History and Characteristics

On August 18, 1906 Georgia Governor Joseph Terrell signed into law a bill proposed originally by General Assembly member H.H. Perry of Hall County. The law authorized schools of agriculture and mechanical arts for each of the eleven districts of Georgia. In each district, the county that offered the most support was to be designated the site for the school. Sumter County offered $30,000 in cash and a two hundred and seventy acre tract of land just outside Americus. It thus became the site of the Third District Agricultural and Mechanical School, the first of the district schools to be established. A local board comprised of one member from each county in the district managed it, supervised by the State College of Agriculture and the State Board of Education. Classes began on January 4, 1908, and by 1910, two hundred and thirty students were enrolled and three graduated.

In 1924 Americus City Council member G.C. Webb proposed that the school begin to substitute some teacher training classes for the agricultural and mechanical classes, and the Georgia General Assembly responded on April 15, 1926 by renaming the school the State Agricultural and Normal College and authorizing a teacher training curriculum under the supervision of the State Department of Education.

Effective as of January 1932, the legislature of Georgia integrated its state-supported schools under the University System of Georgia, which was overseen by a single Board of Regents. The college in Americus was again renamed – Georgia Southwestern College – and was accredited by the Southern Association of Colleges and Secondary Schools, as well as by the State Board of Education, the Georgia Association of Colleges, and the American Association of Junior Colleges.

The Board of Regents of the University System of Georgia in 1964 authorized Georgia Southwestern College to begin its transition to a four-year degree-granting institution. Baccalaureate programs were accordingly developed and the college awarded its first bachelor’s degrees in 1968. The Board of Regents subsequently approved the Master of Education degree and this program of studies was added to the Georgia Southwestern curriculum in 1973. A Specialist in Education degree was initiated in 1982, a Master of Science in Administration in 1983, and a Master of Science in Administration with a concentration in Computer Science in 1986. Finally, the University System of Georgia approved renaming the school again in 1996, when it became Georgia Southwestern State University.

Since the last reaffirmation visit in 2002, Georgia Southwestern State University has experienced significant changes in administrative leadership. President Michael
Hanes resigned his position during fall term of 2006 after ten years at GSW. After a national search, Dr. Kendall Blanchard was appointed as president during spring of 2007. During the summer of 2007, Dr. Cathy Rozmus, the Vice President of Academic Affairs, resigned. Dr. William Tietjen, emeritus professor of Biology, served as interim VPAA from fall 2007 through summer of 2008, while the search for a replacement was conducted. Dr. Brian Adler assumed the position of Vice President of Academic Affairs during the summer of 2008.

During the summer of 2002, Dr. Harold Nichols resigned as Dean of Arts and Sciences, and Dr Richard Baringer, emeritus professor of History, was appointed to serve as interim dean. Dr. Baringer served until the summer of 2003 when Dr. Richard Laurent-Barnett was appointed permanent dean, although Dr. Laurent-Barnett was fired in November of that same year. Dr. William Wysochansky, professor of Chemistry, was appointed interim dean in November of 2003 and remained in that role until the appointment of Dr. David Garrison as permanent dean in the summer of 2006. Dr. Garrison tendered his resignation effective January 30, 2010 in December of 2009, and Dr. Milton J. Waldrop has been appointed Interim Dean effective February 1, 2010.

From reaffirmation until the summer of 2006, the School of Arts and Sciences was organized into eight departments: Biology, Chemistry, English and Modern Languages, Fine Arts, Geology and Physics, History and Political Science, Mathematics, and Psychology and Sociology. During summer of 2006, the decision was made to reorganize the school into three divisions: Humanities and Fine Arts (combining the departments English and Modern Languages, and Fine Arts, and the History program), Physical Sciences (combining the departments of Biology, Chemistry, and Geology and Physics) and Behavioral Sciences (combining the department of Psychology and Sociology with the Political Science Program), each headed by an assistant dean. At that time the school was renamed the College of Arts and Sciences. In addition, the department of Mathematics became part of the School of Computer Science. After Dr. Hane’s departure as President of GSW, Dr. Garrison, Dean of Arts and Sciences appointed an ad hoc Committee on Reorganization to study new structure. The committee recommended an administrative structure of nine departments supervised by chairs under that general supervision of the dean, and the recommendation was approved. The College of Arts and Sciences’ nine departments are Biology, Chemistry, Dramatic Arts, English and Modern Languages, History and Political Science, Geology and Physics, Music, Psychology and Sociology, and Visual Arts. The Department of Mathematics remained part of the School of Computer Science.

Dr. John Kooti has been Dean of the School of Business Administration since 1998. In 2008, the School of Business Administration received accreditation from the Association to Advance Collegiate Schools of Business.

Dr. Boris Peltsverger has been Dean of the School of Computer Science, renamed the School of Computing and Mathematics in fall 2008, since 1999. Since the addition of the Department of Mathematics to the school in fall of 2006, the school has been reorganized into two departments: Computer Science and Mathematics, each with a chair. In 2006 the School of Computer and Information Science changed the name of its BS CIS degree program to the BS IT degree program. The curriculum of this degree program was also appropriately revised to meet the ACM/IEEE Computing Curricula requirements. In 2007, the School took its existing Master of Computer Science program on-line.

At GSW’s last reaffirmation, Dr. Julia Dorminey was serving as interim Dean of
Education and served in that role until the appointment of Dr. Mary Gendernalik-Cooper as dean in the summer of 2003. Dr. Gendernalik-Cooper resigned during the summer of 2005, and Dr. Lettie Watford was appointed interim dean at that time; Dr. Watford was named permanent dean in fall of 2007. The Board of Regents of the University System of Georgia approved the request of President Kendall Blanchard that Georgia Southwestern State University be authorized to substantively change and merge existing Master of Education and Specialist in Education programs, effective January 16, 2008. The School of Education collapsed the previous Master of Education programs into one Master of Education degree in Curriculum and Instruction with three concentrations: Early Childhood Education, Special Education, and General Content Education (all fields). The following is a list of the previous Master of Education programs:

1. Master of Education-Early Childhood Education
2. Master of Education-Middle Grades Education
3. Master of Education-Health and Physical Education
5. Master of Education-Secondary History
6. Master of Education-Reading Education

In addition, the School of Education collapsed the Specialist in Education with a major in Early Childhood Education and the Specialist in Education with a major in Middle Grades Education into one Specialist in Education degree in Learning and Leading with concentrations in Early Childhood Education, Special Education, and General Content Education (all fields). In 2007, the School of Education was reaccredited by NCATE and the Professional Standards Commission of Georgia.

Dr. Maria Warda left the position of Dean of Nursing at the end of May 2007, and Dr. Sandra Daniel was appointed interim dean at that time. Dr. Daniel became permanent dean in August 2008. The School of Nursing had an on-line program for Registered Nurses to obtain a Bachelor of Science in Nursing approved in 2004. In 2008, the School of Nursing was reaccredited by the National League for Nursing Accrediting. In 2009, the school initiated partnership with the Medical College of Georgia to offer the Clinical Nurse Leader (CNL) graduate degree program at GSW.

In 2007, GSW’s Vice President of Business and Finance, Dr. Alan Parks, retired. Dr. Parks was replaced by Mr. W. Cody King, who served as GSW’s Comptroller from 1996 until his appointment as Vice President of Business and Finance. In spring of 2009, GSW consolidated its admissions and registrar’s offices under a new administrative officer: the Vice President of Enrollment Management; Dr. Gaye Hayes, who had been the Dean of Students and Admission Services in the division of Student Affairs, was appointed to this position. The Registrar had previously reported to the Dean of Academic Services and Special Programs; the Registrar now reports to the Vice President of Enrollment Management. This new position was created to emphasize the importance of increasing enrollment to the future of Georgia Southwestern State University. The Vice President of Enrollment Management reports directly to the President, and serves as a member of the President's Administrative Council in an effort to keep enrollment goals and enrollment issues in the forefront of the university agenda.

Mission

Georgia Southwestern State University’s current mission statement:

Georgia Southwestern State University is a dynamic community of
learning on a residential campus, offering students personalized and challenging experiences in preparation for successful careers, leadership roles, productive citizenship, and a satisfying quality of life. The respected faculty demonstrates dedication to teaching and offer outstanding professional and degree programs of study with a foundation in the liberal arts and sciences. Learning is strengthened by an effective student-oriented staff committed to the optimal development of each student. The location, atmosphere, and relationships of the University create a stimulating environment for intellectual inquiry in pursuit of truth and knowledge.

Currently, GSW is in the process of revisiting and revising its mission statement. The GSW faculty has approved the following revised statement,

Georgia Southwestern State University cultivates excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Georgia Southwestern State University is a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master’s and specialist degree programs.

The revised mission will be forwarded to the University System of Georgia’s Board of Regents for approval. This revised mission is the first step towards the development of a new strategic plan for the university.

The university derives part of its mission from its classification within the University System of Georgia:

Within the context of the University System's mission and vision, Albany State University, Armstrong Atlantic State University, Augusta State University, Clayton College & State University, Columbus State University, Fort Valley State University, Georgia College & State University, Georgia Southwestern State University, Kennesaw State University, North Georgia College & State University, Savannah State University, Southern Polytechnic State University and University of West Georgia share core characteristics as state universities. While these universities all embody the common characteristics presented below, variations in their purposes, histories, traditions, and settings allow each also to focus on its own distinctiveness and accomplishments. The core characteristics include:

1. A commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
2. A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
3. A high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected master's and
educational specialist degrees, and selected associate degree programs based on area need and/or interinstitutional [sic] collaborations;

4 A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence;

5 A commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and area need.

To serve these complementary missions, GSW offers baccalaureate degree programs in the arts and sciences, nursing, education, computer science and mathematics, and business administration. The Master of Education degree is offered in Curriculum and Instruction, the Master of Business Administration, and the Master of Science in Computer Science. Two master’s degrees, a Master of Arts in Critical Studies in Literacy and Communication, and a Master of Science in Environmental Studies and Policy are being considered for adoption by the University System of Georgia. The School of Education also offers a Specialist in Education degree in Learning and Leading. In addition, interdisciplinary certificate programs are offered in Caregiving, Criminal Justice, European Union Studies, Latin American Studies, Web Design, and Women’s Studies.

Georgia Southwestern is home to the world’s largest professional association for the study of Third World countries, the Association of Third World Studies, founded in 1983 by Dr. Harold Isaacs, Emeritus Professor of History. Since 1987 the Rosalynn Carter Institute for Caregiving has done groundbreaking work to promote awareness and policies involving caregiving in American communities. In addition, the university houses a Center for Business and Economic Development, the English Language Institute, the Small Business Development Center, an Early College Program, and a Continuing Education Program.

