platform to express student concerns, opinions, and suggestions, through the Student Government Association. (changed as a result of CAS evaluation)

<table>
<thead>
<tr>
<th>Strategic Theme; Goal/Objective</th>
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</thead>
</table>
| Enhancement of Student Success  | 1. Learning Outcome- Georgia Southern Faculty, staff, and students will be aware of all services offered through the Dean of Students Office (DOS). | 1. Referrals to the Dean of Students Office, Behavior Assessment Team, and Office of Student Conduct will increase by 10% over the next year. 2. 60% of all faculty, staff, and | 1. The Dean of Students Office will provide at least 4 trainings to faculty and staff regarding Student Crisis Response (BAT, Student Conduct, Online Reporting, etc) during the 2012-2013 Academic year. Responsible Persons: Patrice Buckner and Kerry Greenstein 2. The Dean of Students Office will send 2 reminder emails | Findings
Referrals to the Dean of Students Office from Fall 2011 to Fall 2012 increased 28.6 % (from 600 to 772). Referrals Objective was met.
The campus community has not been evaluated yet |
<table>
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<td>members (students, faculty, and staff).</td>
<td>2. Learning Outcome- Faculty, staff, and students will demonstrate understanding of the Dean of Students Office by making referrals to the office and requesting support.</td>
<td>students evaluated will report that they recognize the Dean of Students Office as the appropriate office on campus to respond to student crisis/conflict situations.</td>
<td>to faculty about Dean of Students Office services (disruption, dishonesty, concerns, notifications) within the next year. Responsible Person: Kerry Greenstein</td>
<td>to determine if they recognize the Dean of Students Office as the appropriate office on campus to respond to student crisis/conflict situations. We have held six training meetings with faculty and staff so far this year (2 sessions through the Center for Teaching, Learning, and Scholarship, New Faculty Orientation, Academic Deans, New Department Chairs, and Athletics) and we have sent two email reminders to faculty through the Office of the Provost.</td>
</tr>
<tr>
<td>Enhancement of Student Success</td>
<td>Goal #2: Foster relationships with and enhance communication between the Dean of Students office and the Statesboro community. (changed as a result of CAS evaluation)</td>
<td>1. Program Outcome- The Dean of Students Office will establish working relationships with county agencies and business which benefit Georgia Southern students.</td>
<td>1. The Dean of Students Office will account for 5 town-gown relationships at the end of one year.</td>
<td>1. DOS staff will be/get involved in at least 4 different community organizations within the next year. Responsible Person: Patrice Buckner</td>
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<td>1. DOS will create partnerships with at least 2 local businesses to support services provided to students and their families. Responsible Person: Kerry Greenstein</td>
<td>2. DOS will make connections with local government officials by December 2012. Responsible Person: Patrice Buckner</td>
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<td>3. DOS will make connections with local government officials by December 2012. Responsible Person: Patrice Buckner</td>
<td>4. DOS will connect with all local apartment complexes by May 2013. Responsible Person: Kerry Greenstein</td>
<td>3. DOS will make connections with local government officials by December 2012. Responsible Person: Patrice Buckner</td>
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<td>4. DOS will connect with all local apartment complexes by May 2013. Responsible Person: Kerry Greenstein</td>
<td>Findings</td>
<td>Findings</td>
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<td>Dean Jackson is active with Bulloch County Alcohol and Drug Council and she collaborated with the local Board of Elections to bring Early Voting to campus for the 2012 Presidential Election. Associate Dean Greenstein is active with the local Kiwanis chapter and he advises the student Circle K (collegiate Kiwanis) group. Assistant Dean Zieziula is active with Bulloch Democrats. The Dean of Students Office has a working relationship with Troy Marsh, a local attorney, who offers legal advice free to GSU students. This service is funded by the Student Government Association. Also, the Dean of Students office has a working relationship with Enterprise Car rental Company as they supply vehicles every weekend for the Shuttle Gus initiative also funded by the Student Government Association.</td>
<td>Dean Jackson is active with Bulloch County Alcohol and Drug Council and she collaborated with the local Board of Elections to bring Early Voting to campus for the 2012 Presidential Election. Associate Dean Greenstein is active with the local Kiwanis chapter and he advises the student Circle K (collegiate Kiwanis) group. Assistant Dean Zieziula is active with Bulloch Democrats. The Dean of Students Office has a working relationship with Troy Marsh, a local attorney, who offers legal advice free to GSU students. This service is funded by the Student Government Association. Also, the Dean of Students office has a working relationship with Enterprise Car rental Company as they supply vehicles every weekend for the Shuttle Gus initiative also funded by the Student Government Association.</td>
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<td>Action Plans</td>
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<td>The connection between Georgia Southern University and local government officials is assigned to the Vice President for Government Relations. The Dean of Students will continue to work with this office as needed concerning</td>
<td>The connection between Georgia Southern University and local government officials is assigned to the Vice President for Government Relations. The Dean of Students will continue to work with this office as needed concerning</td>
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Georgia Southern University - Student Affairs and Enrollment Management
FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<td>government officials.</td>
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<td>Goal #3: Provide students a platform to express concerns, opinions, and suggestions, through the Student Government Association. (changed as a result of CAS)</td>
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<td>The Dean of Students Office will make strides in connecting with local apartment complexes by May 2013.</td>
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<td>1. Learning Outcome- Georgia Southern students will recognize the Student Government Association as representatives of the student body.</td>
<td>1. 20% of the student body will vote in SGA elections in the Spring 2013 campaign (compared to 6% in Spring 2012).</td>
<td>1. Each College will hold a Meet the Senators event between August 20, 2012 and September 30, 2012. Responsible Person: Dominique Quarles</td>
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<td>Findings</td>
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<td>2. Program Outcome- Georgia Southern students will become involved with their student government association.</td>
<td>2. On average, 1-2 students who are not affiliated with Student Government will attend SGA weekly Senate meetings.</td>
<td>2. SGA will advertise Senate Meetings on campus as an invitation for students to attend throughout the 2012-2013 academic year. Responsible Person: SGA Graduate Assistant.</td>
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<td>Action Plans</td>
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<td>3. SGA will regularly communicate with students through a monthly newsletter during 2012-2013. Responsible Person: Dominique Quarles</td>
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<td>Spring 2013 elections are set for April- in progress</td>
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<td>4. Executive board members will be trained on tools and ideas for communicating with the student body in Fall 2012. Responsible person: Patrice Buckner</td>
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<td>SGA facilitated a student vote in Fall 2012 concerning Student Fees which resulted in over 50% of eligible students voting.</td>
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<td>SGA meetings have averaged 1-2 students in the gallery (not SGA affiliated) at Senate meetings during Fall 2012 and Spring 2013 so far.</td>
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<td>Colleges continue to hold “Meet the Senators” events throughout campus. SGA held “Student Appreciation Day” on Wednesday, February 13 where students could meet their Student Government, submit concerns, eat pizza, and receive giveaways.</td>
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<td>The monthly newsletter has been distributed inconsistently, and Senate meetings are not widely advertised.</td>
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<td>Spring 2013 elections are set for April- in progress</td>
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<td>The Dean of Students will encourage the Executive Board of SGA to determine if the newsletter is the best means of communicating to all students. The exec will be challenged to adopt and show consistency in an agreed upon method of communication. Also, senate meetings will be advertised by flyers and through the Weekly E-buzz.</td>
</tr>
</tbody>
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Educational Opportunity Programs

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. Increase Postsecondary Enrollment of low income, first-generation college students, enrolled the Upward Bound Program.
2. Increase Postsecondary Enrollment of low income, first-generation college students enrolled in the Talent Search Program.
3. Increase Graduate School Enrollment of low-income, first-generation college students enrolled in the McNair program.

<table>
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<tr>
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<tr>
<td>Strategic Theme: Promoting Academic Excellence and Enhancement of Student Success</td>
<td>Goal 1– Increase Postsecondary Enrollment of low income, first-generation college students enrolled in the Upward Bound program.</td>
<td>Student Learning Outcome: Upward Bound (UB) participants will enroll in Postsecondary education programs.</td>
<td>80% of all current and prior Upward Bound participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school graduation from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. Spring semester). • To collect data, students will be contacted via phone, email, and postal mail regarding their postsecondary enrollment. • To collect data, program staff will use the National Student Clearinghouse to collect postsecondary enrollment information.</td>
<td>Upward Bound has met the target of enrolling high school students in college for Fall 2012. 23/25 or 92% of participants intend to attend college. Staff contacted all participants via phone and email. The remaining two participants are being contacted to ensure they have received all the help required to enroll. * The National Student Clearinghouse will be used to confirm enrollment for Fall 2012.</td>
<td>Findings: Upward Bound has met the target of enrolling high school students in college for Fall 2012. 23/25 or 92% of participants intend to attend college. Action Plans: The Upward Bound program was not funded for the 2012-2017 grant cycle. When the opportunity to apply again for funding, EOP will submit a grant application. (2016)</td>
</tr>
<tr>
<td>Strategic Theme: Promoting Academic Excellence and Enhancement of Student Success</td>
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<td><strong>Goal 2</strong> – Increase Postsecondary Enrollment of low income, first-generation college students, enrolled in the Talent Search program.</td>
<td>Student Learning Outcome: Talent Search (TS) participants will enroll in Postsecondary education programs.</td>
<td>75% of Talent Search participants who have graduated with a regular secondary school diploma during the project year will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification by the fall semester immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g. spring semester)</td>
<td>Talent Search is approaching the mark for enrolling high school students in college for Fall 2012. 81/110 or 73% of participants intend to attend college. Staff contacted all participants enrolled in the program and will continue to help the remaining students prepare for college in the fall. <em>The National Student Clearinghouse will be used to confirm enrollment for Fall 2012.</em></td>
<td><strong>Findings</strong> Talent Search is approaching the mark for enrolling high school students in college for Fall 2012. 81/110 or 73% of participants intend to attend college. <strong>Action Plans</strong> Talent Search will continue to work with high school seniors to help them apply for postsecondary admissions early in the senior year. Talent Search staff will provide assistance with Financial Aid and scholarships in order for students to enroll successfully into college following high school graduation. Ultimately, program staff will help students transition into their postsecondary institutions by continuously communicating with graduates.</td>
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</table>

| Strategic Theme: Promoting Academic Excellence and Enhancement of Student Success | Goal 3 – Increase Graduate School Enrollment of low-income, first-generation college students enrolled in the McNair program. | Student Learning Outcome: McNair participants will enroll in Graduate School programs. | 75% of McNair Program bachelor’s degree recipients (or equivalent) will be accepted and enrolled in a post baccalaureate program of study by the fall term of the academic year immediately following the completion of bachelor’s degree (or equivalent). | McNair has 4 graduates from the spring/summer class of 2012. Of these students, 75% will be enrolled in graduate programs Fall 2012. *The National Student Clearinghouse will be used to confirm enrollment for Fall 2012.* | **Findings** McNair has 4 graduates from the spring/summer class of 2012. Of these students, 75% will be enrolled in graduate programs Fall 2012. **Action Plans** The McNair program was not funded for the 2012-2017 grant cycle. When the opportunity to apply again for funding, EOP will submit a grant application. (2016) |
Financial Aid

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

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. Provide counseling sessions for students at-risk of losing financial aid due to their not making federal satisfactory academic progress.
2. Implement dynamic forms in order to create web-based documents and collect electronic signatures for financial aid verification documents.
3. Implement a student worker development program which gives students the opportunity to explore different areas within financial aid to determine which fit is best for them, Public Relations or Data Processing.

