SACSCOC FOCUSED REPORT

submitted by

GEORGIA SOUTHWESTERN STATE UNIVERSITY

27 January 2014

800 Georgia Southwestern State University Drive
Americus, GA 31709-4376
(229) 931-2710
2.8

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

Judgment
☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative
Georgia Southwestern State University (GSW) has an adequate number of full-time faculty "to support the mission of the institution and to ensure the quality and integrity of its academic programs." The number of full-time faculty at GSW adequately supports the cultivation of teaching and learning not only facilitating learning in classes, but overseeing and assessing the curriculum.

Definition of Full-Time Faculty

Article IV Section Eight of GSW’s University Statutes makes the following statements on individual faculty members:

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.

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.

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 II of GSW’s Faculty Handbook defines "Faculty Work Load" for full-time tenure track faculty 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:
   o Administrative responsibilities
   o Research
   o Grant proposal writing
   o Implementation of a funded grant
   o 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.

In addition to full-time tenure track faculty, GSW also has full-time non-tenure track Lecturers and Senior Lecturers, whose work load is 12-15 semester credit hours depending the college or school in which they teach.

By contrast, part-time teaching personnel have no service or scholarship expectations. Faculty members whose primary responsibilities are administrative, but who also teach, are not considered part of the corps of instruction as defined in the university statutes. These faculty members have been included in our counts of part-time faculty during terms in which they teach.
University Averages

Average class size at GSW during the Fall Term of 2012 was 20.7 based on a simple calculation of the number of students in classes enrolled divided by the number of courses taught. This number has declined slightly over the last three years from 23.5 in Fall Term of 2010 to the current number (see GSW Average Class Size Trends Fall 2010-12). Using the same computational method, the average size of online classes during Fall Term 2012 was 29.42, and this number has also declined since Fall Term 2010 when it was 37.96 (see GSW Average Class Size Trends Fall 2010-12). Trend data comparing face-to-face class sizes to online class sizes by program have also been provided for General Education classes, Upper-Level Major classes, and Graduate classes. Faculty to student ratios have fallen slightly during the same period from 22.9 to 1 in Fall Term 2010 to 20.9 to 1 in Fall Term 2012. This ratio is derived from IPEDS data where the number of full-time equivalent (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 (see GSW Student-Faculty Ratio Fall 2010-12).

Using IPEDS data, there were one hundred seven full-time, instructional faculty (including faculty members classified as tenure, on-tenure track, and not on tenure track/no tenure system) during Fall Term 2012, or 65.6% of teaching staff. Compared to Fall 2010, the number of full-time faculty increased from one hundred two to one hundred seven, while the percentage of full-time faculty decreased slightly from 66.2 to 65.6% (see GSW Student FTE and GSW FT to PT Faculty Trends Fall 2002-12). Trend data comparing full-time to part-time faculty by program have also been provided for General Education courses, Upper-Level Major courses, and Graduate courses. These data include both number and percent of credit hours generated by department.

Data comparing GSW to other University System of Georgia (USG) institutions for Fall 2008, which was the most recent term for which these data were available, have been provided. The data include total number of full-time, part-time, and other faculty; number of courses taught by full-time, part-time, and other faculty; the number of credit hours generated by full-time, part-time, and other faculty; and the percent of credit hours generated by full-time, part-time, and other faculty. GSW's number compare favorably with all types of USG institutions, including especially the other state universities.

IPEDS data comparing GSW to a number of similar institutions in terms of full-time, part-time, and other faculty have also been provided for Fall Term 2008 (prepared for GSW's Interim Fifth-Year Report) and Fall Term 2011 (the latest final release data available).

Disaggregated Data on Programs for Fall 2012

The percentage undergraduate credit hours taught by full-time faculty members in Fall 2012 ranged from 100% for the BA in Psychology, BS in Chemistry, BS in Geology, BS in Psychology, and BS in Sociology to 45.8% for the BA in Music (see GSW Fall 2012 Percent Summary). Fall 2012 data for credit hours by program, and credit hours by individual faculty members have also been provided. The GSW Fall 2012 Complete Summary provides data on number of credit hours generated by full-time and part-time faculty both face-to-face, and online broken down by general education, upper-level major, and graduate courses. This data summary also includes the percent of credit hours generated by full-time, part-time, and other faculty, broken down by general education, upper-level major, and graduate courses.

Off-Site Committee Comments

The institution defines full-time faculty members as those who work a 40 hour week, including teaching, office hours, service, and scholarship, with a normal teaching load being 12 semester hours per week (or in some cases 12 contact hours). Georgia Southwestern has 107 full-time faculty members, which constitutes over 65 percent of the faculty.

The Faculty Handbook and other policies stipulate that the faculty in the departments is responsible for ensuring the quality and integrity of the curriculum.

The institution provides program-by-program data on the number of full-time faculty via a comparison of full-time to part-time faculty for general education courses, major courses and graduate program courses.

These data support the number of full-time faculty is adequate in every program except for the online MSN and webBSIT programs, the data for which imply that all faculty teaching in these programs are “part-time and other faculty.” The institution did not provide a clear explanation on how the institution ensures the quality and integrity in these programs.

University Response

Georgia Southwestern State University (GSW) is part of two consortia that offer the WebBSIT program and the MSN program, respectively. Since the rationale for participating in a consortium is to offer a program that the institution is unable to offer with only its own resources, the ratio of full-time to part-time and other faculty for such programs will necessarily differ from that of programs offered on GSW's campus, if full-time faculty at other consortium institutions are consider as part-time or other faculty at GSW regardless of their status at their home institution. However, we suggest that the ratio of faculty who are full-time faculty members at their home institution to faculty who are part-time at their home institution is a better measure of the quality and integrity of a consortium as a whole. Therefore, GSW provides data below on both number of full-time faculty members who are full-time at their home institution compared to the number of faculty who were part-time at their home, and credit hours generated by full-time compared to credit hours generated by part-time for both consortia in which the institution participates.

Georgia Intercollegiate Consortium for Graduate Nursing Education (MSN program)

GSW currently participates with Columbus State University in the Georgia Intercollegiate Consortium for Graduate Nursing Education, which is accredited by Commission on Collegiate Nursing Education. Numerically, all three of GSW faculty who currently teach in the program are full-time faculty at GSW. If we treat all the faculty who are full-time at either institution as full-time faculty in the program the number reaches
nine out of ten (see MSN Initial Accreditation Report 2013 pp. 25-26). Of the eleven course sections scheduled for Spring 2014, five are scheduled to be taught by full-time faculty from GSW and nine for the consortium overall (see Grad Nursing Credit Hour Generation F2012- ). During the four completed semesters that the MSN program has been in operation, 24% of the credit hours have been generated by full-time GSW faculty members, and 98% by faculty who are full-time at their home institution (see MSN FT-PT Percentages).

**WebBSIT Consortium (WebBSIT)**

GSW participates with Armstrong Atlantic State University, Clayton State University, Columbus State University, Georgia Southern University, and Southern Polytechnic State University in the WebBSIT. Numerically all three GSW faculty who teach in the program are full-time faculty at GSW and twelve of the seventeen who teach in the program are full-time at their home institution (see WebBSIT FT-PT Faculty). Since Fall Term 2011 when the first GSW students were registered in WebBSIT classes, 65% of the faculty members who have taught sections in which GSW students have been registered have been full-time faculty members at their home institution (see FT-PT Faculty Credit Generated).

**Sources**

- Grad Nursing Credit Hour Generation F2012-
- MSN FT-PT Percentages
- MSN Initial Accreditation Report 2013 (Page 25)
- WebBSIT FT-PT Faculty
- WebBSIT FT-PT Faculty Credit Generated F11-Sp14
2.9

Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University’s (GSW) James Earl Carter (JEC) Library, either on-site or through electronic means, provides students and faculty adequate access and user privileges to collections, resources, and services to support of the degrees offered by GSW (see JEC’s Mission).

Library Collection

To meet the Library’s mission, faculty and staff acquire and provide access to bibliographic and information resources in all formats at the undergraduate and graduate levels, as appropriate to the degrees offered by GSW. The holdings of the JEC Library include over two million books, government documents, current and bound periodicals, audio visual materials, and microforms. JEC Library has served as a selective repository for U.S. government publications since 1966. All materials are cataloged and located on open shelves.

JEC Library’s collections, as of July 1, 2012, include:

- 510,494 books and bound volumes
- 297 current print, electronic, and microform subscriptions
- 1,622,252 microform units
- 11,699 audio visual materials

The Library also subscribes directly to JSTOR and ARTstor, providing access to an additional 400 full text journal titles and over one million digital images. GSW students, faculty, and staff, have both on and off campus access to these collections at all times. Off campus access to these resources is provided via EZProxy which is hosted through OCLC.

In addition, our students, faculty, and staff have access to GALILEO (see GALILEO fact sheet), an initiative of the University System of Georgia (USG). GALILEO is a community of more than 2,000 institutions that include the University System of Georgia member libraries, the Technical College System of Georgia libraries, K-12 schools, public libraries, and the libraries of a group of private academic colleges and universities. As a participating USG institution, GSW has access to over 80 databases with over 10,000 full text journals (GSW GALILEO Databases). Specific journal title listings are available through GALILEO's Journal A-Z tool. In addition, through GALILEO, JEC Library has access to over 30,000 e-books on a wide range of subjects. All GALILEO resources are readily accessible to GSW faculty, staff, and students both on and off campus. Off campus access to GALILEO is provided through the use of password authentication.

Special Collections

1) Georgia Southwestern State University Historical Collection – Includes documents and records relating to the history of Georgia Southwestern State University and Sumter County, Georgia. The collection includes photographs, yearbooks, the school’s newspaper, The Sou’Wester, past course catalogs and bulletins, publications of GSW faculty and staff, and local histories. The collection is searchable through the Library’s catalog.

2) Dr. Harold Isaacs Third World Studies Collection – Includes books and periodicals focusing on Third World Studies as well as documents and records relating to the Association of Third World Studies. The majority of the collection is searchable through the Library’s catalog.

3) Prisoner of War (POW) Collection – Developed with assistance from the Andersonville National Historic Site, the POW Collection contains books related to the POW experience, mostly memoirs written by those who were held prisoner. The collection is searchable through the Library’s catalog.

Consortium Activities and Shared Resources

JEC Library is a member of the following consortia and works cooperatively with a range of libraries to enhance collections and resource sharing, including the USG, GALILEO, GALILEO Interconnected Libraries, Georgia Online Database, Lyrasis, OCLC, and Lake Blackshear Regional Library and South Georgia Technical College Library. These cooperative relationships allow JEC Library to further support GSW degree programs by making available important resources from other strong programs.

University System of Georgia

The USG consists of 31 colleges and universities throughout the state of Georgia. Library deans and directors meet twice a year to exchange information and ideas, improve resource sharing and coordination of services, and make reports and recommendations concerning the improvement of instruction, curriculum, research and service in matters related to libraries.
Georgia Library Learning Online (GALILEO)

An initiative of the Board of Regents (BoR) of the USG, GALILEO is a community of more than 2,000 institutions that include the University System of Georgia, the Technical College System of Georgia, K-12 schools, public libraries, and a group of private academic colleges and universities. As a participating USG institution, GSW has access to over 80 databases with over 10,000 full text journals. In addition, through GALILEO, JEC Library has access to over 30,000 e-books on a wide range of subjects. All GALILEO resources are readily accessible to GSW faculty, staff, and students both on and off campus.

GALILEO Interconnected Libraries

Created by the USG to support resource sharing, GALILEO Interconnected Libraries (GIL) provides a gateway to information resources held in USG libraries. GIL serves as a single integrated library automation system, which provides each institution with their local catalog. In addition, a Universal Catalog provides access to holdings across all libraries within the USG. Through GIL Express, USG patrons are able to initiate requests for books directly from other USG libraries and have them delivered to their home institutions at no charge. This allows GSW students, faculty, and staff to readily obtain books located in collections throughout the state. In addition, GIL provides USG librarians with data regarding the use and growth of their collections as well as data that can be used to help guide future decision-making and cooperative collection development.

Georgia Online Database

Administered by the Georgia Public Library Service, Georgia Online Database (GOLD) serves as the interlibrary lending and union listing system throughout Georgia. The GOLD consortium is comprised of more than 200 academic, public, private, school, special, and technical college members.

Lyris and OCLC

Lyris is the nation’s largest regional membership organization serving libraries and library professionals. OCLC is a worldwide library cooperative committed to improving access to the information held in libraries around the world. Cataloging and interlibrary loan services are provided to JEC Library by OCLC via Lyris. Lyris also provides cost savings through group purchasing for products and services. Lyris also offers a range of professional development opportunities for library faculty and staff.

Lake Blackshear Regional Library and South Georgia Technical College Library

JEC Library has a cooperative lending agreement with Lake Blackshear Regional Library and South Georgia Technical College Library. The purpose of this agreement is to provide the citizens of Sumter, Crisp, Dooly, and Schley counties and the faculty, staff, and students (including those enrolled in the institutions’ distance education programs) of the participating institutions with optimal access to library information resources and services. Valid users associated with any of these institutions can establish borrowing privileges with its partner institutions.

Collection Development Methodology

Collection development at GSW is a shared responsibility between librarians and faculty. Librarians work with faculty from each academic department in order to ensure that library collections are relevant and adequate to support GSW degrees and student and faculty research. The Collection Development Librarian serves as an information conduit between the department or school and the library regarding collections and services. GSW faculty have access to online Choice reviews and are encouraged to use other selection resources such as professional journals. JEC Library has developed a Collection Development Policy to document existing policies and procedures.

Assessment of Collections

On an annual basis, JEC Library undergoes a review of current journal subscriptions. Faculty are asked to evaluate and prioritize the subscriptions in their subject areas in terms of the extent to which they support current curriculum. In addition, faculty may recommend new journals. Other factors that are considered during the annual journal review are usage statistics, available formats, and duplication in online databases. The Collection Development Librarian makes retention, deselection, and enhancement recommendations to the Dean.

Periodic reviews of specific subject areas of the non-journal collection are conducted. This is an in-depth analysis to upgrade and enhance the collections (to the extent Library resources permit) to ensure they meet current curriculum and program needs, to weed out materials no longer relevant, and to preserve those which do. These analyses are conducted with the assistance and participation of the relevant Dean, Department Chair, faculty, and Collection Development Librarian. A review of the Government Documents collection was recently completed, a review of the Reference Collection is on-going, and a review of the Mathematics collection is scheduled to be commenced in the near future.

Additional assessment of the Library’s collections occurs as part of accreditation and program reviews. JEC Library prepares reports for accreditation and program reviews and participates in the site visit as requested. These reports provide information concerning support of the library holdings for the degrees offered at the University.

Other means of assessment of the Library’s collections include:

- Annual Library Survey that assesses satisfaction with collections, services, and facilities.
- Library Faculty Advisory Committee that meets twice a year and provides an opportunity for faculty to bring up questions or concerns regarding the Library.
Input from these formal assessment methods, as well as informal input from faculty and students, has resulted in the licensing of JSTOR collections and ARTstor. In addition, comments and suggestions have led to the expansion of the Library computer lab, implementation of a wireless network in the Library, the designation of more group study rooms, the expansion of the Library’s popular DVD collection, and the addition of a snack lounge. The Fall 2011 Library Survey found that 94% of responding students and faculty received satisfactory help from Library staff and 94% of respondents were able to locate materials needed to fulfill their information needs.

Support for New Classes and Programs

JEC Library faculty, through service on the Faculty Senate, have the opportunity to hear and comment on all undergraduate and graduate curriculum proposals to ensure appropriate library materials and resources are available. The Library has one permanent Faculty Senate seat. In addition, the Dean of the Library serves as an ex-officio member on the Graduate Affairs committee.

Peer Collection and Funding Support Comparisons

When compared to its peer institutions, JEC Library ranks first among the 13 institutions in print volumes held per FTE and 4th in print volumes being added per FTE. When comparing collection expenditures to those of our peers, JEC Library is thirteenth of thirteen institutions in total library expenditures per FTE. The average expenditure for the libraries in this group is $395.95 per FTE while GSW spends an average of $236.82 per FTE.

Library Services

JEC Library provides a full array of library services to support GSW students, faculty, and staff. The Library strives to provide a convenient, constructive, and positive experience to all patrons of JEC Library services. JEC Library success is seen in patron satisfaction in the Annual Library Survey and through increased service usage.

Personnel

JEC Library employs four faculty librarians and five support staff to support the GSW community. Detailed information about JEC Library’s personnel can be found in Comprehensive Standard 3.8.3.

Access Services

The Circulation Desk at JEC Library provides all circulation and course reserve services. JEC Library offers a well-utilized course reserve service for high demand materials.

GIL Express

Through GIL Express, USG patrons are able to initiate requests for books directly from other USG libraries and have them delivered to their home institutions at no charge. In 2011-2012, the total number of GIL Express requests from our faculty, staff, and students was 654, while GSW fulfilled 389 GIL Express requests from other schools.

Interlibrary Loan Services

JEC Library offers interlibrary loan (ILL) service to students and faculty to acquire materials not owned by the Library. In 2011-2012, the total number of items borrowed was 550, while the total number of items lent was 523.

Instruction and Reference Services

JEC Library has a robust Library Instruction program. In 2011-2012, librarians taught 89 courses and reached 1,264 students. Librarians work closely with faculty to design instruction sessions tailored to course and assignment objectives. JEC Library’s Reference Desk is open 25 hours per week to assist students, faculty, and staff. In addition, JEC Library offers email and telephone reference services. In 2011-2012, there were 1,169 reference transactions. One-on-one research consultations are available to patrons seeking in-depth research assistance. Detailed information about JEC Library’s Instruction and Reference Services can be found in CS 3.8.2.

Students with Disabilities

JEC Library makes all reasonable accommodations to serve patrons with disabilities. There is handicap parking in the staff parking lot directly off the loading dock with additional handicap spaces available in the large parking lot located behind the Library. The handicap entrance is in the front of the building and a sign directs users to the handicap entrance. A handicap accessible elevator is available for patrons to get to the second floor of the Library. The Library computer lab is equipped with an ADA-compliant work tables. Additionally, the Library has a workstation loaded with the Kurzweil 1000 and 3000 software. Kurzweil 1000 is an advanced reading tool for people who are blind or severely visually impaired. It works in conjunction with a scanner and synthetic speech to convert the printed words into speech. The Kurzweil 3000 software helps people with reading or learning difficulties increase their reading speed and comprehension. This work station is also equipped with Intellikeys for users having difficulty using a traditional keyboard. The Service Desk handles requests for book retrievals and assistance with photocopying.
Distance Education Students

GSW's distance education students have equitable access to Library resources and services. Distance education students have both on and off campus access to the Library's catalog (GIL-Find), GIL Express, and GALILEO. Interlibrary loan requests can be made by email or phone and delivery of articles is made to distance education students through email. GIL Express allows distance education students to request books be delivered to a USG campus near their location for pick-up. Instruction and reference services are available through the embedded librarian program as well as via email and telephone. In addition, online tutorials for GIL-Find and GALILEO are available on the Library's website.

GSW at ABAC Students

GSW students attending classes at Abraham Baldwin Agricultural College (ABAC) have access to the same resources and services as all other GSW students. GIL-Find, GIL Express, and GALILEO are available to all USG students. In addition, GSW at ABAC students have access to additional GSW electronic resources such as JSTOR and ARTstor through off campus authentication. GSW at ABAC students also have access to the Baldwin Library located on the ABAC campus.

In summary, JEC Library is vital to the success of the University's academic programs. It provides students, faculty, and staff access to adequate library collections and services as well as other learning/information resources. The JEC Library offers support and services to enhance the degrees offered by GSW. The GSW JEC Library collections, resources, and services are sufficient to support all educational, research, and public service programs at GSW.

Off-Site Committee Comments

The library supplied evidence of its ownership of library collections and its participation in various statewide library initiatives in Georgia that provides additional access to electronic collections for its students and faculty. The evidence in the compliance document substantiates only the adequacy of its onsite print collections to support its FTE when compared with other peer institutions, but does not reflect adequacy of the total collections including those accessible offsite. Although the library states that it conducts periodic reviews of collections, has interlibrary loan agreements, and refers to results from user surveys, the actual evidence from these assessments to confirm that the collections and services are adequate in meeting the specific needs of the institution’s programs was not provided for the Off-Site Committee to review.

University Response

Usage of Off-Site Resources

To substantiate the usage and adequacy of off-site resources, Georgia Southwestern State University's (GSW) James Earl Carter Library (JEC) provides usage data for the following electronic resources for FY 2011, FY 2012, and FY 2013:

- eBook Usage
- Galileo Database Usage
- Galileo Interconnected Library Express Usage (University System of Georgia ILL for main collection books)
- Inter-Library Loan Usage (for out-of-state ILL of books and all sharing of periodical resources)
- JSTOR Usage Data (became available FY 2013)

Collection Analysis

JEC has a collection analysis schedule that runs through FY 2019. Each FY, a specific portion of the collection is reviewed for currency and out-of-date materials are retired. In addition, JEC evaluates its journal subscriptions each year in consultation with academic departments and programs.

JEC User Survey Results

To substantiate the results of its annual User Surveys, JEC provides summaries for FY 2011, FY 2012, and FY 2013. In particular, the item that asks patrons whether they found the materials for which they were looking suggests that the collection is adequate to the needs of most patrons (see User Summaries p. 1, p. 3, and p. 9). See also JEC Annual Reports for FY 2012 and FY 2013.

Sources

- Choice Reviews
- eBook Usage Data
- GALILEO Usage Data
- GIL Express Usage Data
- ILL Usage Data
- JEC Collection Analysis Schedule
- Journal Subscriptions and Annual Assessment of Journals
- JSTOR Usage Data
- Library Mission Statement
2.11.1  

Financial Resources  

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions.”

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) has a sound financial base and has demonstrated financial stability to support the institution’s mission and the scope of its programs and services. From FY 2009 through FY 2014, GSW's Total Budget increased from $34,924,991 to $45,136,573 (see also FY 2010 USG Budget Summary, FY 2011 USG Budget Summary, FY 2012 USG Budget Summary, and FY 2013 USG Budget Summary). GSW's financial stability is also demonstrated in its yearly financial reports that include management discussion, analysis, notes, and detailed statements on the institution's finances. The Georgia Southwestern Foundation's financial position is discretely presented in separate financial statements, since the Foundation is the primary fundraising organization for GSW, and for the two Limited Liability Companies (LLC), GSW LLC I and GSW LLC II, that provide student housing for GSW.

Institutional Audit

GSW participates in the Georgia Board of Regents (BoR) system-wide auditing process. The Georgia Department of Audits conducts an annual agreed upon procedures audit of the financial statements of GSW, and conducts a complete financial audit periodically.

The FY 12 Agreed Upon Procedures, FY 11 Agreed Upon Procedures, and the FY 10 Agreed Upon Procedures resulted in no findings, adjustments, or questioned costs. The Georgia Department of Audits in conjunction with the BoR approved of the scope of these Agreed Upon Procedures. The consolidated statements of GSW's component units FY 2012 and FY 2011 were compiled by the CPA Firm of Chambliss, Sheppard, Roland and Baxter. These audits resulted in an unqualified opinion with no findings, adjustments or questioned cost.

A complete financial audit of GSW's FY 2013 Financial Statement is under way, but was not complete at the time this report was submitted. See GSW Financial Audit 2007, the last complete audit of GSW's finances, to see what the 2013 audit will include.

Unrestricted Net Assets and Reserves

The Financial Analysis Profile indicates GSW holds $100,084,352 in total assets and $56,616,434 in total liabilities including plant assets and related debt and therefore total net assets of $61,533,939. Net assets excluding plant assets and related debt are $6,785,312, an increase of 38% over the last 5 years. A revenue increase of 38% over the same period can be attributed to growth in enrollment and tuition, and in auxiliary enterprises. Year end reserves have increased 32% in that time, as well. See also GSW Preliminary Financial Statement for FY 2013 pp. 3-4.

Annual Budget

Since GSW is part of the USG, its annual budget results from an internal process of resource prioritization, and the USG allocation process, both described below.

GSW Budget Process

GSW operates on an annual budget that is preceded by sound planning, input and dialogue from University representatives and final approval by the BoR. The strategic plan of GSW was approved by the President and Administrative Council. The institution seeks to allocate resources to meet the strategic plan objectives and goals.

The Education and General budget calendar is as follows:

- August – Annual appointment of Business and Finance Faculty/Staff Committee (B&F Committee)
- August/September – Report by Vice President of Business and Finance to B&F Committee related to prior year allocated funds for specific funding request
- November/December – B&F Committee Chairperson sends out a Budget Worksheet to all Presidential direct reports, Deans, and
Physical Plant Director.

- January/February – Budget Worksheets are collected and reviewed by B&F Committee
- March – Budget hearings are held on campus (all hearings are open to the public) with the B&F Committee. The B&F Committee completes a scoring guide for each request and completes a priority list of specific year end funding request as well as recommendations for the next fiscal year priorities. These recommendations are passed on to the President and Administrative Council for their review and comment
- April/May – Vice President of Business and Finance prepares Original Budget based on recommendations from B&F Committee with comment and adjustments from President and Administrative Council. This budget is submitted to the BoR for final approval. See FY 2013 Budget Summary (pages 1, 4, and 6) and BoR Minutes for May 2012.