Description of Student Population

Americus, Georgia is almost equidistant from Atlanta, Georgia and Tallahassee, Florida on United States Highway 19. It is approximately 130 miles south of Atlanta and north of Tallahassee. Americus had an estimated population of 16,500 in 2008, which represents slightly more than half of the population of Sumter County. Sumter County is surrounded on the west, north, and east by less populous, more rural counties, therefore, the region that Georgia Southwestern serves remains close to its rural roots. While the majority of students continue to be drawn from this region, an increasing percentage of students are being drawn from the Atlanta metropolitan region. The percentage of transfer students is also increasing.

Total enrollment at Georgia Southwestern rose from 2410 in fall of 2003 to 2903 in fall of 2009, although the enrollment remained relatively stable from 2003 through 2007 when it fluctuated between 2323 in fall of 2004 and 2457 in fall of 2006. Throughout this period, the gender distribution of the student population has remained relatively constant averaging 66% women and 34% men through the period. The ethnicity of the student population has remained similarly constant with white students representing an average of 63% of the population and black students 31%. Asian,
Hispanic, Multiracial, and Native American students average approximately 6% of the total as a group. On average, 96% of Georgia Southwestern’s students are U.S. citizens, and approximately 70% are classified as full time students. During the period 2003-2009, 70% of the first-time freshman have presented SAT scores, and the average composite score has been 989 (Math 492 and Verbal 497). The mean high school GPA of first-time freshman during the same period has averaged 3.12 (25th percentile: 2.71, and 75th percentile 3.52).

**Admission Policies**

Georgia Southwestern’s admissions policies are selective, although the requirements vary depending upon the student’s status when they apply. Traditional entering freshmen applicants are evaluated on their academic performance in their high school College Preparatory Curriculum (CPC) courses, SAT or ACT test scores, and the potential for completing the requirements for the desired degree. The University System of Georgia requires a minimum of SAT of 400 Math and 430 Critical Reading and a minimum ACT of 17 Math and 17 English for admission to 4-year universities, and GSW complies with these minimums. Transfer applicants with 30 or more semester hours completed at their previous colleges or universities will be evaluated on the basis of their academic performance and their potential for completing the requirements for the desired degree. Those with less than 30 semester hours completed are also required to meet freshmen requirements stipulated above. Non-traditional applicants, defined as those who have been out of high school at least 5 years and have not previously attended college, must submit their high school transcript showing proof of graduation. If the student obtained a General Education Development (GED) Equivalency Certificate, they must submit a copy of the GED Certificate, GED test scores, and their high school transcript. Evaluation is based on potential for completing the requirements for the desired degree as measured by Compass testing.

Georgia Southwestern also admits transient students who expect to return to the college or university where they are presently enrolled. Applicants must present a statement of transient permission from the registrar of the institution they are presently attending. In addition, the Accel Program, a joint enrollment program that is available at Georgia Southwestern, admits outstanding high school juniors and seniors wanting to begin college courses while still attending high school. To qualify for the Accel Program, a student must earn a minimum of 970 SAT (minimum of 430 critical reading & 400 math) or 20 ACT composite (minimum scores of 17 in English and 17 in math) and a minimum 3.0 GPA (academic courses only), as well as obtain approval from her or his high school guidance counselor and parent(s). GSW also admits high school juniors and seniors wanting to begin college courses, who are part of the Early College Program, based on potential for completing the requirements for the desired course(s) as measured by Compass testing.

**List of Degrees**

**Undergraduate Degrees**

*Bachelor of Arts*
1 Dramatic Arts
2 English
3 English with Teacher Certification
4 History
5 Music
6 Music with Teacher Certification
7 Psychology
8 Visual Arts

Bachelor of Business Administration

1 Accounting
2 Human Resource Management
3 Management
4 Marketing

Bachelor of Fine Arts

1 Visual Arts

Bachelor of Science

1 Biology
2 Chemistry
3 Computer Science
4 Geology
5 History with Teacher Certification
6 Information Technology
7 Mathematics
8 Mathematics with Option in Industrial Mathematics
9 Mathematics with Teacher Certification
10 Nursing
11 RN to BSN
12 Political Science
13 Psychology
14 Sociology

Bachelor of Science in Education

1 Early Childhood Education
2 Special Education
3 Middle Grades Education
4 Exercise Science
5 Health and Physical Education
6 Recreation

Bachelor of Science (Dual Degree Program in Collaboration with Georgia Institute
of Technology)

9 Biology & Biomedical Engineering
10 Chemistry & Chemical Engineering
11 Computer Science & Computer Engineering
12 Mathematics & Aerospace Engineering
13 Mathematics & Civil Engineering
14 Mathematics & Electrical Engineering
15 Mathematics & Industrial Engineering
16 Mathematics & Mechanical Engineering

Graduate Degrees

Master of Business Administration

Master of Science

1 Computer Science

Master of Education

2 Curriculum and Instruction

Specialist in Education

3 Learning and Leading

Undergraduate Certificate Programs

4 Caregiving
5 Criminal Justice
6 European Union Studies
7 Latin American Studies
8 Web Design
9 Women’s Studies

Graduate Certificate Program

1 Computer Information Systems

Programs in University System of Georgia Approval Process

Master of Arts

1 Critical Studies in Literacy and Communication

Master of Science
Environmental Science and Policy

Locations and Distance Education

1. **New Off-Campus Sites:**
   1. No new off-camps sites have been established since reaffirmation.

2. **All Off-Campus Locations:**
   2. Abraham Baldwin Agricultural College, Tifton, Georgia, USA – BBA in Management with a concentration in Natural Resources
   3. Abraham Baldwin Agricultural College, Tifton, Georgia, USA – BSED in Early Childhood Education

3. **Distance Education Credit Offerings**
   4. BBA Degree in Management
   5. BBA Degree in Accounting
      - Students who have earned the Associate Degree in Business Administration are able to complete these programs on-line.
   6. BS in Nursing
      - Students who are already Registered Nurses can obtain the BS in Nursing on-line
   7. Master of Science in Computer Science
   8. Graduate Certificate in Computer Information Systems
Core Requirement 2.8

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

_ X_ Compliance ___ Non-Compliance

Narrative:

Georgia Southwestern State University (GSW) is in compliance with Core Requirement 2.8. The number of full-time faculty members "is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs."

The current Georgia Southwestern State University Mission Statement (approved May 2005) indicates that "The respected faculty demonstrate dedication to teaching" and "create a stimulating environment for intellectual inquiry in pursuit of truth and knowledge" for our students. This statement is complemented by GSW’s University Statutes, which constitute the basis of university governance. Section Eight of the Statutes on Individual Faculty Members makes the following statements:

1. The primary responsibility of the corps of instruction faculty is to teach and, in doing this, to assist students in the acquisitions of skills, attitudes, and understanding relevant to course objectives. Each instructor is responsible for the quality and content of instruction in his or her classroom and for the evaluation of student academic performance relative to course objectives.

2. The faculty member also plays an essential role in university life outside the classroom through academic advisement, service on individual or departmental committees, and supervision of student activities.

3. The faculty member is also expected to be a professional in his or her own discipline, to stay abreast of current developments, and to be professionally active and productive by whatever means are pertinent to this discipline (i.e., conferences, performances, publications, etc.).

Section C of GSW’s Faculty Handbook defines full-time faculty load in more quantitative, operational terms:

Full-time faculty workload shall be considered the equivalent of a forty-hour work week and shall consist of teaching load, office hours, service, and scholarship. In accordance with Regents Policy 301, the normal teaching load for faculty will be 12 semester credit hours per week.

Variations to the requirement above are possible. Academic deans and department chairs responsible for scheduling courses and assigning faculty loads must insure that sufficient courses are scheduled to meet student needs and that faculty are assigned to staff those courses. Deans and chairs are also responsible for understanding the relationship of student loads and semester credit hours generated within the University System funding formula. With these factors in mind, academic deans and department chairs may adjust work loads as follows:

1. Faculty members who teach courses requiring laboratory or studio
work may be assigned a course load based on 12 student contact
hours per week.
2. Physical Education activity courses may be considered in the load
for appropriate faculty on a 12 hour per week contact basis.
3. Nine semester credit hours of only graduate courses may be
considered a full load.
4. Release time may be granted for professional activity such as:
   a. Administrative responsibilities
   b. Research
   c. Grant proposal writing
   d. Implementation of a funded grant
   e. Special assignments within a department, school or the
      University.

Department chairs are allowed one-fourth release time from teaching
duties for department leadership and administration during the regular
academic year.

Any variation from the assignment of a normal teaching load of 12
semester credit hours must be approved, in advance of implementation, by
the Vice President for Academic Affairs.

By contrast, part-time teaching personnel have no service or scholarship expectations.
Faculty members whose primary responsibilities are administrative are not considered
part of the corps of instruction as defined in the university statutes, and have not been
included in our counts of either full-time or part-time faculty regardless of whether they
teach or not, which many of them do.

Average class size for face-to-face classes during the Fall term of 2009 was 22.63 based
on a simple calculation of the number of students in classes enrolled divided by the
number of courses taught. This number has risen slightly over the last three years from
20.81 in Fall term of 2007 to the current number. Using the same computational method,
the average size of on-line classes during fall 2009 was 39.06, and this number has also
risen since 2007 when it was 33.93. These rises come during a period of decreasing state
funding when enrollment is also growing. Faculty to Student ratios have mirrored this
trend during the same period, rising from 19 to 1 in 2007 to 21 to 1 in 2009. This ratio is
derived from IPEDS data where FTE students is equal to the number of full-time students
plus 1/3 of the part-time students, and FTE instructional staff is equal to the number of
full-time instructional staff plus 1/3 of the part-time instructional staff. GSW’s ratio is
well aligned with student/faculty ratios found at GSW’s peer institutions according to
The List of Peer Institutions April 2008 (see comparison charts and tables below). There
is considerable variation in class size between academic units and between general
educational classes and major classes (see charts below). Some variation between
academic units results from the number of majors in a particular unit and some from
whether the unit serves the general education curriculum or not.

Using IPEDS data, there were ninety-six full-time, instructional faculty (including faculty
members classified as tenured, on-tenure track, and not on tenure track/no tenure system)
During Fall 2009, or 67.1% of teaching staff. This was a slight decrease from Fall 2008, when ninety-nine full-time, tenured and tenure-track faculty represented 75% of the teaching staff. Since 2001, the percentage of full-time, tenured and tenure-track faculty has ranged from as high as 78% to as low as 67%, but has most often remained in the low to mid seventies (see chart below). In Fall 2008, GSW was comparable to its benchmark institutions in this respect (see comparison chart below). In Fall 2009 forty-seven part-time faculty represented 32.9% of teaching staff. Typically, part-time faculty teach either one or two lecture courses or the equivalent of either three or six semester credit hours of instruction in organized undergraduate classes each long term semester. Thus, while part-time faculty represented approximately one-third of the instructional faculty during fall term of 2009, they generated only about 13% of the credit hours. Most departments mirrored the institution-wide ratios of full- to part-time instructors with two notable exceptions (see table below): the Department of Music, where the majority of part-time faculty teach small sections devoted to a single instrument, and the School of Nursing, where the number of part-time clinical instructors is equal to the number of full-time instructors. These situations are not unusual within these disciplines, however.