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<tr>
<td>Strategic Theme: Enhancement of student success</td>
<td>Student Learning: The number of at-risk students who lose federal financial aid will decrease</td>
<td>Identified 1406 students at-risk of losing financial aid due to not making federal satisfactory academic progress (SAP) - hour completion and/or GPA. These students were contacted and if they planned to continue classes the following was provided to them: - one on one SAP counseling session with their</td>
<td>Project implementation timeline: - May, 2011 - End of spring 2011 term, ran student federal satisfactory academic progress(SAP) and posted results to summer 2011 term - July, 2011 – End of summer 2011 term, ran student federal SAP and posted results to fall term - August, 2011 - Identified students who did not maintain SAP at the end of spring and/or summer term and communicated with them to contact our office</td>
<td>Findings We learned from students that a one-on-one session made them understand their SAP requirements better and what options they have. The at-risk SAP students decreased 5.8% for fall 2012 as compared to Fall 2011. Action Plan We will continue the process of one-on-one...</td>
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### Georgia Southern University - Student Affairs and Enrollment Management
FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<td><strong>satisfactory academic progress</strong></td>
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<td>Goal 2:</td>
<td>Implement</td>
<td>Process Outcome: Enhance the financial aid verification process and create e-signature process for 30% of financial aid recipients.</td>
<td>Criteria of success will be determined based on having at least 20% of the verification aid recipients files downloaded without errors prior to fall term. Methods used to determine success are:</td>
<td>Project implementation timeline:</td>
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<td>dynamic forms in order to create web-based documents and collect electronic signatures for financial aid verification documents</td>
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<td>- Student feedback on the electronic process</td>
<td>• March, 2011 – project team meeting, IT, Financial Aid and Dynamic Forms, to flowchart project and implementation timeline</td>
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<td>- Online survey</td>
<td>• April, 2011 – developed web-based verification forms</td>
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<td>- Staff feedback on the process</td>
<td>• May, 2011 – tested forms with small student focus group and financial aid staff</td>
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<td>- Monitor the downloaded forms into our database for accuracy</td>
<td>• June &amp; July, 2011 – pilot test with students enrolled for summer term and tracked any issues they encountered</td>
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<td>- Monitor web-based student service secure records</td>
<td>• August, 2011 – project team meeting to review issues and enhance the process</td>
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<td>- Enhance the financial aid verification process and create e-signature process for 30% of financial aid recipients</td>
<td>• September, 2012 – final test of process before going live</td>
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<td>• October, 2011 – went live with all students</td>
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<td>• The plan of action is to track issues reported by students and review the process to determine what worked and/or if improvements are needed</td>
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<td>• Person(s) Responsible – Connie Murphey &amp; Ellen Seel</td>
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<td><strong>Student Learning:</strong></td>
<td>Enhancement of student success</td>
<td>Student Learning: Developed a student worker development program which gives students the opportunity to explore different tasks within the financial aid department during fall 2011 and spring 2012</td>
<td>Determine student’s success within the program by:</td>
<td>Project implementation timeline:</td>
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<tr>
<td>Goal 3:</td>
<td>Implement a student worker development program which gives students the opportunity to explore different tasks within the financial aid department during fall 2011 and spring 2012</td>
<td></td>
<td>- Monthly one on one meetings with each student</td>
<td>• March, 2011 – project team meeting, IT, Financial Aid and Dynamic Forms, to flowchart project and implementation timeline</td>
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<td>- Student survey at the end of each term</td>
<td>• April, 2011 – developed web-based verification forms</td>
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<td>- Retention rates of student workers within the office</td>
<td>• May, 2011 – tested forms with small student focus group and financial aid staff</td>
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<td>• June &amp; July, 2011 – pilot test with students enrolled for</td>
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**Findings**
- SAP sessions with at risk students and review the results at the end of every Fall term.
- Reviewing the outcome (column 2) that you stated, provide info on whether the at-risk student numbers increased or decreased in next terms and actual counts. Add general month/year timeline for next eval.

**Action Plan**
- E-signature was enacted for all students and parents with outstanding tracking requirements and 34% of aid records were downloaded without errors prior to fall term.
- Referencing your Outcome in column 2, add % for whom e-sig process was enacted.

- Will use dynamic forms for 100% of verification documents which require student/parent signatures. Evaluation of records will be done at the end of each fall term.
- Add which processes and % or counts you hope to achieve. Add general month/year timeline for next eval.
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<td>different areas within financial aid to determine which fit is best for them, Public Relations or Data Processing</td>
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<td>summer term and tracked any issues they encountered</td>
<td>was learned and what was retention?</td>
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<td>• August, 2011 – project team meeting to review issues and enhance the process</td>
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<td>• Person(s) Responsible – Kristie Sanders</td>
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**Action Plan**

We will continue the program for new student workers within the office. Surveying students worked along with the students being able to report issues they were having, such as not knowing the answers to questions from students by way of the telephone queue. Determined more one-on-one training with staff available would help.

Per info in Column 4, add what worked and/or improvements. Timeframe for next eval
Fraternity & Sorority Relations

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

Department/Program/Activity Mission or Purpose
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. The fraternity & sorority community will support the Georgia Southern University mission by upholding academic standards that support all chapters in meeting or exceeding the all-men’s or all-women’s average.

2. The Georgia Southern fraternity and sorority community will create an intentional and targeted recruitment program that focuses on the values of the community. By the end of the fall 2012 semester, the total membership of the community will be 1,850.
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<tr>
<th>Strategic Theme; Goal/Objective</th>
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<th>Findings/Action Plans</th>
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<tr>
<td>Promoting Academic Excellence</td>
<td>Student Learning Outcome: Improve the academic performance of the fraternity and sorority community at Georgia Southern University.</td>
<td>Fall 2011 Greek Academic Reports</td>
<td>In Fall 2010, the all-Greek GPA was 2.91. In Spring 2011, the all-Greek GPA had increased to 3.02. However, fall semesters traditionally tend to be lower than spring semesters. As a result, it will be critical to observe the performance of the fraternity and sorority community during Fall 2011. If the GPA drops below the current one of 3.02, a strategy for how to improve fall semester GPAs will need to be explored. For Fall 2011, the all-Greek GPA was 2.96. While this was higher than the previous fall, it was still a slight drop from Spring 2011. As a result, the following strategies have already been completed: 1) Greek Life GA, Andrea Martinez, met individually with presidents from all chapters whose chapter GPA fell below the all-men’s or all-women’s average for the third consecutive semester to discuss chapter status as well as strategies for improvement. 2) A formal evaluation tool was developed to monitor mid-term progress for all chapters whose chapter GPA fell below the all-men’s or all-women’s average for the third consecutive semester. The tool was developed by and submitted to Andrea Martinez.</td>
<td>Findings For Fall 2011, the all-Greek GPA was 2.96. While this was higher than the previous fall, it was still a slight drop from Spring 2011. As a result strategies were implemented and completed. Action Plans For the Spring 2012 and Fall 2012 the all-Greek GPA were 2.89 and 2.95, respectively. The community GPA is not higher than the 3.02 GPA. During the Fall 2011, Spring 2012 and Fall 2012, we noticed a slump in GPA because we, as an Institution, added 7 organizations to our community who had been viewed as student organizations. These organizations had never calculated their chapter GPA nor been held accountable to it. As we have moved forward, in both the Spring 2012 and Fall 2012 semester as well as Spring 2013, we have reviewed scholastic plans that each organization has submitted in great detail to help enhance the scholastic plans for the chapter. For the organizations on probation, we have continued to meet with chapters who are on academic probation, whether it’s their first semester or a consecutive semester. For organizations who are on academic probation, we require that the chapter submit chapter progress reports from each member. Based on these findings we will move forward in re-evaluating their scholarship plans in hopes to identify those we are concerned about before the semester is over and the grade report is produced.</td>
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<tr>
<td>Enhancement of Student Success</td>
<td>Program Performance Outcome: Increase the number of men participating in formal recruitment each fall.</td>
<td>Fall recruitment reports from fall 2012</td>
<td>Due to the implementation of improved PR strategies, the Inter-Fraternity community did see an increase in the number of men participating in Spring 2012 from Spring 2011. In order to attempt to ensure that the Fall 2012 formal recruitment process is a success, similar strategies will be utilized by the council. These include: 1 – Offering incentives for chapters to participate in First Night Out at the RAC during SOAR. 2 – Having an IFC informational table at First Night Out at the RAC during SOAR. 3 – Coordinating a spring phon-a-thon with the Admissions Office. 4 – Improving PR efforts (signage, tables at Rotunda, distribution of promotional materials, etc.). 5 – Planning “welcome” events during the first few weeks of classes in the fall semester to introduce men to IFC. 6 – Improving the IFC Facebook registration application.</td>
<td>Findings Due to the implementation of improved PR strategies, the Inter-Fraternity community did see an increase in the number of men participating in Spring 2012 from Spring 2011. In Spring 2011, 58 men received bids and were initiated members of a fraternity and in Spring 2012, there were 75 men initiated into membership. In order to attempt to ensure that the Fall 2012 formal recruitment process is a success, similar strategies will be utilized by the council. These include: 1 – Offering incentives for chapters to participate in First Night Out at the RAC during SOAR. 2 – Having an IFC informational table at First Night Out at the RAC during SOAR. 3 – Coordinating a spring phon-a-thon with the...</td>
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## Strategic Theme: Enhancement of Student Success
### Goal 2: The Georgia Southern fraternity and sorority community will create an intentional and targeted recruitment program that focuses on the values of the community. By the end of the fall 2012 semester, the total membership of the community will be 1,850.

| Program Performance Outcome: Increase the number of men choosing to join fraternities and sororities at the conclusion of formal recruitment each fall. |
| Fall recruitment reports from fall 2012 |
| In order to attempt to determine why men are leaving the formal recruitment process rather than choosing to join a fraternity at the end of the week, we will: |

1. Implement a satisfaction survey to find out what men who join fraternities at the conclusion of the week like about the process.
2. Survey men leaving the process to determine their reasons for choosing not to join.

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<th>Findings/Action Plans</th>
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Rob Gutierrez is the person responsible for the implementation of these strategies.

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Results from Fall 2012’s formal recruitment process were higher than we have seen in the past. However through our period of transition, the staff was not aware of this goal. Below is a list of what strategies were used:

1. An IFC Executive Board office was at the table during SOAR to answer questions. As well as being present at First Night Out for an information table when possible.
2. Executed a spring phone-a-thon and talked to incoming students who had expressed interest on their applications of joining a fraternity. This was done with the coordination with the Office of Admissions.
3. Attempts for PR on the level that the men wanted failed. However this did do some PR through social media sites, a couple of large sheet-size banners along with tabling at the Rotunda.
4. There weren’t any “welcome” events planned during the first few weeks of classes.
5. The registration link was improved by utilizing a wufoo application being promoted through Facebook.

### Findings:
Our office has been in a transition period and this goal was not something that we were aware of. Therefore, we don’t have any information to share.

### Action Plans:
Knowing that this is something that we would like assess, we will assess this demographic to provide that information in the future as we evaluate and develop our IFC recruitment plans.
Health Services

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.