The MRR and Capital budget calendar follows the same time line and processes as the Educational and General budget calendar.

The USG Budget Process

Each fiscal year the Georgia General Assembly allocates funds to higher education. Meanwhile, individual USG institutions prepare proposed budgets that are presented to the Chancellor and the staff of USG Fiscal Affairs. After the General Assembly approves the state budget, the BoR allocates funds to the institutions at the April meeting or the next regular meeting based on the available funds and the institution’s proposed budget. Each USG institution then prepares an operating budget for educational and general activities and an operating budget for auxiliary enterprises of the institution for the fiscal year within the limit of funds allocated plus estimated internal income of the institution. MRR and Capital budgets are considered separately, but follow the same process as the budgets for E&G and auxiliary enterprises (see also BoR Policy 7.1.1 allocation of funds and BoR Policy 7.2 USG Budget.).

The Board of Regents of the University System of Georgia requires all state funds to be spent or encumbered by the end of the fiscal year (June 30). The only funds allowed to be rolled over are Auxiliary Funds and a small portion of other Educational and General Funds. GSW net assets have increased by $10,641,192 over the last 4 years due to sound, fiscally conservative budget processes. GSW has A2 Bond rating in its most recent Moody's Review, performed in August 2012.

Off-Site Committee Comments

Georgia Southwestern provided a financial analysis showing steady growth for total net assets exclusive of plant assets and related debt. Revenues from tuition and fees are increasing while state appropriations are decreasing over the same time periods. The evidence provided to the Off-Site Committee indicated sound budget planning. GSW provided a five-year analysis of net assets, but did not restrict the analysis to unrestricted net assets. The institution needs to provide a multi-year analysis of unrestricted net assets, exclusive of plant and plant related debt. The institution also needs to provide evidence of the budget approval for FY 2014 and the FY 2013 audit.

University Response

Georgia Southwestern State University (GSW) did provide a five-year analysis of unrestricted net assets in its compliance certification, but unfortunately the analysis was mislabeled (see highlighted portion of GSW Financial Analysis FY 2009-FY 2013).

The University System of Georgia's (USG) FY 2014 was approved by the Board of Regents (BoR) in May 2013, but the minutes of that meeting were not approved and posted until after our compliance certification was submitted. We provide both the minutes of the May BoR meeting and the appendix that shows the budgets for individual institutions (see p. 1, p. 3, and p. 5).

GSW's Full Audit of its FY 2013 Financial Statement was received October 23, 2013 (see p. 4) and showed included no findings or questioned costs (see p. 33).

Sources

- BoR Minutes May 2013 (Page 10)
- GSW Financial Analysis FY 2009-FY 2013
- GSW Full Financial Audit FY 2013 (Page 33)
- GSW Full Financial Audit FY 2013 (Page 4)
- USG Budget Appendix I Exhibits FINAL FY 2014 (Page 1)
- USG Budget Appendix I Exhibits FINAL FY 2014 (Page 3)
- USG Budget Appendix I Exhibits FINAL FY 2014 (Page 5)
3.2.1

Governance and Administration: CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The Board of Regents (BoR) of the University System of Georgia (USG) is specifically responsible for selecting the presidents of the individual institutions that make up the USG, and the BoR publishes a procedure for selecting presidents. Presidents are evaluated by the Chancellor of the USG as part of the annual contract renewal process.

Kendall A. Blanchard, Georgia Southwestern State University’s (GSW) current President, served as interim president from January to June, 2007, and was appointed to the position permanently at the June 7, 2007 meeting of the BoR. Since the BoR procedure for selecting presidents does not allow interim presidents to be appointed permanently, Dr. Blanchard's appointment required a vote to waive the procedure before he could be appointed (see BoR Minutes 7 June 2007).

Presidents of USG institutions work in one-year contracts and, therefore, must be reappointed by the BoR annually. While the official reappointment votes usually take place during executive sessions, President Blanchard, among others, was reappointed in open session on May 9, 2012 (see also reappointment letters for FY 2012, FY 2013, and FY 2014).

In addition to annual reappointment, Dr. Blanchard was evaluated by an external consultant, Robert H. Atwell, in 2010. Mr. Atwell was contracted by the Association of Governing Boards of Universities and Colleges to assist Errol B. Davis, former Chancellor of USG, with a performance evaluation of GSW's president. Mr. Atwell's evaluation process included a self-assessment completed by Dr. Blanchard, and a visit to GSW's campus to interview Dr. Blanchard and "a wide range of GSW stakeholders including faculty, staff, students, alumni, and community leaders." The campus visit occurred February 8-10, 2010, and the subsequent report to Chancellor Davis was submitted February 15, 2010.

Off-Site Committee Comments

As confirmed by meeting minutes of the Board of Regents, the current President of Georgia Southwestern was appointed by the Board in 2007. Under the policy of the Board, Presidents in the University System of Georgia are subject to annual evaluation by the Chancellor of the System as part of the annual reappointment process. Additionally, in 2010, an external consultant coordinated an evaluation of Georgia Southwestern’s President. The evaluation included participation by a wide range of campus and community stakeholders.

Although the external consultant evaluation was provided no documentation of a completed annual evaluation was provided for review by the Off-Site Committee.

University Response

Typically, the Georgia Board of Regents (BoR) discuss reappointing presidents of University System of Georgia (USG) institutions annually at their April meeting. However, these discussions usually take place in executive sessions, which are closed to the public and not minuted, as is allowable under Georgia Law. Nonetheless, the minutes do reflect that a discussion of "personnel matters" took place in executive session and in some years, notably 2009 and 2010, the regents voted to reappoint a number of USG presidents immediately after coming out of executive session (see BoR Minutes 2009 p. 20 and BoR Minutes 2010 p. 22). Initial discussion of presidential reappointment takes place during the meeting of the Executive and Compensation Committee on the first day of the April meeting (see BoR Minutes April 2009 pp. 4-5, BoR Minutes April 2010 p. 3, BoR Minutes April 2012 p. 3, and BoR Minutes April 2013 p. 3) and further discussion by the Committee of the Whole takes place on the second day (see BoR Minutes April 2009 pp. 19-20, BoR Minutes April 2010 p. 21-22, BoR Minutes April 2012 p. 35, and BoR Minutes April 2013 p. 5). Note that minutes for the April 2011 meeting are in a different format from the minutes for the other years and does not indicate if any executive sessions took place. In addition, J. Burns Newsome, Vice Chancellor for Legal Affairs and Secretary to the Board, has provided GSW with a letter to certify that President Blanchard's evaluation for 2013 took place.

Sources

- Blanchard USG Evaluation Letter 2013
- BoR Meeting Minutes
- BoR Minutes April 2009 (Page 19)
- BoR Minutes April 2009 (Page 20)
- BoR Minutes April 2009 (Page 4)
- BoR Minutes April 2010 (Page 21)
- BoR Minutes April 2010 (Page 22)
- BoR Minutes April 2010 (Page 3)
- BoR Minutes April 2012 (Page 3)
- BoR Minutes April 2012 (Page 35)
BoR Minutes April 2013 (Page 3)
BoR Minutes April 2013 (Page 5)
USG BOR Policy Manual Section 2
Governance and Administration: Board conflict of interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The Official Code of the State of Georgia (OCG) section 45-10-3 addresses the code of ethics for members of state boards, commissions, and authorities in a general way, including the Board of Regents (BoR) of the University System of Georgia (USG). OCG Section 45-10-40 applies specifically to the BoR, prohibiting its members from entering into any contracts with the USG either individually, or as a member of a corporation or partnership. Members found to be in violation of OCG Section 45-10-40 shall be guilty of a misdemeanor and will be subject to removal from the BoR (OCG 45-10-41).

The USG Human Resources Administrative Practice Manual also contains a Conflict of Interest Policy that states in part "An employee of the University System of Georgia shall make every reasonable effort to avoid even the appearance of a conflict of interest. This includes avoiding actual or apparent conflict of interests between his or her college or university obligations and his or her outside activities." The Regents are specifically designated for inclusion in this policy.

No member of the BoR has been removed from office for conflict of interest since GSW's last reaffirmation of SACS-COC accreditation in 2002 (see letter from J. Burns Newsome, USG Vice Chancellor of Legal Affairs, and BoR Secretary).

Off-Site Committee Comments

The University System of Georgia Human Resources Administrative Practice Manual includes a Policy on Conflict of Interest which applies to members of the Board of Regents. In addition, the Official Code of the State of Georgia includes provisions prohibiting conflicts of interest by members of the Board of Regents.

The institution provided documentation confirming that there had been no instances of penalties against Board members associated with violation of conflict-of-interest provisions, including removal from the Board. However, no information was provided to the Off-Site Committee to document education of Board members about the policy or affirmation by Board members of their knowledge of the policy or their compliance with the policy.

University Response

The latest ethics education session for the Georgia Board of Regents (BoR) took place on January 8, 2013 (see BoR Minutes January 2013 p. 2). We also present a letter from John Fuchko, Chief Audit Officer and Associate Vice Chancellor, who conducted the session which includes affidavits from each Regent in attendance to certify that they completed the training.

Sources

- BoR Minutes January 2013 (Page 2)
- USG Ethics Training Letter 2013
3.2.4

Governance and Administration: External influence

The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

As provided in the Constitution of the State of Georgia, members of the Board of Regents (BoR) are appointed by the Governor with the advice and consent of the State Senate (Article VIII Section IV Paragraph 1). However, the State Constitution grants neither Governor nor the State Senate the power to remove Regents from office unless they are in violation of state ethics or conflict of interest laws. Moreover, the Governor is explicitly forbidden to serve on the BoR. Since it is a public educational institution, Georgia Southwestern is subject to the establishment clause of the United States Constitution, and, therefore, generally free from undue religious influence.

According to BoR policy 12.1, "the Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any USG institution."

Off-Site Committee Comments

The Board of Regents for the University System of Georgia is established by provision of the Constitution of the State of Georgia, which also provides for the appointment process for members of the Board. Removal from the Board is only as provided by law for excessive absences from meetings or violation of state ethics or conflict of interest laws. The Board of Regents also has established a policy against political influence. However, in the absence of additional evidence such as statements confirming Board Member’s compliance with the Board’s Conflict of Interest policy, the Off-Site Committee was unable to confirm that the board is free of the influence from political, religious, or other external bodies. Additionally, the institution provided no evidence of policies or procedures of the Board or actions taken by the Board to protect the institution from such influence.

University Response

The State of Georgia has a code of ethics that applies to the Board of Regents for the University System of Georgia (BoR). In particular, the code requires that regents uphold the constitution and laws of the United States and the State of Georgia, that they make no private promises of any kind binding upon the duties of their office, and that they refrain from doing business with the University System of Georgia which is inconsistent with the conscientious performance of their office (see Georgia Code of Ethics). Regents are educated annually in the State Code of Ethics as well as the ethics and other related policies of the University System of Georgia (USG). As evidence of this training we provide a letter from John Fuchko, the USG’s Chief Audit Officer and Associate Vice Chancellor who conducts the training, that includes acknowledgement affidavits from the regents. We also provide a letter from Burns Newsome, the USG’s Vice Chancellor for Legal Affairs and Secretary to the Board, certifying that no regent has ever been dismissed for a conflict of interest or ethics violation. Finally, we provide a sample of the annual financial disclosure statements required of all regents (See below Alford Disclosure 2012, Durden Disclosure 2012, Griffin Disclosure 2012, Poitevint Disclosure 2012, Pruitt Disclosure 2012, and Tarbutton Disclosure 2012).

As evidence that the regents protect institutions from political influence, we provide two examples from the press involving other USG institutions since Georgia Southwestern State University (GSW) has not had a case of undue political influence in recent memory. The first example involves Georgia State University where in 2009 some professors came under criticism from State Legislators regarding their research. USG spokesmen dismissed the criticism as unfounded and no professors were disciplined or fired as the State Legislators had suggested should be done (see GASState Influence Example). The second example involves the use of the logos of the University of Georgia and Georgia Institute of Technology in political campaigns (see BoR Influence Example 2).

Sources

- Alford_Financial_Disclosure_2012a
- BoR Dismissal Letter July 2013
- BoR Influence Example 2
- Durden_Financial_Disclosure_2012a
- GA Code of Ethics
- GaState Influence Example
- Griffin_Financial_Disclosure_2012
- Poitevint_Financial_Disclosure_2012
- Pruitt_Financial_Disclosure_2012
- Tarbutton_Financial_Disclosure_2012
- USG Ethics Training Letter 2013
3.3.1.1

Institutional Effectiveness: Educational Programs

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 each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Each of Georgia Southwestern State University’s (GSW) undergraduate and graduate degree programs has an ongoing assessment plan that identifies expected outcomes for student learning upon program completion, and assesses the extent to which it achieves these outcomes. The evidence for improvement based on analysis of results exists as a two-part cycle of assessment reporting. Each program annually reports assessment results, and improvement actions based on analysis of reported results and each program undergoes a Comprehensive Program Review that examines the productivity, quality, and viability of the program over time and produces recommendations for improvement from external reviewers.

Each academic program has established program outcomes for student learning and both direct and indirect means of measuring the program’s effectiveness in reaching its student learning outcomes. Some programs assess all outcomes every year, while others assess a rotating subset of outcomes each year; nonetheless, student learning outcomes for all programs are assessed at least once every three years, and the assessment results and actions proposed in response to the results are reported annually. In addition, each program examines routine statistical data such as program retention, progression, and graduation rates annually that are provided by GSW’s Office of Institutional Research, and changes are sometimes made based on this data (see the GSW Factbook, Index and GSW Deans and Chairs IR Data Index for a comprehensive list of data available to administrators and academic program coordinators). Prior to the 2012 annual report, annual report formats were variable and assessment reporting was sometimes dispersed throughout the report. At the beginning of the 2011-12 academic year, the Director of Institutional Effectiveness asked each program to produce an assessment summary that brought together the data and the actions resulting from analysis of the data in one place; these summaries were submitted in October 2011, and the summaries proved so useful to the Deans, the Director of Institutional Effectiveness and Planning, and the Vice President of Academic Affairs for ensuring that effective assessment is taking place that the summary became a regular feature of annual reporting. For the 2011-12 annual reports, the deadline for submission of annual reports from academic units was also moved back from May to October to allow more time for review of assessment data by faculty and assessment committees within units and the annual report format was revised to include the annual assessment summary. The summary includes assessment results for the previous academic year showing how many students met, exceeded, or did not meet the expectations for each measure for each program learning outcome assessed during that year and a summary of the faculty’s analysis of the results. The summary also includes proposed action plans for the current academic year and progress reports on action plans from previous academic years (see GSW Annual Report Template p. 7).

Each degree program undergoes a CPR every five to eight years depending upon whether the unit is externally accredited or not. These reviews are designed to address the big picture of how effectively programs are operating over time, and therefore programs are not required to submit a complete annual report during review years, only an annual assessment summary. The CPR process includes a self-study produced by the faculty who serve the program, and an external review process that leads to recommendations for long-term improvements to the program. GSW’s CPR process was revised during 2011, so detailed descriptions of the CPR process prior to 2011 and since 2011 are provided below.

Three sets of tables with links to program assessment documents are provided below. Table one provides a link to the current assessment plan for each program, which includes student learning outcomes, the strategies for measuring student learning outcomes, a description of how results are analyzed, and targets for attainment on the student learning outcome measures. Table One also includes links to the 2011 annual report for each program, and to each program’s 2011 assessment summary. Table Two has links to the 2012 and 2013 annual reports for each program, which should open to the beginning of the annual assessment summary. Table Three has links to the Program Self-Study, and External Review Report for each program’s last CPR.

Table One Annual Assessment
Table Two Annual Assessment Continued

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA) in Dramatic Arts</td>
<td>TCMA_AR_2012 (Page 11)</td>
<td>TCMA_AR_2013 (Page 12)</td>
</tr>
<tr>
<td>BA in English</td>
<td>E&amp;ML_AR_2012 (Page 5)</td>
<td>E&amp;ML_AR_2013 (Page 6)</td>
</tr>
<tr>
<td>BA in History</td>
<td>HAPS_AR_2012 (Page 8)</td>
<td>HAPS_AR_2013 (Page 9)</td>
</tr>
<tr>
<td>BA in Music</td>
<td>MUSC_AR_2012 (Page 10)</td>
<td>MUSC_AR_2013 (Page 11)</td>
</tr>
<tr>
<td>BA in Visual Art</td>
<td>VART_AR_2012 (Page 11)</td>
<td>VART_AR_2013 (Page 12)</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>SoBA_AR_2012 (Page 18)</td>
<td>SoBA_AR_2013 (Page 19)</td>
</tr>
<tr>
<td>Bachelor of Fine Arts in Visual Arts</td>
<td>VART_AR_2012 (Page 11)</td>
<td>VART_AR_2013 (Page 12)</td>
</tr>
<tr>
<td>Bachelor of Science (BS) in Biology</td>
<td>BOL_AR_2012 (Page 5)</td>
<td>BOL_AR_2013 (Page 6)</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>CHEM_AR_2012 (CPR Year)</td>
<td>CHEM_AR_2013 (Page 6)</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>CS-MATH_AR_2012 Rev (Page 7)</td>
<td>CS-MATH_AR_2013 Rev (Page 8)</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>GEOL_AR_2012 (Page 8)</td>
<td>GEOL_AR_2013 (Page 9)</td>
</tr>
<tr>
<td>BS in Information Technology</td>
<td>CS-MATH_AR_2012 Rev (Page 7)</td>
<td>CS-MATH_AR_2013 Rev (Page 8)</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>CS-MATH_AR_2012 Rev (Page 7)</td>
<td>CS-MATH_AR_2013 Rev (Page 8)</td>
</tr>
<tr>
<td>BS in Political Science</td>
<td>HAPS_AR_2012 Rev (Page 7)</td>
<td>HAPS_AR_2013 (Page 8)</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>PSYC-SOCI_AR_2012 Rev (Page 7)</td>
<td>PSYC-SOCI_AR_2013 Rev (Page 8)</td>
</tr>
<tr>
<td>BS in Sociology</td>
<td>PSYC-SOCI_AR_2012 Rev (Page 7)</td>
<td>PSYC-SOCI_AR_2013 Rev (Page 8)</td>
</tr>
<tr>
<td>Bachelor of Science in Education</td>
<td>SoE_AR_2012 (Page 13)</td>
<td>SoE_AR_2013 (Page 14)</td>
</tr>
<tr>
<td>Master of Arts in English-Critical Literacy</td>
<td>E&amp;ML_AR_2012 (Page 5)</td>
<td>E&amp;ML_AR_2013 (Page 6)</td>
</tr>
<tr>
<td>Master of Science (MS) in Computer Science</td>
<td>NURS_AR_2012 Rev (Page 7)</td>
<td>NURS_AR_2013 (Page 8)</td>
</tr>
<tr>
<td>MS in Nursing</td>
<td>NURS_AR_2012 Rev (Page 7)</td>
<td>NURS_AR_2013 (Page 8)</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>SoE_AR_2012 Rev (Page 7)</td>
<td>SoE_AR_2013 Rev (Page 8)</td>
</tr>
</tbody>
</table>

Highlights from 2013 Annual Reports of Program Actions Based on Assessment Results

- Department of Chemistry
  - Initiated review of key chemistry concepts in capstone seminar sequence (see 2013 Annual Report p. 9)
- Department of English and Modern Languages
  - Will begin review of program Student Learning Outcomes (SLOs) as a result of data from mapping course SLOs to program SLOs (see 2013 Annual Report p. 12)
- Department of Geology and Physics
  - Successfully completed action plan to use pre- and post-tests in selected courses (see 2013 Annual Report p. 11)
- Department of Psychology and Sociology
- Psychology faculty will undertake a focused assessment of psychological statistics curriculum (see Annual Report pp. 11-12)
- Department of Theater, Communication and Media Arts
  - Implement more focused self-assessment tools in selected classes to improve critical self-awareness in students (see 2013 Annual Report p. 19)
- Department of Visual Arts
  - Successful completion of action plan to require collaboration between drawing and glassblowing students (see 2013 Annual Report p. 10)
- School of Business Administration
  - Continuation of action to improve outcomes of distance learning courses (see 2013 Annual Report p. 21)
- Department of Computer Science
  - Action Plan to improve communication skills of students using a self-assessment tool (see 2013 Annual Report pp. 50-51)
- School of Education
  - Action Plans that focus on assessment techniques in English and History secondary program courses EDRG 3060, EDSC 4060 and EDSC 4100 (see 2013 Annual Report p. 23)
- School of Nursing
  - Plan to require faculty development in Assessment Technology Institute Content Mastery Exams to facilitate identification of at risk students for special attention (see 2013 Annual Report p. 14)

### Table Three Comprehensive Program Review (CPR)

<table>
<thead>
<tr>
<th>Program</th>
<th>Last CPR Self-Study</th>
<th>Last CPR External Review Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA) in Dramatic Arts</td>
<td>BA_DramaticArts_CPR_Self-Study_2007</td>
<td>BA_DramaticArts_CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>BA in English</td>
<td>BA_English_CPR_Self-Study_2007</td>
<td>BA_English_CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>BA in History</td>
<td>BA_History_CPR_Self-Study_2006</td>
<td>BA_History_CPR_ExternalReview_2007</td>
</tr>
<tr>
<td>BA in Psychology</td>
<td>BA_Psychology_CPR_Self-Study_2007</td>
<td>BA_Psychology_CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>SoBA_CPR_Self-Study_2008</td>
<td>SoBA_CPR_ExternalReview_2009</td>
</tr>
<tr>
<td>Bachelor of Science (BS) in Biology</td>
<td>BS_Biology_CPR_Self-Study_2007</td>
<td>BS_Biology_CPR_External_Review_2008</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>BS in Chemistry Self-Study 2011</td>
<td>BS in Chemistry External Review 2012</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>BS_ComputerScience_CPR_Self-Study_2006-07</td>
<td>BSMS_ComputerScienceInfoTech_CPR_ExternalReview2007</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>BS_Geology_CPR_Self-Study_2007</td>
<td>BS_Geology_CPR_ExternalReview_2007</td>
</tr>
<tr>
<td>BS in Information Technology</td>
<td>BS_InformationTechnology_CPRSelf-Study_2006-07</td>
<td>BSMS_ComputerScienceInfoTech_CPR_ExternalReview2007</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>BS_Mathematics_CPR_Self-Study_2006</td>
<td>BS_Mathematics_CPR_ExternalReview_2007</td>
</tr>
<tr>
<td>BS in Nursing</td>
<td>BS_Nursing_CPR_Self-Study2008</td>
<td>BS_Nursing_CPR_ExternalReview_2009</td>
</tr>
<tr>
<td>BS in Political Science</td>
<td>BS_PoliticalScience_CPR_Self-Study_2006</td>
<td>BS_PoliticalScience_CPR_ExternalReview_2007</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>BS_Psychology_CPR_Self-Study_2007</td>
<td>BS_Psychology_CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>BS in Sociology</td>
<td>BS_Sociology_CPR_Self-Study_2007</td>
<td>BS_Sociology_CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>Bachelor of Science in Education</td>
<td>SoE NCATE Self-Study 2012</td>
<td>SoE NCATE External Review 2013</td>
</tr>
<tr>
<td>Master of Arts in English-Critical Literacy</td>
<td>Initial CPR scheduled for 2018-19</td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>SoBA_CPR_Self-Study_2008</td>
<td>SoBA_CPR_ExternalReview_2009</td>
</tr>
<tr>
<td>Master of Science (MS) in Computer Science</td>
<td>MS_ComputerScience_CPR_Self-Study_2006</td>
<td>BSMS_ComputerScienceInfoTech_CPR_ExternalReview2007</td>
</tr>
<tr>
<td>MS in Nursing</td>
<td>Initial Accreditation application to Commission on Collegiate Nursing Education (CCNE) July 2013</td>
<td></td>
</tr>
<tr>
<td>Master of Education</td>
<td>SoE NCATE Self-Study 2012</td>
<td>SoE NCATE External Review 2013</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>SoE NCATE Self-Study 2012</td>
<td>SoE NCATE External Review 2013</td>
</tr>
</tbody>
</table>

### Off-Site Committee Comments

As with standard 2.5, institutional effectiveness, the institution does identify its assessment process and related cycle. The institution identifies outcomes, assesses said outcomes, and provides evidence the data is used to make improvements. However, the information provided for review by the Off-Site Committee did not include dual degree programs, weBSiT, and the 1+2+1 programs with the various Chinese universities.

### University Response

**GIT Dual Degree Program**

Assessment of students who receive a degree from Georgia Southwestern State University (GSW) after participating in this program is embedded in the assessment of programs for the types of degrees they receive (see GSW-GIT Dual Degrees 1997-2012 and University Response to Comprehensive Standard 3.13.2):

- BS in Biology
- BS in Chemistry
- BS in Computer Science
- BS in Mathematics
1+2+1 Programs

Assessment of students who receive a degree from GSW after participating in one of these programs is embedded in the assessment of programs for the types of degrees they receive. To date, participants in 1+2+1 programs have received the following degrees (see GSW 1+2+1 Agreement Cohort Data 2013 p. 2):

- BBA Accounting
- BBA Marketing
- BS in Biology
- BS in Computer Science
- BS in Mathematics

WebBSIT

GSW began accepting students in the WebBSIT Program in Spring 2011; therefore, while an assessment plan is in place, no data on students who have completed the program have yet been generated. In 2012-13, the consortium adopted a new set of Student Learning Outcomes that were implemented in Fall 2013 (see WebBSIT Assessment Report 2013 p. 1), so only preliminary data have been collected on those outcomes (see WebBSIT Assessment Report 2013 pp. 4-6). Nonetheless, some action plans have been implemented (see WebBSIT Assessment Report 2013 pp. 6-8).