Calculating average faculty teaching load is a difficult proposition given that some departments assign full loads based on credit hours, while others use contact hours. Nonetheless, the majority of full-time faculty at GSW carries a 12-credit-hour teaching load per semester, and faculty who teach in departments that use contact hours generally carries a 12 hour per week load. In all cases, on-line classes are treated the same as face-to-face classes for the purposes of calculating load. Academic units that base full teaching loads on credit hours include the departments of English and Modern Languages, History and Political Science, Psychology and Sociology, Computers Science, and Mathematics; and the school of Business; during Fall 2009, these units averaged 12.81 credit hours per faculty member. Academic units that base full teaching loads on contact hours include the departments of Biology, Chemistry, Visual Arts, Dramatic Arts, Music, and Geology and Physics; and the schools of Nursing and Education during Fall 2009, these units averaged 12.82 contact hours per week per faculty member (see charts below). Since the faculty loads and class sizes are reasonable for a teaching-centered institution, one may conclude that the full-time faculty members should be able to fulfill GSW’s expectations.
Documentation:

1. Total Undergraduate Enrollment per Face-to-Face Class 2007-2009
2. Total Enrollment per On-Line Class 2007-2009
3. Overall Class Size Fall 2007
4. Overall Class Size Fall 2008
5. Overall Class Size Fall 2009
6. IPEDS Student Faculty Ratio 2003-09
7. IPEDS Student Faculty Ratio Peer Comparison Fall 2008
8. IPEDS Full-Time to Part-Time Ratios 2001-2009
9. IPEDS Full-Time to Part-Time Ratios Peer Comparison Table Fall 2008
10. IPEDS Full-Time to Part-Time Ratios Peer Comparison Chart Fall 2008
11. Ratio of Full-Time to Part by Department Fall 2009, Excluding Administrators Who Teach
12. Ratio of Full-Time to Part by Department Fall 2009, Including Administrators Who Teach
13. Average Faculty Credit Hour Load by Selected Departments
14. Average Faculty Contact Hour Load by Selected Departments
Core Requirement 2.10

The institution provides student support programs, services, and activities consistent with its mission.

_X_ Compliance ___ Non-Compliance

Narrative:

Georgia Southwestern State University (GSW) is in compliance with Core Requirement 2.10, because the institution provides numerous student support programs, services, and activities for students in a combined effort from many different areas of campus, including Student Affairs, Academic Affairs, and the Library. These programs enhance student learning and student development in a way that is consistent with GSW’s primary teaching mission. As GSW’s mission statement asserts “learning is strengthened by an effective student-oriented staff committed to the optimal development of each student.” Some of the departments, offices, or organizations that provide these services are enumerated below.

Academic Support Programs

Academic Skills Center

The mission of the Academic Skills Center (ASC), in accordance with the mission of the University, is to provide and maintain diverse learning opportunities for all GSW students in an environment that promotes academic excellence and success. ASC provides an environment for all students to receive academic assistance in classes that may be challenging. ASC houses a centralized computer lab that is available to all students, and the Supplemental Instruction/Peer Tutoring program that seeks to improve the quality of academic life for students by providing tutoring services for general classes, as well as upper-level courses. Students are encouraged to register for the program at the beginning of each semester or as soon as any sign of difficulty in a course appears. The program affords group and individualized tutoring for students. In addition, ASC provides support for tutors for the Writing Center and the STEM Tutoring Center.

The Academic Skills Center Tutoring Program has been certified by the College Reading & Learning Association (CRLA) since October, 2008. During Spring 2008, fourteen students completed the ten hours of tutor training necessary to become CRLA certified. Since training is retroactive for one year, these students were granted CRLA certificates for Spring 2008. An additional thirteen students completed the required training during Spring 2009 to become CRLA certified tutors.

All tutors are required to complete orientation and three hours of individual training prior to receiving their first tutoring assignment. Tutors have an opportunity to become CRLA certified by attending five one hour workshops, completing an essay at the end of training and tutoring at least 25 hours. Tutors are evaluated by their students at midterm during each semester, and the evaluations are used to ameliorate techniques, if necessary, before the semester’s end.
Academic Advisement for First-Year and At-Risk Students

The Director of the Academic Skills Center, in conjunction with the First-Year Advocate (FYA) serves as the advisor to students with undeclared majors. The Director communicates the importance of early registration and meeting core curriculum requirements during the first two years of enrollment. The staff of the Academic Skills Center strives to increase the retention rate of the University by providing continual advisement during the Academic Year. As a retention tool, an Academic Skills course, taught by the Director, is required for students placed on academic probation, suspension, or restricted enrollment.

First time students at GSW face specific challenges that are met by the FYA, a full-time staff member whose responsibility is to build trust and communication with first-year students in order to provide assistance with personal and academic problems—anything that could hinder success at GSW. Even parents of students are encouraged to contact the FYA if they have any concerns.

The FYA also serves as a liaison between the first-year students, faculty, staff and administration and helps to assist the Residence Life Coordinator in planning first year experience programs on campus and in the dorms. It is important for the FYE to monitor the progress of the students and make contact with individuals who are experiencing academic difficulties in order to support them in reaching their goals. The FYA also acts as the coordinator of The GSW Experience, UNIV 1000 course.

The GSW Experience is 1000 level course that is required of all new University students. This is a 1-hour course that is designed as an orientation class for each student; it enables students to gain more knowledge of the resources available to them on campus. These classes are generally grouped together by majors, so that the students have a chance to connect with others who are interested in the same subjects and ideas, and are able to form quick friendships.

The goal of the FYA is specifically in line with that of GSW’s mission to strengthen learning being committed “to the optimal development of each student.” We realize that students cannot be academically successful if there are barriers that are keeping them from being effective in their academic studies.

STEM Tutoring Center Pilot Program

The STEM Tutoring Center Program aims to improve the quality of tutoring in the STEM fields. During the fall 2009, the program focused on the tutoring of College Algebra students. The STEM initiated program attempts to ensure that the tutors provided by the Academic Skills Center are adequately trained to facilitate tutees learning the material rather than simply providing answers. A part-time Tutoring Coordinator has been hired to act as a liaison between tutors, tutees and mathematics faculty. The coordinator keeps the faculty and tutors in contact, making sure that faculty can inform the tutors about particular areas of difficulty tutees have. In addition, the Tutoring Coordinator administers competency exams to the tutors. Thus far, five tutors have passed the competency exam and been certified as qualified algebra tutors. Additional tutors will be required to demonstrate competency during spring 2010. We are
currently trying to determine a method of evaluation of the program by usage (number of students using the tutors in comparison to previous terms) and efficacy (how well the students that use the tutors improve in their algebra courses).

**Student Support Services**

The TRiO Student Support Services (SSS) program supports GSW’s mission of educational excellence and personal and social growth for all equally; Federal TRiO Programs are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. SSS provides program participants classified as First-Generation College students with limited income or disabilities a variety of academic and personal support services, including study skills development, tutoring, and academic and personal advisement. SSS projects provide academic tutoring in all subjects, assistance in postsecondary course selection; advice on student financial aid programs and resources for locating public and private scholarships, and assistance in completing financial aid applications. SSS programs provide individualized counseling in personal, career, and academic areas as well as exposure to activities and instruction that may not be readily available. These interconnected services advance the following goals and objectives of the program:

- Increase persistence and graduation rates of eligible students by advocating for and implementing proven student success components;
- Increase transfer rates of eligible students from two-year to four-year institutions through the support and encouragement of seamless transition;
- Foster an institutional climate supportive of the success of the SSS targeted population through appropriate services.

To avail themselves of these services students must meet the following criteria: be a first-generation college student (neither parent has a bachelor’s degree), have a limited income (according to federal guidelines), and have a documented disability.

SSS participants’ who have documented disabilities are served in various capacities. The mission of the Disability office is to support the ongoing development of an accessible university that embraces and celebrates diversity. Student Support Services pursue this mission by facilitating effective reasonable accommodations for students by educating the campus community regarding Federal rules and regulations and by promoting equal access and opportunity.

**Writing Center**

Through dialogue the director and tutors help with all stages of the writing process and related issues, including prewriting, developing a thesis, organizing and structuring essays, and incorporating secondary sources using MLA and APA style to enhance academic integrity. The Writing Center, in accordance with the university’s mission statement, provides free tutoring services to any student in any discipline on campus. The director and tutors meet regularly to discuss addressing the needs of students who have sought assistance. The director trains students with anonymous student essays from a variety of classes at GSW in order to create a realistic instructional experience. The center is currently available to students forty hours per week at a variety of times.
Library Services

The James Earl Carter Library provides support through its services, programs, and collections to all GSW students, on campus and online, at all levels. As its mission states:

The James Earl Carter Library is committed to supporting the University’s mission as a dynamic community of learning by providing convenient and effective access to high quality library services, collections in a variety of formats, and information resources designed to meet the curriculum, research, professional, intellectual, creative and personal needs of the GSW community.

The Library accomplishes its mission by:

- providing a pleasant, user-oriented learning environment for on-site users and the technical infrastructure and online environment, resources, and services for both distance learning and on-campus students. Examples include an on-site computer lab, individual and group study rooms, new monitors and chairs, updated computers, new lighting and carpeting. Galileo, GIL (including links to our e-books, e-journals, and e-government documents, the Library web-site including a site dedicated to distance learners, and reference, ILL, and circulation services including GIL Express, are available to both onsite and online users.
- initiating, enhancing, and improving new and traditional user services. Examples from the past 5 years include the creation of an Events@the Library and book swap programs; the development of an online tutorial and an area B course; and the addition of computers on level 2.
- offering a multifaceted instructional program to provide GSW students with life-long learning informational skills and competencies to assist them in their pursuit of successful careers, productive citizenship, and a satisfying quality of life. This program includes: 1) participation through Library sessions and online tutorial in Freshman orientation course, UNIV1000; 2) 2 for credit courses – Area B’s LIBR1101, Foundations of Information Literacy, and HON2000 designed specifically for Honors Program students; 3) Customized Classes designed to meet needs and specifications of particular courses, classes, or groups; 4) Orientation Tours on request; 5) Individualized and group training sessions on request.
- supporting the instructional, information, research, and curriculum needs of the University through an effective, collaborative collection development and management program. Examples include our Selector/Liaison program; Core Journal and Choice Online selection programs; our strong gift in-kind and monetary program, e.g. the Nippon Foundation awarded us a collection valued at c.$5,000; the Schools of Education and Business Administration donated $3,000 for additional acquisitions; Pres. & Mrs. Jimmy Carter’s on-going donation of books and materials in all formats.
- promoting communication and collaboration both within the University and externally through participation in cooperative efforts, projects, proposals, and agreements. Examples include our regional Cooperative Agreement with Lake Blackshear Regional Library and South Georgia Technical College; participation of library faculty and staff on university, regional, USG, and national committees; our outreach programs to the community; and communication to all our constituencies via a biannual Newsletter, Facebook page, and web-site.