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| 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 (AAAHHC), through a successful accreditation | a. Complete Continuous Quality Improvement (CQI) peer review studies and update all Health Services policy & procedure documentation in preparation for AAAHC site survey.  
b. Submit AAAHC pre-survey information and schedule site survey visit. | 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 AAAHC mock site survey.  
CQI peer review studies and updated policies & procedures developed by Quality Improvement Committee chaired by Nurse Practitioner Eldonna Hilde and submitted to the Management Team under the Direction of Paul Ferguson for review and approval.  
b. X-Ray Technician & AAAHC Accreditation Support Staff member Kim Packer and Director Paul Ferguson completed and submitted AAAHC pre-survey information; Director Ferguson is working with AAAHC to schedule site survey for Fall Semester, 2012. |
**Georgia Southern University - Student Affairs and Enrollment Management**  
**FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)**

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<td>nationally accredited ambulatory health care organization.</td>
<td>evaluation site survey.</td>
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| 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 issues and needs for the Health & Counseling Centers.  
b. Develop and implement a student survey to obtain feedback on facility issues, needs, including funding of a new facility.  
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.  
d. Evaluate and select a new facility site location.  
e. Prepare a financial plan to fund the facility construction project.  
f. Using the information gathered and analyzed from the assessment study, facility project site visits, student survey, and financial pro-forma plans to develop a new facility proposal for presentation and approval by the USG BOR. | a. Graduate Intern Emmanuel Clottey, working with the Management Teams at the Health & Counseling Centers, completed an assessment study of existing and future Health & Counseling Center facility space issues and needs.  
b. In process of completing site visits and related staff meetings re: newly constructed university Health & Counseling Center facilities.  
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. Developing Health and Counseling Center facility survey for Georgia Southern students to be conducted in 2012 Fall Semester.  
e. Prepare new facility funding and construction proposal during the Summer 2012, aiming for review and approval by the University System of Georgia Board of Regents on during their Fall 2012 meeting. |
| Enhancement of student success; promoting academic excellence | Objective 3 – Student Learning Outcome: 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. | 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.  
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 of 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… | a. Assistant Director Lashanda Johnson, working with her Office of Health Education and Promotion Peer Education Staff, expanded 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. The Office of Health Education & Promotion staff, working with the Dean of Students Office of Alcohol and Other Drugs, and the Governor’s Office for Highway Safety (GOHS), 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 RC/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. Assistant Director Johnson, working with Director Ferguson, sourced and contracted a nationally recognized sex educator and college speaker, as well as an award winning poet, journalist, performer and audience activist, River Hudson 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 Hudson’s “SEXED” program in the newly renovated.
Objective 4. Expand campus-wide infection control efforts by increasing the percentage of students, faculty, and staff vaccinated for influenza.

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<td>Objective 4 – Program Outcome; Process Outcome; Performance Outcome: Increase the number of students, faculty, and staff vaccinated for influenza by 25% through an influenza awareness/ influenza vaccine clinic marketing campaign.</td>
<td>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 &amp; 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.</td>
<td>a. Based on the EMR influenza vaccination and disease analysis and vaccine program planning conducted by Medical Director Deloach, the Health Services Management Team increased the influenza vaccine supply order by 25% over previous year vaccination numbers, and ordered in early spring, 2011 to ensure timely delivery occurring in mid-September, 2011.</td>
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<td>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 Health Services clinical, administrative, and health education staff, the School of Nursing, and the Jiann-Ping Hsu College of Public Health.</td>
<td>b. Based on the EMR data analysis, Nurse Practitioner Ali Shropshire worked with Health Services - College of Public Health/Epidemiology Graduate Assistant Adam Pulver to develop influenza awareness information material including a PPT class presentation, posters, flyers and handouts for campus-wide distribution beginning September 1st. Grad Assistant Pulver utilized a student focus group during the summer for feedback in the development of the awareness material.</td>
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<td>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 &amp; Residence Life to expand the number and location of influenza vaccine clinics targeting general as well as specific student, faculty, and UV audiences and focusing on early (October) vaccination.</td>
<td>c. Based on the EMR data analysis and the vaccine program planning, Head Nurse Carol Howard worked with Health Services - College of Public Health/Community Health Graduate Assistant Kiswana Hunter and key staff in the School of Nursing, Student Activities/Russell Union, Housing &amp; 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.</td>
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<td>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 &amp; Communications (My Georgia Southern, GSNews, GStat), Assistant Dean Kerry Greenstein, Dean of Students Office (My Georgia Southern vaccine clinic postings), Student Media (articles and paid advertisement), and Housing &amp; Residence Life (residence hall wide posters, flyers and info updates in TWIRL).</td>
<td>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 &amp; Communications (My Georgia Southern, GSNews, GStat), Assistant Dean Kerry Greenstein, Dean of Students Office (My Georgia Southern vaccine clinic postings), Student Media (articles and paid advertisement), and Housing &amp; Residence Life (residence hall wide posters, flyers and info updates in TWIRL).</td>
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<td>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 Director Ferguson 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 teams.</td>
<td>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 Director Ferguson 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 teams.</td>
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<td>f. Head Nurse Carol Ruffo, working with the School of Nursing students, successfully planned</td>
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Georgia Southern University - Student Affairs and Enrollment Management
FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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| **Enhancement of student success; fiscal sustainability**  
**Objective 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. | Objective 5 – Program Outcome; Process Outcome; Performance Outcome: Continue to cost effectively manage financial and material resources, achieving a net operating income of 10% | 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 and Residence Life Facilities Office. | a. The Health Services Management Team replaced three part-time clinical providers with one full-time Physician Assistant resulting in reduced salary expense and increased clinical staff coverage.  
b. A Health Services task group made up of Director Ferguson, Coordinator of Office Services Tammy Howard, Laboratory Medical Technologist Rhonda Castro, Pharmacist Russell Bozeman, and Auxiliary Services IT Manager for Health Services Edwin White 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. Health Service Management Team members Tammy Howard and Lisa Davis, working with Auxiliary Services Director Eddie Mills and Housing Residence Facilities Office Director Michael Head, developed and implemented 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 maintenance expense. Currently working on development of a custodial services maintenance agreement targeting start date of January 1, 2012.  
d. Director Ferguson and Management Team Members Tammy Howard and Felicia Lewis, working with health insurance contracting/billing & 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 & 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.  
e. Management Team Members Tammy Howard and Lisa Davis, working with Mr. Head and his maintenance staff, oversaw the successful completion of important space enhancing 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. |
Multicultural Student Center

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

Student Affairs and Enrollment Management/Multicultural Student Center
M. Christopher Pugh, P.O. Box 8068, Statesboro, GA 30460-8068, Russell Union, 2nd Floor, #2070
(912) 478-5409 phone, (912) 478-7436 fax, mpugh@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. http://students.georgiasouthern.edu/multicultural/mission.html

Goals and/or Objectives

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

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<tr>
<td><strong>Theme</strong>: Increased Research, Scholarship, and Creative Activity</td>
<td><strong>GOAL 1</strong>: Foster developmental opportunities for all students regardless of their ethnic background or national origin.</td>
<td><strong>Program Outcome</strong>: The Multicultural Student Center will sponsor students to leadership and research workshops.</td>
<td>Registration forms will indicate student registration and attendance. The Multicultural Student Center will sponsor at least 20 students to leadership conferences.</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. 6 students from Pathways to Success and from the Student African American Brotherhood (SAAB) were sponsored to attend the SAAB National Conference in Indianapolis, IN.</td>
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Action Plans:
As a result of evaluations from the attendees at various events, the MSC will offer more incentive programs to encourage and engage students in academic success and determine sponsorship opportunities on the incentive programs.

Staff Responsible: Christopher Pugh
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<td><strong>Theme Enhance student success GOAL 2: Advocate and promote the cultural, personal, social, intellectual, and leadership development of all its students.</strong></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. At least 70% of diversity workshop attendees will state they are more aware of diversity/leadership issues than before they attended the workshop.</td>
<td>Diversity Trainings occurred at the following times: August 2011 – 2 FYE classes, 1 CL Training, 1 MAP Training, 1 Pathways Training September 2011 – 1 FYE, 2 Academic classes October 2011 – 2FYE, 1 Student Organization November 2011 – 1 FYE, 1 Student Organization March 2012—Human Resources <strong>Due to change in office leadership, current staff did not have access to evaluation results.</strong></td>
<td><strong>Future Plans:</strong> Our goal is to increase our conference sponsorship opportunities by 20% in FY 13. <strong>Action Plans:</strong> In summer 2012, the MSC will review feedback and responses of diversity/leadership workshops participants to determine if the goal was met. <strong>Future Plans:</strong> Due to change in office leadership, current staff did not have access to evaluation results. However, current leadership will work with the staff to create our own diversity workshop assessment tool to collect feedback and determine if learning objectives are met. <strong>Staff Responsible:</strong> Director, Dorsey Baldwin</td>
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<td><strong>Theme Enhance student success GOAL 3: Cultivate a partnership between underrepresented populations and the university administration.</strong></td>
<td>Program Outcome: The Multicultural Advisory Council Retreat will be facilitated by members of the MSC staff and invited Student Affairs professionals. Members of student organizations will use skills and knowledge gained from the retreat to achieve goals set for the organizations they represent.</td>
<td>A quantitative survey using a standard Likert-scale questionnaire will be administered to determine their effectiveness. Over 70% of participants will state that this workshop will enhance their leadership development within their organization.</td>
<td>The following areas conducted workshops during the fall 2011 MAC retreat which was held on August 24-25, 2011 at the WW Harralson Leadership and Civic Engagement: Heather Jo Harralson Student Activities: Sriravong Sriratanakoul Leadership and Civic Engagement: Heather Jo Harralson <strong>In addition, there were 24 student attendees and 7 MSC Staff members in attendance.</strong></td>
<td><strong>Future Plans:</strong> In summer 2013, a survey will be sent to student leaders via “My Involvement” to assist with creating the retreat agenda to ensure we better serve the needs of the students. <strong>Staff Responsible:</strong> Director, Dorsey Baldwin</td>
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<td><strong>Theme Promoting Academic Excellence GOAL 4: Provide opportunities for the campus community to celebrate diversity.</strong></td>
<td>Program Outcome: GSU Faculty will promote the goals of the MSC office by incorporating MSC programming in their syllabi.</td>
<td>Quantitative information from program evaluations indicates 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 requiring proof that they attended. Over 50% of program participants will be as a result of faculty referral; measured by mentioned evaluations.</td>
<td>The Fall Diversity calendar will be distributed to faculty in early August. The calendar identifies programs where proof of attendance will be distributed. Notices of upcoming diversity programs are sent weekly to the faculty listerv. Various faculty assist in the facilitation of the diversity programs that are executed</td>
<td><strong>Future Plans:</strong> The Director will continue to contact faculty at the beginning of each semester and weekly throughout the semester to determine opportunities to collaborate with programming and encourage student participation at events. The Assistant Director, Christopher Pugh, reviewed program evaluations, of 726 student evaluation, 28.3% indicated that they attended because of a faculty referral. <strong>Future Plans:</strong> In summer 2013, a survey will be sent to student leaders via “My Involvement” to assist with creating the retreat agenda to ensure we better serve the needs of the students. <strong>Staff Responsible:</strong> Director, Dorsey Baldwin</td>
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**Campus SAEM Coordinator:** Dr. R. Jayne Perkins Brown, Sr Assoc VP-SAEM and Director, Strategic Research and Analysis

**Form Reference:** M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/8/2012

**Source:** Department noted

**REVIEWED:** Strategic Research and Analysis EBDM Assessment Team (Perkins Brown, Jordan, Poe), original review, March 1, 2012 – July 20, 2012; revised January 15, 2013 – May 2, 2013

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<th>Implementation status</th>
<th>Findings &amp; Action Plans</th>
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</table>
| **Theme**: Enhance of Student Success  
**GOAL 5**: Support the university’s goal of maintaining a diverse student body through recruitment and retention initiatives | **Performance Outcome**: The Minority Advisement Program participants will have higher retention rates than their counterparts. | The MAP report ("Comparison of Minority Advisement Program (MAP) and non-MAP Cohorts' Freshmen Characteristics and Academic Progress: Fall 2002 through Fall 2010"), requested from the Office of Strategic Research and Analysis, will quantitatively indicate the retention rates and compare them to MAP counterparts. MAP participants will have a 10% higher retention rate than non-participants. | Retention efforts included 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 (academic, social and social responsibility programs) per month to accommodate all MAP participants. | **Action Plans**: The Director of MSC will continue to collaborate w/ The Office of Strategic Research and Analysis on an annual MAP report in the Spring semester that provides demographics and RPG info. The retention rate for the MAP cohort with banner code “2011MAP” will available for a plan of action.  
**Future Plans**: Christopher Pugh, Coordinator of the Minority Advisement Program (MAP) will collaborate with the First Year Experience (FYE) department to identify at-risk students (first semester GPA of 2.0 or below). These students will have an opportunity to enroll in an incentive program that will enhance their student/faculty relationship, accountability, and proactive leadership towards their education. |
Registrar

- **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.