Sources

- GSW 1+2+1 Agreement Cohort Data 2013 (Page 2)
- GSW Comprehensive Program Review Process
- GSW-GIT_Duals_1997-2012
- WebBSIT Assessment Report 2013 (Page 1)
- WebBSIT Assessment Report 2013 (Page 4)
- WebBSIT Assessment Report 2013 (Page 6)
3.3.1.2

Institutional Effectiveness: Administrative Support Services

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 each of the following areas:

3.3.1.2 administrative support service.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

All administrative support service units participate in assessment in several ways. Each unit has established two types of outcomes, one set that measures strategic activities undertaken in response to GSW’s Strategic Plan, and one set that measures the ongoing activities of the unit to support students. Units use a mix of direct and indirect means to measure their effectiveness in reaching their outcomes. The report their results as well as any actions taken to improve outcomes identified as less effective than expected by the unit in an annual report submitted by unit heads to their direct supervisor and to the Director of Institutional Effectiveness and Planning. Depending on the unit, some submit annual reports approximately a month after the end of the fiscal year, and others during October. The decision on the reporting date is up to the unit and is based on the nature of the unit. For instance, most units reporting to the Vice President of Business and Finance draft and submit their reports during the summer after the close of the fiscal year, while the Office of Admissions drafts and submits its report in October after the fall enrollment census.

Two sections of the annual report specifically address these two sets of assessments. Section two reports “Progress Towards Strategic Goals,” and these outcomes are used not only to monitor the effectiveness of units in meeting their goals related to the institutional strategic plan, but also are collated by the Director of Institutional Effectiveness and Planning and the Institutional Effectiveness Subcommittee on Strategic Planning to measure the institution’s effectiveness in strategic plan implementation. Section three reports an “Annual Assessment Summary” of ongoing unit activities, including assessment results from the previous year, proposed actions to improve results in the future, and the status of previous action plans for improvement (see GSW Annual Report Template page 3, page 4, and page 7). The assessment activities of each Administrative Support Unit are reviewed once every three years by the Institutional Effectiveness Subcommittee on Unit Assessment to ensure assessment is taking place and to provide formati ve feedback to units (see Assessment Subcommittee of Institutional Effectiveness Committee Report December 2012). Note that the Office of the President prepares a report on its activities related to strategic planning, but does not have an assessment plan per se. Note also that the Vice President of Business and Finance produces a single annual report that summarizes the activities of several administrative support units, including Accounting Services, Auxiliary Services, Materials Management, Physical Plant, Public Safety, Procurement, and Student Accounts. The table below contains links to appropriate sections of Administrative Support Unit annual reports for FY 2012 and FY 2013. See also the Interim Report on GSW’s Strategic Plan produced by the Strategic Planning Subcommittee of GSW’s Institutional Effectiveness Committee.

<table>
<thead>
<tr>
<th>Administrative Support Unit</th>
<th>2011-12 Annual Report Section Two</th>
<th>2011-12 Annual Report Section Three</th>
<th>2012-13 Annual Report Section Two</th>
<th>2012-13 Annual Report Section Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>HR. AR. 2012 (Page 3)</td>
<td>HR. AR. 2012 (Page 5)</td>
<td>HR. AR. 2013 (Page 3)</td>
<td>HR. AR. 2013 (Page 6)</td>
</tr>
<tr>
<td>Office of the President</td>
<td>President. AR. 2012</td>
<td></td>
<td>President. AR. 2013</td>
<td></td>
</tr>
<tr>
<td>University Relations</td>
<td>UnivRelations. AR. 2012 (Page 4)</td>
<td>UnivRelations. AR. 2012 (Page 5)</td>
<td>UR. AR. 2013 (Page 4)</td>
<td>UR. AR. 2013 (Page 5)</td>
</tr>
</tbody>
</table>

Off-Site Committee Comments

The sample of plans submitted by administrative support services was representative of the institution. The process used for institutional effectiveness is documented, but there is no consistency in the terminology used from office to office. The units appear to identify outcomes (activities). It is unclear if the information presented is the “evidence” (the institution’s word): It is unclear if the information presented as “evidence” is the measurement or the data resulting from the measurement. The report does address changes made based on the data collected.

University Response

Before moving to address the concerns of the off-site committee, Georgia Southwestern State University (GSW) wishes to make clear that the plans presented were not a sample of GSW’s administrative support services. The Office of the President, the Office of Business and Finance, the Office of Human Resources, the Office of Information and Instructional Technology, and the Office of University Relations represent all the units at GSW that can be classified as administrative support units.

The use of the term “evidence” in Section Two of GSW’s Annual Report relates solely to the status of activities related to the institutional strategic plan. Thus, in Section Two of the University Relations Annual Report for FY 2012 the evidence column indicates that the “new site is now live at gsw.edu” which serves as evidence to support the assertion that the status of the action is completed (see UR AR FY 2012 p. 4). Section Two of the annual report is used for university-wide assessment of the strategic plan and relates only to unit assessment in the sense that it reports what actions the unit has undertaken that support or relate to the strategic plan. Analysis of assessment data leading to actions taken by units is found in Section Three of the GSW Annual Report. Therefore, the data that led to the decision to redesign GSW’s website will be found in Section Three of University Relations Annual Report for FY 2012 (see UR AR FY 2013 p. 5).

In order to make the process of ongoing unit assessment clearer, GSW provides below tables representing ongoing unit assessment similar
to those used in the Compliance Certificate narrative for CS 3.3.1.1 for each unit. In addition, we provide a brief description of examples of evidence-based change from each unit along with links to the pertinent portions of each unit’s annual reports.

Office of Business and Finance (B&F)

Examples of evidence-based changes-actions from various parts of Business and Finance operations are described below.

Accounting Services

As noted in the B&F assessment plan, the primary means of assessment for accounting services are the annual audits of GSW financial statements and periodic checks of compliance with University System of Georgia (USG) Policy and with Georgia state law. While the most recent full financial audit of the FY 2013 financial statement and agreed upon procedures audits for FY 2008, FY 2009, FY 2010, FY 2011, and FY 2012 resulted in no findings or questioned costs (see GSW Full Financial Audit FY 2013 p. 33), full financial audit of the FY 2007 did result in a finding of improper use of university purchase cards (see GSW Full Financial Audit FY 2007 p. 41). As a result of this finding, Accounting Services reviewed and revised its policies and procedures as described on pp. 3-4 of the P-Card Audit Results and was judged to be back in compliance with USG policy and procedure as well as Georgia state law (see P-Card Audit Results bottom of p. 4). See also B&F Annual Report 2012 p. 2.

Auxiliary Services

Over the past several years, the Campus Bookstore has made a number of changes to its operations in response to falling revenues. In response to revenues falling short of projections in Fiscal Year (FY) 2011, the Campus Bookstore began buying more used copies of textbooks; in response to revenues falling short of projections in FY 2012, the Campus Bookstore began renting textbooks; and in response to revenues falling short of projections in FY 2013, began offering electronic devices, such as small laptops and tablets as part of its inventory. Unfortunately, these changes were described in Section Two of the unit's annual reports for the relevant years rather than Section Three (see for instance, B&F Annual Report 2013 p. 6).

Physical Plant

During Fall Term 2012, Physical Plant conducted an audit of its work order system. As a result of this audit, communication between physical plant and the originators of work orders was identified as an area of weakness. Meetings were held with the Physical Plant staff to discuss and implement suggestions for improving communication with the originators of work orders. Another audit was scheduled for Fall 2013 and is in the process of being reviewed to determine if communication is improving (see B&F Annual Report 2013 p. 7 and B&F Annual Report 2012 p. 4).

Public Safety

During FY 2012, a pattern of complaints about both interior and exterior doors being left unlocked suggested that some means of verifying that all campus buildings are checked after closing time each day was needed. Accordingly, a card swipe system was initiated to provide verification (see B&F Annual Report 2012 p. 2).

Student Accounts

In order to simplify the refunding of excess financial aid funds to students, the Office of Student Accounts implemented the Blackboard Student ID system. This system allows GSW IDs to function as limited debit cards that can be used by students to purchase books or food with their excess financial aid funds. This system replaced a labor intensive system of cutting and distributing checks to individual students (see B&F Annual Report 2012 p. 2).

Office of Human Resources (HR)

For an example of evidence-based action from HR, see p. 10 of the unit's 2012 Annual Report where the unit proposes to study faculty salary data as part of ensuring GSW is able to recruit employees competitively, and p. 9 of its 2013 Annual Report where the data was used to direct an action. See also p. 10 of the HR 2013 Annual Report where a new action plan is proposed to address the salary data.

Office of Information and Instructional Technology (OIIT)


Office of University Relations (UR)

See example for UR in the second paragraph of narrative above.

Sources

[B&F Assessment Updated Plan 2014]
3.3.1.5

Institutional Effectiveness: Community/Public Service

3.3 Institutional Effectiveness 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 each of the following areas: (Institutional Effectiveness)3.3.1.5 Community/public service within its mission, if appropriate. Note: Community/public service within an institution’s mission normally includes (1) centers and institutes that focus on community needs and (2) units and formal programs that deliver the outreach mission.

Judgment

☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

While community and public service are not explicitly mentioned in Georgia Southwestern State University's (GSW) mission, the institution interprets encouraging the intellectual, personal, and social growth of the community as its rationale for providing community outreach and public service. GSW’s community outreach and public service activities are also consistent with the core mission of University System of Georgia (USG) State Universities “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” (see USG Core Mission for State Universities.). Outcomes, assessment, and improvement of community outreach and public service programs are conducted at the unit level, and some activities of individual units are included in the assessment of Goal Three of the current GSW Strategic Plan: Cultivating Community Partnerships. The three GSW units that engage primarily in community outreach and public service are Continuing Education, the Center for Business and Economic Development (CBED), and the Rosalynn Carter Institute (RCI).

Continuing Education and RCI submit annual reports that describe both activities undertaken in response to GSW’s Strategic Plan and the assessment of ongoing activities to achieve their unit missions, while CBED produces quarterly reports its activities and plans. In addition, the community outreach activities of GSW Fine Arts departments and of GSW-TV are embedded in the annual reports of the units that conduct the activities. See list of reports below.

CBED

- CBED Quarterly Reports 2008
- CBED Quarterly Reports 2009
- CBED Quarterly Reports 2010
- CBED Quarterly Reports 2011
- CBED Quarterly Reports 2012

Continuing Education

- CE_AP_2011
- ContinuingEducation_AR_2012 (Page 4)
- ContinuingEducation_AR_2012 (Page 6)
- CE Annual Report 2013 (Page 4)
- CE Annual Report 2013 (Page 6)

Rosalynn Carter Institute

- RCI_AR_2011 (Page 7)
- RCI_AR_2011 (Page 11)
- RCI_AR_2012 (Page 13)
- RCI_AR_2012 (Page 15)
- RCI_AR_2013 (Page 17)
- RCI_AR_2013 (Page 19)

Department of Music

- MUSC_AR_2011 (Page 2)
- MUSC_AR_2011 (Page 8)
- MUSC_AR_2012 (Page 2)
- MUSC_AR_2012 (Page 5)
- MUSC_AR_2013 (Page 2)
- MUSC_AR_2013 (Page 5)

Department of Theater, Communication, and Media Arts

- TCMA_AR_2011 (Page 3)
- GSW Rylander Partnership Report 2012
- TCMA_AR_2012 (Page 3)
- TCMA_AR_2012 (Page 9)
Off-Site Committee Comments

Two of the three units identified as providing community/public service provided evidence of identified goals, activities to help achieve said goals, and data collected. Also, there is evidence of the data being used to make improvements. The Center for Business and Economic Development (CBED) did not provide evidence of identified outcomes; therefore, there are no measures identified to assess outcomes. There appears to be no assessment cycle in place for the CBED.

University Response

Georgia Southwestern State University’s (GSW) Center for Business and Economic Development (CBED) has reconfigured its ongoing assessment processes to conform more closely to what other units at GSW do. The previous format was an artifact of the time when the CBED was part of a network organized and administered by the University of Georgia, and since that is no longer the case, the time was right to revise the unit’s assessment processes. The reconfigured assessment process is represented in the document CBED Assessment Plan 2014. In addition, the Director of CBED rewrote annual reports for FY 2012 and FY 2013 in the reconfigured format. The CBED annual impact report will continue to be included in the annual report of the School of Business Administration.

Sources

- CBED Assessment Plan 2014
- CBED Impact Report FY 2012
- CBED Impact Report FY 2013
3.4.8

Educational Programs: All: Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Southwestern State University (GSW) awards academic credit for noncredit coursework only on a limited basis, and only where a student can provide documentation to substantiate that the noncredit course work is equivalent to academic coursework taken at GSW or another regionally accredited institution. Any student at GSW can apply to have coursework from non-traditional sources evaluated for equivalence with academic coursework by filling out an Evaluation of Credit from Non-Traditional and Other Sources form, and providing the documentation requested with the form to the Office of the Registrar. Course equivalence is determined by faculty academically qualified in the discipline of the course for which credit is requested. GSW's Military Credit Policy "provides service members with an option to petition for credit for military education/training when deemed applicable to a degree program." Students covered by the military credit policy provide the same sort of documentation as any GSW student applying for academic credit for noncredit coursework, but their coursework is evaluated using "the guidelines published by the American Council on Education for the Evaluation of Educational Experiences in the Armed Services" (see also Adult Learning Manual p. 9). Students may request credit for any noncredit experience, including noncredit coursework, through the GSW Prior Learning Policy. Unlike the other processes for awarding academic credit for noncredit courses, the Prior Learning Assessment Process requires the compilation of a portfolio to demonstrate that the student can meet the learning outcomes of course for which they are requesting credit. Prior learning assessors have been trained in portfolio assessment and are academically qualified in the discipline of the course for which credit is requested. No Prior Learning credit can be awarded for a course for which either a CLEP test or a departmental challenge exam exists. The form for requesting such credit is found in GSW's Adult Learning Manual.

Off-Site Committee Comments

Georgia Southwestern publishes policies to describe the circumstances in which academic credit can be awarded for non-credit experiences. It utilizes a form titled, "Evaluation of Credit from Non-Traditional and Other Sources," whereby students can apply to have coursework from non-traditional sources evaluated for equivalence with coursework at Georgia Southwestern. However, no evidence was provided to the Off-Site Committee confirming that the policies are implemented and enforced.

University Response

Credit from Non-Traditional and Other Sources

The most typical scenario in which Georgia Southwestern State University (GSW) grants credit from a non-traditional source is when credit is granted for a course taken at a post-secondary institution that is not accredited. In the example provided, the student sought credit for three accounting courses taken at a technical college as substitutions for the two-course accounting sequence required of all business students at GSW. The student was required to file two separate applications for credit to achieve this end, the first beginning on page one of the example and the second on page seven. The credit recorded on the student's transcript may be seen on page eighteen of the example.

Military Credit

GSW grants credit for courses taken during military service following American Council on Education (ACE) guidelines. To receive credit, a student submits his or her military transcript, which is then evaluated by the Registrar's office. We provide two examples; in the first one, the credit on the student's transcript may be seen on page three and in the second, on page eight.

Prior Learning Assessment Credit

GSW has had only one student apply for and receive credit for prior learning. The redacted copy of this example, the completed application form begins on page one and the credit on the student's transcript may be seen on page two.

Sources

- GSW ACE Credit 1 (Page 1)
- GSW ACE Credit 1 (Page 3)
- GSW ACE Credit 2 (Page 1)
- GSW ACE Credit 2 (Page 8)
- GSW Non-Traditional Credit (Page 1)
- GSW Non-Traditional Credit (Page 18)
- GSW Non-Traditional Credit (Page 7)
- GSW PLA Credit (Page 1)
- GSW PLA Credit (Page 2)
3.4.11

Educational Programs: All: Academic program coordination

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.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Southwestern State University's (GSW) Vice President of Academic Affairs assigns the responsibility for program coordination to the heads of the academic units that house degree programs. In many units, the head delegates program coordination as well the responsibility for curriculum development and review, especially in multi-disciplinary units, such as the Department of History and Political Science, or in units that offer both graduate and undergraduate degree programs, such as the School of Nursing. The responsibility for the coordination of GSW's General Education Program has been assigned to the Dean of Arts and Sciences, and the Dean of Computing and Mathematics since the courses making up the Core curriculum are taught by departments within these two units. The Office of Academic Affairs at GSW defines the necessary responsibilities of program coordinators (see description of specific responsibilities below) and ensures their academic qualifications. The table below lists the individuals responsible for coordination of each program; current CVs for these individuals are linked to their names to substantiate their qualifications.

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>J. Kelly McCoy &amp; Boris Pelslverger</td>
</tr>
<tr>
<td>Bachelor of Arts (BA) in Art &amp; Bachelor of Fine Arts in Art</td>
<td>Laurel Robinson</td>
</tr>
<tr>
<td>BA in Dramatic Arts</td>
<td>Jeff Green</td>
</tr>
<tr>
<td>BA in English</td>
<td>Paul Dahlgren</td>
</tr>
<tr>
<td>BA in History</td>
<td>Brian Parkin</td>
</tr>
<tr>
<td>BA in Music</td>
<td>Julie Megginson</td>
</tr>
<tr>
<td>BA in Psychology</td>
<td>Laverne Worthy</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>Cecilia Maldanado</td>
</tr>
<tr>
<td>Bachelor of Science (BS) in Biology</td>
<td>Bob Herrington</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>Michele Smith</td>
</tr>
<tr>
<td>BS in Computer Science &amp; Information Technology</td>
<td>Arvind Shah</td>
</tr>
<tr>
<td>WebBS in Information Technology Consortium</td>
<td>Boris Peltsverger</td>
</tr>
<tr>
<td>BS in Education</td>
<td>Joseph Nichols</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>Samuel Peavy</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>John Stroyis</td>
</tr>
<tr>
<td>BS in Nursing</td>
<td>Teresa Teasley</td>
</tr>
<tr>
<td>BS in Political Science</td>
<td>D. Jason Berggren</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>Ellen Cotter</td>
</tr>
<tr>
<td>BS in Sociology</td>
<td>Jamie MacLennan</td>
</tr>
<tr>
<td>Master of Arts in English/Critical Literacy</td>
<td>Margaret Ellington</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Susan Robinson</td>
</tr>
<tr>
<td>Master of Science (MS) in Computer Science</td>
<td>Arvind Shah</td>
</tr>
<tr>
<td>MS in Nursing</td>
<td>Bonnie Simmons</td>
</tr>
<tr>
<td>Master of Education</td>
<td>Joseph Nichols</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>Joseph Nichols</td>
</tr>
</tbody>
</table>

Off-Site Committee Comments

The program coordinators for two graduate programs do not appear to have appropriate academic qualifications in the field. The coordinator for the Master of Arts in English/Critical Literacy has a Ph.D. in Curriculum and Instruction, Emphasis on Reading-Writing. The program coordinator for the Master of Business Administration has a Master of Accountancy and is a CPA. The qualifications of these two coordinators were not apparent in the evidence provided.

University Response

Master of Arts in English/Critical Literacy (MA ENG)

Georgia Southwestern State University’s (GSW) Master of Arts in English/Critical Literacy (MA ENG) is not a traditional program in English literature. The MA ENG program concentrates on the critique and analysis of literary as a set of practices that are affected by social and cultural context, and the media in which literacy is practiced. Moreover, the program was designed primarily as professional development degree for working teacher of secondary English. Dr. Ellington is actually uniquely qualified to direct this program since she has both a Master of Science in English, during which she amassed in excess of forty semester hours of graduate English courses (see Transcript below with highlighted courses) in addition to a Ph.D in Education. Dr. Ellington understands literate practices such as reading and writing from the perspective of both a literary scholar and a teacher of reading and writing and this dual perspective is an asset to the MA ENG program. In addition, Dr Ellington makes curriculum decisions and completes assessment in consultation with the other graduate faculty in the Department of English and Modern Languages all of whom have Ph.Ds in English (see list below with attached CVs).
Department of English and Modern Language Graduate Faculty

- Dr. Paul Dahlgren, Assistant Professor of English
- Dr. Anish Dave, Assistant Professor of English
- Dr. Lauren DiPaula, Assistant Professor of English
- Dr. Elizabeth Kuipers, Professor of English
- Teresa Teasley, Professor of English

Master of Business Administration (MBA)

Ms. Robinson's role as Coordinator of MBA program is generally administrative in the sense of registering and advising graduate students, and seeing that programs assessments are carried out and results are compiled. Decisions regarding curriculum and actions to be taken in response to assessment results are made only with the advice and consent of the School of Business Administration's (SoBA) Graduate Studies Committee, which is composed of the graduate faculty in the school all of whom have appropriate Ph.Ds (see list below with CVs attached).

SoBA Graduate Studies Committee

- Dr. Michael Fathi, Professor of Business
- Dr. Brian Heshizer, Associate Professor of Business
- Dr. Cecilia Maldonado, Assistant Professor of Business
- Dr. John Stovall, Associate Professor of Business
- Dr. Philip Szmedra, Professor of Economics
- Dr. Dawn Valentine, Associate Professor of Business
- Dr. Randall Valentine, Assistant Professor of Business
- Dr. M. Elizabeth Wilson, Professor of Business

Sources

- D Valentine CV 2013
- Dahlgren CV 2013
- Dave CV 2013
- Dipaula CV 2013
- Ellington Graduate Transcript
- Fathi CV 2013
- Heshizer Vita 2013
- Kuipers CV 2013
- Maldonado CV 2013
- R Valentine CV 2013
- R Valentine CV 2013
- Stovall CV 2013
- Szmedra CV 2013
- Wilson CV 2013
3.4.12

Educational Programs: All: Technology use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

☒ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Southwestern State University's (GSW) use of technology is a crucial part of fulfilling its learning and teaching mission (see GSW Mission). Technology is used across campus to enhance the performance of students in all academic programs through technology enriched classrooms and computer labs open to all students. All GSW students have access to training in the use of these technologies.

Learning Technology and Student Access

GSW provides state-of-the-art multimedia equipment in most campus classrooms. These multimedia tools include computers, projectors, interactive white boards or annotation tablets, document cameras, and other specialized classroom instruction equipment. The University has established a recurring budget to upgrade the multimedia equipment annually as needed to ensure that current technology remains available for classroom instructional uses. All classrooms have access to the campus network and, therefore, access to the internet. Currently, 26% of all classrooms have wireless network service, and 83 classrooms (85%) have some type of multimedia equipment permanently installed in the room, such as computers and LCD projectors (see GSW Classroom and Computer Lab Computer Inventory and GSW Classroom Support Technology Inventory).

OIIT also operates 16 open computer labs with a total of 188 computers located throughout campus, providing students with a wide variety of software applications and flexible hours. All of the campus residence halls have open computer labs. In addition, 13 classrooms (a total of 315 computers) on campus are computer-enhanced with individual computer workstations for the students (see GSW Computer Labs Page). These classrooms are utilized to give the students discipline specific instruction in an instructor-led environment (see GSW Classroom and Computer Lab Inventory). OIIT provides the following software on each instructor workstation in a computer classroom:

- Microsoft Office 2007, Office 2008 (Mac), Office 2010, Office 2011 (Mac), and Office 2013
- Microsoft Internet Explorer (IE 8 and IE 9)
- Microsoft Forefront 2010
- Microsoft Media Player
- Mozilla FireFox
- Adobe Reader
- Outlook Web App
- Apple QuickTime for MACs and Windows
- Adobe Flash Player
- Java (6.31)

GSW provides the following software on each workstation in student computer labs and classrooms:

- Microsoft Office 2007, Office 2008 (Mac), Office 2010, Office 2011 (Mac), and Office 2013
- Microsoft Internet Explorer (IE 8 and IE 9)
- Mozilla FireFox
- Adobe Reader
- Apple QuickTime for MACs and Windows
- Adobe Flash Player
- Java (6.31)

In addition, many of the computer classrooms and labs contain program specific resources such as those listed below:

- Biology - The Biology Department uses microscopes in labs that collect digital images for processing. They also have specialized equipment including a pH meter, UV-Visible spectrophotometers, and centrifuges. They use the Vernier Lab Quest instrumentation in their general biology and human anatomy laboratories.
- Chemistry - Chemistry students are required to use graphing programs for reports and are also required to use ChemSketch, a chemical drawing package, to represent overall reactions and reaction mechanisms. They are also required to use molecular modeling software to predict the structures and interactions of molecules with an emphasis towards practical applications. Students use instrumentation for the following techniques: atomic absorption spectroscopy, infrared spectroscopy, ultraviolet-visible spectrophotometry, gas chromatography, tandem gas chromatography/mass spectrometry, high performance liquid chromatography, potentiometry, and nuclear magnetic resonance spectroscopy.
- English and Modern Languages - The English Department classrooms each have a computer station with a projection system. Two of the classrooms have SMART boards. The composition classes use turnitin.com. All 1101/1102 classes require livetext.com. The graduate program uses WIMBA classroom for asynchronous online instruction and is developing an open access textbook online.
- Geology and Physics - The Geology and Physics Department employs an x-ray diffractometer, a scanning electron microscope, surveying equipment, GPS, geophysical equipment, petrographic microscopes, sophisticated Geographic Information Systems...
software, other discipline specific software, digitizing tablets, and color plotters for student course work and senior project research.