GSW Core Requirement 2.10 4
providing competent, skilled staff dedicated to meeting user needs by encouraging and providing opportunities for professional training and development. Examples include the Library’s in-house staff development program; online training programs and webinars; attendance and participation at state, regional, and national meetings; workshops; supported of graduate education, e.g. two staff have earned MLS degrees while employed at the Library; 2 are currently enrolled in graduated programs; another recently completed the ALA Emerging Leaders program.

Office of Student Life Programs

The Alcohol Tobacco and Other Drugs (ATOD) Task Force

The ATOD Task Force has created an ATOD Education Program for all students who are found in violation of any alcohol, tobacco, or drug related charges of the Student Code of Conduct. This program consists of six hour-long programs. The program is offered twice a semester with an average of about 30 students completing the program every semester. The topics covered include Risky Behaviors and Choices, The Laws about Alcohol and Drugs, Alcoholism and Addiction, The Dangers of Drugs, Tobacco Use, Reflection and Resources. After each session, the students complete an evaluation form. The ATOD task force uses these evaluations to make changes to the program based on the students’ feedback before it is offered the next time. (Attached is a sample of the evaluation form.)

Campus Activities Board

The Campus Activities Board (CAB) provides an average of about two social events per week that are open to all students on campus. Each semester, CAB surveys students on-line to rate events of the previous semester and to suggest events for subsequent semesters. CAB’s Executive Board consists of a president elected by the student body, and other members, who are selected through an interview process, use this feedback to schedule a semester full of activities that are advertised on the university’s interactive calendar. Students can personalize the calendar to email and text message them about types of events that they might be interested in and sends them a reminder shortly before the event is to occur. (See attached copies of previous year’s calendars of events.)

Career Services

The goal of the Career Services Office at GSW is to provide efficient, effective, and personalized career planning and job search assistance to students and alumni. It serves as the link between employers and students to facilitate career development by providing computerized interest inventories, career exploration materials, experiential learning opportunities, as well as part- and full-time job opportunities.

Counseling Services

GSW Core Requirement 2.10 5
At GSW, Counseling Services provides mental health services, outreach programming, and Peer Education programs. It is also involved in response to crisis and critical incidents involving students. If Counseling Services is unable to provide the necessary services for a student, alternative recommendations are discussed and appropriate referrals are made.

Financial Aid

The Office of Financial Aid is committed to providing financial resources to students who might otherwise be unable to pursue the attainment of their educational and professional goals. Attached documents for support, include the goals, philosophy, and policies and practices governing the Financial Aid Office.

Health Services

GSW’s Health Services is committed to meeting the health care needs of its students, faculty and staff. The Health Center offers comprehensive services of emergency care, health promotion and disease prevention, and acute care for illnesses. Statistical data that reports the numbers of students, faculty, and staff are treated is collected each month.

Intramural and Recreational Sports

The Department of Intramural & Recreational Sports is committed to offering quality recreational experiences for the entire university community. The primary goal of each program is to provide opportunities, either organized or self-directed, for GSW students, faculty and staff to enhance their overall wellness through physical activity. Intramural sporting events are provided year-round to include students in social interaction and physical activity. A wide variety of types of events are offered to get the most diverse population of students. (See attached copy of schedules of intramural events for the past several years.)

GSW also has a fitness and wellness program that includes a wide variety of group exercise classes, a fitness center, fitness assessments, personal training sessions, and walking groups that are all offered to students.

Residence Life

GSW currently houses approximately 30% of its students on campus in its three newly-build suite and apartment style residence halls. As published on its website, the mission statement of the department is:

The mission of the Office of Residence Life is to provide a safe and comfortable environment for students to live and study, to create a sense of community among the residents, and to foster individual development through involvement in residence life and student life activities. Residence Life is also committed to:

- fostering the academic success of all residential students
- implementing policies and procedures that encourage residents to make responsible choices

GSW Core Requirement 2.10 6
recognizing and respecting individual rights and differences and the value of diversity in the residential community
empowering residents to shape their community and gain leadership experience by taking an active roles in the Residence Hall Councils and the Residence Hall Association
providing attractive, well-maintained living facilities that are responsive to the needs of the students
developing an investment in the retention and personal success of each residential student
providing quality programs and services and continuing to improve these offerings by conducting on-going evaluations and assessments.

The Residence Life Department accomplishes this mission by its programming model. (See the attached list of programs.) There is also a strategically designed First-Year Experience residence hall program that includes a series of events designed for first-year students, faculty and staff mentors, a small Resident Assistant to Student ratio, and one-on-one attention given to each student by the Residence Life staff. The Residence Life Department uses a formal assessment tool, the EBI Inc. Benchmarking survey. Administered to all residents annually, it provides feedback, not only on overall satisfaction, but also broken down by factors contributing to overall satisfaction, including satisfaction with the programs offered, Residence Life staff, and response to maintenance issues. Comparative data are provided GSW, the Association of College and University Housing Officers--International, and the Council for the Advancement of Standards in Higher Education. GSW also compares its performance against a number of participating peer institutions that are selected institutions in our Carnegie Classification, as well as all of the EBI participants.

Documentation:

1. James Earl Carter Library: Annual User Surveys Summaries
2. ATOD Evaluation Form
3. CAB Previous Years Calendar of Events
4. Residence Life Programs
Comprehensive Standard 3.2.8

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

_X_ Compliance ___ Non-Compliance

Narrative:

Georgia Southwestern State University (GSW) is in compliance with Comprehensive Standard 3.2.8. The *GSW Organizational Chart* and the *GSW Academic Affairs Organizational Chart* display the administrative structure of the institution; administration of off-campus and distance education is performed by the same officers. All administrators and academic officers, noted on the charts, are highly qualified with the experience, competence, and capacity to lead the institution. All meet the minimum qualifications for their positions as enumerated in the job descriptions on file in the appropriate departmental offices or GSW’s Human Resources Office. These job descriptions are reviewed, and updated, if necessary, annually during the time that annual Performance Evaluations occur. Official College Transcripts and current CVs for administrators are on also file in the appropriate departmental offices or GSW’s Human Resources Office. Administrators have prepared abbreviated CVs for the purpose of this review that pertain only to their qualifications for their administrative position, and these abbreviated CVs are included below.

All administrators are evaluated annually at the institutional level with the exception of the President, who is evaluated by the Chancellor’s office of the University System of Georgia (see document below for specific description of annual evaluation procedures.). The evaluation process follows a calendar year cycle, occurring during the early part of a given year for the previous year, and is facilitated by GSW’s Human Resources Office.

Supervisors review the job description, the pre-evaluation questionnaire, and the results of the *Professional and Administrative Personnel Annual Performance Evaluation* with the employees. The administrative and academic officers receive a performance rating to each of the following evaluation categories: planning and organization; initiative; interpersonal relations; productivity; diversity efforts; job knowledge; resources management (if applicable); constituency services; time management and responsiveness; and leadership. The annual evaluations are on file in the appropriate departmental and Human Resources offices. Samples of annual evaluations for a department chair, a dean, a director, and a vice president are included below with the name of the administrator removed.

Documentation:

1. GSW Organizational Chart
2. Job Descriptions
   a. President
   b. Vice President of Academic Affairs, and Dean of Faculty
   c. Vice President of Business and Finance
d. Vice President of Enrollment Management

e. Vice President of Student Affairs

f. Dean of Academic Services and Special Programs

g. Dean of Arts and Sciences

h. Dean of Business

i. Dean of Computing and Mathematics

j. Dean of Education

k. Dean of Library

l. Dean of Nursing

m. Assistant Dean of Arts and Sciences

n. Assistant Dean of Education

o. Assistant Dean of Students

p. Director, Academic Skills Center

q. Director, Alumni Relations

r. Director, Athletics

s. Director, Auxiliary Services

t. Director, Campus Life

u. Director, Career Services

v. Director, Continuing Education

w. Director, Counseling Services

x. Director Development and Public Relations

y. Director, Human Resources

z. Director, Institutional Effectiveness and Planning

aa. Director, Institutional Research

bb. Director, Intramurals and Campus Recreation

cc. Director, Materials Management

dd. Director, Information and Instructional Technology

e. Director, International Student Programs

ff. Director, Physical Plant

 gg. Director, Procurement

 hh. Director, Public Safety

 ii. Director, Residence Life

 jj. Director, Rosalynn Carter Institute

 kk. Director, Student Accounts

 ll. Director, Student Financial Aid

 mm. Director, Student Health Services

 nn. Director, Student Support Services

 oo. Director, Study Abroad Programs

 pp. Assistant Director Admissions

 qq. Assistant Director Athletics for Compliance

 rr. Assistant Director Athletics for Sports Information

 ss. Comptroller

 tt. Registrar

3. Abbreviated CVs

 a. President

 b. Vice President of Academic Affairs, and Dean of Faculty
<table>
<thead>
<tr>
<th>Position</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Vice President of Business and Finance</td>
<td></td>
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<tr>
<td>d. Vice President of Enrollment Management</td>
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<tr>
<td>e. Vice President of Student Affairs</td>
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<tr>
<td>f. Dean of Academic Services and Special Programs</td>
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<tr>
<td>g. Dean of Arts and Sciences</td>
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<tr>
<td>h. Dean of Business</td>
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<tr>
<td>i. Dean of Computing and Mathematics</td>
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<tr>
<td>j. Dean of Education</td>
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<tr>
<td>k. Dean of Library</td>
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<tr>
<td>l. Dean of Nursing</td>
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<tr>
<td>m. Assistant Dean of Arts and Sciences (vacant)</td>
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<td>n. Assistant Dean of Education</td>
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<tr>
<td>o. Assistant Dean of Students</td>
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<tr>
<td>p. Director, Academic Skills Center</td>
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<td>q. Director, Alumni Relations</td>
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<td>r. Director, Athletics</td>
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<tr>
<td>s. Director, Auxiliary Services</td>
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<td>t. Director, Campus Life</td>
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<tr>
<td>u. Director, Career Services</td>
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<tr>
<td>v. Director, Continuing Education</td>
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<tr>
<td>w. Director, Counseling Services</td>
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<tr>
<td>x. Director Development and Public Relations</td>
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<tr>
<td>y. Director, Human Resources</td>
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<tr>
<td>z. Director, Institutional Effectiveness and Planning</td>
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<tr>
<td>aa. Director, Institutional Research</td>
<td></td>
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<tr>
<td>bb. Director, Intramurals and Campus Recreation</td>
<td></td>
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<tr>
<td>cc. Director, Materials Management (vacant)</td>
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<tr>
<td>dd. Director, Information and Instructional Technology</td>
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<td>ee. Director, International Student Programs</td>
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<td>ff. Director, Physical Plant</td>
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<tr>
<td>gg. Director, Procurement</td>
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<tr>
<td>hh. Director, Public Safety</td>
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<tr>
<td>ii. Director, Residence Life</td>
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<tr>
<td>jj. Director, Rosalynn Carter Institute</td>
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<tr>
<td>kk. Director, Student Accounts</td>
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<tr>
<td>ll. Director, Student Financial Aid</td>
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<tr>
<td>mm. Director, Student Health Services</td>
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<tr>
<td>nn. Director, Student Support Services</td>
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<tr>
<td>oo. Director, Study Abroad Programs</td>
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<tr>
<td>pp. Assistant Director Admissions</td>
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<tr>
<td>qq. Assistant Director Athletics for Compliance</td>
<td></td>
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<tr>
<td>rr. Assistant Director Athletics for Sports Information</td>
<td></td>
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<tr>
<td>ss. Comptroller (vacant)</td>
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<td>tt. Registrar</td>
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</tbody>
</table>