- **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 request Departmental Chairs and Associate Deans to be more engaged in verifying the accuracy of their Schedule of Classes.
3. The Registrar’s Office will enhance our website for students, faculty, staff and alumni to access and use at their convenience.

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<tr>
<td>Strategic Theme #1: Support Student Success by ensuring that students are aware of graduation requirements.</td>
<td>Outcome (Process) 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>
<td>Findings Action Plans</td>
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<td>6-8 weeks is not sufficient amount of time to process and audit graduation applications with our current manual processes.</td>
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<td><strong>Action Plans</strong></td>
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<tr>
<td>1. Communicate, educate, and inform students and advisors of graduation application deadlines. Beginning in May 2013, a focused communication plan will be implemented for students graduating Spring 2015 by the Associate Registrar.</td>
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<td>2. Promote the use of DegreeWorks and implement “graduation block” into Scribe. In May 2013, the Degree Program Assistant will add the “graduation block” into Scribe.</td>
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<td>3. The Associate Registrar will meet with academic departments as needed to ensure compliance with current catalog and matching and updating scribe in DegreeWorks.</td>
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<td>4. The Associate Registrar will send out mass emails on a monthly basis indicating graduation status.</td>
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| **Strategic Theme #2**  
Support Student Success and fiscal sustainability by requesting  
Department Chairs and Associate Deans to be more engaged in verifying the accuracy of their Schedule of Classes. | Outcome (Process)  
Academic Departments will be more aware of how the accuracy of the schedule of classes affects the students and how to reduce the number of errors. | Assistant Registrar will meet with Associate Provost and/or Deans to make them aware of issues such as fees associated with classes, methods of delivery and building schedules that affect students adversely if the Schedule of Classes is not accurate. The number of errors by departments will be measured by internal edit reports. | The Assistant Registrar will notify Department Chairs and Associate Deans prior to the beginning and during of registration to review and make corrections to the Schedule of Classes. Any reports needed for those parties will be provided by the Office of the Registrar. | **Findings**  
Compared reports Fall 2011 to Fall 2012, and found 1041 errors and 1064 errors respectively. We did not see a reduction in errors.  
Staff changes at the Associate Provost level and in the Registrar’s Office impacted the outcome of this objective.  
Staff changes at the Department level continuously impact the outcome of this objective.  
**Action Plans**  
This objective will continue to be a required responsibility for the Assistant Registrar for Publications and Scheduling.  
The Assistant Registrar/Registrar will continue to work with the Associate Provost and continue to run, evaluate and send error reports to the Schedulers twice each semester.  
We will fill the vacant position in the Registrar’s Office and offer more training for the Schedulers. |
| **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. | Outcome (Program)  
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. | 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. | The Office of the Registrar’s website will be controlled and updated by members of the Office of the Registrar. Results from the satisfaction survey will be monitored and evaluated by an Assistant Registrar to determine if improvements are needed or necessary. The project was completed March 2012. A satisfaction question survey link will be added to the new website in June 2012 to get the feedback on the changes, updates, etc. | **Findings**  
Links to items in the old website were more noticeable and quicker to identify.  
Due to the university implementing a standard webpage format; we migrated to the new version and are now able to provide information within 2 to 3 mouse clicks.  
The satisfaction survey was added to our website in June 2012 and was deactivated in February 2013.  
There were 23 surveys completed successfully. Five were alumni, 7 were faculty members, 3 were former students, 5 were parents, 2 were staff members, 1 was a future student. The main reason for using our website: 4 were searching for academic calendars, 1 was searching for class meeting dates, 1 was searching for contact information, 1 was searching for course catalog information, 1 was searching for DegreeWorks information, 8 were searching for transcript requests, and 7 chose “other”. For the “Did you find the information you were looking for today?” question; 5 responded “yes”, and 18 responded “no”.  
Of the “no” responses; 6 were looking for transcript requests and 4 were looking for final exam schedules.  
**Action Plans**  
The Registrar’s staff will continue to monitor and keep the website current based on the feedback from the Division customer service surveys and other communication on a daily basis.  
The Associate Registrar will add the transcript request to the “Quick Links” area of our website by March 2013. |
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<td>The Registrar’s Office migrated and went live to our new website on February 1, 2013. The new University template provides easier access to information needed by the customer. The Division customer service surveys are monitored daily by the Training Coordinator. Issues are reported to our office as received.</td>
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Georgia Southern University - Student Affairs and Enrollment Management
FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

Strategic Research and Analysis

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<td>enhancement of student success; Conduct routine analyses of institutional operation. Institutional operation is defined in this goal for SAEM survey processes where survey feedback is sought.</td>
<td>Process Outcome – OSRA Administrative Team (Sr Assoc VP-SAEM/Director OSRA; Assoc Dir-Assessment, Asst-Director Decision Support Systems) will monitor guidelines for SAEM survey and project requests for satisfactory reporting and support from OSRA staff. The guidelines document will delineate the steps 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 on projects. The OSRA Administrative Team will seek input on usefulness of the guidelines, weblinks and project needs stated therein. Feedback will be evaluated from Department contacts’ throughout the fiscal year. The OSRA Administrative Team will determine any necessary steps or revisions from the feedback.</td>
<td>From July 1 to May 1, 2012, the following SAEM offices reviewed the survey guidelines developed by OSRA staff: Admissions-SOAR, Campus Recreation and Intramurals, Career Services, Dean of Students-Greek Life, Judicial Affairs, Multicultural Student Center, Professional Development Council, OSRA, and Student Activities. 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.</td>
<td>Findings: The May 2012 feedback on the guidelines indicated that some of the items need to be updated to more current process/links. Additionally units found their online access to IBM/SPSS surveys to be helpful during the survey administration; a separate document was provided for those who used the online access. Action Plan: The Associate Director-Assessment and Sr VP-SAEM/Director OSRA will review items that need to be updated and refine both documents referenced by July 1, 2012 to close this item.</td>
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<td>enhancement of student success; Provide support to facilitate the collection, analysis, interpretation, and presentation of institutionally-related data on projects as identified.</td>
<td>Program Outcome Director of First-year Experience and Sr Assoc VP-SEAM/Director OSRA will secure funding, campus support for administration and participation in the Cooperative Institutional Research Program (CIRP)-Fall 2011 and followup Your First College Year (YFCY)-Spring 2012, and manage the surveys.</td>
<td>100% of the funding will be secured and the funding path for each of the two surveys and incentives needed to increase participation rates will be tracked. FYE and OSRA Directors will finalize funding. Faculty/courses (ENG 1101) will be identified to provide support for administration of the survey. FYE and OSRA Directors will formalize this plan. Review faculty support sought during the process, including FYE/OSRA staff support, and response rates for each survey. Determine if faculty support efforts may have impacted response rates.</td>
<td>Sr Assoc VP-SEAM/Director of OSRA initially earmarked funds for half the costs for the two surveys, with FYE Director committing to other half. In June 2011, FYE advised they would cover all costs for CIRP from FY11 year-end funds and split costs for only YFCY w/ OSRA. Survey support was sought and gained by FYE and freshmen faculty (ENG 1101). Emails of survey invitation/reminders were sent for students. Followup was done thru previously identified academic classes, i.e. English Composition, since followup was needed w/ same students in Spring 2012 for YFCY.</td>
<td>Findings: Response rates were monitored after each additional attempt through classes and the CIRP/YFCY websites. See <a href="http://academics.georgiasouthern.edu/fye/CIRP_YFCY_results.htm">http://academics.georgiasouthern.edu/fye/CIRP_YFCY_results.htm</a> for more information. One specific area of discussion was regarding the items related to Transfer options indicated by students in the CIRP survey. Action Plan: The CIRP survey results were reviewed by the FYE Advisory Team and results incorporated into Deans Council discussions and FYE staff for planning. The survey will not be administered in FY13.</td>
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<td>enhancement of student success; Gather and analyze environmental information for the institution. Environmental information is defined in this goal as issues that impact the University as a whole or the Division of SAEM (such as Retention, Progression, Graduation, CCG, etc)</td>
<td>Process Outcome OSRA Administrative Team (Sr Assoc VP-SEAM/Director OSRA, Assoc Dir-Assessment, Asst-Dir-Decision Support Systems) will review enrollment data reports and web reports for compliance with University reporting needs (USG, IPEDS, etc). Usefulness of the quantitative e-reports and web reports will be intentionally reviewed by various users (President’s Cabinet, Deans, SAEM Department Chairs, OSRA, etc) for type of information needed on the enrollment data/drop-downs and to determine if the presentations are helpful in understanding and presenting these data. OSRA Administrative Team will revise any or all of these based on the reviews/feedback. The reports provide information for the overall University, as well as various subgroups, i.e. colleges/majors, gender, HOPE, ethnicity. User insights from OSRA-developed online feedback will inform OSRA Administrative Team usefulness of reports. 90% satisfaction will be sought through the feedback forms. Anecdotal feedback will be collected and reviewed. Updates will be explored and appropriate actions determined to refine the e-reports and web reports. 100% of the issues identified will be reviewed/addressed for revision.</td>
<td>The OSRA Administrative Team reviewed feedback from July 1 to May 1 2012 as projects were closed and evaluations were sent/received.</td>
<td>Findings: 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 Enrollment e-reports and web reports were helpful by being listed on the OSRA web menu for usage and/or Assessment Support site as reference. Revisions determined by the OSRA Administrative Team to be needed from FY12 feedback have been addressed. Feedback on OSRA support indicated 97% of the Departments were very satisfied (94%)satisfied with OSRA. This objective was met for FY12. (Department reference: R:/Common/Depts/OSRA/Project Evaluations/Fall 2012 (FY12)) Action Plan: In Fall 2012, a one page summary was created and added to the Enrollment Summary data on the SRA web. Additionally Honors and MAP data were made available thru the web, but w/ secured access.</td>
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Student Activities

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

  Student Affairs and Enrollment Management/Student Activities
  Tina Powellson, P.O. Box 7990, Statesboro, GA 30460-7990, Williams Center, 2nd Floor
  (912) 478-7270, tspowellson@georgiasouthern.edu

- **Department/Program/Activity Mission or Purpose**

  The Office of Student Activities supports the mission of Georgia Southern University by providing and enhancing diverse involvement opportunities beyond the classroom in a student-centered and engaging environment. We are committed to providing excellent customer service and promoting student growth and development through experiential learning, while fostering a sense of pride and a connection to the university. [http://students.georgiasouthern.edu/sac/](http://students.georgiasouthern.edu/sac/)

- **Goals and/or Objectives**

  1. Redefine student programming groups advised by the department as student-led and student-driven.
  2. Develop and implement a student organization structure providing learning opportunities for students and advisors.
  3. Create and carry out a risk management plan for programming and facilities to provide a safe and healthy environment.
  4. Develop and provide professional development opportunities for staff, graduate assistants, and students. Encourage staff to participate in regional and national professional organizations and conferences.