- Music - The Music Department has a piano/computer lab which is equipped with ear training software utilized in class and available to students for extra practice. There are 16 student Yamaha Clavinovas (electronic pianos) and one faculty piano. The faculty piano is plugged into the system so the instructor can hear each student play individually. Each student plays with headphones on so they can all practice different things at the same time. The department has also just received a Faculty Instructional Grant to obtain a Keyboard Visualizer which will be installed in the Piano Lab.

- Psychology and Sociology - The Department of Psychology and Sociology students use statistical packages (SPSS) in the statistics course that is a requirement in both programs. The department also has digital projectors in the classrooms it uses. Teh Psychology program uses SONA software which is a research participant pool management software. The professors use e-Prime software—an experimental psychology software that allows researchers to develop experiments.

- Theater, Communication and Media Arts - The Theatre Department uses a variety of theater design software, Final Cut Studio video editing software, Sound Track and Magix Studio audio software, Photoshop, video cameras, computers, projectors, computerized light boards, and digital sound boards.

- Visual Arts - The Visual Arts Department uses Macintosh computers in Digital Media and Photography studio courses. In Digital Media, the students are trained on a variety of creative programs. These programs include Photoshop CS5, Illustrator CS5, Dreamweaver, Flash, and Final Cut Pro. Photography uses Lightroom. Both of these courses also utilize digital cameras, camcorders, and printers. There is also a projector and Mac computer with necessary programs in each of the studios, the digital lab, and the photography studio.

- School of Nursing (SoN) - SoN uses many types of technology to teach students both in the classroom and clinical simulation labs. Examples include the following:
  - Health assessment labs: Mid fidelity simulators are used in health assessment labs to teach students how to take blood pressure, and to differentiate between heart and lung sounds. Computerized temperature probes used to teach how to take temperature measurements.
  - Simulation labs: equipped with computerized IV pumps, (PCA) Patient Controlled Analgesia pumps, cardiac monitors, and Electronic Medication Administration System to teach students how to use this technology. High fidelity patient simulators are used to provide a safe environment for hands on learning. Student sessions are recorded and used for student debriefing so that students can assess and critique their own learning during simulation scenario. SoN is in the process of selecting an Electronic Health Record system for students to learn electronic documentation.
  - Skills Lab: Students are required to complete computerized skills modules.

- School of Computing and Mathematics - The Computer Science Department has a networking lab where students perform different experiments including installing an operating system, active directory, and support services such as IIS, DNS, DHCP. The department also has a virtual computing laboratory which spans multiple Windows desktop sessions and several UNIX servers which is used in regular classes as well as distance learning classes. The laboratory is accessible by means of using VPN technology. The majority of classrooms are equipped with powerful desktop computers which are used to enhance the learning process. Some of the classrooms rely on Desktop Virtualization technology to provide convenient access to customized desktop images which can be reconfigured to meet the needs of particular course. The Mathematics Department uses “MyMathLab” for tutorials, reviews, and homework in Learning Support Mathematics and College Algebra. Training Labs are available for this. Course instructors and specially trained teaching assistants staff these. Many upper division courses employ MathLab in labs and class sessions. Instructors also use specialized software like Pari, Scilab, and Sage for classes as diverse as elliptic curve cryptography, optimal control, and modern algebra. All Mathematics Majors are trained in the use of appropriate software in laboratory settings. In addition, all mathematics and mathematics/certification majors take two programming courses in the C# language from Computer Science Faculty and are trained in the appropriate software in laboratory settings.

- School of Education - The School of Education requires all education majors to take a course which focuses on the integration of technology into teaching practices. LiveText is used throughout the School of Education to gather data for its overall accreditation bodies. All School of Education classrooms are equipped with computers and LCD projectors. Two classrooms have Smart Boards. Four other classrooms have Polyvision capabilities. The technology classroom has one of the smart boards and an Elmo. The Exercise Physiology Lab Technology uses a Vacuumed Metabolic Cart and an EKG Machine.

All courses at GSW can be web-enabled, since each course shell for all courses are generated in GeorgiaVIEW, GSW's Learning Management System that utilizes the Desire 2 Learn (D2L) platform, and the course shells are populated with the students registered for each course. All faculty and students have password protected My GeorgiaVIEW pages that show the courses faculty are assigned to teach or the courses students are registered to take (see My GeorgiaView Faculty Page).

GSW provides high-speed network service (1Gbps or greater) for all buildings used for instruction. GSW's Internet service is provided by PeachNet, which utilizes Internet2 (see USG PeachNet). This network provides access to Internet, e-mail, library resources, D2L, the Banner student information system, online courses and programs, classes taught off-campus and offered via video conferencing, and many other services offered on GSW's campus and within the USG. Wireless Internet is provided for students, faculty, and staff in our residence halls, library, dining hall, coffee shop, Student Success Center, and in many of the instructional spaces on our campus. Information on wireless Internet locations with instructions for accessing the network are available on the GSW website (see GSW Wireless Networking).

PeachNet is the statewide communications network supporting all USG Information Technology Services (ITS) efforts. This statewide network supports USG institutions and Georgia Public Library Service (GPLS) institutions. PeachNet infrastructure is being enhanced with greater fault-tolerance and increased efficiency on an ongoing basis by the ITS Network Services team. Peachnet provides our campus with Internet2 access and supports four classes of quality of service (QoS) enabled traffic. These classes are, from highest to lowest priority, voice, video, PeachNet, and general Internet. The benefits of this statewide network for students on GSW's campus are high speed Internet, high quality real-time video conferencing for distance learning classes, inter-library services such as GALILEO, the GeorgiaVIEW Learning Management System, and Georgia ONmyLINE (USG's online courses and programs portal).

All faculty and students also have access to GSW's Registration and Academic Information Network (RAIN), which students use to register for courses and to access their academic records, such as grades (see GSW RAIN). Course rosters in RAIN are used to populate
GeorgiaVIEW courses for all classes as mentioned above.

OIIT continuously upgrades the hardware and software that supports learning and teaching on campus and online. Examples of major technology infrastructure upgrades in the last five years include the replacement of core router/switch devices that allow faster connections between GSW's two core devices and a greater range of capabilities for the campus network, the segmentation of the campus data network into manageable units to increase efficiency and security, and the creation of a separate network for the residence halls that creates greater security for the academic network and reduces competition for bandwidth between academic users and residential users. The network firewall was also upgraded and deep packet inspection filtering was added to manage accessible web content, thus reducing virus and malware infection and allowing for better enforcement of computer usage policies and copyright law. In 2010, OIIT began migrating to Microsoft Exchange for campus email services because the existing Linux SendMail system was antiquated and not able to provide the capacity or services required by GSW faculty and staff. The migration to Exchange allowed for increased storage and enhanced services such as a shared calendar, contact integration, and web-based connectivity. In addition to purchasing the necessary hardware and software, OIIT configured user accounts in such a way that existing email service was not interrupted. Existing email accounts were migrated from Eudora, which was no longer supported, to Outlook, allowing client connectivity to the Microsoft Exchange environment. OIIT upgrades faculty/staff computers on a rotating basis at least every eight years using a priority list based on the age of faculty/staff machines. Public labs used by students are also upgraded on a rotating basis. OIIT is currently upgrading all campus users to Office 2010 at request of individual users.

Faculty use of distance learning technology is guided by GSW's Distance Learning Manual, which includes sections on Developing Distance Learning Courses and on Assessment of Distance Learning.

Technology Training

Technology is first introduced to students at orientation during STORM (Seizing the Opportunity to Register and More) Day with sessions to familiarize them with RAIN, RADAR (the student email system), CanesNET (campus network authentication and authorization) and GeorgiaVIEW (online course management system). Access to campus information systems is critical to the students as they pursue their academic careers (see GSW STORM Day Schedule 2013).

Students log on to RAIN to access critical student information such as their course schedule, academic transcript, financial aid status, holds, and much more. In addition, the demonstration of RAIN that students receive during STORM day, online instructions on how to use RAIN are also available (see RAIN Access Instructions). At STORM Days, students also receive instruction on how to access and use their GSW email accounts and how to use their CanesNET credentials to authenticate and access computing resources such as classroom and lab computers and the campus wireless network. Instruction on the student email system is available online (see GSW Student Email). Instruction on how to use CanesNET is available online (see GSW Wireless Networking).

All freshmen students receive additional instruction on accessing these information systems in UNIV 1000 the GSW Experience, GSW's orientation course. Also students are instructed on how to use GeorgiaVIEW, GSW's learning management system. GeorgiaVIEW is used by online, traditional face-to-face, and hybrid classes for presenting online course materials such as course notes, discussion boards, tests and quizzes, videos, and chat sessions. The GeorgiaVIEW course management system is used in the UNIV 1000 course in lieu of a textbook to ensure that all students receive the proper instruction in how to be successful in an online environment.

The GeorgiaVIEW website also provides students training resources at the link Student Orientation on the right side of the Main GeorgiaVIEW page. The training and tutorials that focus on the enhancement of student learning are described below and appropriate web links are provided. The GeorgiaVIEW website provides students other training resources as well:

- GeorgiaVIEW Top 10 Tips for best results using GeorgiaVIEW
- Getting Started with GeorgiaVIEW, a FAQ page
- D2L System Software Requirements
- Computer Setup information with minimum computer requirements for GeorgiaVIEW
- Online 24/7/365 GeorgiaVIEW Help with the USG Online Support Center
- Respondus test creation software and the Respondus Lockdown Browser (RLDB) are used to enrich the student experience and maintain a fair testing environment in distance learning classes. Students are provided with the online RLDB Quick Start Guide.

In addition to instruction in the use of learning technology provided by OIIT and individual instructors in courses where specialized hardware and software is used, the James Earl Carter Library (JEC) provides instruction in the use of information technologies, such as bibliographic databases. This instruction is delivered in UNIV 1000 as well as through individualized class instruction requested by faculty members for specific classes they teach (see CS 3.8.2 for more information).

GSW's Department of Computer Science maintains its own domain for the use of Computer Science faculty and students, which provides live and online laboratories for its classes. The faculty were trained in the use of the network by its designer, Simon Baev, Assistant Professor of Computer Science, and faculty train the students in their classes (see GSWCM.net Presentation).

Use of all computer technology resources is governed by GSW's Computer Use Policy.

Off-Site Committee Comments

Although the institution provided evidence that students and faculty have access to and training in the use of technology that is appropriate to support academic programs, the evidence available to the Off-Site Committee was insufficient to determine that the technology provided is used, that its use enhances student learning and is appropriate for meeting the objectives of its programs.
### University Response

The table below maps the use of technology to enhance learning outcomes in Georgia Southwestern State University's General Education Program.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Technological Enhancement</th>
</tr>
</thead>
</table>
| **Area A1**      | Computer Classroom and Computer Lab in English Building  
Students will be able to write effectively for a variety of audiences to demonstrate collegiate level writing development in various contexts |
| **Area A2**      | Computer Enabled Classrooms in the English Building  
Students will be able to analyze and apply mathematical concepts in various forms in order to solve a variety of quantitative problems |
| **Area B**       | Computer Enabled Classroom in the James Earl Carter Library, as well as its library information resources.  
Students will be able to evaluate information critically |
| **Area C**       | Computer-Enabled Classrooms in the English Building, Fine Arts Building, and Jackson Hall  
Students will be able to articulate factual and conceptual knowledge concerning humanities and fine arts |
| **Area D**       | Biology, Chemistry, Geology, and Physics Laboratories in the Science Building, the Roney Building, and the Rosalynn Carter Health and Human Sciences Complex II.  
Students will be able to interpret symbolic representations of data relevant to the physical world  
Students will be able to evaluate the relationship between observation and inference in the natural sciences |
| **Area E**       | Computer-Enabled Classrooms in the Business, History and Political Science Building and the Rosalynn Carter Health and Human Sciences Complex II.  
Students will be able to articulate factual and conceptual knowledge concerning societal dynamics |
| **US Perspectives** | Computer-Enabled Classrooms in the Business, History and Political Science Building |
| **Global Perspectives** | Computer-Enabled Classrooms in the Business, History and Political Science Building |
| **Critical Thinking** | Computer-Enabled Classrooms in the English Building  
Students will be able to analyze and evaluate the main issues that relate to problems or texts, and then apply an organized, coherent and accurate response |

The table below presents a sample of at least one program learning outcome for each degree program at GSW mapped to specific technology resources that enhance student attainment of the outcomes.

<table>
<thead>
<tr>
<th>Program</th>
<th>Program Learning Outcome(s)</th>
<th>Technological Enhancement</th>
</tr>
</thead>
</table>
| Bachelor of Arts (BA) Dramatic Arts | Students will be able to apply knowledge of history, literature and critical theories of the field in the development of performance artifacts. | Resources of GSW Fine Arts Theater and Rylander Theater in Downtown Americus, including:  
Computerized light boards, digital projection technology, and digital audio recording, editing and play back systems; digital video cameras, computer based video editing software; |
### Educational Programs: All: Technology Use

The institution’s use of technology enhances student learning in a number of ways, especially GALILEO and GIL Universal Catalog. Students are encouraged to use these resources for research and coursework.

### Site Committee Comments

Students will be able to analyze scripts of various genres, articulate workable production concepts realized in practice through collaboration as producers, directors, designers, actors, technicians, stage managers, and producers. Students will demonstrate safe practice in the building, operating, and striking of sets and the hanging, operating, and striking of lights for theatre, cinema, and television productions. Students will participate in departmental productions in various capacities, practicing collaborative, creative, intellectual, and interpersonal skills learned across the curriculum, which will help promote the arts in the region through quality work.

**BA in English**

- Compose effective responses to the rhetorical situations of writing tasks.
- Compose effective responses to the rhetorical situations of speaking tasks.
- Apply cultural and historical understanding to the interpretation of texts.
- Evaluate primary and secondary sources.
- Criticize texts in various media (written, digital, and visual, for instance)

**BA in History**

- Students will be able to research, interpret, analyze, synthesize, and evaluate historical information drawn from texts, journals, primary, and other sources.
- Internet databases
- Microfilm/Microfiche and their readers
- Digital recording devices
- Transcription hardware

**BA in Music**

- Students will demonstrate piano keyboard skills, including playing scales, chords, transposing, harmonization, improvisation, sight reading, and the study of repertoire
- Piano/Computer Lab in Jackson Hall

Technology resources that enhance student attainment of the outcomes.

The table below maps the use of technology to enhance learning outcomes in Georgia Southwestern State University’s General Education Support Academic Programs, the evidence available to the Off...

In addition to instruction in the use of learning technology provided by OIIT and individual instructors in courses where specialized hardware and software are available, GeorgiaVIEW courses for all classes as mentioned above. Enrollment provides email accounts and how to use their CanesNET credentials to authenticate and access campus computing resources such as classroom and computer lab inventory.

For courses and to access their academic records, such as grades (see other services offered on GSW’s campus and within the USG. Wireless Internet is provided for students, faculty, and staff in our residence halls, as well as many dedicated spaces throughout the campus and surrounding areas. The internet service is provided by the art multimedia equipment in most campus classrooms. These multimedia tools include computers, projectors, television, and sound systems; digital video cameras, computerized light boards, digital editing software, computer based video editing software; computer based design and drafting software.

For courses and to access their academic records, such as grades (see other services offered on GSW’s campus and within the USG. Wireless Internet is provided for students, faculty, and staff in our residence halls, as well as many dedicated spaces throughout the campus and surrounding areas. The internet service is provided by the art multimedia equipment in most campus classrooms. These multimedia tools include computers, projectors, television, and sound systems; digital video cameras, computerized light boards, digital editing software, computer based video editing software; computer based design and drafting software.

In 2010, OIIT began migrating to GeorgiaVIEW for all classes as mentioned above. Enrollment provides email accounts and how to use their CanesNET credentials to authenticate and access campus computing resources such as classroom and computer lab inventory.

For courses and to access their academic records, such as grades (see other services offered on GSW’s campus and within the USG. Wireless Internet is provided for students, faculty, and staff in our residence halls, as well as many dedicated spaces throughout the campus and surrounding areas. The internet service is provided by the art multimedia equipment in most campus classrooms. These multimedia tools include computers, projectors, television, and sound systems; digital video cameras, computerized light boards, digital editing software, computer based video editing software; computer based design and drafting software.

In 2010, OIIT began migrating to GeorgiaVIEW for all classes as mentioned above. Enrollment provides email accounts and how to use their CanesNET credentials to authenticate and access campus computing resources such as classroom and computer lab inventory.

For courses and to access their academic records, such as grades (see other services offered on GSW’s campus and within the USG. Wireless Internet is provided for students, faculty, and staff in our residence halls, as well as many dedicated spaces throughout the campus and surrounding areas. The internet service is provided by the art multimedia equipment in most campus classrooms. These multimedia tools include computers, projectors, television, and sound systems; digital video cameras, computerized light boards, digital editing software, computer based video editing software; computer based design and drafting software.
<table>
<thead>
<tr>
<th>Program</th>
<th>Learning Outcomes</th>
<th>Software and Technology Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BA in Psychology</strong></td>
<td>Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>The technology resources available through the campus library and campus computer labs are crucial for enabling students to access information for class discussions, written assignments, and other course-related activities. Additionally, certain classes such as Biopsychology (PSYC 3365) typically incorporate computer-generated animations to illustrate key concepts.</td>
</tr>
<tr>
<td></td>
<td>Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Students in PSYC 3301, PSYC 4497, and PSYC 4498 routinely use the SPSS statistical software to gain hands-on experience in data analysis and interpretation. Additionally, students in PSYC 4497 and PSYC 4498 commonly use experimental software programs such as e-Prime for data collection. These students also typically use Microsoft PowerPoint to prepare slideshows or posters for conference presentations.</td>
</tr>
<tr>
<td></td>
<td>Students will use critical and creative thinking and skeptical inquiry to solve problems related to human behavior and mental processes.</td>
<td>The technology resources available through the campus library and campus computer labs are crucial for enabling students to access information for class discussions, written assignments, and other course-related activities.</td>
</tr>
<tr>
<td></td>
<td>Students will communicate effectively in a number of formats (e.g., oral presentations, written assignments, and use of American Psychological Association [APA] format).</td>
<td>Students in PSYC 4450, PSYC 4411, and upper-division electives use GeorgiaVIEW and Turnitin.com for course-related activities such as submitting assignments, taking quizzes, and contributing to online discussions. The technology resources available through GeorgiaVIEW and Turnitin.com are relevant for student writing in that they aid in plagiarism prevention and detection and also allow for collaboration on documents and performing peer reviews.</td>
</tr>
<tr>
<td><strong>BA in Visual Arts</strong></td>
<td>Studio specific skills/formal and conceptual</td>
<td>Drawing Studio, Printmaking Studio, Painting Studio, 3-D Design Studio (including Glassblowing Furnace and Ceramic Kiln) Photography Studio, Digital Design Studio.</td>
</tr>
<tr>
<td><strong>Bachelor of Business Administration</strong></td>
<td>Business Knowledge</td>
<td>Peachtree software in Accounting Systems.</td>
</tr>
<tr>
<td></td>
<td>Use of Information Technology</td>
<td>Peachtree software in Accounting Systems, Microsoft Excel, Microsoft Power Point, Google docs and blogs.</td>
</tr>
<tr>
<td></td>
<td>Effective Communication Skills</td>
<td>Microsoft Power Point, ClearSea cloud-based meeting technology.</td>
</tr>
<tr>
<td><strong>Bachelor of Fine Arts in Visual Arts</strong></td>
<td>Studio specific skills/formal and conceptual</td>
<td>Drawing Studio, Printmaking Studio, Painting Studio, 3-D Design Studio (including Glassblowing Furnace and Ceramic Kiln) Photography Studio, Digital Design Studio.</td>
</tr>
<tr>
<td><strong>Bachelor of Science (BS) in Biology</strong></td>
<td>Understand use of scientific equipment in field and lab</td>
<td>Biological Laboratory Facilities in Roney Hall.</td>
</tr>
<tr>
<td></td>
<td>Apply major biological concepts</td>
<td>Biological Laboratory Facilities in Roney Hall.</td>
</tr>
<tr>
<td></td>
<td>Create and execute a scientific experiment</td>
<td>Verona Campus's computer lab supports student learning in areas such as computing, software, and technology.</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>Students will demonstrate proficiency in using computers to solve problems in chemistry.</td>
<td>Dedicated computer lab in Roney Hall</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td>Students will be able to characterize chemical compounds, perform accurate and precise quantitative measurements using proper techniques and modern instruments, and properly execute common laboratory practices (such as laboratory safety, waste management, record keeping, and preparing solutions and dilutions).</td>
<td>Chemistry Laboratory Facilities in Roney Hall and in Rosalynn Carter Health and Human Sciences II Building</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>Demonstrate breadth of knowledge in areas of information technology, including programming, data processing, Internet technologies and computer networks, information systems, computer security, projects and practical experience.</td>
<td>The School of Computing and Mathematics (SOCM) runs a state-of-the-art computing infrastructure based on virtualization technology. It has direct network connectivity to USG PeachNET which makes it independent from campus network (too restrictive to allow students experimenting with Computer Security, Networking, etc). Due to extensive use of virtualization technology, such an infrastructure allows building up very flexible and course-specific environments to support learning activities in both face-to-face and online course offerings.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an understanding of professional, ethical, legal, security and social issues and responsibilities</td>
<td>The virtual computing infrastructure is widely used in Networking (CSCI 4210) and Security (CIS 4200) courses where students not only are given opportunity to run certain experiments which at some point mimic typical hackers activities but mainly important, students are encouraged to (i) analyze possible outcomes of such experiments if they are conducted out of the isolated lab environment; (ii) propose and try different protection mechanisms; (iii) draw a conclusion about ethical and social impact to the mind of fresh graduates of CS and IT majors, caused by availability of special penetration testing software which can be downloaded, installed and used free of charge.</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>Student demonstrates the ability to collect geological information from texts, journals, maps, etc.</td>
<td>Personal Response Systems (“clickers”) GPS technology is used in all of our upper level geology classes, primarily for location information on field trips and field experiences. Geographic Information Systems (GIS) software We use the latest version of Arc-Info software in our Introduction to GIS class (GEOL 4611); Rockware can be used for many basic geologic analyses including ternary diagrams, Mohr circle analysis, stereonets, rose diagrams, stratigraphic cross-sections, contouring, etc.</td>
</tr>
</tbody>
</table>
|                | Student demonstrates the ability to collect field data. | Personal Response Systems (“clickers”) GPS technology is used in all of our upper level geology classes, primarily for location information on field trips and field experiences. Geographic Information Systems (GIS) software We use the latest version of Arc-Info software in our Introduction to GIS class (GEOL 4611); Rockware can...
<p>| BS in Information Technology | Demonstrate breadth of knowledge in areas of information technology, including programming, data processing, Internet technologies and computer networks, information systems, computer security, projects and practical experience. | The School of Computing and Mathematics (SOCM) runs a state-of-the-art computing infrastructure based on virtualization technology. It has direct network connectivity to USG PeachNET which makes it independent from campus network (too restrictive to allow students experimenting with Computer Security, Networking, etc.). Due to extensive use of virtualization technology, such an infrastructure allows building up very flexible and course-specific environments to support learning activities in both face-to-face and online course offerings. | Demonstrate an understanding of professional, ethical, legal, security and social issues and responsibilities. | The virtual computing infrastructure is widely used in Networking (CSCI 4210) and Security (CIS 4200) courses where students not only are given opportunity to run certain experiments which at some point mimic typical hackers activities but mainly important, students are encouraged to (i) analyze possible |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Technology Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Mathematics</td>
<td>Majors will acquire reading and research skills, which are based on:</td>
<td>Computers in labs and classrooms are used to demonstrate how to locate and evaluate sources that are useful for students.</td>
</tr>
<tr>
<td></td>
<td>- sufficient experience in mathematical language and foundational material to allow them to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be well prepared to extend mathematical knowledge through independent reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- exposure to, and successful experience in solving mathematical problems which represent a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>substantial intellectual challenge.</td>
<td></td>
</tr>
<tr>
<td>BS in Nursing</td>
<td>Employ emerging technology &amp; information management tools to inform decision making in delivery of care.</td>
<td>The Simulation Learning Resource Center (SLRC) is designed like an acute care environment with specialty areas to include, adult medical care, intensive care, pediatrics, labor and delivery, and emergency/trauma. The learning experiences of students are audio/video recorded which enables faculty to evaluate and provide immediate feedback to students.</td>
</tr>
<tr>
<td>BS in Political Science</td>
<td>Students will be able to demonstrate analytical and evaluative skills.</td>
<td>Computers in labs and classrooms are used to demonstrate how to locate and evaluate sources that are useful for students.</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>The technology resources available through the campus library and campus computer labs are crucial for enabling students to access information for class discussions, written assignments, and other course-related activities. Additionally, certain classes such as Biopsychology (PSYC 3365) typically incorporate computer-generated animations to illustrate key concepts.</td>
</tr>
<tr>
<td></td>
<td>Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Students in PSYC 3301, PSYC 4497, and PSYC 4498 routinely use the SPSS statistical software to gain hands-on experience in data analysis and interpretation. Additionally, students in PSYC 4497 and PSYC 4498 commonly use experimental software programs such as e-Prime for data collection. These students also typically use Microsoft PowerPoint to prepare slideshows or posters for conference presentations.</td>
</tr>
<tr>
<td></td>
<td>Students will use critical and creative thinking and skeptical inquiry to solve problems related to human behavior and mental processes.</td>
<td>The technology resources available through the campus library and campus computer labs are crucial for enabling students to access information for class discussions, written assignments, and other course-related activities.</td>
</tr>
<tr>
<td>Program</td>
<td>Course Description</td>
<td>Resources</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| BS in Sociology                              | Students will understand and apply basic statistical and data management techniques in Sociology, including descriptive, bivariate, and inferential statistical tools. | SPSS used in SOCI 3331 Sociological Statistics to: * Create charts and graphs, such as frequency distribution tables, pie charts, and bar graphs  
* Interpret 2-variable cross-tabulations  
* run and interpret t-tests, ANOVAs, chi-squares, bivariate correlations, and basic linear regression |
| Bachelor of Science in Education (BSEd)      | Integration of instructional technology to foster learning and high levels of student achievement. | EDUC 3200 Instructional Technology taught in School of Education Computer Classroom that is equipped with multiple computer stations and an interactive white board (see sample course syllabus below). |
| BSEd Exercise Science Concentration          | Students will demonstrate advanced usage of a presentation podium, Microsoft Power Point, and overhead projector. | |
| Laboratory Activities                        | Equipment such as treadmills, bikes, metabolic cart, blood pressure cuffs allows students to assess someone’s physical fitness and health. Based on quantitative data provided by equipment, Exercise Science and Wellness students are able design exercise programs and/or make recommendations for healthier life style. | |
| Master of Arts in English/Critical Literacy  | Know the essential literature of literacy studies. | Online Resources of James Earl Carter Library, especially the JSTOR Database and GIL Universal Catalog |
| Master of Business Administration            | Use of Information Technology. Peachtree software in Accounting Systems  
Microsoft Excel  
Microsoft Power Point  
Google docs and blogs | |
| Master of Science (MS) in Computer Science   | Function independently on self directed projects or research where appropriate. | Part of the School's virtual computing infrastructure is a set of private virtual workstations which are available for all graduate students on demand. Such workstations are accessible from the Internet by means of VPN technology and are equipped with all software which could be useful to succeed through various graduate courses. |
| MS in Nursing                                | Utilize nursing research for the promotion of quality nursing education, safe client-centered health care, and evidence based practice. | Online Resources of James Earl Carter Library, especially GALILEO and GIL Universal Catalog |
Master of Education

Teachers think systematically about their practice and learn from experience.