4. Administrative Performance Evaluation Instrument

5. Sample Performance Evaluations
<table>
<thead>
<tr>
<th></th>
<th>Sample Evaluation of a Vice President</th>
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<tbody>
<tr>
<td>b</td>
<td>Sample Evaluation of a Dean</td>
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<tr>
<td>c</td>
<td>Sample Evaluation of a Director</td>
</tr>
</tbody>
</table>

GSW Comprehensive Standard 3.2.8 4
**Comprehensive Standard 3.3.1**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: 3.3.1.1 educational programs, to include student learning outcomes

<table>
<thead>
<tr>
<th>Compliance</th>
<th>Non-Compliance</th>
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**Narrative:** GSW is largely in compliance with Comprehensive Standard 3.3.1, since the institution has processes for continuous assessment of academic programs across the board. While our professional schools and programs that are accredited by bodies in addition to SACS COC are in full and robust compliance, the College of Arts and Sciences (CAS) is at least minimally compliant based on the evidence presented below. Nonetheless, GSW has initiated some changes to its assessment processes (including the establishment of the Office of Institutional Effectiveness in August 2009) that will help ensure our institutional engagement with assessment continues to evolve.

As part of the data collection process for this compliance report, the Office of Academic Affairs initiated a simplified program assessment by revising a matrix that was keyed the old SACS COC must and should statements. Each program coordinator was encouraged to file a revised program assessment table with the Director of Institutional Effectiveness and Planning that shows the Student Learning Outcomes for the program, the instruments for measuring the SLOs, who often the data on SLOs is reviewed and by whom, and examples of changes made as a result of data review. A blank program assessment table may be seen directly below:

| Program: __________________________ |
| Academic Unit: ____________________ |

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO)</th>
<th>SLO Measurement Instruments</th>
<th>Review of SLO Data</th>
<th>Examples of Evidence Based Program Changes</th>
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Copies of each program’s current assessment table may be found in the appendix to this document. GSW’s assessment loop is designed to yield both formative and summative results. All academic units report assessment data, other program data such as retention, and graduation rates, and proposed actions in response to unproductive trends for all programs housed in each annually, and all programs undergo some form of comprehensive program review (CPR). For academic units that are accredited by
organizations in addition to SACS COC, reaccreditation reviews function as summative comprehensive program reviews; these programs include teacher education programs (NCATE and the Professional Standards Commission of Georgia), the nursing program (National League for Nursing Accrediting), and business programs (Association to Advance Collegiate Schools of Business). The programs housed in the College of Arts and Sciences, and the School of Computing and Mathematics undergo a CPR process mandated by the University System of Georgia (USG) and articulated at the individual institutions. Both forms of program review consider direct and indirect measures of programmatic outcomes, such as retention, graduation rates, employer and alumni satisfaction. CPRs conducted by the institution occur every three to seven years depending upon the size and degree productivity of the programs. A description of the CPR process may be seen below in the Comprehensive Program Review Guide used by the College of Arts and Sciences.

Every program at GSW has learning outcomes (see appendix of program assessment plans). While most programs can demonstrate measurable outcomes, and while all programs collect some data, it is fair to say that some academic units require more help than others in being able to demonstrate that they regularly use data when making program changes. The Schools of Business (SOB), Education (SOE) and Nursing (SON) have fully articulated and functioning assessment processes. As may be seen below, these schools not only have SLOs for their programs, but also curriculum maps for reaching their program outcomes, and thus have the means necessary to continuous program review and improvement. The School of Computing and Mathematics (SCM) has functioning processes for its programs based on the curriculum recommendations of the Association for Computer Machinery (ACM), although the processes may be overly complex, and course outcomes and measures have not been fully mapped to program outcomes. These program assessment plans will be under review during the next year. Nonetheless, SCM’s plan does generate evidence-based changes to the programs housed in the school (see data below). The programs and departments within the CAS have had mixed success with assessment. On the one hand, the Departments of Visual Arts and Dramatic Arts have both SLOs and curriculum maps for their programs. The Department of English and Modern Languages is currently revising its assessment processes following a CPR recommendation for curriculum revision. On the other hand, some departments, such as Chemistry have not progressed much beyond establishing SLOs, some of which are not readily measurable (see appendix). The rest of the departments in Arts and Sciences are working towards compliance at varying rates. The Director of Institutional Effectiveness and Planning has begun and will continue to work with academic units on an individual basis to revise and improve their assessment processes. In addition, the Director plans to meet with academic program coordinators as a group for training and for peer discussion of what works, and to meet with academic and student support coordinators to continue the process of assessing their impact on student learning. The goal of group and individualized training and discussion is to have workable assessment plans in place for the 2010-2011 academic year. In addition, GSW has just begun the USG-mandated process of considering how to revise and assess its general education programs. The Dean of CAS in consultation with the Dean of CSM is taking the lead in this process since most general education classes are taught by these two units.
Documentation:
1. Current Program Assessment Plans
2. College of Arts and Sciences Comprehensive Program Review Guide
3. College of Arts and Sciences Example Program Self-Study
4. College of Arts and Sciences Example External Review Recommendations
5. School of Business Assurance of Learning Guide Undergraduate
6. School of Business Assurance of Learning Guide Graduate
7. School of Business Assessment Committee Report May 2008
Comprehensive Standard 3.4.3

The institution publishes admissions policies that are consistent with its mission.

_X_ Compliance     ___ Non-Compliance

Georgia Southwestern State University (GSW) is in compliance with Comprehensive Standard 3.4.3.

Narrative:

Undergraduate Admission

The admission policies mandated by the USG System are consistent with the educational purposes of the institution. Admission decisions for freshmen are based upon quantitative information including high school credits, high school grades, and standardized test scores. Each year, the university tracks the freshman to sophomore retention rate to be sure the admission policies are sound and predict success at GSW. Transfer admission decisions are based upon a student’s prior performance at an accredited institution of higher education.

The Office of Undergraduate Admissions administers all procedures and enforces all policies set forth by the faculty and the USG regarding admission of undergraduate students to the University, including collecting official, supporting documentation. Admission requirements for all types of undergraduate students can be found on-line in the University Bulletin, and on the Future Students web site. The instructions and requirements for admission are uniform and consistent in message in all publications.

The Schools of Education and Nursing have additional requirements that must be met before a student is officially admitted to one of their programs. The requirements for admission to the Teacher Education and Nursing programs are documented below.

Graduate Admission

The Schools of Education; Computing and Mathematics; and Business oversee the graduate admission process for each of the respective graduate programs. Admission policies and procedures are outlined in the Graduate Bulletin and on the web (see .pdf version Graduate Bulletin sections relevant to admission below.).

Documentation

1. 2009-2010 University Bulletin – Admissions
2. USG Minimum Requirements for Undergraduate Admission, Policy 3.1
3. GSW Undergraduate Admission Requirements
4. GSW Graduate Admission Policies
5. Board of Regents (BOR) Retention Rates
6. Admission to Teacher Education—Undergrad
7. Admission to Nursing
8. MBA Admission Requirements
9. MED and Education Specialist Requirements
10. MS in Computer Science and Computer Information Systems Admission Requirements
11. Graduate Certificate in Computer Information Systems Admission Requirements
Comprehensive Standard 3.4.11

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

_X_ Compliance    ___ Non-Compliance

Narrative:

Georgia Southwestern State University (GSW) is in compliance with Comprehensive Standard 3.4.11 regarding qualifications for program coordination and oversight, and curriculum development and review.

All academic degree programs at GSW are housed within academic units and ultimate responsibility for program coordination, including curriculum development and review, rests with the academic unit heads (department chairs, and school and college deans), although most delegate day to day responsibility to program coordinators, especially in multi-disciplinary units or in units that offer both graduate and undergraduate degree programs. GSW offers both undergraduate and graduate certificate programs that also have coordinators. Therefore, the Office of Academic Affairs at GSW defines the necessary responsibilities of program coordinators (see below), and assures their academic qualifications.

The inventory of degree and certificate programs and coordinators is located in the table below with links to coordinator’s qualifications for each.