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| Strategic Theme: Enhancement of Student Success | Student Learning Outcome: University Programming Board (UPB) will use a student-centered model for decision-making and planning for all-campus events for enhanced student leadership. | Benchmarking will be conducted for other programming board structures across the nation. | Current student leaders will participate in the creation and implementation of the UPB. By the end of the spring semester, a constitution and bylaws was adopted, 10 student leaders selected, and one intentional training conducted. Training will continue through the summer. Plan for action for next year: UPB will continue to transition and learn from a student led perspective. They will create expectations and procedures for how they will enact organizational decision-making and accountability for success. Persons responsible: Activities Coordinators/Assistant Director for Programming | Findings
  By the end of the spring semester, a constitution and bylaws was adopted, 10 student leaders selected, and one intentional training conducted. Training will continue through the summer.

**Action Plans**

Plan for action for next year: UPB will continue to transition and learn from a student led perspective. They will create expectations and procedures for how they will enact organizational decision-making and accountability for success.
## Georgia Southern University - Student Affairs and Enrollment Management FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<td><strong>Goal 1: Develop and implement a student organization structure providing learning opportunities for students and advisors.</strong></td>
<td>Student Learning Outcome: Students who plan events on campus will understand the value of risk management and integrate it into their planning process.</td>
<td>100% of all events planned by the programming board will include a risk management plan. Students in the programming board will be trained and understand the value of the process. A process will be created for students placing reservations in the Union to participate in risk management processes before their event takes place.</td>
<td>Students in the programming board will be trained and understand the value of the process. They will engage in one on one conversation with advisors to see if they are actively incorporating processes and thought into event planning. Programming board planned 105 events this year and 94 of them included a risk management plan (approximately 90%).</td>
<td>Programming board planned 105 events this year and 94 of them included a risk management plan (approximately 90%).</td>
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<td><strong>Goal 2: Develop and implement a student organization structure providing learning opportunities for students and advisors.</strong></td>
<td>Student Learning Outcome: Student organizations and advisors will participate in an annual registration process connected with intentional training and development for increased success in their involvements.</td>
<td>85% of all student organizations and advisors will complete an annual registration process by the end of April, which includes annual training and officer training workshops.</td>
<td>The annual renewal and registration process was conducted during the month of April and included a general training workshop and four specialized training workshops on the following topics: leading an organization, finance and budgeting, event planning and risk management, and MyOrgs training. Students were expected to update their MyOrgs page, submit an updated constitution, complete a President’s agreement, Advisor agreement and advisors completed an online training. 69% of organizations participated in the process (207/302) with 53% completing their registration (161/302). Plan of action for next year: Continue to transition student organizations and advisors with completing a formal registration process during this time period. We will increase and redefine our communication process and emphasize the benefits of completing registration early.</td>
<td>69% of organizations participated in the process (207/302) with 53% completing their registration (161/302).</td>
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<td><strong>Goal 3: Create and carry out a risk management plan for programming and facilities to provide a safe and healthy environment.</strong></td>
<td>Performance Outcome: Staff and graduate assistants, and students will participate in learning experience to enhance their professional skills, discuss issues, and philosophy.</td>
<td>Staff and graduate assistants will enhance their skills on a variety of topics related to their positions. They will complete a reflection paper on the topic and engage in a conversation with staff. GAs also will complete a pre-test at the start of the process.</td>
<td>The staff and graduate assistants participated in 6 sessions of discussion with related higher education articles: rationale and value of the co-curricular experience, competencies of student affairs professionals, realms of decision-making in higher education, advising styles with students and organizations, social justice and higher education, and impact of our work on campus. Graduate Assistants also completed related reflections to gauge their understanding of these topics. Graduate Assistants also completed a pre and post test prior to this academic year and at the end. This clearly showed that there was positive learning on these topics by 100% (7/7) at different levels and varying topics. The staff also participated in five professional development session on the importance, value, and how to complete this process will be given to all UPB members during their annual training. It will continue to be an expectation that all events and programs include this portion of the planning process.</td>
<td>The staff and graduate assistants participated in 6 sessions of discussion with related higher education articles: rationale and value of the co-curricular experience, competencies of student affairs professionals, realms of decision-making in higher education, advising styles with students and organizations, social justice and higher education, and impact of our work on campus. Graduate Assistants also completed related reflections to gauge their understanding of these topics. Graduate Assistants also completed a pre</td>
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**Campus SAEM Coordinator:** Dr. R. Jayne Perkins Brown, Sr Assoc VP-SAEM and Director, Strategic Research and Analysis  
**Form Reference:** M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/8/2012  
**Source:** Department noted  
**REVIEWS:** Strategic Research and Analysis EBDM Assessment Team (Perkins Brown, Jordan, Poe), original review, March 1, 2012 – July 20, 2012; revised January 15, 2013 – May 2, 2013  
**R:\Common\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY12_SAEM**
## Strategic Theme: Goal/Objective | Outcome | Assessment Method(s) | Implementation status | Findings/Action Plans |
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<td>Academic year and a post-test at the end to determine impact.</td>
<td>following topics: risk management, diversity self-care and balance, supervision, and career mapping using MBTI. 100% of OSA staff felt that these were effective and useful to their work.</td>
<td>Staff participated and attended a total of 6 different regional and national conferences throughout the year: ACUI regional conference, ACUI national conference, ACUI new professionals conference, NASPA national conference, NACA national conference, and InfoCom national conference. Staff has also been trained with a variety of ways: management training through HR, StrengthsQuest training seminar, FERPA, customer service, first generation college students, budget management and policies, Safe Space training, and resolving ethical dilemmas.</td>
<td>Plan for next year: Continue to promote continuous learning among the staff and the value of reaching out of our immediate campus for growth. Persons responsible: Tina Powellson, Director</td>
<td>and post test prior to this academic year and at the end. This clearly showed that there was positive learning on these topics by 100% (7/7) at different levels and varying topics. The staff also participated in five professional development sessions on the following topics: risk management, diversity self-care and balance, supervision, and career mapping using MBTI. 100% of OSA staff felt that these were effective and useful to their work. Staff participated and attended a total of 6 different regional and national conferences throughout the year: ACUI regional conference, ACUI national conference, ACUI new professionals conference, NASPA national conference, NACA national conference, and InfoCom national conference. Staff has also been trained with a variety of ways: management training through HR, StrengthsQuest training seminar, FERPA, customer service, first generation college students, budget management and policies, Safe Space training, and resolving ethical dilemmas. Action Plans Plan for next year: Continue to promote continuous learning among the staff and the value of reaching out of our immediate campus for growth. Throughout the year, each member of the professional staff is expected to at least attend one conference outside of the University and/or publish an article related to our field. They each will participate in 6-12 workshops as a department to grow as a team, learn new skills, and participate in dialogue around student affairs. They will also work with their direct supervisor on a professional development plan related to their interests and career plans.</td>
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Staff and graduate assistants will engage in conversations about issues and philosophy around higher education to learn from research data, and each other. After a year, staff will complete a survey to assess the benefits of the sessions; learning gained, and impact in their practice. Staff and graduate assistants will be encouraged to attend professional development opportunities such as conferences to learn new ideas and interact with professionals outside of GSU.
Student Conduct

- **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

- **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.

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<td>Enhancement of Student Success</td>
<td>Implement a Georgia Southern VALUES (Voices, Accountability, Lasting Traditions, Unity, Ethical Behavior, &amp; 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.</td>
<td>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</td>
<td>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 (TWTD) presentation during SOAR 2011 based on VALUES. Approximately 5000 of the same students and potential students introduced to VALUES.</td>
<td>1. VALUES programming has been implemented on many levels and continues to grow. VALUES brochures were passed out during “Ice Cream With the Dean” which was during Welcome Week (over 500 students attended). 2. Some students are asked to complete the VALUES web module as a component of their conduct sanctions. Fall semester 2012, 26 students reviewed the VALUES module and wrote a reflection paper on it.</td>
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Campus SAEM Coordinator: Dr. R. Jayne Perkins Brown, Sr Assoc VP-SAEM and Director, Strategic Research and Analysis
Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/8/2012
Source: Department noted
R:\Common\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY12_SAEM
# Georgia Southern University - Student Affairs and Enrollment Management
## FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<tr>
<td>2. (Student Learning Outcome) Georgia Southern students will be able to define Georgia Southern VALUES.</td>
<td>questionnaire will be administered to students by email. 70% of students surveyed will have begun the process of evaluating their personal values. Staff members in the Office of Student Conduct will present VALUES to at least 5000 students and potential students within the Academic Year.</td>
<td>4. Cup O’Joe and VALUES to GO with Comm. Dept. Completed by Amy Zieziula in Spring 2011. Approximately 10 students and 5 faculty members attended. 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. 9. Annual Quantitative survey to be created in Spring 2012 by Patrice Buckner.</td>
<td>3. TWTD and WWYB continue to be successful as they are both presented to every incoming freshman (approximately 5,000 this past summer). 4. VALUES Team consists of 12 members. Team has created approximately 2 on-campus programs per semester and has asked students to complete post-program surveys. Results have shown that students enjoy learning more about VALUES and would like to see continued programming. 5. VALUES Team did the following programs: “Eagles Sharing VALUES” (ongoing passive program), VALUES Day (100 students attended) and “What Happens in the Dark Will Come to Light” (15 students attended). 6. VALUES post-test and annual quantitative survey have not been created.</td>
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<td>3. (Student Learning Outcome) Georgia Southern students will be challenged to adopt a personal set of informed VALUES.</td>
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## Enhancement of Student Success

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<tr>
<td>Improve student retention by incorporating restorative justice practices into the current judicial process.</td>
<td>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</td>
<td>1. Procedures Manual for the Restorative Justice/ Mediation completed by Laurel Ameen in Fall 2010. 2. Procedures tested with two cases in November and December 2010 by Laurel Ameen. 3. Procedures to be revised by Asya Muhammad by May</td>
<td>1. Procedures were reviewed in May 2012, but Restorative Justice Program has not been implemented. 2. This past fall saw a [37%] decrease in suspensions</td>
<td></td>
</tr>
</tbody>
</table>

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Campus SAEM Coordinator: Dr. R. Jayne Perkins Brown, Sr Assoc VP-SAEM and Director, Strategic Research and Analysis

Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/8/2012

Source: Department noted


R:\Common\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY12_SAEM
## Georgia Southern University - Student Affairs and Enrollment Management
### FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<tr>
<td>Enhancement of Student Success</td>
<td>Restorative Justice/ Mediation Program will cause a decrease in the number of student suspended from Georgia Southern University due to conduct violations while the recidivism rate remains stable.</td>
<td>10% lower than previous years.</td>
<td>2012.</td>
<td>(27 in Fall 2011 down to 17 in Fall 2012), as well as a [35%] decrease in removals from housing (37 in Fall 2011 down to 24 in Fall 2012).</td>
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<td></td>
<td>Ensure the effectiveness of the Housing judicial process, and its consistency with the University judicial process.</td>
<td>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.</td>
<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. 2. Amy Zieziula will complete a review of student conduct files from University Housing in Spring 2012.</td>
<td><strong>Findings</strong> 1. Student Conduct presents during Community Leaders and Residence Directors training to all Housing Staff. Due to change in staff there was no evaluation process implemented for this training. <strong>Action Plans</strong> 1. Housing will continue to do a full-day Conduct workshop with RDs this summer, 2012. Amy Zieziula will remain in contact with Area Coordinators to assure quick responses to any conduct related questions. Housing will have the opportunity to provide any feedback to the Code in March, 2012. 2. This program outcome has been determined to be complete for FY13 as Housing process does mirror conduct process due to appropriate training and clear communication with Housing staff.</td>
</tr>
<tr>
<td>Enhancement of Student Success</td>
<td>Use technological resources and social media networks to connect students with the Office of Student Conduct on a local, statewide, national, and international level.</td>
<td>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. 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>
<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) 2. Overhauled portions of the website and reorganized links, making the homepage more attractive. (completed by Marshall Hooks in Spring 2011 and Spring 2012) 3. Implemented a fully-functional VALUES web module onto the Student Code of Conduct website. (completed by Marshall Hooks in Fall 2010) 4. Facebook page created on August 26, 2010 by Marshall Hooks. The Office has 320 “Friends” to date (1/17/2012) 5. Marshall Hooks will create a Google Analytics site so that we may monitor traffic to the website in Spring 2012.</td>
<td><strong>Findings</strong> 1. February 2013 a new website was implemented and information has been updated. Students that visit the website are directed back to the website to review the materials there. 2. Facebook has received minimal traffic and due to change in staff website traffic was not monitored. <strong>Action Plans</strong> 1. Students that receive educational sanctions will be asked to visit website and reflect on different materials such as Code of Conduct or modules. 2. F.A.Q. will be added to website by May 2013 to assist students and parents with questions. 3. Facebook does not seem appropriate for OSC and office may consider deleting account, as students tend to not want to “friend” OSC.</td>
</tr>
</tbody>
</table>
Student Disability Resource Center

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. [http://students.georgiasouthern.edu/disability/](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.