- Specifically, they are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

| Education Specialist (currently inactive) | Prepare a teacher leader candidate who accesses and uses research to improve practice and student achievement. | Online Resources of James Earl Carter Library, especially GALILEO and GIL Universal Catalog |

Sources

- EDUC 3200 Syllabus
- GeorgiaONmyLINE
- GeorgiaVIEW @ GSW
- RAIN
3.5.2

Educational Programs: Undergraduate: Institutional credits for a degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements.")

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) requires all undergraduate degree candidates to earn at least twenty-seven (27) of the forty (40) hours of credit immediately preceding graduation in residence. This requirement applies to both students who matriculate at GSW as freshmen and continue to graduation, and to transfer students. In addition, transfer students admitted to the University for the final year of coursework must be in residence for a minimum of two semesters and must complete at least thirty (30) hours of credit including fifteen hours of upper division credit in the major field (see General Baccalaureate Requirements in GSW Undergraduate Bulletin pp. 87-89). Since all GSW baccalaureate degrees require at least 120 credit hours for completion, even students who transfer significant amounts of credit to GSW are required to receive at least 25% of their instruction here. Transfer students in programs that require more than 120 credit hours for completion may be required to take more than 30 credit hours in residence during the last stages of their programs to ensure that they have received at least 25% of their instruction from GSW. The Office of the Registrar verifies that a student has met the residency requirement at the time of application for graduation. Students apply for graduation a year prior to their intended date of graduation. Distance Education students are considered in residence if they are taking distance education classes from GSW, regardless of where they are physically residing.

GSW has the following collaborative arrangements for undergraduate degrees that require some specific explanation: Dual Degree Program with Georgia Institute of Technology (GIT), 1+2+1 Programs with Chinese Universities, and the WebBSIT Consortium.

Dual Degree Program with GIT

GSW collaborates with the GIT on a program in which students begin their degrees at GSW and eventually transfer to GIT. If the candidates complete all the required courses at both GSW and GIT, they receive a degree from both institutions. A student participating in this program would have approximately three years of coursework at GSW and approximately two years at GIT. The specific degree tracks range from 138 credit hours to 150 credit hours and award the student a Bachelor of Science Degree from GSW and a Bachelor of Science in Engineering Degree from GIT. The table below shows the degrees awarded by GSW and GIT, as well as the number of credit hours earned through instruction at each institution. Curriculum Sheets for each program track are linked to the total number of hours for the track in the table.

<table>
<thead>
<tr>
<th>GSW Degree</th>
<th>GSW Credit Hours</th>
<th>GIT Degree</th>
<th>GIT Credit Hours</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Biology</td>
<td>86</td>
<td>BS in Biomedical Engineering</td>
<td>52</td>
<td>138</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>91</td>
<td>BS in Chemical Engineering</td>
<td>52</td>
<td>143</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>96</td>
<td>BS in Computer Engineering</td>
<td>52</td>
<td>148</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>94</td>
<td>BS in Aerospace Engineering</td>
<td>46</td>
<td>140</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>97</td>
<td>BS in Civil Engineering</td>
<td>53</td>
<td>150</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>97</td>
<td>BS in Electrical Engineering</td>
<td>53</td>
<td>150</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>97</td>
<td>BS in Mechanical Engineering</td>
<td>52</td>
<td>149</td>
</tr>
</tbody>
</table>

One Plus Two Plus One Agreements (1+2+1)

GSW has been a member of the American Association of State Colleges and Universities (AASCU)-China Center for International Educational Exchange (CCIEE) Sino-American Cooperation on Higher Education and Professional Development (CHEPD) since June 2007. This program encourages and promotes the educational exchange of students between Chinese and American universities. GSW has signed 1+2+1 agreements with seventeen (17) Chinese universities that conform to program specifications as outlined in the CCIEE Institutional Addendum. In each of these programs, students spend the first year of college at their home university in China, the second and third year at GSW, and the final year at their home university in China. Thus, each student in this program earns half of the credit hours required for his or her degree from GSW.

WebBSIT Consortium

The WebBSIT Consortium is a collaboration between six University System of Georgia (USG) institutions, including GSW, Armstrong Atlantic State University, Clayton State University, Columbus State University, Georgia Southern University, and Southern Polytechnic State University (see WebBSIT MOU). Students in this program take the major courses required for the degree as distance education courses and each consortium member contributes faculty members to teach the necessary courses, but the students are considered students of their home institution and receive a degree from that institution when they earn the credit hours required. WebBSIT students take the majority of their general education courses from their home institution (see WebBSIT Curriculum Sheet). At GSW, WebBSIT students are required to meet the same General Baccalaureate Requirements as any other GSW students, and therefore may not graduate form GSW without earning at least 25% of the credit hours required for the degree through instruction offered by GSW. As with other GSW students, the Office of the Registrar verifies that a student has met the residency requirement at the time of application for graduation. Students apply for
graduation a year prior to their intended date of graduation. GSW WebBSIT students are considered in residence if they are taking distance education classes from GSW, regardless of where they are physically residing.

**Off-Site Committee Comments**

According to its Undergraduate Bulletin, the institution requires “all undergraduate degree candidates to earn at least twenty-seven (27) of the forty (40) hours of credit immediately preceding graduation in residence.” In addition, transfer students who matriculate in their last year of study must complete their last two semesters in residence, earning at least 30 semester credit hours of the coursework earned for an undergraduate degree.

Since undergraduate majors range in hours from 120-132, these policies alone do not guarantee that all undergraduates take at least 25 percent of the coursework from the institution. The narrative provided indicates that “Transfer students in programs that require more than 120 credit hours for completion may be required to take more than 30 credit hours in residence during the last stages of their programs to ensure that they have received at least 25 percent of their instruction from GSW.” There is a similar statement about checking the 25 percent minimum for students completing the WebBSIT consortium program. However, no documentation was provided to the Off-Site Committee demonstrating that this 25 percent minimum is, indeed, enforced.

**University Response**

Georgia Southwestern State University (GSW) joined the WebBSIT consortium in May 2010, but did not begin accepting students into the program until spring 2011. Therefore, GSW has not yet had a student complete this curriculum and, therefore, has no evidence to present regarding the enforcement of this standard. Nonetheless, the Memorandum of Understanding that governs the consortium designates that students will be admitted to a Home Institution and will abide by the rules, policies, and procedures of their Home Institutions (see MOU p. 3). In practice, GSW students in the WebBSIT Program register through GSW’s Banner system and receive GSW credit for WBIT courses completed; therefore, when a student completes the WebBSIT program, he or she will have received 66 of the 120 semester hours the program requires from GSW (see WebBSIT Curriculum Sheet).

**Sources**

- BS Information Technology Curriculum Web Track
- WebBSIT_MOU_May2010 (Page 3)
3.7.1

Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (Note: When an institution defines faculty qualifications using faculty credentials, institutions should use Commission guidelines "Faculty Credentials." The document can be found at http://www.sacsoc.org/policies.asp#guidelines.)

Judgment

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

Narrative

Georgia Southwestern State University (GSW) employs competent faculty that are qualified to accomplish the institution's learning and teaching mission (see GSW Mission). GSW's expectations for minimum qualification for faculty appointment (see GSW University Statutes Article III Section 2) are consistent both with Georgia Board of Regents (BoR) Policy on the minimum qualifications for faculty employment (see BoR Policy Manual on Minimum Faculty Qualifications) and with SACSCOC Guidelines. GSW has also established the following ranks (with minimum educational qualifications):

- Instructor (masters degree in discipline or its equivalent in training, ability, or experience)
- Lecturer (masters degree in discipline or its equivalent in training, ability, or experience)
- Senior Lecturer (masters degree in discipline or its equivalent in training, ability, or experience)
- Assistant Professor (masters degree in discipline or its equivalent in training, ability, or experience)
- Associate Professor (terminal degree in discipline or its equivalent in training, ability, or experience)
- Professor (terminal degree in discipline or its equivalent in training, ability, or experience)

GSW defines the terminal degree as "the highest degree awarded in a discipline; the doctorate is the terminal degree for most disciplines within the University except for a few areas including studio and performing arts and library science" (see GSW Faculty Handbook p. 27 and also p. 19). Full-time faculty members have been vetted for their qualifications during the faculty hiring process (see CS 3.2.9 on the faculty hiring process) and part-time instructors are vetted by department chairs, deans, and the Vice President of Academic Affairs when a Part-Time Faculty Request is submitted (see GSW Part-Time Faculty Request Form). When new instructors are offered employment, the official offer letters for both part-time and full-time positions include a request for official transcripts and current CVs, which are the primary means that GSW uses to establish faculty credentials (see GSW Full-Time Offer Letter and GSW Part-Time Instructor Offer Letter). CVs for full-time faculty are updated annually and current copies are part of each faculty member's official personnel file held in the Office of Academic Affairs. CVs for part-time instructors are updated periodically depending on how often they teach and are also on file in the Office of Academic Affairs.

The majority of both full-time and part-time instructors at GSW teaching undergraduate transferable courses hold at least a masters degree in an appropriate discipline for the area in which they are teaching or its equivalent in experience and training. In the Roster Form provided below, GSW has listed relevant coursework for all instructors not holding a terminal degree. It has not been deemed necessary to provide relevant coursework for Biology professors with terminal degrees in Zoology or Botany, or for Chemistry professors with terminal degrees in Biochemistry, since these disciplines are closely related.

The two areas where GSW employs instructors without masters degrees are clinical nursing and physical education activity courses. Clinical Nursing instructors supervise nursing students who are taking required clinical labs. These supervisors typically have at least a Bachelor of Science in Nursing, are Registered Nurses in Georgia, and are employed at the health care facility where the clinical lab takes place in the appropriate area of practice. For instance, Lyla L. Taft, who supervised NURS 3100L Nursing of Adults Lab I in Spring 2013, is a registered nurse who has been employed by Phoebe Putney Medical Center as medical-surgical nurse since 2009. While Clinical Nursing instructors assess the students they supervise, grading for the labs is done by the regular nursing faculty member assigned to the content course to which the lab is assigned (NURS 3100 Nursing of Adults I, for instance). The instructors who teach physical education activity courses sometimes have only a bachelors degree, but typically have training or experience in the sport or activity they teach. For instance, Christine K. Barr, who has taught both PEDS 1700 Fundamentals of Dance and PEDS 1770 Beginning Ballet at GSW, has a Bachelor of Science in Dance Education and is owner/principal instructor of Americus Dance Experience. Brennon Sewel, who teaches PEDS 1250 Beginning Tennis, is GSW's Head Tennis Coach and has been a United States Tennis Association licensed teaching professional since 1990. Warren Russ, who teaches PEDS 1330 Weight Training, is GSW's Head Soccer Coach and has a Class C National Coaching License from the United States Soccer Federation (USSF), which was obtained through a training workshop by the USSF.

The credentials discussed above apply to undergraduate transferable and graduate courses, but not to undergraduate non-transferable courses, such as UNIV 1000 the GSW Experience, an orientation course; LEAD 1000 Leadership for Resident Assistants; and ESL 0210 Listening/Speaking-Idioms, one of the English proficiency courses offered by GSW English Language Institute. While all instructors teaching these courses have college degrees and training in teaching specific courses, they may not have graduate course work. Nonetheless, we provide credentials for the instructors of these courses along with the rest of the corps of instruction.

The Roster Form provided below includes both Fall Term 2012 and Spring Term 2013.
WebBSIT Faculty

GSW participates in the University System of Georgia's (USG) WebBSIT consortium that offers a Bachelor of Science in Information Technology taught online by faculty at Armstrong Atlantic State University, Clayton State University, Columbus State University, Georgia Southern University, and Southern Polytechnic State University as well as GSW (see WebBSIT MOU Addendum D). Since a student in this program who designates GSW as her or his home institution would receive his or her degree from GSW, we present a separate roster of WebBSIT Faculty who taught a WebBSIT course during either Fall Term 2012 or Spring Term 2013 in which at least one GSW student was registered. The institution that employs the instructor is indicated on this roster form since that institution holds an instructor's transcripts and CV on behalf of all consortium members.

Off-Site Committee Comments

The Institution has a small group of faculty who do not have a graduate degree in the field, but who are teaching courses. Of these, 12 do not have sufficient documentation of other qualifications that provide evidence of expertise in the field. Please refer to “Request for Justifying and Documenting Qualifications of Faculty.”

University Response

Georgia Southwestern State University (GSW) will respond to these requests for further documentation in two primary ways. First we will describe the qualifications for teaching UNIV 1000, an undergraduate non-transferable course, and for the series of developmental ESL courses offered by GSW's English Language Institute. Secondly we will provide additional documentation for the qualifications of some other faculty questioned by the off-site review team. Finally, we also present a revised Faculty Roster for these instructors.

UNIV 1000 The GSW Experience

The GSW Experience is an undergraduate non-transferable course that results in one-hour of institutional credit that does not count towards degree requirements, although the course is required of all first-time GSW students who have less than nine hours of credit before entering GSW (see UNIV Description and UNIV 1000 Non-Trad Description). The course is intended to prepare students "to deal successfully and responsibly with their academic obligations and the resources offered by GSW." Since instructors receive training in helping students meet their academic obligations, the primary qualification for teaching the course is familiarity with GSW and its culture. Both Karen Jansen and Angelica Watts received their undergraduate degrees from GSW and were at the time they taught these courses employed as GSW Staff, and therefore, eminently familiar with GSW's institutional culture. In addition they were selected to teach specific sections of the course based on additional qualifications. Ms. Jansen, who was herself a nontraditional student, taught the section specifically targeted to nontraditional students; and Ms. Watts, who received a Bachelor of Business Administration from GSW, taught a section entirely populated with declared Business majors.

Certificates and Courses offered by the English Language Institute (ELI)

ELI offers two developmental certificate programs designed to certify that non-native English speakers have achieved a level of English proficiency that may qualify them for admission to a college or university in the United States. Each of these certificates requires not only that students complete developmental coursework, but also that they achieve a specific score on the Test of English as a Foreign Language (TOEFL) depending on the level of the certificate (see ELI Standard Certificate Curriculum Sheet and ELI Advanced Certificate Curriculum Sheet).

The courses that make up these certificate programs are all designated as ESL, although this designation does not suggest that the courses resemble English as a Second Language courses that are designed for students wishing to teach English to non-native speakers. In the GSW ELI context, ESL designates only that the students taking the courses are non-native speakers of English. Even the most advanced of these ESL courses are developmental and carry numbers significantly below even the level of GSW Learning Support classes. Moreover, the course objectives for even the most advanced ESL courses are modest at best (see ELI Course Descriptions pp. 12-19). For instance, the course learning outcomes for ESL 0400 Bridge (high-advanced) Writing are:

- Prepare outlines in correct forms.
- Write thesis statements and develop them in the writing.
- Produce writing that is clearly written and properly developed.
- Quote, summarize, and paraphrase without plagiarizing
- (see ELI Course Descriptions pp. 17-18)

Similarly, the learning outcomes for ESL 0430 Bridge (high-advanced) Reading are:

- Read and demonstrate comprehension of assigned texts and research material.
- Demonstrate knowledge of new vocabulary.
- Evaluate information from texts.
- Demonstrate the ability to read longer texts with greater speed.
- Compare and explain the differences between traditional American cultural values and his/her own.
- (see ELI Course Descriptions pp. 18-19)

These outcomes can be usefully compared with the Georgia Common Core English Language Arts Standards for Grades 9-10 Reading and Writing (see CCCGPS ELA 9-12 p. 2 for reading and p. 3 for writing). Such a comparison indicates that the outcomes of the highest level of courses offered by the ELI are comparable to the expectations for Ninth and Tenth Graders in Georgia public high schools.

Since these certificate programs are clearly developmental, it is the GSW policy that the primary qualifications for ELI instructors are being
native English speakers who have completed at least a bachelors degree and can demonstrate proficiency in academic reading and writing. New ELI instructors follow a prescribed round of training. Before entering the classroom, instructors observe experienced instructors conducting the classes they will teach or at least two weeks, but often longer. New instructors are mentored by experienced instructors before and during their first two terms as an instructor. The mentoring consists of not only out-of-class consultation, but also of observation of the new instructors classes by the mentor and vice versa. In all interactions with students, instructors are trained to follow the tenets set out in the ELI Faculty-Staff Handbook (see also ELI Strategies and Teaching Your ELI Classes in the ELI Faculty-Staff Handbook).

**Additional Qualifications for Other Faculty**

Arthur Bone is assigned only to teach supervised laboratory classes in guitar, and, therefore, his 18 years of experience teaching private lessons in guitar and lute is his primary qualification. Nonetheless, he was also invited to participate in guitar Masterclasses with Hopkinson Smith in 2000 and 2011, with Michael Craddock in 1999 and with John Sutherland in 1997. A master class is a class given to students of a particular discipline by an expert of that discipline—usually music.

Tracey McCorkle no longer teaches for GSW and the courses she formerly taught are now covered by Dr. Olga Godoy, a native speaker of Spanish with a Ph.D in Spanish from Florida State University.

Mandy Mercer received Master of Social Work from Valdosta State University in 2003. In addition, she has a current license as a Clinical Social Worker from the State of Georgia.

Robert Slender began working at GSW in 1998 as a Video Production Specialist on the strength of his Associates degrees in Commercial Art and in Music and Video Business as well as his experience as an Assistant Producer. Since he has been employed at GSW he has continued his education earning a Bachelor of Applied Science in Technology Management in 2004 and a Master of Business Administration in 2006. During the period of his employment at GSW, he has produced all the university's marketing media for radio and television, assisted faculty and staff with multimedia production and managed GSW-TV 8, a public access cable channel. Since 2007 he has also managed all audio-visual technology for the university. In 2011 when the School of Computing and Mathematics wanted to begin offering courses in digital audio-visual production to their Computer Science and Information Technology students, they judged that Mr. Slender's combination of training and work experience made him more highly qualified to develop and teach the courses than any member of the Computer Science faculty.

Troy Vincent Sullivan is not qualified as an instructor of Business by his Ed.D in Adult Education, but rather by the Master of Science in Management he received from GSW in 1989 and his experience as full-time faculty member at Middle Georgia College.

Alwen Yeung is a native-speaker of Chinese who has a Master of Arts in Chinese from Middlebury College (2013).

**Sources**

- CCGPS ELA 9-12 (Page 2)
- CCGPS ELA 9-12 (Page 3)
- ELI Staff Handbook revised 2013 (Page 18)
- ELI Staff Handbook revised 2013 (Page 2)
- ELI Staff Handbook revised 2013 (Page 8)
- ELI Advanced Certificate
- ELI Handbook Complete and Revised 2013 (Page 12)
- ELI Handbook Complete and Revised 2013 (Page 17)
- ELI Handbook Complete and Revised 2013 (Page 18)
- ELI Standard Certificate
- GSW Focused Report Faculty Roster
- Mercer SW License
- UNIV 1000 Description
- UNIV 1000 Non-Trad Description
3.8.1

Library and Other Learning Resources: Learning/information resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) provides adequate facilities and learning/information resources to accomplish its learning/teaching and public/community service mission (see GSW Mission Statement). Learning/teaching facilities and resources are provided primarily the James Earl Carter Library and Office of Information and Instructional Technology, although the Academic Resource Center, the Learning Support Program, and the Writing Center also contribute to support of learning and teaching. Public/community service is delivered primarily by the Rosalynn Carter Institute and the Office of Continuing Education.

Learning and Teaching

James Earl Carter Library

The James Earl Carter Library (JEC) is a two-story building that was completed in 1969 and last renovated in 2003. JEC houses the administrative offices of the Library, and six staff offices, as well as space for the cataloguing and processing of circulating library materials. JEC also has a computer classroom for library instruction; fourteen computer stations for accessing library catalogues and databases; fifty-one (51) study carrels of various sizes, accommodating from one to eight students; sixteen (16) study rooms; forty (40) tables; twenty (20) couches; and three hundred fifty-five (355) chairs. JEC also has an art gallery space. The majority of the space in JEC is taken up by the Book, Periodical, Reference, and Government Document stacks. JEC has 58,363 net square feet of usable space (see Library Floor Plan).

When patrons enter on the first floor of the JEC, a combined service desk is immediately to their right. At the service desk, patrons may check out materials, get reference assistance, and collect items from the common printer networked with library computers. Just past the service desk on the right is a copy room, where patrons can make copies or use the digital microfilm-microfiche reader and a scanner located there. Just past the copy room is the Interlibrary Loan (ILL) Office. The Materials Processing area and Collection Development Department are located in the non-public side of the first floor, behind the service desk, copy room, and ILL. Adjacent to the Collection Development Department are the offices of the Dean of the Library and the JEC’s Senior Administrative Assistant. When patrons enter JEC, the reference collection, government documents area, popular DVDs, audio books, newspaper collection, and new books collection are all located to the left. Also to the left behind the newspaper racks, patrons will find a computer lab-classroom containing thirty desktop computers, an instructor station and a whiteboard with projector that is used for teaching classes and as an open lab for students when not reserved for classes. Directly across from the main entrance past ILL, patrons will find fifteen (15) desktop computers, three of which are reserved for community users. Other first floor features include table seating, individual comfortable seating, individual carrel seating, a snack lounge, the Oral History Room, the POW Collection, the Macy Bishop Gray Rare Books Room, and an art gallery.

Just to the left of the public computer area on the main floor of JEC is the stairway and elevator to the second floor. A computer area containing three PCs is directly in front of patrons as they arrive on the second floor. The Cataloging Department and work area is housed on the second floor. The following collections are all located on the second floor: Bound Periodicals, Microfilm and Microfiche, Main, Children’s Book, Audio Visual, and Third World. Other second floor features include fourteen (14) individual study rooms; a music listening room equipped with a phonograph, tape deck, and CD player; an audio visual viewing room equipped with a television, DVD player and a VCR; twelve (12) faculty study rooms; study tables; individual carrel seating; comfortable chairs and couches for patron seating; a copy machine; microfilm and microfiche readers; and a microfilm-microfiche reader/printer.

JEC is currently open to the public 79 hours per week. Both floors are open to patrons all hours the building is open. Twice a year, during Fall and Spring exams, the Library extends hours of operation for the first three days of final exams. Regular semester operating hours are:

- Monday–Thursday – 8 a.m. to 10 p.m.
- Friday – 8 a.m. to 3 p.m.
- Saturday – 9 a.m. to 5 p.m.
- Sunday – 2 p.m. to 10 p.m.