<table>
<thead>
<tr>
<th>Program Coordinator Description</th>
<th>Program</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Programs and Coordinators</td>
<td>Bachelor of Arts in Art</td>
<td>Laurel Robinson</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts in Dramatic Arts</td>
<td>Jeff Green</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts in English</td>
<td>Margaret Ellington</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts in History</td>
<td>Brian Parkinson</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts in Music</td>
<td>Julie Megginson</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts in Psychology</td>
<td>Paul Shapiro</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Business Administration</td>
<td>Elizabeth Wilson</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Fine Arts in Art</td>
<td>Laurel Robinson</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science in Biology</td>
<td>Bob Herrington</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science in Chemistry</td>
<td>Michele Smith</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science in Computer Science</td>
<td>Arvind Shah</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science in Geology</td>
<td>Sam Peavy</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science in History with Teacher Cert</td>
<td>Paula Martin</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science in Information Technology</td>
<td>Arvind Shah</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science in Mathematics</td>
<td>John Stroyls</td>
</tr>
<tr>
<td>Degree</td>
<td>Name</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>Leisa Easom</td>
<td></td>
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<tr>
<td>Bachelor of Science in Political Science</td>
<td>Brian Smith</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Psychology</td>
<td>Paul Shapiro</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Sociology</td>
<td>Paul Shapiro</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Education, Early Childhood</td>
<td>J. Yvette McWhorter</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Education, Special Education</td>
<td>J. Yvette McWhorter</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Education, Middle Grades</td>
<td>Greg Hawver</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Education, Exercise Science Education</td>
<td>Greg Hawver</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Education, Health and Physical Education</td>
<td>Greg Hawver</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Education, Recreation</td>
<td>Greg Hawver</td>
<td></td>
</tr>
<tr>
<td>Dual Degrees</td>
<td>Svilen Kostov</td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Carol Bishop</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Computer Science</td>
<td>Arvind Shah</td>
<td></td>
</tr>
<tr>
<td>Master of Education</td>
<td>Greg Hawver</td>
<td></td>
</tr>
<tr>
<td>Education Specialist</td>
<td>Greg Hawver</td>
<td></td>
</tr>
<tr>
<td>Certificate in Caregiving</td>
<td>Richard Birkel &amp; Leisa Easom</td>
<td></td>
</tr>
<tr>
<td>Certificate in Criminal Justice</td>
<td>Paul Shapiro</td>
<td></td>
</tr>
<tr>
<td>Certificate in European Union Studies</td>
<td>Brian Smith</td>
<td></td>
</tr>
<tr>
<td>Certificate in Latin American Studies</td>
<td>Elena Odio</td>
<td></td>
</tr>
<tr>
<td>Certificate in Web Design</td>
<td>Alexander Yemelyanov &amp; Tonya Hughes</td>
<td></td>
</tr>
<tr>
<td>Certificate in Women’s Studies</td>
<td>Marlene Allen</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in CIS</td>
<td>Arvind Shah</td>
<td></td>
</tr>
</tbody>
</table>
Comprehensive Standard 3.11.3

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

_X_ Compliance           ___ Non-Compliance

Narrative:

Georgia Southwestern State University operates and maintains 34 academic, auxiliary, administrative, student housing and athletic buildings that total approximately 1.1 million gross square feet. These facilities are adequate to serve the educational programs, support services, and other mission-related activities on our campus. The facilities are well-maintained and enable GSW to achieve its educational goals and to effectively serve its constituents. The facilities that require replacement and/or major renovations are identified for upgrades or by a new facility by our new facilities master plan update that is currently being prepared. Over the last 10 years, the Board of Regents of the University System of Georgia and GSW has invested approximately $125 million for construction and renovation our campus facilities. Over $ 500,000 of maintenance and repair dollars are invested annually in our facilities. Continued facility support funding remains a main focus on our campus.

Master Planning

The first campus Master Plan for Georgia was completed in 1997 and provided facility upgrade guide for a period of seven years. In 2004, the first Master Plan Update (see link below) was initiated, and support renovation and construction activities were accomplished over a period of five years. A new campus Master Plan is currently being developed that will cover the upgrade and construction of new facilities for the next 5 to 7 years. This Master Plan is being developed by Wakefield Beasley of Atlanta, Georgia and will be addressing physical facility needs to support a student body of 5,000 students. This new Master Plan, like the previous two, will address all facets of campus life. It will endeavor to maximize existing facility usage and provide for optimize land use based on projected enrollments and future needs. It also factors in the surrounding area’s development and the potential for land acquisitions, new roads, parking requirements, walking and nature trail needs, and utility systems upgrades. Classroom space and usages will be a key input in determining existing and future space requirements. Officials and residents of the City of Americus and Sumter County have and will continue to play a major role in determining this institution’s appearance, size, academic program needs for our campus’ future.

Maintaining the Campus

GSW’s Physical Plant is responsible for maintaining all campus facilities. We are recognized by the Board of Regents and other campuses in the USG as having one of the most beautifully maintained campuses in the system to include building maintenance. Maintenance of the GSW campus is accomplished by a Plant staff of 23 positions. All of our Plant personnel take their
various maintenance responsibilities seriously. Ninety-percent of the Physical Plant staff have been employed at GSW and the Plant for more than 10 years and consequently, they know their jobs and those who work in areas other than their own.

GSW uses the “Banner” Work Request/Order system that, for a campus of our size, receives and controls maintenance and repair requirements in an outstanding and efficient manner. Our WO control staff, using the Banner system is highly proficient at receiving both telephonic and e-mail requests and monitoring each work request from start to finish. Should a work requirement not be accomplished within 5 days, the Senior Administrative Assistant notifies the Assistant Director. The Plant Director would also be made aware if this work order could not be immediately resolved. Delays in Resident Hall work requests are reported to the Vice President for Business and Finance during a weekly meeting between with the Plant Director, Senior Administrative Assistant, and the Assistant Director of Operations of Maintenance. At this meeting reasons for the work order delays are reported and alternative means for getting the work accomplished expeditiously are discussed and determined. When work orders are received and completed, our costumers are informed and should delays occur, they are made aware of the status. Once each work order is complete, the building managers are made aware of that the work order is completed and a “How Well Did We Do” evaluation form is left with the customer with a request that the form be completed and returned to the Plant. Very seldom do we have completed work evaluation forms returned to the Physical Plant, but will continue to distribute surveys for our customers to complete and for Physical Plant review and necessary improvement actions.

The GSW Physical Plant assisted the Board of Regents’ Facilities Office in developing a Preventive Maintenance Plan (see link below). This plan addresses the preventative activities of the HVAC Shop. Quarterly inspections are defined and accomplished through the use of this plan that has been in use for nearly 12 years. Approximately seventy-five percent of our campus facilities were constructed during the 1970 to 1980 period which generates high maintenance and repair costs. However, our facilities remain operational and serve their purposes well.

**Renovations and New Construction:**

Over the last 10 years, the Board of Regents of the University System of Georgia and GSW has invested approximately $125 million for construction and renovation our campus facilities. We invite your attention to the attached GSW Facility General Information Chart and Campus Map that reflects both the new construction and renovation work that have been recently completed over the last five years:

<table>
<thead>
<tr>
<th>BUILDING NAME</th>
<th>BUILDING NUMBER</th>
<th>DESCRIPTION OF WORK</th>
<th>PROJECT COST</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace HVAC System</td>
<td>14</td>
<td>Renovation work included New HVAC equipment for Roney and Science Building, new air distribution system,</td>
<td>$280,000</td>
<td>August 2008</td>
</tr>
<tr>
<td>Project</td>
<td>Year</td>
<td>Description</td>
<td>Cost</td>
<td>Completion Date</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Renovate Business History &amp; Political Science Building</td>
<td>18</td>
<td>Provided new classrooms, computer laboratory, conference room and offices.</td>
<td>$285,000</td>
<td>April 2008</td>
</tr>
<tr>
<td>Fine Arts Building</td>
<td>31</td>
<td>Repaired Roof and Parapet wall, coping, and leaks in membrane.</td>
<td>$22,000</td>
<td>April 2009</td>
</tr>
<tr>
<td>Wheatley Administration Building</td>
<td>1</td>
<td>Provided for renovation to convert area to Assembly Hall and state of the art large class room</td>
<td>$810,000</td>
<td>January 2010</td>
</tr>
<tr>
<td>Education Center</td>
<td>32</td>
<td>Replace Roof Membrane</td>
<td>$160,000</td>
<td>April 2010</td>
</tr>
<tr>
<td>Sanford Hall</td>
<td>23</td>
<td>Repair Leaking Wall and Patio</td>
<td>$54,400</td>
<td>July 2010</td>
</tr>
<tr>
<td>Student Success Center</td>
<td>10</td>
<td>Construct Student Success Center</td>
<td>$22 Million</td>
<td>November 2007</td>
</tr>
<tr>
<td>Business &amp; Finance Center/Marshall Student Center</td>
<td>21</td>
<td>Renovate Kitchen and Extend/Renovate Eating Area, and Construct New Faculty/Staff Eating Building</td>
<td>$3.5 Million</td>
<td>August 2010 and September 2010</td>
</tr>
<tr>
<td>SW Pines</td>
<td>43</td>
<td>Construct 203 Bed Resident Hall</td>
<td>$11.9 Million</td>
<td>April 2010</td>
</tr>
</tbody>
</table>

**Documentation**

- 2004 Facilities Master Plan Update
- Preventive Maintenance Schedule
- Deferred Maintenance
- Campus Map

GSW Comprehensive Standard 3.4.11 3
**Federal Requirement 4.1**

The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, State licensing examination, and job placement rates.

_X_ Compliance ___ Non-Compliance

**Narrative:** Georgia Southwestern State University (GSW) is in compliance with Federal Requirement 4.1. The following is a description of how GSW monitors and evaluates student success as related to course completion, state licensing examinations for Education and Nursing, and job placement rates.

**Course Completion**

The Director of Institutional Research produces course grade data in a variety of formats to be used by the institution, schools, and departments for monitoring course completion rates and trends in grades. This includes a biennial grade distribution report that provides a summary of grade distributions at the department and school level for undergraduate and graduate courses for both the current year and relative to previous years (See #1 below). First-year cohort grades in first fall term courses have also been examined since Fall 2003 by categories of students’ high school grade point average (3.50-4.00, 3.00-3.49, 2.50-2.99, and <=2.49). In spring 2006, this data was presented to faculty advisors to demonstrate the relationship between students’ level of success in high school (as indicated by high school GPA) and the level of success in college courses (as indicated by percentage of As, Bs, and Cs) during their first term in college. Advisors were provided with a handout and were encouraged to use this information when assisting students with their class selections (See #2 below). These first year cohort grade distributions have also been used to make recommendations regarding the courses included in the freshmen learning communities.

Currently, course completion data at the level of individual class sections or instructor are provided to GSW deans, chairs, faculty, or staff upon request by the Director of Institutional Research.

**Graduation and Retention Rates**

In February 2004, the Chancellor for the University System of Georgia (USG) created a University System Task Force on Graduation Rates which was charged with developing a five-year plan to improve the system graduation rates. One provision from the resulting Task Force report was that each USG institution must establish and report goals for 1-year retention and 6-year graduation rates and develop plans for reaching their retention and graduation targets. A Retention, Progression, and Graduation Task Force, formed at GSW in fall 2005 reviewed disaggregated data for retention and graduation rates of first-time full-time freshmen dating back to 1999 and created target graduation rates for each cohort year up through 2004 and retention rate targets for each cohort year up through 2009. Actual retention and graduation rates have been compared to the targets and the
targets have been periodically revised and extended by the Director of Institutional Research and the Dean of Academic Services (See #3 below).

The Director of Institutional Research has also compiled graduation rates for the fall cohorts (full time and part time) by students’ major at last enrolled terms (See #4 below). This information is shared with the College of Arts and Sciences and Schools of Business, Computer Science and Mathematics, Education, and Nursing for use in their program reviews.

Graduation rate targets (6-year rates) were met with 33.79%, 30.79%, and 31.61% graduation rates, respectively, for cohort years 2001, 2002, and 2003. However, out of the last four cohort years, the overall retention rate target was reached only for the fall 2007 first-time full-time freshmen cohort (target= 70%; actual=76%). The preliminary data for the 2008 cohort indicate that the retention rate, 68.9% (preliminary calculation), was close, but still below the target rate of 70.5%.