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<td>Strategic Theme: Promoting academic excellence and enhancement of student success Goal 1: Increase use of the Note Taker Program by students eligible to receive note taking accommodations.</td>
<td>Program Outcome: 85% of students eligible to receive note taking accommodations will utilize their accommodations.</td>
<td>Use of the Note Taker Program will be increased by maintaining a database of volunteer note takers to match SDRC students with instead of requiring students to find their own note taker. Using the database of students eligible for note taker services, participation status will be determined by the receipt of a signed note-taker contract. A follow up satisfaction survey will be given to all students eligible for note-taking accommodations.</td>
<td>Assessment undergoing. Participation rates will be collected at midpoint of Spring 2012 semester (we will define this as the last day to withdraw without penalty, March 19th, 2012) by the Educational Program Specialist and Assistant Director. A satisfaction survey will be given at the end of Spring 2012 semester. An analysis of the data will be run and a report of the findings will be provided to the Director by July 1, 2012 to guide decision making on needed changes to the current note-taking process. Person Responsible = Allison Gorman</td>
<td>Findings For spring semester 2012, only 24 (11%) out of 209 SDRC students who qualified for note takers requested and received note takers for a total of 42 classes. A satisfaction survey was not used to assess levels of satisfaction amongst the 24 students. Action Plans Based on extremely limited usage of this particular accommodation, SDRC will implement new strategies aimed at incrementally increasing usage of this vitally important academic accommodation. SDRC will purchase Livescribe SmartPens for use by note takers providing hand written notes. SDRC will also work with IT to develop methods to make available to our students online notes to be posted on Folio. We feel that these and other potential improvements to the system should result in an increase of usage to at least 20% of qualified SDRC students by 5/01/2013.</td>
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Georgia Southern University - Student Affairs and Enrollment Management
FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<td>Goal 3: Student success improvement</td>
<td>Program Outcome: Utilization of test proctoring services on an ongoing basis will result in students with higher GPA’s than non-compliant students.</td>
<td>A quantitative analysis of student test proctoring use and corresponding GPA will be conducted. The average GPA for students who utilize test proctoring on multiple occasions will be compared to students who utilized test proctoring only for final exams and those who do not utilize test proctoring.</td>
<td>Assessment undergoing. Utilization of test proctoring services will be recorded throughout Spring 2012 semester by the Test Proctoring Coordinator. GPA data will be collected using Crystal Reports at the end of the Spring 2012 semester. An analysis of the data will be conducted and will be available by July 1, 2012. A report of the findings will be provided to the Director to guide decision-making on the provision of test proctoring services.</td>
<td>Person Responsible = Allison Gorman</td>
</tr>
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</table>

| Strategic Theme: Promoting academic excellence and enhancement of student success | Program Outcome: Accommodation use will result in higher GPA’s in compliant students than in non-compliant students. | A quantitative analysis of student use of accommodations and corresponding GPA will be conducted using a matched subjects design. The average GPA for students who return their accommodation letters will be compared to students who do not return their contracts. | Assessment undergoing. Participation rates will be collected at midpoint of Spring 2012 semester (we will define this as the last day to withdraw without penalty, March 19th, 2012). Students will be matched based on several characteristics including year in school, major, gender and disability category. GPA information will be pulled from Crystal Reports at the end of Spring 2012 Semester. An analysis of the data will be conducted using SPSS and a report provided to the Director by July 1, 2012. The report will be used to determine the effectiveness of accommodation use and to further the discussion on what we can do to increase compliance. | Person Responsible = Allison Gorman |

**Findings/Action Plans**

**Findings** For the semester during which data was collected, test proctoring usage and corresponding GPA’s were as follows:

<table>
<thead>
<tr>
<th>Usage</th>
<th># students</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>334</td>
<td>2.54</td>
</tr>
<tr>
<td>Finals only</td>
<td>7</td>
<td>2.64</td>
</tr>
<tr>
<td>1 – 9 times</td>
<td>152</td>
<td>2.75</td>
</tr>
<tr>
<td>10 or more</td>
<td>76</td>
<td>3.15</td>
</tr>
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The data collected clearly demonstrate a positive correlation between increased usage of SDRC test proctoring facilities and higher GPA.

**Action Plans**

During this particular semester, only 13% of SDRC students receiving testing accommodations actually took 10 or more exams at test proctoring facilities. By sharing the collected data with students and encouraging increased usage, SDRC would like to realize increased usage that would reflect at least 18% of such students taking 10 or more exams in SDRC test proctoring facilities during spring semester '13.

**Findings**

Data was collected in spring semester ‘12 while tracking 62 students who collectively comprise the SDRC fall ‘11 cohort of students who each started their educational experience at GSU with accommodations in place (cohort originally numbered 67). Of the 62, 75% or 50 students had primary diagnoses of either specific learning disorders or AD/HD. 5 students had general physical conditions and 3 were visually impaired. During spring ‘12, 31 of these students returned to SDRC contracts signed by faculty indicating an understanding by both student and faculty that approved testing accommodations would be implemented and used during the semester. An equal number (31) of students did not return the signed contracts and were therefore not eligible to use test proctoring facilities for implementation. Collectively, the 31 students returning signed contracts achieved a semester GPA of 3.05. The 31 students who did not return contracts and therefore did not participate in test proctoring at SDRC achieved an aggregate GPA of 2.27. Additionally, 42 of these students made use of the accommodation of early registration and achieved an aggregate GPA of 3.02 while those who did not make use of early registration achieved a GPA of 1.96 collectively. Finally, of the 62 students tracked, 35 were males who collectively achieved a GPA of 2.44 while the 27 females achieved an aggregate GPA of 2.94.

**Action Plans**

Using available data as evidence of benefit from increased usage of approved accommodations, SDRC staff will provide encouragement that will result in increased test proctoring usage of at least 10% during FY ‘13 over usage realized during FY ‘12. This will be measured by comparing total numbers of tests proctored by SDRC in FY ‘12 with FY ‘13. We will also continue to gather data on GPA in order to assess outcomes related to frequency of test proctoring usage.
Student Leadership & Civic Engagement

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

Student Affairs and Enrollment Management/Student Leadership & Civic Engagement
S. 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. http://students.georgiasouthern.edu/leadership/

Goals and/or Objectives

1. To provide issue-based, student-led alternative break experiences that engage faculty & staff as resident scholars on each trip.
2. To support the adoption and use of service-learning as a pedagogical technique on our campus.
3. To offer an annual, large-scale, collegiate leadership development experience.

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<tr>
<td>Strategic Theme: Enhancement of Student Success; Goal 1: Provide issue-based, student-led alternative break experiences that engage faculty &amp; staff as resident scholars on each trip.</td>
<td>1. Students will be able to articulate specific social justice issues relevant to their alternative break experience. [Student Learning outcome]</td>
<td>Pre-trip education and reflections, during the trip reflections, post-trip reflections and surveys. The assessments are customized for each trip with questions relevant to that trip. Student responses are analyzed in order to ascertain if they are able to identify the social issue prior to the trip and if their post trip assessments indicate further development of knowledge/understanding of a social issue. The Alternative Break Board will participate in an end of the year retreat during which they will reflect on their leadership and plan for the next year.</td>
<td>Assessment ongoing. Each alternative break trip participant submits post-trip reflections. Pre-trip reflections and assessments occurred during Fall semester 2011 and the post-trip reflections occurred in January 2012. Assessment of outcome #2 to be completed before May 2012.</td>
<td>Participating students articulated specific social justice issues to faculty and staff that were relevant to their break trip experiences. These same students also found a great interest in being involved with the issue on a campus/local level upon return from their trip, in both educating their peers through conversations and/or volunteering with related agencies in the local community. Post-trip surveys were administered following each of the FY12 alternative break trips. Georgia Southern’s office of Institutional Effectiveness reviewed the results of the surveys.</td>
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Person Responsible = Heather Jo Harralson
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<td>Enhancement of Student Success; Goal 2: Support the adoption and use of service-learning as a pedagogical technique on our campus</td>
<td>Certified service-learning student facilitators will be able to articulate the four elements of a service-learning project. [Student Learning outcome]</td>
<td>Each student facilitator is given a pre- and post-training survey with a question asking them to identify the elements. This data comes from evaluations of the training meetings, and all results were self-reported. There were 12 students who were certified for the 2012 fiscal year.</td>
<td>Assessment ongoing. Each cohort of service-learning student facilitators in training is surveyed before and after the training to determine their mastery of the four elements. In December 2011, the students had an initial meeting to discuss their training. The pre-survey was administered in January 2012 and the post-survey was administered three weeks later at the completion of the training. Person responsible = Wendy Denton &amp; Veena Shankar</td>
<td>Surveys for a university-wide initiative related to SACS. Their analysis confirmed ours, we did not get the information that we wanted. Analysis indicates that 23% of the total responses included a desire to serve in some capacity after the experience. Additionally, many students gained a new perspective through interactions with diverse groups and information gleaned in the context of these experiences. This allowed them to examine and articulate assumptions about themselves, others, and global communities with 12% of questionnaire responses indicating the value of information gained through the experience. They have helped to redesign the survey for use in FY13 in hopes of obtaining information that will be helpful to both our program and the university-wide initiative.</td>
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**Action Plans**

The Alternative Break Board will participate in an evaluation and discussion during which they will reflect on their leadership and plan for the next year. This happened in April 2012. This board of students also will expand the number and types of alternative break trips offered to include a greater variety of social issues.

**Findings**

Service-learning student facilitators were given pre- and post assessments. On the post assessments, all of the Certified service-learning student facilitators articulated the four elements of a service-learning project.

The results showed that after the first training meeting for both cohorts a total of 7 out 12 students understood the four elements. After the second meeting 9 out of 12 students reported understanding.

**Action Plans**

The post-training survey question showed that the service-learning student facilitators were able to articulate the four elements of a service-learning project.