To meet JEC’s mission, library faculty and staff acquire and provide access to bibliographic and information resources in all formats at the undergraduate and graduate levels, as appropriate to the degrees offered by GSW. The holdings of the JEC include over 2 million books, government documents, current and bound periodicals, audio visual materials, and microforms. JEC has served as a selectieve repository for U.S. government publications since 1966. All materials are cataloged and located on open shelves. JEC’s collections include:

- Over 500,000 books and bound volumes
- Approximately 300 current print, electronic, and microform subscriptions
- Over 1.6 million microform units
- Over 1,600 audio visual materials
The Library also subscribes directly to JSTOR and ARTStor, providing access to an additional four hundred full text journal titles and over one million digital images. Access to these online collections is available at all times to GSW students, faculty, and staff, both on and off campus. Off campus access to these resources is provided via EZProxy, which is hosted through Online Computer Library Center (OCLC).

In addition, our students, faculty, and staff have access to Georgia Library Learning Online (GALILEO). An initiative of the Board of Regents (BoR) of the University System of Georgia (USG), GALILEO is a community of more than 2000 institutions that include the University System of Georgia, the Technical College System of Georgia, K-12 schools, public libraries, and a group of private academic colleges and universities. As a participating USG institution, GSW has access to over 80 databases with over 10,000 full text journals (see GSU GALILEO Databases, and Galileo full text resources). Also through GALILEO, JEC has access to over 30,000 e-books on a wide range of subjects and which are accessible through GSW GIL. All GALILEO resources are readily accessible to GSW faculty, staff, and students both on and off campus. Off campus access to GALILEO is provided through the use of password authentication.

GALILEO provides access to databases on a wide variety of subjects (see GALILEO Subject Browse), and specifically provides resources that support GSW's graduate programs in Business, Computer Science, Education, English/Critical Literacy, and Nursing. GALILEO Resources and JSTOR allow graduate student in Education, English/Critical Literacy, and Nursing to fulfill the research requirements of their degree programs (see also Comprehensive Standard 3.3.1.4, and Comprehensive Standard 3.6.2).

JEC also houses the following special collections:

- The GSW Historical Collection: Includes documents and records relating to the history of GSW and Sumter County, Georgia. The collection includes photographs, yearbooks, The Sou'Wester (GSW's student newspaper), past course catalogs and bulletins, publications of GSW faculty and staff, and local histories. The collection is searchable through the Library's catalog.
- The Dr. Harold Isaacs Third World Studies Collection: Includes books and periodicals focusing on Third World Studies as well as documents and records relating to the Association of Third World Studies. The majority of the collection is searchable through the Library's catalog.
- The Prisoner of War (POW) Collection: Developed with assistance from the Andersonville National Historic Site, the POW Collection contains books related to the POW experience, mostly memoirs written by former POWs. The collection is searchable through the Library's catalog.

JEC is a member of the following consortia and works cooperatively with a range of libraries to enhance collections and resource sharing, including GALILEO (see description above), GALILEO Interconnected Libraries (GIL), the Georgia Online Database, Lyrisis, OCLC, the Lake Blackshear Regional Library, and the South Georgia Technical College Library. These cooperative relationships allow JEC to further support GSW degree programs by making available important resources from other strong libraries and networks. GIL and GALILEO also allow GSW to provide comparable library services to its Early Childhood Education program site at Abraham Baldwin Agricultural College (ABAC) in Tifton, GA (see GIL ABAC).

Created by the USG to support resource sharing, GIL provides a gateway to information resources held in USG libraries. GIL serves as a single integrated library automation system which provides each institution with its local catalog. In addition, a Universal Catalog provides access to holdings across all libraries within the USG. Through GIL Express, USG patrons are able to initiate requests for books directly from other USG libraries and have them delivered to their home institutions at no charge. This allows GSW students, faculty, and staff to readily obtain books located in collections throughout the state. In addition, GIL provides GSW librarians with data regarding the use and growth of their collections as well as data that can be used to help guide future decision-making and cooperative collection development (see also GSW GIL).

Administered by the Georgia Public Library Service, Georgia Online Database (GOLD) serves as the interlibrary lending and union listing system throughout Georgia. The GOLD consortium is comprised of more than 200 academic, public, private, school, special, and technical college members.

Lyrisis is the nation's largest regional membership organization, serving libraries and library professionals. OCLC is a worldwide library cooperative committed to improving access to the information held in libraries around the world. Cataloging and interlibrary loan services are provided to JEC by OCLC via Lyrisis. Lyrisis also provides cost savings through group purchasing for products and services. Lyrisis also offers a range of professional development opportunities for library faculty and staff.

JEC has a cooperative lending agreement with Lake Blackshear Regional Library and South Georgia Technical College Library. The purpose of this agreement is to provide the citizens of Sumter, Crisp, Dooly, and Schley counties and the faculty, staff, and students, including those enrolled in GSW and South Georgia Tech's distance education programs with optimal access to library information resources and services. Valid users associated with any of these institutions can establish borrowing privileges with any of the other institutions.

JEC provides a full array of library services to support GSW students, faculty, and staff. The Library strives to provide a convenient, constructive, and positive experience to all patrons of JEC services. JEC's success is seen in patron satisfaction in the Annual Library Survey and through increased service usage. The Circulation Desk at JEC provides all circulation and course reserve services. JEC offers a well-utilized course reserve service for high demand materials. Through GIL Express, USG patrons are able to initiate requests for books directly from other USG libraries and have them delivered to their home institutions at no charge. In 2011-2012, the total number of GIL Express requests from our faculty, staff, and students was 654, while GSW fulfilled 389 GIL Express requests from other schools. JEC offers interlibrary loan (ILL) service to students and faculty to acquire materials not owned by the Library. In 2011-2012, the total number of items borrowed was 550, while the total number of items lent was 523. JEC has a robust Library Instruction program. In 2011-2012, librarians taught 89 courses and reached 1,264 students. Librarians work closely with faculty to design instruction sessions tailored to course and assignment objectives. JEC's Reference Desk is open 25 hours per week to assist students, faculty, and staff. In addition, JEC offers email and telephone reference services. In 2011-2012, there were 1,169 reference transactions. One-on-one research consultations are available
to patrons seeking in-depth research assistance. Detailed information about JEC’s Instruction and Reference Services can be found in Comprehensive Standard 3.8.2.

JEC makes all reasonable accommodations to serve patrons with disabilities. There is handicap parking in the staff parking lot directly off the loading dock with additional handicap spaces available in the large parking lot located behind the Library. The handicap entrance is in the front of the building and a sign directs users to the handicap entrance. A handicap accessible elevator is available for patrons to get to the second floor of the Library. The Library computer lab is equipped with an ADA-compliant work tables. Additionally, the Library has a workstation loaded with the Kurzweil 1000 and 3000 software. Kurzweil 1000 is an advanced reading tool for people who are blind or severely visually impaired. It works in conjunction with a scanner and synthetic speech to convert the printed words into speech. The Kurzweil 3000 software helps people with reading or learning difficulties increase their reading speed and comprehension. This work station is also equipped with Intellitexts for users having difficulty using a traditional keyboard. The Service Desk handles requests for book retrievals and assistance with photocopying.

GSW’s distance education students have equitable access to Library resources and services. Both on and off campus access is available at all times to JEC’s catalog (GIL-Find), GIL Express, and GALILEO. Interlibrary loan requests can be made by email or phone and delivery of articles is made to distance education students through email. GIL Express allows distance education students to request books be delivered to a USG campus near their location for pick-up. Instruction and reference services are available through the embedded librarian program as well as via email and telephone. In addition, online tutorials for GIL-Find and GALILEO are available on the Library’s website.

Satisfaction with the Library is assessed as part of the Annual Library Survey. Survey results show that patrons use the Library as a place to study and to complete assignments utilizing the computing resources in the Library. The comments section of the survey allows users to provide more detailed feedback about the Library facility. Comments from the survey have led to the implementation of a wireless network in the Library, the expansion of the Library computer lab, the designation of more areas as group study rooms, and the addition of a snack lounge.

**Office of Information and Instructional Technology**

The mission of the Office of Information and Instructional Technology (OIT) specifically includes maintaining a leadership role in the application of technology to learning and teaching, recommending appropriate emerging technologies for the improvement of learning and teaching, providing training and technical support to students and faculty for distance learning technologies, and producing audio-visual materials for instructional use (see OIT Mission). OIT is located in Morgan Hall (MOR), which was completed in 1937 and last renovated in 1997. MOR has fourteen administrative offices, a conference room, and a computer lab. MOR has 8,119 net square feet of usable space.

OIT provides GSW with state-of-the-art multimedia equipment in most campus classrooms. These multimedia tools include computers, projectors, interactive white boards or annotation tablets, document cameras, and other specialized classroom instruction equipment. All classrooms have access to the campus network and, therefore, access to the internet. Currently, 26% of all classrooms are served by wireless network service, and 83 classrooms (85%) have some type of multimedia equipment permanently installed in the room, with computers and LCD projectors being the most common type of equipment (see GSW Classroom and Lab Computer Inventory 2013 and GSW Classroom Support Technology Inventory 2013).

OIT also operates sixteen open computer labs with a total of 188 computers located throughout campus, providing students with a wide variety of software applications and flexible hours. All of the campus residence halls have open computer labs (see GSW Computer Labs Page). In addition, thirteen classrooms (with a total of 315 computers) on campus are computer-enhanced with individual computer workstations for the students. These classrooms are utilized to give the students discipline specific instruction in an instructor led environment. OIT provides the following software on each faculty workstation:

- Microsoft Office 2007, Office 2008 (Mac), Office 2010, Office 2011 (Mac), and Office 2013
- Microsoft Internet Explorer (IE 8 and IE 9)
- Microsoft Forefront 2010
- Microsoft Media Player
- Mozilla FireFox
- Adobe Acrobat Pro (9 and 10), if requested
- Roxio Creator DE 10.3 (CD/DVD recording software)
- SSH Secure Shell (3.2.9), if requested
- Outlook Web App
- Self Service Portal
- Apple QuickTime for MACs and Windows
- Adobe Flash Player
- Java (6,31)
- TrueCrypt
- 7-zip

GSW provides the following software on each workstation in student computer labs:

- Microsoft Office 2007, Office 2008 (Mac), Office 2010, Office 2011 (Mac), and Office 2013
- Microsoft Internet Explorer (IE 8 and IE 9)
- Mozilla FireFox
- Adobe Reader
- Apple QuickTime for MACs and Windows
In addition, OIIT provides the following software to meet the needs of specific academic programs:

- ChemSketch, package for drawing chemical structures
- Geographic Information Systems software
- SONA human subject pool management software
- SPSS Statistical Software
- Final Cut Studio video editing software
- Sound Track aido software
- Magix Studio audio software
- Photoshop CS5
- Illustrator CS5
- Dreamweaver
- Lightroom
- MyMathLab
- Pari, number theory software
- SciLab, numerical computational package
- Sage, mathematics software

OIIT provides GSW with high-speed network service (one gigabyte per second or greater) to all buildings used for instruction or academic support. This Internet service is provided by PeachNet, the statewide communications network supporting all USG Information Technology Services, which utilizes Internet2. This network provides access to Internet, e-mail, library resources, the GeorgiaView Learning Management System, the Banner student information system, online courses and programs, and other services offered on our campus by the USG (GALILEO, for instance). Wireless Internet is provided for students, faculty, and staff in the residence halls, JEC, the dining hall and coffee shop in Marshall Student Center, the Student Success Center, and in most of the instructional spaces.

OIIT continuously upgrades the hardware and software that supports learning and teaching on campus and online. Examples of major technology infrastructure upgrades in the last five years include the replacement of core router.switch devices that allow faster connections between GSW’s two core devices and a greater range of capabilities for the campus network, the segmentation of the campus data network into manageable units to increase efficiency and security, and the creation of a separate network for the residence halls that creates greater security for the academic network and reduces competition for bandwidth between academic users and residential users. The network firewall was also upgraded and deep packet inspection filtering was added to manage accessible web content, thus reducing virus and malware infection and allowing for better enforcement of computer usage policies and copyright law. In 2010, OIIT began migrating to Microsoft Exchange for campus email services because the existing Linux SendMail system was antiquated and not able to provide the capacity or services required by GSW faculty and staff. The migration to Exchange allowed for increased storage and enhanced services such as a shared calendar, contact integration, and web-based connectivity. In addition to purchasing the necessary hardware and software, OIIT configured user accounts in such a way that existing email service was not interrupted. Existing email accounts were migrated from Eudora, which was no longer supported, to Outlook, allowing client connectivity to the Microsoft Exchange environment. OIIT upgrades faculty/staff computers on a rotating basis at least every eight years using a priority list based on the age of faculty-staff machines. Public labs used by students are also upgraded on a rotating basis. OIIT is currently upgrading all campus users to Office 2010 at request of individual users.

**Academic Resource Center**

The Academic Resource Center (ARC) incorporates advising, tutoring, and supplemental instruction to promote academic excellence and success for all GSW students (see ARC Mission). ARC is housed the Academic Center for Excellence (ACE), and its space within ACE includes three classrooms, one of which is computer-enabled: a computer lab with twenty-nine computers; four administrative offices, a conference room, an adult student lounge, student study space, and four carrels used for tutoring. ARC also houses the office of the First Year Advocate as well as the General Education Advisor. The First-Year Advocate advises at-risk first-year students, and directs ARC and the UNIV 1000 orientation course. The General Education Advisor works with students who enter GSW without a declared major. The General Education Advisor, who is a retention specialist, provides these students with academic advising and helps them to make a connection with an academic home.

**Learning Support Program**

Learning Support assists students seeking to enter programs leading to the baccalaureate degree who have not met the USG minimum entrance requirements in English, reading, or mathematics. Learning Support courses in English, reading, and mathematics are designed to assist students in reaching the USG minimums. Learning Support instructors are housed in the departments of English and Modern Languages and Mathematics respectively, and these same instructors provide students with academic advising until they exit Learning Support and enter a degree program. Software specifically designed for writing and reading development is available to students in room 210 of the English Building, which is a computer lab used for class meetings and which has open lab hours as well (see GSW Campus Labs Page).

**The Writing Center**

GSW's Writing Center provides a place for practice in writing, communication skills, and collaboration (see Writing Center Mission). The Writing Center is housed in ACE, where it has a consultation room with ten (10) computers, and an office the director. The Center provides knowledgeable, attentive readers who facilitate the development of the writing process for individual writers. Consultants assist their clients in
developing strategies for all facets of the writing process and in every discipline. The Center uses the WCOnline scheduling and management system that provides access to both on campus and online students to the Center's services. The Center also serves as a resource for the GSW community in the teaching of writing.

Community and Public Service

Rosalynn Carter Institute

Rosalynn Carter Institute (RCI), GSW's primary public service unit, is committed to giving caregivers support to promote caregiver health, skills, and resilience (see RCI Mission). RCI is housed in Rosalynn Carter Health and Human Sciences Complex Phase II (HHS2), which was completed in 2013. RCI's facilities in HHS2 include ten administrative offices and a conference room.

Continuing Education

The Office of Continuing Education (CE) is housed in the Business, History and Political Science Building (BHP). The Director of CE has an office in BHP 215 and the director is able to schedule classroom, meeting room, computer lab and recreation facilities across campus to accommodate the programs CE offers (see Comprehensive Standard 3.4.2 for more information about the programs CE offers).

Other Facilities and Resources

The old president's residence formerly occupied by the RCI currently houses the Southwest Georgia offices of the Court Appointed Special Advocates Program (CASA). The building has seven administrative offices and 3526 net square feet of usable space.

GSW also operates a number of facilities that are used for performances and exhibitions open to the public or are available for the use of outside groups. These facilities include Ageron Observatory in the Joseph C. Roney Building; the Music Performance Space in Jackson Hall; the gallery in the JEC; the proscenium theater, the black box theater, and the gallery in the Fine Arts Building; the Student Success Center; Marshall Student Center; the Lake House; and the Assembly Hall in Wheatley Administration Building (see GSW Facilities Summary and Details).

Off-Site Committee Comments

The institution provided evidence of its provision of facilities and learning/information resources and references to its recent renovations to update facilities, in addition to its provision of learning resources onsite and accessible online. The institution did not provide evidence that the facilities and learning/information resources are utilized by students and faculty to meet the needs of the programs and that they are appropriate in supporting the institution's teaching, research, and service mission.

University Response

Georgia Southwestern State University's (GSW) mission is focused primarily on teaching and public service, therefore, GSW does not have any facilities strictly dedicated to research beyond those that are used by students and faculty within the context of degree programs.

Learning, Teaching, and Research Resources

The primary providers of learning/information resources at GSW are the James Earl Carter Library, the Office of Information and Instructional Technology, the Academic Resource Center, and the Writing Center. We provide evidence of utilization for each below.

James Earl Carter Library (JEC)

The JEC Annual Gate Count has averaged 95,640 over the last four fiscal years, or approximately 284 visitors a day over the period (see graph below as well as JEC Gate Count FY 2010-FY 2013). Note that the counts for FY 2011 and FY 2013 were affected by repair of the gate during August 2010 and upgrade of the front entrance during June 2013 respectively during which times the gate count went unrecorded.

![JEC Gate Count FY 2010 to FY 2013](image)

During the same period, total circulation transactions have averaged 11,213 (see JEC Circulation Transactions FY 2010-FY 2013). We also provide usage data for the following Online Resources.
The table below presents GALILEO Resources mapped to specific program learning outcomes for each GSW program. Index pages for GALILEO Discipline specific resources are linked to program outcomes (see also JEC Journal Subscriptions).
Degree Program | Program Learning Outcome
--- | ---
Bachelor of Arts (BA) | Students will be able to apply knowledge of history and literature of the field in the development of performance texts, directing, acting, design, video production and scholarship.
Dramatic Arts | 
BA in English | Evaluate primary and secondary sources.
BA in History | Students will be able to research, interpret, analyze, synthesize, and evaluate historical information drawn from texts, journals, primary, and other sources.
BA in Music | Students will demonstrate understanding and analysis of Music Theory and Music History.
BA in Psychology | Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
BA in Visual Art | None

Business Knowledge
Bachelor of Business Administration | • Accounting  
• Management  
• Marketing
Bachelor of Fine Arts in Visual Arts | None
Bachelor of Science (BS) in Biology | Evaluate scientific information
BS in Chemistry | Students will demonstrate critical thinking and problem solving skills related to the discipline.
BS in Computer Science | Demonstrate a broad range of knowledge in areas of computer science, including: Programming Fundamentals, Social & Professional Issues, Algorithms, Computer Architecture & Organization, Operating Systems, Computational Sc. & Numerical Methods, Discrete Structures.
BS in Geology | Student demonstrates the ability to collect geological information from texts, journals, maps, etc.
BS in Information Technology | Demonstrate a broad range of knowledge in areas of computer science, including: Programming Fundamentals, Social & Professional Issues, Algorithms, Computer Architecture & Organization, Operating Systems, Computational Sc. & Numerical Methods, Discrete Structures.
BS in Mathematics | Majors will acquire reading and research skills, which are based on a). sufficient experience in mathematical language and foundational material to allow them to be well prepared to extend mathematical knowledge through independent reading, b). exposure to, and successful experience in solving mathematical problems which represent a substantial intellectual challenge.
BS in Nursing | Integrate best current evidence with clinical expertise.
BS in Political Science | Students will be able to demonstrate analytical and evaluative skills.
BS in Psychology | Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
BS in Sociology | Students will understand basic research methods in Sociology, including research design, sampling and survey construction.
Bachelor of Science in Education | Upon completion of their programs, candidates will use reflection, research, and inquiry to support professional development and professional practice.
Master of Arts in English | Know the essential literature of literacy studies.

Business Knowledge
Master of Business Administration | • Accounting  
• Management  
• Marketing

Master of Science (MS) in Computer Science | To function independently on self directed projects or research where appropriate.
MS in Nursing | Utilize nursing research for the promotion of quality nursing education, safe client-centered health care, and evidence based practice.
Master in Education | Teachers think systematically about their practice and learn from experience, especially familiarity with learning theories and instructional strategies and understanding of current issues in American education.
Education Specialist | Prepare a teacher leader candidate who accesses and uses research to improve practice and student achievement.

Office of Information and Instructional Technology (OIT)
OIT does not keep usage statistics for the labs it manages for various academic and student support programs, so the best available measure of usage is the hours of operations for the various Computer Labs on Campus (see GSW Computer Labs Page). Note that usage data for JEC, the Academic Resource Center, and the Writing Center all indirectly include data for the utilization of computer labs in the facilities occupied by these units.
Academic Resource Center (ARC)

Usage data for ARC (formerly the Academic Skills Center) may be found in its annual reports for the last three fiscal years (see Academic Services Annual Report 2011 p. 2, ARC Annual Report 2012 p.1, and ARC Annual Report 2013 p.2).

The Writing Center

The Writing Center began keeping comprehensive usage information in FY 2013, so GSW presents the Writing Center data summary from FY 2013 and from Fall Term 2013.

Public Service

Continuing Education

Evidence that Continuing Education facilities and resources are utilized can be found in the unit’s annual reports for FY 2012 (pp. 6-7) and FY 2013 (pp.6-7).

Rosalynn Carter Institute (RCI)

Evidence that RCI facilities and resources are utilized can be found in the unit's annual reports for FY 2011 (pp. 2-4), FY 2012 (pp. 2-11) and FY 2013 (pp. 2-16). In particular, RCI established a Caregiver Support Center with Phoebe Sumter Hospital in FY 2011 (see RCI AR 2011 p. 4) and reported progress on the center in its subsequent annual reports (see RCI AR 2012 p. 5 and RCI AR 2013 p. 8).

Sources
Approximately 300 current print, electronic, and microform subscriptions

Students will be able to demonstrate analytical and evaluative skills.

The institution provided evidence of its provision of facilities and learning/information resources and references to its recent renovations to

Continuing Education was completed in 2013. RCI's facilities in HHS2 include ten (10) administrative offices and a conference room.

The Writing Center is housed in ACE, where it has a consultation room with ten (10) computers, and an office the director. The Center provides

assist students in reaching the USG minimums. Learning Support instructors are housed in the departments of English and Modern

Academic Resource Center

Microsoft Exchange for campus email services because the existing Linux SendMail system was antiquated and not able to provide the

OIIT continuously upgrades the hardware and software that supports learning and teaching on campus and online. Examples of major

workstations for the students. These classrooms are utilized to give the students discipline specific instruction in an instructor led

variety of software applications and flexible hours. All of the campus residence halls have open computer labs (see

classrooms have access to the campus network and, therefore, access to the internet. Currently, 26% of all classrooms are served by

Loading dock with additional handicap spaces available in the large parking lot located behind the Library. The handicap entrance is in the

assignment objectives. JEC

Survey results show that patrons use the Library as a place to

Access to the Library and Other Learning Resources: Learning/information resources

Evidence that RCI facilities and resources are utilized can be found in the unit's annual reports for

Rosalynn Carter Institute (RCI)

The Prisoner of War (POW) Collection: Developed with assistance from the Andersonville National Historic Site, the POW Collection

Lyrasis is the nation

support GSW degree programs by making available important resources from other strong libraries and networks. GIL and GALILEO also

Lake Blackshear Regional Library, and the South Georgia Technical College Library. These cooperative relationships allow JEC to further

Fall and Spring exams, the Library extends hours of operation for the first three days of final exams. Regular semester operating hours are:

The following collections are all located on the second floor: Bound Periodicals, Microfilm and Microfiche, Main, Book, Periodical, Reference, and Government Document stacks. JEC has 58,363 net square feet of usable space (see

one (51) study carrels of various sizes, accommodating from one to eight students; sixteen (16) study rooms; forty (40) tables; twenty (20)

The James Earl Carter Library (JEC) is a two

3.8.1

Administration

English

Education

BS in Sociology

BA in Psychology

BS in Information

Computer Science

Marketing

Theater

Psychology in Galileo

Sociology in Galileo
3.8.3

Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff "with appropriate education or experiences in library and/or other learning/information resources "to accomplish the mission of the institution.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) provides a sufficient number of qualified staff to cultivate "excellence in learning and teaching that encourages intellectual, personal, and social growth for students" (see GSW Mission Statement). Each staff position at GSW has a job description that includes both position responsibilities and minimum qualifications and that guides the hiring process and ensures that staff members have appropriate education and experience for their positions. Staff providing support to library and other learning resources are employed primarily in four units (James Earl Carter Library, the Office of Information and Instructional Technology, the Academic Resource Center, and the University Writing Center) each of which has its own unit mission and sufficient qualified staff to accomplish it. A brief description of these four units' missions and staffing is provided below as well as a table showing names, positions, and academic and professional experience for each library and other learning resource staff member. A CV/Resume and a job description for each staff member is linked to each name and title in the table.

James Earl Carter (JEC)

JEC has sufficient qualified staff to provide "convenient and effective access to quality library services and collections and information in a variety of formats" (see JEC Mission Statement). JEC has nine total staff members, four of which are tenure-track faculty, and the staff is organized into four departments (Library Organizational Chart). Access Services, Cataloging/Database Management, Collection Development and Reference/Government Documents all provide crucial contributions to JEC's library and information services. The overall number and composition of JEC's staffing currently meets GSW needs. The attached table of total library staff per FTE students at JEC compared to those of our peer institutions shows that JEC is eleventh of thirteen institutions. In an average year, JEC's professional staff is augmented by seven trained student workers who typically help at the circulation desk.