To help meet target retention rates, space in fall courses is reserved for beginning GSW freshmen in groups of classes called “Learning Communities”. Learning Communities are specifically designed to assist freshmen with building social connections to enhance academic success during their first term in college. Each community has been developed around one of the majors offered at GSW (including “undecided”). Although each learning community currently includes a full course load of classes appropriate for the major (12-14 credit hours or approximately 5-6 classes), only 3-4 of the classes are common for each student registered for a learning community.

Each year, classes are selected for inclusion in a learning community based upon departmental requirements (e.g., biology majors need to be enrolled in biology during their first term) as well as students’ success in the learning community classes, measured by the by percentage of As, Bs, and Cs (See #5 below). An attempt is made to create each community so that difficult courses (low percentage of As, Bs, and Cs) are balanced by courses where students have a higher likelihood of being successful. Evaluation of the students’ success in these first term courses has also led to recommended changes in department requirements and/or criteria for enrollment in particular classes during the students first fall term. For example, one recommendation which was made and implemented was to change the first fall term class for pre-nursing majors from “Human Anatomy and Physiology” to “Essentials of Biology”. Another recommendation which also been implemented has been to add criteria for placing biology majors in learning communities with “Principles of Biology”.

Other examples of opportunities that GSW provides to help students with academic success:

**Writing Center** - The mission of the Writing Center is to assist GSW students with all aspects of the writing process. Through dialogue, we help with all stages of the writing process including:

* Prewriting
* Developing a thesis
STEM Initiative - The aim of the STEM initiative at GSW is to increase enrollment and success in STEM courses and to increase the number of these majors and graduates. This extends beyond the campus boundaries to area feeder schools by working with students and teachers to build interest, confidence, and expertise in STEM learning, several years before students enroll in college. The STEM Initiative also provides on-campus science/math tutoring. A science/math tutoring lab is organized to assist freshmen with their introductory courses. Upper-division GSW students staff the lab.

Academic Skills Center - The mission of the Academic Skills Center (ASC) is to provide and maintain diverse learning opportunities for all GSW students in an environment that promotes academic excellence and success. The staff of the ASC is committed to assisting students with evaluating their academic performance and choosing the appropriate services to master course materials.

The Academic Skills Center offers services which will assist students in becoming confident, independent learners. Some resources available to students include:

- Academic Computer Lab
- Supplemental Instruction
- Study Skills Workshops
- Classrooms/Tutoring Rooms
- Study Cubicles
- Various Software Programs
- One-on-one Tutoring
- Resource Room
- Conference Room
- High tech equipment

The Prescription for Academic Success (PAS) program, within the School of Nursing, for students from economically and educationally disadvantaged backgrounds, including minority students, was established in Sept., 2008. The funding comes from the Health Resources and Services Administration (HRSA), an agency of the U.S. Department of Health and Human Services. The project will provide academic and social support and mentoring to 50 students over the three year grant period. Funds will be used to provide scholarships, recruit students, hire additional staff, and purchase training supplies and equipment. Realizing the importance of clinical training, the project director will use part of the grant funds to purchase a patient simulator for hands-on training. This simulator allows students to experience a wide variety of patient scenarios and will greatly increase real-life clinical opportunities for GSW nursing students.

One way the School of Nursing measures student achievement is a tracking of retention and graduation rates of their students. These measures are analyzed and reported as part of the program’s annual Total Evaluation Plan. Admission rates have increased over the past five years in three program tracks (note that the LPN-BSN track will not admit its first students until spring 2010) with substantial growth noted in the RN-BSN and accelerated track. Mean retention rates (junior-level to senior level nursing students) 81% and graduation rate (admission to nursing program to graduation is at 84%).
State Licensing Examinations

State Licensing Examinations are used in the assessments of Teacher Education and Nursing programs.

The GSW School of Education is nationally accredited by The National Council for the Accreditation of Teacher Education (NCATE). This accrediting body requires at least 80% pass rate of program completers on the state licensure tests, PRAXIS II (2003-2006) and the Georgia Assessments for the Certification of Educators (GACE II) (2006-2008). (See #6 below). As seen in the tables, the range of pass rates is 85% to 100%, meeting the target rate on total scores 2003-2008. Scores for 2009 have not been released.

The GSW School of Nursing is accredited by the National League for Nursing Accrediting. The state licensure test is measured by the NCLEX-RN. The benchmark established by the Georgia Board of Nursing is a four-year average of not less than 80%. GSW’s School of Nursing’s data presented in the table (See #7 below) indicates a four-year average of 89%, exceeding the established benchmark.

Job Placement Rates

The GSW Office of Career Services offers a variety of programs and job fairs. The Office of Career Services also sends employment surveys to graduates. (See #8 below). Results for May, 2003 and May, 2004 graduates with response rates of 43% and 49%, respectively, reveal that 88% and 80% of the graduates were working. (See #9 below).

Another survey issued by the Registrar’s Office, Office of Institutional Research, and Career Services Center, 2006, revealed that approximately half of the graduates (at the time of their commencement) had a job related to their degrees (47.9%). Also, approximately half the graduates planned to enroll in graduate studies within six months. The top two places of employment for these graduates were in the educational fields and medical fields. (See #10 below).

Some of the Schools or Departments follow the employment of their graduates. For example, the School of Nursing reports that 100% of the BSN students are employed full time in health care facilities. All students report that they will continue to work full time. Measurement of this outcome was achieved through a written survey of alumni and telephone dialogue with faculty. Graduates are currently working in acute care, home health, and community/public health.
Documentation:

1. Fall 2007 Grade Distribution Report
2. First-time Freshmen Grades in Fall term Core courses handout
3. Retention Targets and Actuals revised_updated fa09 census
4. Graduation Rates_Actuals and Targets revised_fa09 census
5. Graduation Rate of Fall Cohort (FT & PT) by Students’ Major at Last Enrolled Term 2001 Cohort
6. Graduation Rate of Fall Cohort (FT & PT) by Students’ Major at Last Enrolled Term 2002 Cohort
7. First Year Cohort Fall Term Grades
8. School of Education PRAXIS Scores (2004-06)
9. School of Education GACE Scores (2007-09)
10. SON Part Three Standard 8
11. Career Services Employment Survey
12. Career Services Survey Results
13. Spring 2006 Commencement Survey Results
**Federal Requirement 4.2**

The institution’s curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.

_X_ Compliance    ___ Non-Compliance

**Narrative:**

Georgia Southwestern State University’s (GSW) curriculum is directly related to its purpose and mission, since GSW is a comprehensive state university within the University System of Georgia (USG), whose specific mission centers on teaching and learning (see Document 1 below). As the institution engages in periodic review of its mission during the 2009-2010 academic year, teaching and learning remain the centerpieces of GSW’s mission (see Document 2 below). Specifically, GSW fulfills the core principal of USG state universities (see Document 3 below) to provide “a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level” by offering a Core curriculum that is consistent with the policies of the USG and with the best practices of liberal arts education. The institution fulfills its comprehensive mission by offering baccalaureate degree programs in the arts and sciences, nursing, education, computing and mathematics, and business administration. The Master of Education in Curriculum and Instruction, the Master of Business Administration, and the Master of Science in Computer Science are also offered, as well as Education Specialist degree in Learning and Leading. In addition, interdisciplinary certificate programs are offered in Caregiving, Criminal Justice, European Union Studies, Latin American Studies, Web Design, and Women’s Studies. GSW insures that its programs and curriculum are appropriate to the level of diplomas, certificates and degrees awarded primarily in two ways: rigorous review of new programs and of substantive changes to existing programs, as well as periodic comprehensive review of existing programs regardless of whether substantive changes have been made.

Most of GSW’s quality assurance measures for curriculum and programs go through a two stage process of vetting at the institutional level first and then at the USG level. For instance, addition and deletion of courses; addition, deactivation, and termination of programs; and substantive changes to courses or programs must all be approved by GSW’s Committee on Academic Affairs for baccalaureate programs including the Core curriculum, or the Committee on Graduate Affairs for graduate programs (see Documents 4 and 5 below). Many actions related to programs, including addition, deactivation, termination, and substantive changes, must also be approved by the Faculty Senate and by a vote of the full Faculty. Moreover, many program actions approved at the institutional level must also be approved at the USG level including the addition and deactivation or termination of degree and certificate programs, substantive change to the curriculum of an existing program, and change or significant modification of an institution’s mission or academic priorities. USG procedures and policies regarding program actions are detailed in Documents 6, 7, 8, 9, 10, and 11 below. As is detailed in University System of Georgia Baccalaureate and Master’s Degree Procedures (see Document 6 below), new programs are subject to external review by reviewers from outside the USG, and must ultimately be approved by USG Board of Regents.

GSW Federal Requirement 4.2 1
All programs at GSW periodically undergo Comprehensive Program Review, as mandated by USG Office of Academic Affairs. In academic units that are accredited externally, such as the Schools of Business Administration, Education, and Nursing, accreditation visits serve the purpose of program review. In academic units that are not accredited externally, such as the College of Arts and Sciences, and the School of Computing and Mathematics, comprehensive review of all programs occurs at least once every seven years, and may occur more often if a program has few declared majors or if a program produces few graduates as measured by six-year graduation rates. Document Twelve below shows how the process of program review is carried out in the College of Arts and Sciences.

Documentation:

1) Georgia Southwestern State University Current Mission Statement
2) Georgia Southwestern State University Revised Mission Statement (under review)
3) University System of Georgia Core Principles for Comprehensive State Universities
4) Georgia Southwestern State University Statutes Section Four: Function and Composition of Standing Committees
5) Georgia Southwestern State University Faculty Handbook: Policies and Procedures of the Committee on Academic Affairs
6) University System of Georgia Baccalaureate and Master’s Degree Procedures - Academic Programs
7) University System of Georgia: Plan for Significant Change in Institutional Mission or Academic Priorities
8) University System of Georgia: Substantive Change/Program Modification Form (Existing Programs)
9) University System of Georgia: Degree or Program Deactivation Form
10) University System of Georgia: Degree or Program Termination Form
11) Georgia Southwestern State University College of Arts and Sciences Comprehensive Program Review Guide

GSW Federal Requirement 4.2 2
Federal Requirement 4.3

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

_X_ Compliance        ___ Non-Compliance

Narrative:

Georgia Southwestern State University (GSW) makes available to students and the public current academic calendars, grading policies, and refund policies in the Undergraduate and Graduate Bulletins and in various other sources accessible through the GSW website, www.gsw.edu. This information is widely distributed on the GSW website, allowing online students and the general public to have access to this information as well. (See supporting documentation below for policies.)