The four elements will now be incorporated as
### Strategic Theme: Enhancement of Student Success;
**Goal 3**: Offer an annual, large-scale, collegiate leadership development experience

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<td>Students will recognize the link between leadership and civic engagement [Student Learning outcome]</td>
<td>A post conference survey was administered to ascertain student understanding of the link between leadership and service. Specific question was broad, asking for two important lessons learned.</td>
<td>Assessment complete. Survey was administered following the conference in Fall 2011. Evaluation of assessment indicated that the instrument was not specific enough. We will rewrite the question(s) for next year’s assessment. Person responsible = John Banter</td>
<td>The post conference survey administered was too broad to ascertain students’ understand. An evaluation of the assessment indicated that the question(s) were not specific enough due to being open ended responses. Action Plans The question(s) will be rewritten for next year’s conference assessment to determine specific understanding rather than an open ended response. For the 2012 conference, rather than just focusing on service as the bridge between leadership and civic engagement, we tied in social justice adding a workshop track and an experiential learning based lunch. For the post conference survey, specific questions were used to assess their level of understanding and recognition of the link between leadership and social justice. Projected completion 11/12.</td>
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**Georgia Southern University - Student Affairs and Enrollment Management**
**FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)**

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Campus SAEM Coordinator: Dr. R. Jayne Perkins Brown, Sr Assoc VP-SAEM and Director, Strategic Research and Analysis
Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/8/2012
Source: Department noted
R:\Common\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY12_SAEM
Student Media

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

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

Department/Program/Activity Mission or Purpose

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.” http://www.stp.georgiasouthern.edu/

Goals and/or Objectives

1. Create a vibrant, professional newsroom environment where students not only do journalism but also pursue studies, meet friends and spend free time.
2. Increase revenues by better serving advertisers, developing partnerships and planning individual advertising strategies.
3. Expand and sustain a vocational training program that will prepare students to meet their obligations as student journalists.
4. Create an effective brand for Student Media.
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<td>Strategic Theme: Enhancement of Student Success</td>
<td>Learning Outcome: Students will form fraternal bonds through an environment of mutuality in the Newsroom.</td>
<td>Student Media will reconfigure the George-Anne Newsroom to create an area in which students socialize.</td>
<td>On Jan. 9, 2012, Director John Harvey, GA Julian Strayhorn and Web Editor Jonathan Law rearranged the newsroom so that now two couches, a coffee table, a projector and screen and two refrigerators are in the same area -- away from the work space -- where students can congregate, chat and relax without interrupting the news process. On Jan. 18, 2012, Administrative Secretary Brenda Greene began an incentive program entitled “Feed the Beast Deadline Feast” in which staff members may attend a monthly “free pizza night” in the Newsroom. The pizza is donated by Hungry Howie, in exchange for advertising worked out by Asst. Ad Manager Vicki Tucker. The 2012 program dates are Jan. 18, Feb. 7, March 7, April 4 and May 2. Twelve student journalists attended the Georgia Collegiate Press Association conference Feb. 2-4, 2012, and won six state awards. In addition, three Business Division students will be attending the annual CnBAM conference in Miami March 29-April 1, 2012. Beginning Jan. 16, 2012, George Anne beat editors began a weekly program in which they highlight exemplary work by reporters, “Reporter of the Week.” Students in the News, Arts and Sports staffs are rewarded with public praise. In addition, on March 9, 2012, Business Manager Holly Hillhouse initiated “Race 4 Our House,” a sales incentive program in which the sales rep with the most sales will receive a gift certificate. On May 2, 2012, Director John Harvey will conduct a panel discussion among members of the Newsroom Management Team to collect qualitative data regarding the effectiveness of this initiative. That data will then be merged with staff retention figures for the academic year to result in a report due June 28, 2012, as well as sales numbers for the Our House promotion.</td>
<td>Findings: The new room has been rearranged as planned. In addition, a space was created for the Editor in Chief so that private conversations and business can be conducted. The Feed the Beast Deadline Feast has continued to be a success as 50-60 students attend every month. 14 students attended the GCPA conference in 2013 and won 13 awards. Four students are planning to attend the 2013 CnBAM conference. Reporter of the week program has been a success all year long, encouraging new reporters to strive for the recognition, while the sales team continues to have various incentives for meeting sales goals. Action Plans: The three incentive programs appear to be successful and will be continued in the future as the staff grows. The Executive Board and Director will discuss conference attendance and reevaluate the most appropriate people to attend. This may change attendance figures in the future as returning journalists will no longer attend unless they are presenting a session or running for office. Results of the May 2 panel discussion are unavailable, so that discussion will take place again under new leadership so that the new Director can evaluate the effectiveness of these initiatives and better understand the retention of student reporters. Currently, all reporters have been through the Candidate Program showing some positive retention among journalists.</td>
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Campus SAEM Coordinator: Dr. R. Jayne Perkins Brown, Sr Assoc VP-SAEM and Director, Strategic Research and Analysis Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/8/2012 Source: Department noted REVIEWED: Strategic Research and Analysis EBDM Assessment Team (Perkins Brown, Jordan, Poe), original review, March 1, 2012 – July 20, 2012; revised January 15, 2013 – May 2, 2013 R:\Common\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY12_SAEM
### Georgia Southern University - Student Affairs and Enrollment Management
### FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<td>Fiscal sustainability</td>
<td>Program Outcome: Advertising clients will receive better service from student sales reps, resulting in greater satisfaction by clients and increased revenues for Student Media.</td>
<td>Student Media will conduct sales training in creating marketing partnerships with clients.</td>
<td>GA Zack Damon held a training seminar Jan. 14, 2012, entitled “Selling in the New Age: Transforming from a Sales Rep to a Marketing Rep.” All ad reps attended. He has held follow-up meetings with the reps every Friday and will continue to do so until May 4, 2012. GA Zack Damon devised the open-ended Business Satisfaction Survey, which Administrative Secretary Brenda Greene then included in the monthly statements to advertisers beginning Feb. 7, 2012. Damon will collect the results through June. 30, 2012, and include them in a qualitative report. Year-end sales figures will be assembled by Director John Harvey on June 28, 2012, to help assess the success of the initiative.</td>
<td>Training seminar and weekly follow-up meetings with all sales reps continue to occur. Business Satisfaction Survey was administered briefly. 8 surveys were returned providing good feedback about the sales process. The biggest feedback included information about the Student Media Rate Card and clients’ lack of receiving it and/or incorrect information presented in it causing Student Media to charge more than clients expected. Sales figures from July-December were significantly higher for 2012 than they were for 2011. In 2011, 552 ads produced $55,907 revenue while in 2012 480 ads have produced $68,548 revenue. Action Plans Student Media will continue regular meetings/trainings with sales reps. The new Business Manager will reintroduce the Business Satisfaction Survey throughout the Spring 2013 semester and will work with the Director to compile the results. The results will help guide practice in the Business division over the next year and will provide the new Director with a basis of information regarding the sales and the Business division. Sales figures will continue to be compiled and compared to previous years’ sales.</td>
</tr>
<tr>
<td>Increase revenues by developing partnerships, planning individual ad strategies.</td>
<td>Goal 2: Increase revenues by developing partnerships, planning individual ad strategies.</td>
<td>Evaluation will include qualitative external assessment through an open-ended survey of external reviewers. Year-end sales figures (target value: meeting, if not exceeding, year-end sales quota of $135,000) will provide direct, quantitative, internal, self-assessment tools.</td>
<td></td>
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<tr>
<td>Enhance student success</td>
<td>Learning Outcome: Students will learn about journalism through the Student Media training programs.</td>
<td>Student Media will conduct its third Candidate School for Reporters and will add to its educational offerings an apprentice program for first-time designers. Evaluation will include a Likert Scale survey (target value above 3 on scale of 1-5) using direct, independent, external reviewers yielding quantitative data without limitations as a way to measure levels of satisfaction and learning. On Feb. 7, 2012, Director John Harvey kicked off the Spring Candidate Class for Reporters, bringing 22 new students into the program. Meanwhile, Design Editor Kelsey Paone, with assistance from GA Julian Strayhorn, kicked off the first-ever Student Media Design Apprenticeship Program on March 6, 2012, attracting six graphic arts students. On May 2, 2012, Director John Harvey and Design Editor Kelsey Paone will administer the “Student Media Satisfaction Survey” to all students who remain in the program at that point. The survey will measure their levels of satisfaction and gauge how much they have learned in the program.</td>
<td>Candidate classes have continued throughout Fall and Spring and continue to bring in new reporters to Student Media. Specific numbers of class size, class completion, and retention in Student Media could not be found. Design Apprenticeship was introduced Spring 2012 and has continued each semester since. The students who have completed the program have remained on staff and all students currently working in the Productions area have completed the apprenticeship. Satisfaction surveys were not implemented in FY 2012. Action Plans Both the candidate program and design apprenticeships will continue to occur with better tracking of the students.</td>
<td></td>
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</tbody>
</table>
### Strategic Theme: Fiscal sustainability

**Goal 4: Create an effective brand for Student Media.**

**Program Outcome:** The program will benefit from improved identification as an umbrella student organization representing a variety of print publications.

**Student Media** will commission a design for a new logo. Student Media will create a new website to inform students about all that Student Media has to offer. This initiative will be evaluated using a Likert Scale survey (Target Value: above 3) using direct, independent, external reviewers yielding quantitative data without obvious limitations. This will measure the effectiveness of both efforts on branding the organization.

**GA Julian Strayhorn** is designing a logo, with a deadline of March 30, 2012, at which time the Board of Student Executive Officers will decide what direction Student Media should go. A committee of students, under the direction of Editor-in-Chief Arielle Coambes, met March 8, 2012, to design a new website that will include such information as how to join Student Media. The committee’s deadline for establishing a new website is May 4, 2012.

**GA Zack Damon** is designing a “Student Media Readership Survey” to be completed by May 1, 2012, and administered campus-wide throughout Fall Semester 2012 by the new Business GA. Results will be formulated by the new GA on Dec. 6, 2012, and will include measurements of how effective the logo and website were in branding Student Media.

**Findings**

A new logo was created and introduced. It is currently being used on all Student Media publications, advertisements, and at all programming activities. The website committee was created and prepared all the content for the webpage. Student Media is currently awaiting the access to their new website and will upload the content as soon as it is received.

The Readership Survey was not completed due to a staff change.

**Action Plans**

Student Media is currently in the process of ordering t-shirts for all staff members which will include the new logo to help with branding. Students in the Distribution area are working to replace old logos with the new one on all newspaper racks throughout campus.

Director will follow up with SAEM contact to obtain login information for new department-based website so that the new website can be up and running by summer SOAR sessions.

Readership survey will take place during the Spring 2013 semester at Student Media sponsored events. This information will be used to help guide practice, improve reporting, and will provide the new Director with valuable information regarding the state of the newspaper.

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***All findings and action plans are based on the best information available. Data that may have existed regarding the status of some of the initiatives was lost during the change in leadership of the department.***
Technical Support for SAEM Staff

**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.  http://students.georgiasouthern.edu/sta/is/

**Goals and/or Objectives**

1. By June 2012, advise and train departments how to utilize departmental sharepoint sites as part of the division’s four part file storage strategy (SAN, AX, Google Docs, Sharepoint).
2. By June 2012, complete the implementation of Windows 7 and SCCM and migration of file storage from Novell to Microsoft.
3. Expand the use of Banner Document Management System (BDMS; Application Xtender; document imaging) in four SAEM Departments by June, 2012.