The Office of Information and Instructional Technology (OITT)

OITT has sufficient qualified staff to provide the professional expertise that enables GSW's use of information and instructional technology to cultivate excellence in learning and teaching (see OITT Mission Statement). OITT has twelve staff members including the director and chief information officer, three administrators, five coordinators, and three support technicians. OITT has a System Administrator, a Network Administrator who is assisted by a network support technician, and a Banner Database Administrator. OITT also has a Help Desk Coordinator, a Distance Learning Coordinator, an Information Technology Coordinator who is assisted by a desktop support technician, a Lab Support Coordinator who is assisted by a lab support technician, and an Instructional Technology Coordinator (see OITT Organizational Chart). In an average year, OITT's professional staff is augmented by five student workers usually drawn from among Computer Science degree candidates who typically assist the support technicians.

The Academic Resource Center (ARC)

ARC has sufficient qualified staff to assist "students with evaluating their academic performance and choosing the appropriate services to master course materials" (see ARC Mission Statement). ARC's staff consists of the Director who is also the First-Year Advocate, the General Education Advisor and the Tutoring Coordinator (see ARC Organizational Chart). In an average year, ARC's professional staff is augmented by forty trained tutors and other student workers who provide tutoring and supplemental instruction to other GSW students.

Other Learning Resource Staff

The Coordinator of Learning Support implements University System of Georgia (USG) learning support policy (see Board of Regents Learning Support Policy and USG Learning Support Procedures) and coordinates with the department chairs and faculty of English and Modern Languages and Mathematics to administer the program at GSW. The Coordinator also teaches learning support classes.

The Director of the Writing Center trains and supervises student writing consultants who "assist students in strategies for all facets of the writing process and in every discipline" (see Writing Center Mission Statement). In a typical year, eight student consultants allow the Writing Center to be open 35 hours a week for face-to-face consulting and to provide 20 hours a week of online consulting. The Director also teaches the Issues in Tutoring Writing course, which is strongly recommended to all consultants and conducts weekly required training for consultants as well as faculty training in writing instruction and other learning/teaching issues. This position is an add-on to Dr. Dipaula's Assistant Professor of English appointment for which she receives course release.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>FT/PT</th>
<th>Academic Qualifications</th>
<th>Professional Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master Library Science, Library and Information Management</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>FT/PT</td>
<td>Education/Position</td>
<td>Experience/Experience</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------</td>
<td>-------</td>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kay M. Bell</td>
<td>Senior Administrative Assistant</td>
<td>FT</td>
<td>Bachelor of Arts, English</td>
<td>Administrative Assistant GSW Admissions 1999 Technical Services Coordinator Miller Brewing Company 1980-93</td>
</tr>
<tr>
<td>Lee Ann Dalzell</td>
<td>Cataloguer and Database Manager</td>
<td>FT</td>
<td>Master of Science, Library Science</td>
<td>Cataloguer, Database Manager, and Library Instructor, GSW 1978-</td>
</tr>
<tr>
<td>Gretchen Smith</td>
<td>Collection Development Librarian</td>
<td>FT</td>
<td>Master of Science, Information Technology</td>
<td>Public Services Librarian, University of Mobile 2004-06</td>
</tr>
<tr>
<td>Valarie Anthony</td>
<td>Access Services Supervisor</td>
<td>FT</td>
<td>Master of Library and Information Science</td>
<td>Technology Specialist, Sumter County Schools 2006-07</td>
</tr>
<tr>
<td>Amanda Goodsett</td>
<td>Reference Librarian/Government Information Coordinator</td>
<td>FT</td>
<td>Master of Science, Library Science</td>
<td>Library Intern, Interlochen Center for the Arts, 2012-13 Library Assistant, Writing Assistant, and Academic Resource Coordinator University of Wisconsin, Stevens Point 2009-11</td>
</tr>
<tr>
<td>John Wilson</td>
<td>Interlibrary Loan Assistant</td>
<td>FT</td>
<td>Master of Science, Library Science (in progress)</td>
<td>Managing Editor, Cordele (Georgia) Dispatch 2004-07</td>
</tr>
<tr>
<td>Amy Wise</td>
<td>Collection Development Assistant</td>
<td>FT</td>
<td>Bachelor of Science, Business Administration</td>
<td>Member Representative, DOCO Credit Union 1996-98 Personal Service Officer, AGE Credit Union 1981-96</td>
</tr>
<tr>
<td>Tishana Andrews</td>
<td>Reference/Government Documents Assistant</td>
<td>FT</td>
<td>Bachelor of Arts, History</td>
<td></td>
</tr>
</tbody>
</table>

**OIT Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FT/PT</th>
<th>Education/Position</th>
<th>Experience/Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Royce Hackett</td>
<td>Director of OIT, Chief Information Officer</td>
<td>FT</td>
<td>Bachelor of Science, Computer Science</td>
<td>Co-Director OIT GSW 2004-07 Manager, Instructional Technology Coordinator GSW 2002-04 Consulting Broadcast Engineer, Simmons Broadcasting 1990-97</td>
</tr>
<tr>
<td>Beverly Carroll</td>
<td>Banner Database Administrator</td>
<td>FT</td>
<td>Bachelor of Science Administration in Computer Information Systems</td>
<td>Admissions and Technology Specialist GSW 2008-12 Help Desk Manager and Team Leader, Zavata Inc. 2004-07</td>
</tr>
<tr>
<td>Tim Faircloth</td>
<td>System Administrator</td>
<td>FT</td>
<td>Bachelor of Science in Computer Science</td>
<td>Web Developer, FUZE Technologies 2007-08</td>
</tr>
<tr>
<td>Jarrett Hartsfield</td>
<td>Computer Lab Coordinator</td>
<td>FT</td>
<td>Associate of Applied Science in HVAC Two Years Bachelor of Science in Computer Science (no degree)</td>
<td>Student Lab Technician GSW 2002-03</td>
</tr>
<tr>
<td>Matt Loper</td>
<td>Information Technology Coordinator</td>
<td>FT</td>
<td>Bachelor of Business Administration in Computer Information Systems</td>
<td>System Administrator GSW 2005-11 Assistant Technician GSW 2003-05</td>
</tr>
<tr>
<td>Beth Morris</td>
<td>IT and Telecommunications Helpdesk Coordinator</td>
<td>FT</td>
<td>Associate of Science in Business Administration</td>
<td>Senior Administrative Assistant, GSW 1993-2006 Secretary, Sumter County Farm Bureau 1991-93 Claims Secretary, Southern Trust Insurance 1989-91</td>
</tr>
</tbody>
</table>

**ARC Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FT/PT</th>
<th>Education/Position</th>
<th>Experience/Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony Lasiter</td>
<td>Computer Lab Support Technician</td>
<td>FT</td>
<td>Bachelor of Science in Psychology</td>
<td>Computer Lab Assistant GSW School of Education 2007-09 Student Computer Technician GSW OIT 2009-10</td>
</tr>
<tr>
<td>Eric Morgan</td>
<td>Network Technician</td>
<td>FT</td>
<td>Bachelor of Science in Psychology</td>
<td>Customer Service Tape Specialist of Georgia 2005-07; 2009-11</td>
</tr>
<tr>
<td>Ted Norris</td>
<td>Desktop Technician</td>
<td>FT</td>
<td>Bachelor of Science in Psychology</td>
<td>Customer Service Tape Specialist of Georgia 2005-07; 2009-11</td>
</tr>
<tr>
<td>Linda Randall</td>
<td>Director of the Academic Resource Center</td>
<td>FT</td>
<td>Bachelor of Science, Counseling Psychology and Diversity Education</td>
<td>Accommodations Specialist, Springfield (MA) Technical Community College 2008-10 Interim Senior Counselor, Springfield (MA) Technical Community College 2007</td>
</tr>
</tbody>
</table>
**Off-Site Committee Comments**

The Off-Site Committee’s review of staff qualifications for the library and learning/information resources units of the institution indicates that the qualifications are appropriate. Although the library unit used a peer analysis to compare its numbers of qualified staff with comparable institutions, the number compared is different than the total staff number reported in the Compliance Certification report, and the results indicated that the institution is eleventh of thirteen institutions surveyed per FTE students. The evidence did not demonstrate that the institution has a sufficient number of qualified staff in the library and or other learning/information resources areas to accomplish its mission for all of its academic programs.

**University Response**

Georgia Southwestern State University asserted in its compliance narrative that James Earl Carter Library (JEC) has nine staff, and credentials for the nine staff members were provided in a table under JEC. These nine staff were reported to National Center for Education Statistics Academic Libraries Survey Fiscal Year 2010 and were the basis for the comparison figure of five staff per 1000 FTE (see *Explanation of Library Staff per 1000 FTE Calculation*). In this table, it should be noted that while JEC appeared eleventh in the list, the institution was actually tied for ninth if the comparison is treated as a ranking since there were two other institutions in the comparison with 5 staff per 1000 FTE ratings. It should also be noted that the mean staff per 1000 FTE for the comparison group was 6 or one more than JEC’s rating, and nine of the institutions in the comparison including JEC were within the range of 5-7 staff per 1000 FTE (see *Staffing Benchmark Comparison*). Moreover, JEC staff per 1000 FTE also compares favorably with other University System of Georgia (USG) state universities that have similar funding levels. In this comparison group, GSW ranks third and ranks slightly above the mean for the group of 4.5 (see *USG Comparison Chart*). None of the other learning resource staff whose credentials were listed in the table provided in GSW’s compliance narrative are part of the library staff, although they all provide learning or information resources to students or faculty.

**Sources**

- [Explanation of Library Staff per 1000 FTE Calculation](#)
- [Library Staffing Benchmark Comparison 2010](#)
- [Library Staffing USG Comparison 2010](#)
3.10.1

Financial Resources: Financial stability
The institution’s recent financial history demonstrates financial stability.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Georgia Southwestern State University's (GSW) financial stability over the past four fiscal years is clearly demonstrated by the institution's total net assets and unrestricted net assets, as well as enrollment data, including total enrollment, full-time equivalent enrollment (FTE), and unduplicated headcount through the period.

Net Assets and Other Financial Data

From FY 2009 to FY 2012, GSW's total net assets rose approximately 34% from $45,975,242 to $61,533,939 (see Chart below as well as GSW Financial Analysis, GSW Total Net Assets FY 2009-2013 and GSW Preliminary Financial Statement for FY 2013 pp. 3-4).

![GSW Total Net Assets Chart]

During the same period, GSW's unrestricted net assets rose by approximately 39% from $4,893,483 to $6,785,312 (see Chart below as well as GSW Financial Analysis, GSW Unrestricted Net Assets FY 2009-2013, and GSW Preliminary Financial Statement FY 2013 pp. 3-4).

![GSW Unrestricted Net Assets Chart]

While total liabilities rose slightly more than total assets during the period, by a margin of 39% to 36%, unrestricted net liabilities actually decreased by a little more than 12%, and unrestricted assets increased 15%. Since most of GSW’s debt results from long term bonds issued in 2005 and 2009 to construct updated residence halls, it is significant that the institution retained its A2 bond rating from Moody's investor service in August 2012.

In addition, the Board of Regents (BoR) of the University System of Georgia (USG) uses three primary ratios to analyze Debt Capacity and Affordability. The calculation of these ratios is as follows:

1. Current Ratio: Primary measure of liquidity and an institution's ability to pay current short term debt and obligations. This ratio should be a minimum of 1.5 preferably in the 2.0 range. GSW’s current ratio for FY 13 was 2.185, for FY 2012 2.62 and for FY 2011 1.71.
2. Capital Debt Burden Percentage: This ratio measures debt service as a percentage of total revenues. The lower the percentage the better and the USG prefers a ratio in the 5% range. GSW’s Capital Burden Ratio for FY 2013 was 5.15%, FY 2012 4.75% and for FY 2011 4.93%.
3. Capital Debt Service Coverage Ratio: This ratio measures the ability to cover annual debt service payments from current year resources. The higher number the better; the ratio is expected to be at 1.80 or better. GSW’s Capital Debt Service Coverage Ratio in FY 2013 was 1.41, in FY 2012 1.71 and in FY 2011 1.73.

GSW’s ratios for Debt Capacity and Affordability are very favorable for the Current and Capital Debt Burden ratio measurements. In both cases they exceed the acceptable measurements. GSW falls slightly below the acceptable range in the Capital Debt Service Coverage Ratio; however, since GSW does not plan to take on additional debt within the next five years, this ratio would be expected to climb well above the acceptable level within that period.

During this period, the average amount of revenue GSW derived from grants and contracts with the State and Federal Governments was $3,012,375. Although the total amount of grant revenue was relatively stable, there was a shift in the relative amounts, with State grants and contracts falling by 15% and Federal rising by 81% (see GSW Financial Analysis). State Appropriations to GSW have remained relatively flat through the period ranging from $9,886,424 in FY 2010 (see GSW Financial Audit 2010 p. 7) to $12,340,325 in FY 2009 (see GSW Financial Audit FY 2009 p. 8). GSW also received Federal Stimulus Funds of $126,631 in FY 2009 and $2,054,237 in FY 2010 that augmented the state appropriations (see GSW Financial Audit 2009 p. 8 and GSW Financial Audit 2010 p. 7). GSW’s State Appropriations have averaged approximately $11,148,795 (See Chart below, GSW Financial Audit FY 2011 p. 7, GSW Financial Audit FY 2012 p.7 and GSW Preliminary Financial Statement FY 2013 p 6).

![State Appropriations to GSW FY 2009-2012](image)

GSW’s auxiliary revenue also rose during the period from $7,563,839 in FY 2009 to $9,739,802 in FY 2012 before falling slightly to $9,300,051 in FY 2013. As a result of conservative fiscal management, GSW increased its financial reserves during the period from $3,702,952 to $4,907,894 (see GSW Financial Analysis p. 2).

Enrollment and Tuition Data

During the period used for the financial analysis above, total enrollment during Fall terms rose from 2717 in Fall 2008 to a high of 3046 in Fall 2011 before declining slightly to 2973 in Fall 2012. FTE followed a similar trajectory, rising from 2132 in Fall 2008 to a high of 2427 in Fall 2010 before declining in both Fall 2011 and Fall 2012 to 2335. Total Unduplicated Headcount has tracked with FTE rising from 3314 in FY 2009 to a high of 3838 in FY 2011 before decreasing slightly in both FY 2012 and FY 2013 to 3738 (see Charts below). Thus, during the period, GSW’s net revenue from student tuition and fees has risen from $6,957,868 in FY 2009 to a high of $13,001,981 in FY 2012 before declining slightly in FY 2013 to $11,688,171.
GSW Foundation Endowment and Gifts to the University

The investment and spending policies for the GSW Foundation Endowment aim for long-range financial equilibrium. The primary goal of the endowment investment policy is to preserve both the original value of the endowment and its long-range purchasing power, while the secondary goal is to provide for growth of the endowment and the revenue it generates. The fair market value of the endowment held by the GSW Foundation has fluctuated between a low of $19,806,147 at the end of FY 2009 to a high of $24,631,517 at the end of FY 2011 (see Fair Market Value Chart below).
The GSW Foundation’s Endowment Spending Policy is also predicated on both the need to preserve capital and to provide stable support for current operations. During the last four fiscal years, endowment support to GSW has ranged from $1,262,694 in FY 2010 to $2,207,802 in FY 2012 (see Chart Below and GSW Foundation Financial Statements for FY 2009, FY 2010, FY 2011, and FY 2012). For complete endowment investment and spending policies, see GSW Foundation Foundation Statement FY 2009 (pp. 7-13), GSW Foundation Foundation Statement FY 2010 (pp. 7-13), GSW Foundation Statement FY 2011 (pp. 8-10), and GSW Foundation Statement FY 2012 (pp.7-10). GSW Foundation Financial State was not available at the time this report was submitted.

Gifts to GSW have varied during the period from a low of $227,642 in FY 2010 to a high of $1,293,851 in FY 2011 (see Chart below, and GSW Consolidated Financial Statements for FY 2009, FY 2010, FY 2011, FY 2012 and GSW Preliminary Financial Statement FY 2013).

As a result of conservative financial management of its resources, GSW has maintained a stable financial position during the five fiscal years reviewed here. For more complete information, see GSW Financial Audits for FY 2009, FY 2010, FY 2011, and FY 2012, and GSW Consolidated Financial Statements for FY 2009, FY 2010, FY 2011, and FY 2012. GSW Financial Audit for FY 2013 is forthcoming.

Off-Site Committee Comments

While Georgia Southwestern provided evidence of financial stability, including Key Performance Indicators, no documentation was provided to the Off-Site Committee regarding large year-to-year changes in temporary and permanently restricted net assets. Also, no discussion was provided regarding the qualification and experience of individuals charged with management of financial management. Additionally, a current audit was not available for review.
University Response

The fluctuation in Georgia Southwestern State University’s (GSW) net restricted net assets resulted from the use of unrestricted reserve funds for construction projects in both FY 2010 and FY 2011 (see GSW Financial Analysis FY 2009-FY 2013). In FY 2010, the funds were used for the renovation of Dining Hall facilities in Marshall Student Center. In FY 2011, the funds were used for renovation of Collum Hall, and for phase one construction of the Rosalynn Carter Health and Human Sciences Complex.

The table below summarizes the principal qualifications of the primary financial staff at GSW. Job Descriptions and Current CVs are linked in the table.

<table>
<thead>
<tr>
<th>Job Description</th>
<th>Personal CV</th>
<th>Education</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President of Business and Finance</td>
<td>W. Cody King</td>
<td>Master of Business Administration, Albany State University 2000</td>
<td>2000-2007 Comptroller, GSW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Accounting, GSW 1990</td>
<td>1996-2000 Director of Accounting Services, GSW</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1990-1996 Auditor, Georgia Department of Audits</td>
</tr>
<tr>
<td>Comptroller</td>
<td>Jeffrey Hall</td>
<td>Bachelor of Business Administration in Accounting, GSW 2005</td>
<td>2006-2010 Auditor, Georgia Department of Audits and Accounts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Business Administration in Marketing, GSW 2001</td>
<td></td>
</tr>
<tr>
<td>Director of Student Accounts</td>
<td>Christy Barry</td>
<td>Master of Public Administration, Troy University 2009</td>
<td>2009-13 Entry Program Coordinator, South Georgia College</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2005-09 College Connection Specialist, South Georgia Technical College</td>
</tr>
<tr>
<td>Director of Auxiliary Services</td>
<td>Amber DeBaise</td>
<td>Master of Business Administration, Pennsylvania State University 2005</td>
<td>2006-2007 Client Services Analyst; TSYS, Columbus, GA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor of Science in Marketing, Edinboro University 2000</td>
<td>2003-2005 Billing Supervisor; Erie Insurance, Erie, PA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2001-2003 Account Executive; UPS, Erie, PA</td>
</tr>
<tr>
<td>Accountant and Grants Supervisor</td>
<td>Polly Conger</td>
<td>Bachelor of Science in Business Education, GSW 1992</td>
<td>1984-1992 Assistant Manager; The Gift Source; Americus, GA</td>
</tr>
<tr>
<td>Payroll Supervisor</td>
<td>Colette Long</td>
<td>Bachelor of Science in Accounting, Liberty University 2006</td>
<td>1998-2002 Computer Technician, GSW</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1992-1998 Accounting Clerk, Hodges, Johnson and Allen CPAs</td>
</tr>
</tbody>
</table>

GSW received the Audit of its FY 2013 Financial Statements on October 23, 2013 (see p. 4). The audit resulted in no findings or questioned costs (see p. 33).

Sources

Barry CV 2014
Comptroller Job Description
Conger CV 2013
DeBaise CV 2013
Director Auxiliary Services Job Description
GSW Financial Analysis FY 2009-FY 2013
GSW Full Financial Audit FY 2013 (Page 33)
GSW Full Financial Audit FY 2013 (Page 4)
Hall CV 2013
Job Description - Grants Manager
Job Description - Payroll Supervisor
King Cody CV 2013
King Cody VPB&F Job Description
Long CV 2013
Student Accounts Director Job Description
3.10.2

Financial Resources: Financial aid audits
The institution audits financial aid programs as required by federal and state regulations.

Judgment
☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Georgia Southwestern State University (GSW) last performed a financial aid audit for Federal Financial Aid Programs in 2010 during the process to renew the institution's eligibility under Title IV of the Higher Education Act (see GSW DOE Eligibility Report). GSW's DOE Program Participation Agreement runs through the end of FY 2015. In addition, the state of Georgia requires that its Department of Audits and Accounts examine GSW's awarding procedures for Federal Financial Aid at regular intervals as part of its annual audit of GSW's financial statements. GSW's last audit under this requirement after FY 2007 resulted in no findings (see Federal Award Findings and Questioned Costs on p. 41 of GSW Financial Audit FY 2007.). GSW's next scheduled complete audit by the GA Department of Audits and Accounts will be after FY 2013.

GSW's participation in the Georgia Hope Scholarship Program, which awards tuition assistance to any Georgia high school graduate who meets eligibility requirements, is audited every three years by the Georgia Student Finance Commission (GSFC). The last GSFC audit occurred in 2010; this audit was of funds awarded during FY 2009. As a result of the audit, GSFC's auditors found six specific instances that were deemed deficient (see GSW GSFC Audit Letter 2010), but which GSW disputed (see GSW GSFC Audit Response). GSFC determined that GSW needed to reimburse the state for some awards made during FY 2009 (see GSW GSFC Final Report 2010), but GSW requested a second review of the audit and proposed remedies to prevent future problems (see GSW GSFC Second Response). The review was concluded, and GSW and GSFC came to terms in October 2010 (see GSW GSFC Closure Report). GSW also submits an annual letter certifying its compliance with GSFC's Residency and Satisfactory Academic Progress requirements (see 2013 Letter). As part of the Agreed Upon Procedures review of GSW's annual Financial Statements, the Georgia Department of Audits and Accounts (DOAA) examines the reconciliation of HOPE Scholarship funds between GSW and GSFC. These DOAA did not note any exceptions during the period FY 2009 to FY 2012 (see GSW Financial Statement Audits for FY 2009, FY 2010, FY 2011, and FY 2012).

Off-Site Committee Comments
Georgia Southwestern provided audits for the federal and state financial aid programs as required by federal and state regulations. Audit findings for each year presented were limited and were resolved in a timely manner. Audits are pending for both state and federal programs for FY 2013.

University Response
Georgia Southwestern State University's Full Audit of its FY 2013 Financial Statements was received on October 23, 2013 (see p. 4) and the audit resulted in no findings or questioned costs (see p. 33).

Sources

GSW Full Financial Audit FY 2013 (Page 33)
GSW Full Financial Audit FY 2013 (Page 4)
Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) has dual-degree arrangements with 34 Chinese universities through a collaboration between the China Center for International Educational Exchange (CCIEE) and the American Association of State Colleges and Universities (AASCU). These are the only dual-degree arrangements that GSW currently has. GSW notified the Commission of these agreements in separate letters dated August 12, 2008; May 10, 2013; and August 2, 2013. GSW received SACSCOC approval for the initial group of notifications in a letter dated October 7, 2008. As of August 26, 2013, GSW had received no replies from SACSCOC regarding the letters dated 2013.

Each agreement defines the program in the following way:

The above-mentioned-parties have agreed upon the following definition of the 1 + 2+1 Dual-Degree Program under the essential prerequisite of mutual credit acceptance and transfer.

1. One year of study will be defined as equivalent to at least 30 semester hours in the credit system of U.S. partner universities.
2. During the first year of the program, Chinese students will complete their freshmen year in the Chinese partner university.
3. In the second and third year of the program, Chinese students will travel to the United States to complete their sophomore and junior years at one of the United States partner universities.
4. In the fourth year of the program, students will return to China to finish their senior year at the Chinese partner university.
5. All 1+2+1 Dual-Degree Program academic decisions are to be made solely between U.S. partner universities and Chinese partner universities (see Beijing Jiatong University Agreement p. 1).

The agreements also define the responsibilities of the Chinese universities participating in the CCIEE/AASCU program as well as those of their US university partners. Specifically, the Chinese universities provide transcripts to CCIEE and then CCIEE provides English translations of the transcripts that are used by their US partners to establish the transferable credit an incoming student has and whether a student who returns to China has fulfilled the degree requirements of the US partner when the US degree is awarded (see Anhui Normal University Agreement p. 2). Under the agreement, the US partners are responsible for providing their Chinese partners with an academic transcript of work completed at the US university as well as a plan for completion of the US degree. The US partners are also responsible for providing Chinese students "necessary course to achieve English proficiency" (see Anhui Normal University Agreement p. 3). The basic agreement template was altered somewhat in 2013, partially to allow US universities to comply with their accreditation regulations regarding the transferability of credit accepted from Chinese partner universities (see Henan Polytechnic University Agreement p. 2). The basic academic arrangements for these agreements remain unchanged, however (see Henan Polytechnic Agreement pp. 2-3).

When a Chinese student comes to GSW under one of the institution's 1+2+1 agreements, his or her transcripts are evaluated in the same way as any other transfer student. General education courses are evaluated by the transfer evaluation specialist in the Registrar's Office, who consults with academic personnel as necessary to ensure that transfer credit is awarded appropriately. CCIEE provides GSW with a standard transcript form that has been translated into English and that is used by GSW's transfer evaluation specialist (see 1+2+1 Incoming Transcript Examples from Fall 2008, Fall 2009, and Fall 2010). Note that we have randomly chosen an example student for the Fall 2008, the Fall 2009, and the Fall 2010 cohorts because only students from these three cohorts have earned degrees from GSW; the same three students have been used for all examples in this section. Any courses that may apply to degree requirements are evaluated by a person academically qualified in the discipline awarding the degree (see GSW Evaluation of Credit Form and 1+2+1 200808 Incoming Transcript Example p. 5). Credit accepted by GSW is coded in Banner as transfer credit accepted from an "International Post Secondary Institution" (see Banner transcripts for sample students from the Fall 2008 cohort, the Fall 2009 cohort, and the Fall 2010 cohort, which were chosen because only students from these three cohorts have earned degrees at GSW).