Documentation:

1. Academic Calendar on the GSW Homepage (www.gsw.edu)
2. Academic Calendar in the GSW Undergraduate Bulletin (http://www.gsw.edu/academics/bulletin/contents/cal.htm)
3. Academic Calendar in the GSW Graduate Bulletin (http://www.gsw.edu/academics/bulletin/contents/grcal.htm)
4. Academic Calendar under the “Academics” link on the GSW Homepage (http://www.gsw.edu/academics/index.html)
5. Grading Policies in the GSW Undergraduate Bulletin (http://www.gsw.edu/academics/bulletin/contents/reg.htm#GRADING%20SYSTEM%20AND%20QUALITY%20POINTS)
7. Grading Policies in the GSW Student Handbook, the GSW Weathervane (http://www.gsw.edu/~activities/Judicial_Affairs/img/Academic%20Information.pdf) – scroll down
8. Grading Policies in the GSW Faculty Handbook (http://www.gsw.edu/~aaf/handbook/university.htm#G)
11. Refund Policies on GSW Student Accounts Website (http://www.gsw.edu/services/Student_Accounts/index.shtml)
Georgia Southwestern State University (GSW) is in compliance with Federal Requirement 4.4, because all undergraduate programs offered at require at least 120 semester credit hours. These hours include forty-two hours of general education requirements (the CORE curriculum), eighteen hours of lower division (1000 and 2000 level courses generally) requirements in the major, and 60 credit hours of major requirements, minor requirements, or electives. The total length these programs and the ratio of general to specific educational requirements are consistent with accepted practice in higher education.

Because the University System of Georgia requires Secondary Education Majors to major in a content field and to complete 35 hours of additional education courses, the University System of Georgia waived the 120-hour cap on the following degree programs for GSW because these are considered double majors. Four programs (English, History, Mathematics, and Music with Teacher Certification) fall within this category.

The Early Childhood Education program of 122 semester hours has also been approved by the University System of Georgia based on the required courses in Early Childhood Education, Reading (9-12 semester hours), Mathematics (9-12 semester hours), Science (6 semester hours in addition to the Science requirements of core (all University System of Georgia requirements) and the additional class in Health and Physical Education for Early Childhood Teachers. This additional two-hour HPER course is necessary because teachers in Georgia must be qualified to teach Health and Physical Education to grades Pre-K-5.

The curriculum of the School of Nursing is 122 hours as approved by the Board of Regents when the program was approved in 2000. Nursing programs often exceed the 120 hours due to the curriculum requirements.

All Graduate Degrees offered by GSW are at least 30 semester hours in length. No graduate program exceeds 36 semester hours.
12. Federal Requirement 4.5

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

_**X**_ Compliant ____ Non-Compliant

**Narrative:**

Georgia Southwestern State University (GSW) is in compliance with Federal Requirement 4.5, because it has well-publicized procedures for both academic and non-academic grievances as well as mechanisms for reporting affirmative action violations, and for appealing disciplinary measures resulting from student code of conduct violations. The University System of Georgia also provides for appeal of some decisions made on the individual campus level. Moreover, there is ample evidence that these procedures are applied.

The procedures for handling student grievances are outlined in Appendix I Student Grievance and Appeal Procedures for Academic Issues (103-08) and Appendix K Student Grievance and Appeal Procedures for Non-Academic Issues (111-14) of the GSW Weathervane Student Handbook (see below for PDF links to both procedures). The GSW Weathervane is available to students both on the web and in hard copy (links to relevant portions of the pdf version of the handbook may be found below); the html version may be found at http://www.gsw.edu/~activities/Student_Life/studenthandbook.html but is not included on this disk. In addition, incoming students are informed of GSW Weathervane and its importance to them during orientation. All administrators, advisors, and new employees are also made aware of the policies during faculty and staff training. Both procedures begin with an informal process in which the student is encouraged to consult with the university employee with whom they disagree and attempt to come to a mutually amicable solution. Both processes also offer an optional mediation process that is administered by the Human Resources office using on-campus mediators trained by the Institute on Conflict Management in Higher Education. If the informal process and mediation fail, a student may pursue a formal, written process that begins at the departmental level and provides for appeals through the appropriate administrative channels up to and including the President of the university on campus, and the Board of Regents of the University System of Georgia. Cases One and Two below demonstrate the application of the academic procedure. No student has availed himself or herself of the non-academic procedure since GSW’s last reaffirmation visit in 2002.

The Office of Residence Life has separate procedures for handling student complaints arising from room and board issues. The procedures for maintenance and food plan are explained below, and samples illustrating the application of these procedures are provided.

The Director of Human Resources serves as GSW’s Affirmative Action Officer, whose responsibility it is to educate and inform students, faculty, and staff regarding Affirmative Action issues and compliance, and on issues related to sexual harassment. The Affirmative Action
Officer is the contact person for all questions and complaints in these areas. GSW has had no affirmative action or sexual harassment complaints since our reaffirmation visit.

The complete GSW Student Conduct Code may also be found in the *GSW Weathervane* Appendix A (59-77). An appeals process is available to students disciplined for violating the conduct code by either suspension or expulsion, and the process is described in Appendix A subsection DD (76-77). Case Three below demonstrates the application of this process. The student handbook also provides a mediation process to resolve disputes between students and is described below.

In the event that no other avenue of appeal is provided or if a person is aggrieved by a college president’s decision, any person connected with the University System of Georgia may appeal to the Board of Regents in most cases. However, the Board will not accept or consider appeals based on academic grades, residency status for tuition purposes, parking and other violations of traffic regulations. In such matters, the decision of the President shall be final and binding for all purposes. This right of appeal is described in Appendix O (123) of the *GSW Weathervane*. No appeals of decisions made at GSW have been forwarded to the Board of Regents since our last reaffirmation visit.

**Documentation:**

1) Appendix I Student Grievance and Appeal Procedures for Academic Issues
2) Case One
3) Case Two
4) Appendix K Student Grievance and Appeal Procedures for Non-Academic Issues
5) Office of Residence Life Procedures
6) Appendix A Student Code of Conduct
7) Case Three
8) Appendix S Mediation Process
9) Appendix O Appeal to the Board of Regents
10) Complete *GSW Weathervane* for 2009-2010
Federal Requirement 4.6

Recruitment materials and presentations accurately represent the institution’s practices and policies.

_X_ Compliance ___ Non-Compliance

Narrative:

Georgia Southwestern State University (GSW) is in compliance with Comprehensive Standard 4.6, because educational programs and services offered are the primary emphasis of all advertisements, publications, promotional literature and recruitment activities; all statements and representations made therein are clear, factually accurate and current; and catalogs or other official publications are readily available and accurately depict GSW.

Undergraduate Admission

The Office of Undergraduate Admissions ensures that recruitment activities and material are accurate and truthful in their portrayal of GSW. Undergraduate admission counselors who represent the university make visits to high schools, community colleges and other sites and present information on the university and its undergraduate programs. Materials are reviewed by various Admission and Academic Affairs personnel on an annual basis. Examples are the freshmen and transfer recruitment brochures and freshmen and transfer web sites.

Graduate Admission

The Graduate and Undergraduate Bulletins are revised on an annual basis. The content is reviewed and verified by the Offices of Admissions and Academic Affairs. Recruitment at the graduate level is directed by each School with a graduate program.
Documentation

1. 2009-2010 Undergraduate Bulletin
2. Freshman Recruitment Brochure
3. Transfer Student Brochure
4. Accel (Dual enrollment) Student Brochure
5. Beginning Freshmen Web Site
6. Transfer Student Web Site
7. International Student Web Site
8. Graduate Student Web Site
9. SOE Recruiting Web Site
Federal Requirement 4.7/ Comprehensive Standard 3.10.3

The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. The institution audits financial aid programs as required by federal and state regulations.

_X_ Compliance       ___ Non-Compliance

Narrative:

Georgia Southwestern State University (GSW) is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments, and its annual auditing responsibilities.

The State of Georgia’s Department of Audits and Accounts conducts annual audits, with a focus upon GSW’s status of compliance with established fiscal procedures. This audit process validates GSW’s compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. Those reports (see below) from 2005-2009 may be accessed at the link noted below. Currently, there are no documented controversial issues, nor outstanding legal matters, associated with GSW’s Title IV Financial Aid Programs. Any fiscal settlements with the Department of Education, or state agencies within Georgia, pertaining to GSW’s Financial Aid Programs, are promptly processed. GSW’s Program Participation Agreement (PPA) with the Department of Education is current and active through 09/30/2010 (see below), and gives GSW approval to participate in programs under the Higher Education Act of 1965 as amended (HEA) and the financial assistance programs (Title IV, HEA programs). The Eligibility and Certification Approval Report (ECAR) is electronically updated annually, to include all sites for instruction and academic programs from GSW (see below). The recertification process will begin in June 2010. GSW most recent cohort default rate for the Federal Family Education Loan Program was 5.7 for FY 2007. The Official Cohort Default letter calculates GSW’s latest default rate at less than 25.0 percent and guarantees GSW’s continuous program eligibility (see below).

It is the policy of the Georgia Student Finance Commission (GSFC) to solicit and receive annual certifications from the University System of Georgia (USG) and Technical College System of Georgia (TCSG) institution presidents that their institution is following its governing body's state residency and Satisfactory Academic Progress (SAP), a continuation of the federal requirement as established by the US DOE for institutions. The signed certification letter transfers the administration of HOPE and LEAP scholarship and Grant Programs from GSFC to GSW. GSW submits this certification letter annually to the Compliance Department at GSFC (see below). Prior to 2008, the Compliance Review team of the GSFC reviewed sample student files to determine that the schools were in compliance with their own (USG and TCSG schools have their own residency and SAP policies) requirements. However, beginning with 2008 reviews, schools in cooperation with their central offices began to “police” their own eligibility requirements with respect to residency and SAP. During compliance review, if a GSFC notices any inconsistencies in the way those policies are applied, the schools are
advised accordingly and the respective central office is copied. The policy of GSFC is to perform compliance reviews on each eligible postsecondary institution at least once during a three-year cycle. The last compliance review was conducted in September 2006 and the determinations were promptly addressed, satisfied, and closed (see below). GSW has been scheduled for its next compliance review on April 14, 2010 through April 15, 2010.

**Documentation:**

1. Report from Georgia Department of Audits & Accounts for 2005
2. Report from Georgia Department of Audits & Accounts for 2006
3. Report from Georgia Department of Audits & Accounts for 2007
4. Report from Georgia Department of Audits & Accounts for 2008
5. Report from Georgia Department of Audits & Accounts for 2009
6. Program Participation Agreement between GSW and DOE
7. GSW Education Eligibility & Certification Approval Report from the DOE
8. GSW Cohort Default Rate Letter from DOE
9. GSW Residency and SAP Certification Letter 2008
10. GSW Residency and SAP Certification Letter 2009
11. GSW 2005 Fiscal Year Program Review from Georgia Student Finance Commission