<table>
<thead>
<tr>
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<th>Assessment Method(s)</th>
<th>Implementation status (Includes Findings/Action Plans)</th>
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</table>
| Strategic Theme: Fiscal Sustainability;  
Goal 1: By June 2012, advise and train departments how to utilize departmental sharepoint sites as part of the division’s four part file storage strategy (SAN, AX, Google Docs, Sharepoint). | Process: 100% of those SAEM departments who agree to utilize a sharepoint site for collaboration will be trained and a departmental sharepoint site will be implemented. | Departments will be surveyed to determine their plans for sharepoint implementation and necessary training. A SAEM Technical Support service request will be submitted, updated with statuses and completed. Each department will be able to complete a satisfaction survey to note their opinions regarding the success of their project. | Assessment on-going. (By June 2012, advise and train departments how to utilize departmental sharepoint sites as part of the division’s four part file storage strategy (SAN, AX, Google Docs, Sharepoint).)  
SAEM Technical Support will initiate a survey in March of 2012; Based on the results of the survey, SAEM Technical Support will either complete the training internally or reach out to other campus resources.  
An analyst in SAEM Technical Support will be assigned to complete each departmental sharepoint implementation.  
The Director of SAEM Technical Support will review the training survey results, determine path for training and review the final satisfaction surveys. |

Campus SAEM Coordinator: Dr. R. Jayne Perkins Brown, Sr Assoc VP-SAEM and Director, Strategic Research and Analysis  
Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/8/2012  
Source: Department noted  
R:\Common\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY12_SAEM
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<tbody>
<tr>
<td>Goal 2: By June 2012, complete the implementation of Windows 7 and SCCM and migration of the SAN (file storage) from Novell to Microsoft.</td>
<td>Process: Reimage 100% of the Divisions computers with Windows 7 and Microsoft System Center Configuration Manager (SCCM) with minimal disruption to business operations. 100% of all SAEM departments will have their Storage Area Network (SAN) file storage migrated from Novell to the Microsoft (SAN).</td>
<td>A SAEM Technical Support service request will be submitted for each computer and departmental SAN migration, updated with statuses and completed. Each department will be able to complete a satisfaction survey to note their opinions regarding the success of their projects.</td>
<td>Assessment on-going. (By June 2012, complete the implementation of Windows 7 and SCCM and migration of the SAN (file storage) from Novell to Microsoft.) The SAEM Technical Support Helpdesk team is working with the ITS-Technical Support SCCM team to complete the Windows 7 and SCCM implementation. The SAEM Technical Support Helpdesk team is working with the ITS-Computer Center SAN team to complete the SAN (file storage) migration from Novell to Microsoft.</td>
</tr>
<tr>
<td><strong>Strategic Theme:</strong> Fiscal Sustainability;</td>
<td><strong>Goal 3:</strong> Expand the use of Banner Document Management System (BDMS; Application Xtender; document imaging) in four SAEM Departments by June, 2012</td>
<td>Process: Participating departments will experience reduced paper and file storage space requirements and secure and backed up storage of critical files.</td>
<td>A SAEM Technical Support service request will be submitted for each BDMS implementation, updated with statuses and completed. Each department will be able to complete a satisfaction survey to note their opinions regarding the success of their projects.</td>
</tr>
</tbody>
</table>
University Housing

- **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. [http://students.georgiasouthern.edu/housing/staffInfo/mission.php](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.

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<tr>
<td>Promoting academic excellence</td>
<td>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</td>
<td>--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</td>
<td>-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. (Director made request for survey in July 2012. Request was not made by former Coordinator of Academic Initiatives prior to moving positions) 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</td>
</tr>
</tbody>
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Campus SAEM Coordinator: Dr. R. Jayne Perkins Brown, Sr Assoc VP-SAEM and Director, Strategic Research and Analysis
Form Reference: M Bresciani, Office-Institutional Assessment, Texas A&M University, July, 2005; Upd 2/8/2012
Source: Department noted
R:\Common\SACS\EBDM Evidence-based Decision-making\EBDM Reports_FY12_SAEM
## Georgia Southern University - Student Affairs and Enrollment Management
FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<tr>
<td>academic and personal success.</td>
<td>--Summary of customer service ratings from multiple quantitative surveys, both in house and from national clearinghouse.</td>
<td>of survey in January/February.</td>
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<td></td>
<td>• Operation Move In (OMI) Survey distributed through OSRA following OMI program in August 11</td>
<td>• Results are due from EBI in late June</td>
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<td></td>
<td>• ACUHO-I/EBI resident survey distributed in Spring</td>
<td>• Final report in August/September (preliminary results briefed below)</td>
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<td></td>
<td>--Assessment denoted through informal means throughout the year:</td>
<td>• Findings to show how residents interact with their residential environment, and their impressions of safety, cleanliness, and the responsiveness of the housing staff.</td>
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<td></td>
<td>• awards received by nominated staff</td>
<td>Implications on training and development of staff, programmatic and educational interventions and facilities protocols.</td>
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<td></td>
<td>• anecdotal comments/data from OMI survey</td>
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<td></td>
<td>• occupancy rate for academic year</td>
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University Housing received a rating of 5.34/7.0 in “overall program effectiveness”, which is a composite of the factors in the instrument. Of the institutions that also participated in the national clearinghouse of data, Georgia Southern ranked 1st among six selected institutions, 1st among 20 Carnegie institutions, and 32nd among the 274 institutions who completed the instrument.

From analysis, Housing ranked highest in:
- Satisfaction: Hall/Apt student staff (6.17/7.0)
- Learning: Diverse Interactions (5.71/7.0)
- Climate: Sense of Community (5.67/7.0)

From analysis, Housing growth areas are:
- Learning Outcomes: Personal Growth (5.50/7.0)

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

With these results, and continued progress on identified factors, University Housing will continue to strive for excellence in working with students in developing communities that positively impact their academic success and sociocultural development. New programmatic initiatives will focus on relationship development and intervention to assist students as they navigate academic and social challenges.

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**Goal 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.

**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

The OMI survey has shown an over 99% satisfaction rate for three years running (09-11). The program continues to be well received by students, families and the campus community alike. To that end, despite our continued development of services, we have decided not to initiate a survey for the 2012 OMI as it was deemed no new information could be gleaned and prove useful.

**--ACUHO-I/EBI resident survey**
- Coordinator of Academic Initiatives and Assessment coordinates for electronic delivery of survey in January/February.
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</thead>
</table>
| 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  
  - Final FY12 Profit and Loss statement | 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.  

Final FY12 Profit and Loss statements are not yet available from Director of Business Services for Auxiliary Services. Once received and processed, this implementation will be updated.  

Beginning in July, requests for increases in budget line items will be made by Leadership Team regarding the three different teams that make up University Housing (Facilities, Residence Education, and Administration) Director will consult with Coordinator of Business Affairs to make changes as approved. Delivery of decisions by August 1.  

---

Goal 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.  

- 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:  
- Satisfaction: Facilities (5.88/7.0)  
- Satisfaction: Safety and Security (5.93/7.0)  

From analysis, Housing growth areas are:  
- Satisfaction: Room Assignment or Change Process (5.7/7.0)  
- Satisfaction: Dining Services (5.28/7.0)  

--Informal means  
- Different staff are nominated for customer service awards within institution, professional organizations and local/state agencies. These are not calendar specific and are facilitated by various supervisors throughout the organization  
  - Bobby Allen, Residential Facilities: Mr. Allen was awarded a SAEM VP Citation award in December 2011. He has also been awarded a Blue/Gold award, and nominated for a Chancellor customer service award.  
  - Michael Violette, Occupancy Management: was nominated for a SAEM VP Citation award, awarded a Blue/Gold award, and nominated for a Chancellor customer service award.
Georgia Southern University - Student Affairs and Enrollment Management
FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

Vice President’s Office

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

Student Affairs and Enrollment Management/Vice President’s Office
Amy Ballagh, P.O. Box 8063, Statesboro, GA 30460-8063, Marvin Pittman Administration Building, 2nd Floor
(912) 478-5256, 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. 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: Enhancement of student success</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status (Includes Findings)</th>
<th>Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Provide opportunities for students to be involved in the University’s decision-making processes.</td>
<td>Learning Outcome: The 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>3/15/12 Status = In progress. Target completion date = 4/30/12</td>
<td>Person Responsible = Amy Ballagh</td>
<td>Action Plans: Student participation in the budget allocation decisions for the Activity Fee and RAC Fee continues to be an essential and successful part of the process. This year, the student group was particularly engaged in the discussion. Vice President Teresa Thompson recommended to the incoming SGA President to reappoint some of the members of this year’s Activity Budget Committee to the FY 2014 Committee (when feasible) to establish some continuity within the student members.</td>
</tr>
<tr>
<td>Strategic Theme: Enhancement of student success</td>
<td>Program Outcome: SAEM employees attending the fall workshop will be satisfied with the quality of the workshop and the speaker.</td>
<td>Assessment completed for fall 2011 workshop. 86% rated their overall satisfaction of the workshop as either Very Satisfied or Satisfied. 87% rated their overall evaluation of the speaker as either Very Satisfied or Satisfied.</td>
<td>Outcome met. No adjustments needed at this time.</td>
<td>Action Plans: Based on the findings from the 2010-2011 cycle, the Fall workshop was moved to the Williams Center Multipurpose Room. This provided an easier to control climate, better sound, and a more intimate setting. Speaker was better suited for the group and stuck to the timeline. Based on current data, the plan is to continue using the Williams Center Multipurpose Room and remain creative with program content specific to SAEM.</td>
</tr>
<tr>
<td>Goal 2: Provide a comprehensive orientation program for new employees within the Division.</td>
<td>Program Outcome: SAEM employees participating in divisional professional development workshops will be able to provide quality services to students, parents, colleagues, and community members.</td>
<td>90% of staff members completing the workshop evaluation form throughout the year will respond “I have a clear understanding of the overall topic and will integrate the knowledge into my work.” Additionally, individual workshops will have a 90% positive response rate on this same measure.</td>
<td>3/15/12 Status = In progress. Target completion date = 6/30/12</td>
<td>Person Responsible = Robert Meguiar</td>
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</tbody>
</table>
Georgia Southern University - Student Affairs and Enrollment Management  
FY12 Plans and Outcomes - Worksheet on Evidence-Based Decision Making (EBDM)

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<td>Strategic Theme:</td>
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</tbody>
</table>
| Goal 3: Enhanced 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. | 90% of staff completing the DANE evaluation will respond “I am comfortable discussing SAEM with others” after completing the DANE orientation cycle. | 3/15/12 Status = In progress. Target completion date = 6/30/12  
Person Responsible = Robert Meguiar  
Updated Assessment completed.  
90% of respondents stated “I am comfortable discussing SAEM with others” after completing the DANE orientation cycle.  
Outcome met. No adjustments needed at this time. | Action Plans  
DANE continues to have a positive impact on new staff orientation. Based on data, we will continue offering DANE. |
| Strategic Theme: Fiscal sustainability | Learning Outcome: Students will model future alumni behavior by participating in the annual giving campaign. | 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. | 3/15/12 Status = In progress. Target completion date = 6/30/12  
Person Responsible = Vince Miller  
Updated In FY12, 850 (4.2%) student donors participated in student giving campaigns. This resulted in $8,050.36 dollars donated to the Foundation. | Action Plans  
Program participation and dollars raised continues to increase. Need to evaluate whether this is a Student Affairs and Enrollment Management or Advancement activity and what resources continue to be available for this type of student programming. |
| Strategic Theme: Fiscal sustainability | Program Outcome: The Parents Association will support the division by making restricted donations to the foundation. | The Parents Association will contribute at least $5,000 to the division during FY 2012 for student leadership scholarships. | Assessment completed.  
The Parents Association contributed $5,000 towards a new Leadership Scholarship endowment in February 2012.  
Outcome met. No adjustments needed at this time. | Action Plans  
To discuss with the Parents Association additional ways to support their endowed fund and increase contribution in FY13. |
Appendix: EBDM Template

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  
FY12 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**
  - o promoting academic excellence,
  - o enhancement of student success,
  - o increased research, scholarship, and creative activity, and
  - o 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 the final information be used in evaluation(s)?

<table>
<thead>
<tr>
<th>Strategic Theme</th>
<th>Goal/Objective</th>
<th>Outcome</th>
<th>Assessment Method(s)</th>
<th>Implementation status</th>
<th>Findings/Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>
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