Since GSW has an English Language Institute that provides English proficiency instruction, most 1+2+1 students coming to GSW spend at least one semester in language proficiency classes before beginning their degree program (see Banner transcripts for sample students from the Fall 2008 cohort, the Fall 2009 cohort, and the Fall 2010 cohort).
When a Chinese 1+2+1 student leaves GSW, she or he applies for graduation from GSW as any other student would do one year in advance of her or his expected completion date (see GSW Undergraduate Bulletin p. 89). The Application for Graduation is backed up by an Advisor Check Sheet, which lists the courses that need to be completed, and an up to date curriculum sheet, that lists all the courses taken and applied towards the expected degree up to the date of applying for graduation (see also Graduation Sample 200808 p. 10 and p. 9; Graduation Sample 200908 p. 11 and p. 10; and Graduation Sample 201008 p. 14 and p. 9; note that these examples are the same students whose Banner transcripts were used above). The example from the Fall 2010 cohort includes a completed Course Substitution Form signed by the Dean of the School of Computing and Mathematics, which was necessary for major course requirements to be taken at the Chinese partner institution after the student left GSW (see Graduation Sample 201008 p. 12). The complete Application for Graduation including the student application, the advisor check sheet, and the updated curriculum sheet function as the degree plan that the Chinese student takes home, since the advisor check sheet shows courses that needed to complete the degree.

Before a Chinese 1+2+1 student is awarded a degree, a final check is performed by the Registrar's Office using the transcript provided by GSW's Chinese partner and the Curriculum Sheet for the degree sought (see Fourth Year Transcript Example for the Fall 2008, Fall 2009 and Fall 2010 cohorts). The completed GSW Remaining Graduation Requirements Form verifies that a student has met the requirements for a degree from GSW (see Graduation Sample 200808 p. 4 and p.5, Graduation Sample 200908 p. 4 and pp.5-6, and Graduation Sample 201008 p. 4 and p. 5). In practice, most 1+2+1 students who receive a degree from GSW earn closer to two thirds than to one half of their credit towards the degree from GSW (see 200808 Cohort Example p. 4, 200908 Cohort Example p. 5 and 201008 Cohort Example p. 5).

Review of Agreements

GSW granted its first three 1+2+1 degrees to Chinese students in Spring 2011 and by the end of the 2011-12 academic year, GSW had granted a total of eleven degrees to students from seven different Chinese Universities. During the 2012-13 academic year, GSW therefore began a review of the sixteen 1+2+1 agreements that were signed in 2007. The reviews were intended to answer three primary questions: were the agreements viable, what problems were presented by the agreements, and should GSW renew the agreements for an additional five years? See also GSW Collaborative Academic Arrangement Policy.

Data on the retention, progression and graduation of 1+2+1 students in the 2008, 2009, 2010, 2011 and 2012 Cohorts was compiled by the Associate Vice President of Academic Affairs with assistance from the Assistant to the Dean of the School of Business and the Director of Institutional Effectiveness and Planning (see 1+2+1 Agreement Cohort Data). This data was presented to the Deans' and Directors' Council at its regular meeting July 31, 2013. The Deans and Directors determined that the programs are viable from an academic perspective and asked the Vice President of Academic Affairs to take the question of financial viability to the Administrative Council. The Deans and Directors did not recommend pursuing renewal of agreements with the six Chinese Institutions that have not sent any students to GSW, but did recommend renewal of the other agreements. The Deans agreed that 1+2+1 students contribute positively to GSW's diversity; however, some concern was expressed that levels of English language proficiency and of commitment to making adequate progress towards a degree have declined in the last couple of cohort years (see Deans' and Directors' Council Minutes, July 31, 2013 p. 1). The Vice President of Academic Affairs agreed to take the data and Deans' recommendations and data analysis to GSW's Administrative Council.

The Administrative Council met on August 13, 2013 and discussed GSW's participation in these 1+2+1 programs as requested by the Deans' and Directors' Council. After a lengthy discussion, the council decided to continue GSW's participation in these agreements by renegotiating all the agreements that were up for review this year, including those with institutions that have not sent students to GSW (see Administrative Council Minutes August 13, 2013).
<table>
<thead>
<tr>
<th>Chinese Institution</th>
<th>Date of Agreement Implementation (Fall Term)</th>
<th>Agreement Review Date</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anhui Normal University</td>
<td>2010</td>
<td>2015</td>
<td>BBA in Accounting (1)</td>
</tr>
<tr>
<td>Beijing Jiaotong University</td>
<td>2012</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>Changshu Institute of Technology</td>
<td>2007</td>
<td>2013</td>
<td>BBA in Marketing (1)</td>
</tr>
<tr>
<td>Chongqing University</td>
<td>2010</td>
<td>2015</td>
<td>BS in Computer Science (1)</td>
</tr>
<tr>
<td>Guangxi University</td>
<td>2009</td>
<td>2014</td>
<td>BBA in Accounting (1)</td>
</tr>
<tr>
<td>Guangzhou University</td>
<td>2011</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Hainan University</td>
<td>2009</td>
<td>2014</td>
<td>BBA in Accounting (1)</td>
</tr>
<tr>
<td>Hefei University of Technology</td>
<td>2007</td>
<td>2013</td>
<td>BS in Mathematics (1) BS in Computer Science Pending (1)</td>
</tr>
<tr>
<td>Henan Polytechnic University</td>
<td>2013</td>
<td>2018</td>
<td>BBA in Marketing Pending (1)</td>
</tr>
<tr>
<td>Henan University of Technology</td>
<td>2007</td>
<td>2013</td>
<td>BBA in Marketing (1)</td>
</tr>
<tr>
<td>Inner Mongolia University</td>
<td>2007</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Inner Mongolia University of Science and Technology</td>
<td>2007</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Jilin Institute of Chemical Technology</td>
<td>2007</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Jinan University</td>
<td>2011</td>
<td>2016</td>
<td>BS in Computer Science (1) BS in Accounting Pending (1)</td>
</tr>
<tr>
<td>Kunming University of Science and Technology</td>
<td>2009</td>
<td>2014</td>
<td>BS in Computer Science (1)</td>
</tr>
<tr>
<td>Langzhou University of Finance and Economics</td>
<td>2012</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>Liaoning Shihua University</td>
<td>2010</td>
<td>2015</td>
<td>BBA in Accounting (1)</td>
</tr>
<tr>
<td>Long Dong University</td>
<td>2007</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Nanjing Agricultural University</td>
<td>2007</td>
<td>2013</td>
<td>BBA in Marketing (1)</td>
</tr>
<tr>
<td>Nanjing University of Technology</td>
<td>2007</td>
<td>2013</td>
<td>BBA in Accounting (1)</td>
</tr>
<tr>
<td>Ningbo University of Technology</td>
<td>2010</td>
<td>2015</td>
<td>BS in Computer Science Pending (1)</td>
</tr>
<tr>
<td>Pingdingshan University</td>
<td>2007</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Shaanxi Normal University</td>
<td>2010</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Shaoguan University</td>
<td>2010</td>
<td>2015</td>
<td>BS in Biology (1) BS in Computer Science Pending (1)</td>
</tr>
<tr>
<td>Southwest Jiaotong University</td>
<td>2010</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Tianjin Institute of Urban Construction</td>
<td>2007</td>
<td>2013</td>
<td>BS in Biology (1)</td>
</tr>
<tr>
<td>Tianjin University of Science and Technology</td>
<td>2007</td>
<td>2013</td>
<td>BS in Computer Science (1) BS in Accounting (1)</td>
</tr>
<tr>
<td>Xi'an Shiyou University</td>
<td>2010</td>
<td>2015</td>
<td>BS in Chemistry Pending (1)</td>
</tr>
<tr>
<td>Xi'an University of Posts and Telecommunications</td>
<td>2010</td>
<td>2015</td>
<td>BBA in Marketing (1)</td>
</tr>
<tr>
<td>Xi'an University of Science and Technology</td>
<td>2010</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Yangzhou University</td>
<td>2007</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Zhengzhou Institute of Aeronautical Industry Management</td>
<td>2008</td>
<td>2015</td>
<td>BBA in Marketing (1)</td>
</tr>
<tr>
<td>Zhengzhou University of Light Industry</td>
<td>2007</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Zhongyuan University of Technology</td>
<td>2007</td>
<td>2013</td>
<td>BBA in Marketing (1)</td>
</tr>
</tbody>
</table>

**Off-Site Committee Comments**

The institution noted a dual-degree arrangement with 34 Chinese universities through collaboration between the China Center for International Educational Exchange and the American Association of State Colleges and Universities. The institution provided three letters of notification to SACS - August 2008, May 2013, and August 2013. Approval was received for the first two, with one pending. The institution stated this was the only dual-degree arrangement at GSW, but the response for CS 2.7.1 describes a dual-degree program with Georgia Institute of Technology (GIT). The institution did not provide sufficient clarification or documentation regarding the GIT program. Without clarification or documentation for the GIT program, compliance could not be determined by the Off-Site Committee.

**University Response**

Georgia Southwestern State University (GSW) was advised in April 2013 by Dr. Sarah Armstrong of SACSCOC that its program with the Georgia Institute of Technology (GIT) is not a true Dual Degree Program, but rather a misnamed Transfer Agreement (see MOU for details of agreement). Most importantly, GSW students who transfer to GIT and complete an engineering degree do not automatically receive a degree from GSW. If a student who completes a GIT degree and started at GSW in this program wants to receive a GSW degree, he or she must apply for graduation at GSW. If after a degree audit the student is judged to have fulfilled the program requirements of the degree he or she seeks from GSW, a degree will be awarded. Of the sixteen students who entered the program at GSW and completed a GIT degree through Fall term 2012, four did not receive any degree from GSW. Of the twelve who received degrees from both institutions, six had to take additional classes to complete their GSW degree (see GSW-GIT Duals 1997-2012). The example provided below is for a student who received a degree from GIT in 2009 and from GSW in 2011. (see GSW graduation audit example, especially pp.17-19 GIT Transcript and p. 22 Earned Hours).

**Sources**

- [GaTech_GSW_DualDegrees_1997](#)
- [GSW-GIT Degree Example](#)
- [GSW-GIT Degree Example (Page 17)](#)
- [GSW-GIT Degree Example (Page 22)](#)
4.1 Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment
☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) monitors and evaluates student achievement in a variety of ways at both the institutional level and at the academic unit level. At the institutional level, enrollment data; retention, progression, and graduation rates (RPG); job placement; and grade distributions are tracked and analyzed. At the academic unit level, enrollment data, RPG, and grade distributions are also considered, as well as other measures of degree outcome success, including job placement, licensure success, and program outcome assessment.

The Director of Institutional Research produces enrollment data and RPG rate data both for the institution as a whole and by program. The institutional data is shared with the University System of Georgia (USG), and becomes part of USG Data Mart. Through the end of 2012, job placement data was tracked by the Office of Career Services using various survey instruments, but response rates were disappointing. Therefore, the Office of Academic Affairs began administering a preliminary job place survey at GSW's spring 2013 graduation ceremony, designed to generate data on job placement of new graduates and to collect contact information for use in administering placement and academic quality surveys one year and five years after graduation. The table below provides a list of the enrollment, RPG and job placement data generated for primarily for 2010-11, 2011-12, and 2012-13, but in some cases including data from previous years as well.

<table>
<thead>
<tr>
<th>Enrollment Data</th>
<th>RPG Data</th>
<th>Job Placement Data</th>
<th>Grade Distributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSW Total Enrollment Trends Fall 2003-2012</td>
<td>GSW Institutional Retention Rate through Fall 2011 Cohort</td>
<td>GSW Career Services Employment Survey May 2012</td>
<td>GSW Freshman Cohort Grade Distribution Fall 2003-2012</td>
</tr>
<tr>
<td>GSW New Student Enrollment Trends Fall 2003-12</td>
<td>GSW First Year Retention by Major through 2000-11</td>
<td>GSW Career Services Employment Survey Dec 2012</td>
<td>GSW Fall 2010 grade distribution report</td>
</tr>
<tr>
<td>GSW Graduate Major Trends 2005-12</td>
<td>GSW First Year Retention Charts Fall 2000-11 by Major</td>
<td>GSW Graduation Survey May 2013</td>
<td>GSW Fall 2011 grade distribution report</td>
</tr>
<tr>
<td>GSW UG Major Trends 2005-12</td>
<td>USG Progression 2006 Cohort</td>
<td></td>
<td>GSW Fall 2012 Grade Distribution Report</td>
</tr>
<tr>
<td></td>
<td>USG Progression 2007 Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>USG Progression 2008 Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>USG Progression 2009 Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>USG Progression 2010 cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GSW Institutional Six-Year Graduation Rates 1985-2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>USG 4- and 5-Year Grad Rates 2006 Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>USG 4- and 5-Year Grad Rates 2007 Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>USG Four-Year Graduation Rate 2008 Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GSW Graduate Degree Completion Trends 2000-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GSW UG Degree Completion Trends 2000-12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Institutional Evaluation of Achievement

GSW's institutional evaluation of student achievement focuses primarily on enrollment data and retention, progression, and graduation rates (RPG). During the 2009-10 academic year, the GSW President formed a Retention and Graduation Task Force to set targets for these measures, and to suggest strategies for reaching the targets. The 2010 Report by the Retention and Graduation Task Force analyzed the challenges to improving retention and graduation that GSW faces (see pp. 1-7), and proposed a three-year improvement plan (see pp.8-10). The 2011 Report by Retention and Graduation Task Force reported progress on the improvement plan.

During 2012, the University System of Georgia (USG) initiated Complete College Georgia (CCG) as part of the Complete College America initiative. As a result of CCG, the GSW Retention and Graduation Task Force morphed into the GSW CCG task force. The CCG Task Force took a fresh look at GSW's RPG data (see pp. 1-3 of GSW CCG Report 2012) and proposed an updated improvement plan with goals and strategies for improvement (see GSW CCG Report 2012 pp. 3-12) as well as plans for implementation and ongoing evaluation (see GSW CCG Report 2012 pp. 13-16). GSW's CCG Report 2013 details progress on the CCG improvement plan in section two and also reports in section three strategies not included in the original plan. As GSW collects more job placement data on its graduates, the data will be analyzed and incorporated into future CCG plans (see GSW Graduation Survey May 2013).

Institutional data is also reviewed and analyzed by the Deans' and Directors’ Council, which is convened by the Vice President of Academic Affairs and includes the Deans of Arts and Sciences, of Business Administration, of Computing and Mathematics, of Education, of the Library, and of Nursing, as well as the Associate Vice President of Academic Affairs, the Director of Institutional Effectiveness and Planning, and the Executive Director of the Rosalynn Carter Institute. See the Deans' and Directors' Council minutes for March 15, 2011 and October...
5, 2011.

Academic Program Evaluation of Achievement

Each academic degree program at GSW sets achievement targets for program learning outcomes at program exit; these targets are used to identify areas for improvement within programs. Outcome measures take a variety of forms including state licensing examinations, student portfolios, and nationally normed achievement tests, such as the Educational Testing Service's Major Field Test (ETS MFT). The table below shows the current assessment plans for each program including outcomes and outcome measures as well as the achievement targets where appropriate.

<table>
<thead>
<tr>
<th>Program</th>
<th>Assessment Plan with Outcome Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA) Dramatic Arts</td>
<td>BA in Dramatic Arts Assessment Plan 2013</td>
</tr>
<tr>
<td>BA in English</td>
<td>BA ENGL Assessment Plan 2013</td>
</tr>
<tr>
<td>BA in History</td>
<td>BA HIST Assessment Plan 2013</td>
</tr>
<tr>
<td>BA in Music</td>
<td>BA MUSC Program Assessment Plan 2013</td>
</tr>
<tr>
<td>BA in Psychology</td>
<td>BA PSYC Assessment Plan 2013</td>
</tr>
<tr>
<td>BA in Visual Arts</td>
<td>BA VART Assessment Plan 2013</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>BBA Assessment Plan 2013</td>
</tr>
<tr>
<td>Bachelor of Fine Arts in Visual Arts</td>
<td>BFA VART Assessment Plan 2013</td>
</tr>
<tr>
<td>Bachelor of Science (BS) in Biology</td>
<td>BS BIOL Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>BS CHEM Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>BS CS Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>BS GEOL Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Information Technology</td>
<td>BSIT Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>BS MATH Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Nursing</td>
<td>BS NURS Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Political Science</td>
<td>BS POLS Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>BS PSYC Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Sociology</td>
<td>BS SOCI Assessment Plan 2013</td>
</tr>
<tr>
<td>Bachelor of Science in Education</td>
<td>BSED Program Assessment Plan 2013</td>
</tr>
<tr>
<td>Master of Arts in English/Critical Literacy</td>
<td>MA ENGL Assessment Plan 2013</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>MBA Assessment Plan 2013</td>
</tr>
<tr>
<td>Master of Science (MS) in Computer Science</td>
<td>MS CS Assessment Plan 2013</td>
</tr>
<tr>
<td>MS in Nursing</td>
<td>MSN Assessment Plan 2013</td>
</tr>
<tr>
<td>Master of Education (through 2012-13)</td>
<td>MED Program Assessment Plan through 2013</td>
</tr>
<tr>
<td>Master of Education (beginning 2013-14)</td>
<td>MED Program Assessment Plan 2013-14</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>EDS Program Assessment Plan 2012-inactive</td>
</tr>
</tbody>
</table>

Academic programs also monitor enrollment, RPG, and grade distribution data that is provided by the Director of Institutional Research to academic unit heads in disaggregated form. Academic program report results, analysis of results, and actions taken to improve results annually in various parts of the academic unit's annual report. Enrollment, RPG, and grade distribution data are typically reported in section one, "The State of the Unit," of the annual report, while outcomes data is found in section three, "Annual Assessment Summary," (see GSW Annual Report Template, especially Directions pp. 7-8). Analysis of long data trends also occurs in Comprehensive Program Reviews (CPR) performed periodically by each academic unit (see GSW CPR Process, especially p. 2). The examples below demonstrate monitoring of enrollment, RPG, and grade distribution data as well as of outcomes data. The examples are designed to be representative of both types of degrees and academic units, as well as types of outcome measures.

Bachelor of Arts (BA) in Dramatic Arts

The Department of Theater, Communications, and Media Arts reports and analyzes data reported both by the Higher Education Arts Data Service (HEADS) and the GSW Office of Institutional Research (see TCMA Annual Report 2012 p. 2 on HEADS Data and p. 5 on Retention and Graduation and TCMA Annual Report 2013 p. 2 on HEADS Data). In addition, the BA in Dramatic Arts students amassed a capstone portfolio that is assessed, reported, and analyzed annually (see TCMA Annual Report 2012 p. 12 Annual Assessment Summary and TCMA Annual Report 2013 p. 12 Annual Assessment Summary).

BA in English

The Department of English and Modern Languages uses two forms of measuring student achievement in the BA in English Program: standardized testing and student portfolios. Students take the ETS MFT in Literature in English twice, once on during their sophomore year and once during their senior, and scores for cohorts of students are compared. Students also take ENGL 4965 Senior Capstone Seminar in which individual students prepare portfolios of work that demonstrate their levels of attainment on selected program learning outcomes. In addition, students who are in the program track that leads to secondary teacher certification also take the Georgia Assessments for the Certification of Educators Subject Tests (GACE II). Results of each outcome measure are reported and analyzed annually (see E&M Annual Report 2012 p. 5 Annual Assessment Summary and E&M Annual Report 2012 p. 8 Annual Assessment Summary of BA Program). See also GACE II Results Summary 2007-12.

BA in History

The Department of History and Political Science uses a capstone project to measure student achievement in its BA in History Program. Students prepare a capstone project in HIST 4000 Historiography that has both a written and a presentation component, both of which are assessed by more than one faculty member. Since the BA in History has a track leading leading to secondary teacher certification, the GACE II scores of its students are also part of its capstone assessment (see HAPS Annual Report 2012 p. 15 Annual Assessment Summary,
as well as p. 4 on Retention and Graduation, and HAPS Annual Report p. 11 Annual Assessment Summary).

BA and Bachelor of Fine Arts in Visual Arts

The Department of Visual Arts houses two degree programs, and the department analyzes and reports on RPG data annually (see VART Annual Report 2012 page 3 on Retention and Graduation). All program completers are required to mount a senior gallery exhibition that is assessed by department faculty. Since students are also required to exhibit during sophomore and junior years, productive comparisons can be made to discern the progress of individual students and cohorts of students (see VART Annual Report 2012 p. 12 Senior Exhibitions and VART Annual Report 2013 p. 13 on Senior Exhibits).

BA in Psychology and Bachelor of Science (BS) in Psychology and Sociology

The Department of Psychology and Sociology houses three degree programs and measures student achievement similarly in all three. The Psychology faculty and the Sociology faculty analyze and report on RPG data for their respective programs (see PSYC-SOCI Annual Report 2012 Page 2). In addition, each of the three programs uses an ETS MFT to assess the achievement of program completers: the ETS MFT in Psychology for the BA and the BS in Psychology, and the ETS MFT in Sociology for the BS in Sociology (see PSYC-SOCI Annual Report 2012 p. 12 for Psychology results and p. 19 for Sociology results and PSYC-SOCI Annual Report 2013 p. 7 for Psychology results and p. 17 for Sociology results).

BS in Biology

The Department of Biology uses the ETS MFT in Biology to measure the achievement of students completing the BS in Biology Program (see BIOL Annual Report 2012 p. 5 Annual Assessment Summary and BIOL Annual Report p. 5 Annual Assessment Summary).

BS in Chemistry

The Department of Chemistry uses the American Chemical Society (ACS) Diagnostic of Undergraduate Chemistry Knowledge (DUCK) to measure the achievement of students completing the BS in Chemistry Program (see CHEM 2012 Annual Assessment Summary and 2013 Annual Assessment Summary).

BS in Geology

The Department of Geology and Physics uses a senior thesis project to measure the achievement of students completing the BS in Geology Program (see GEOL Annual Report 2012 p. 8 on senior thesis results and GEOL Annual Report 2013 p. 8 on senior thesis results).

School of Computing and Mathematics

The School of Computing and Mathematics considers RPG data from the GSW Office of Institutional Research and develops plans to improve those results (see SoCM Annual Report 2012 page 7 on RPG results and page 11 on improvement plans; see also SoCM Annual Report 2012 page 25 Annual Assessment Summary).

School of Education

The School of Education measures the achievement of students exiting its Bachelor of Science in Education in two ways: GACE II licensing exam results and student portfolios. Candidates for teacher certification in Georgia must have not only an appropriate college degree, but must also pass the GACE II exam. The School of Education monitors the results of its students, as well as the results of student in the teacher certification tracks in BA and BS Programs (see GSW GACE II Summary 2007-2013). During the final semester of their program while they are student teaching, teacher certification candidates create a portfolio designed to demonstrate their level of mastery of the program learning outcomes for teacher certification, and these portfolios are assessed by Education Faculty from GSW (see GSW EDUC Portfolio Results 2010-11, GSW EDUC Portfolio Results 2011-12, and GSW EDUC Portfolio Results 2012-13). See also SoE Annual Report 2012 p. 4 on Retention and Graduation and p. 13 Annual Assessment Summary and SoE Annual Report 2013 p. 16 Annual Assessment Summary.

School of Nursing

The School of Nursing monitors both its RPG results and first-time taker results of the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for its graduates (see SoN Annual Report 2012 p. three on Retention and Graduation and SoN NCLEX-RN Results 2005-12, and SoN Annual Report 2013 p. 2 on NCLEX Results). In addition, see SoN Annual Assessment Summary 2012 and SoN Annual Assessment Summary 2013.

Comprehensive Program Review

Each degree program at GSW undergoes a periodic CPR that addresses the productivity, quality, and viability of the program. In the process used prior to 2011, a section of the program's self-study was devoted to program productivity that included retention and graduation data (see GSW CPR Process Prior to 2011 pp. 3-4). The process used since 2011 also addresses RPG data (see GSW CPR Process 2011- p. 2). The table below contains links to the most recent CPR self-study for each program that open to the appropriate pages in the self-study. For programs with external accreditation, the periodic renewal of accreditation serves as the program's CPR, and since the accrediting agencies that review GSW programs do not address RPG data per se, the most recent CPRs for programs in the School of Business Administration, the School of Education, and the School of Nursing have not been included. The Master of Arts in English/Critical Literacy is scheduled for its initial CPR in the 2018-19 academic year, so it has not been included in the table either.

Georgia Southwestern State University

Page 3 / 5
<table>
<thead>
<tr>
<th>Program</th>
<th>Most Recent CPR Self-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA) Dramatic Arts</td>
<td>BA DramaticArts_CPR_Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>BA in English</td>
<td>BA English_CPR_Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>BA in History</td>
<td>BA History_CPR_Self-Study 2006 (Page 7)</td>
</tr>
<tr>
<td>BA in Music</td>
<td>BA Music_CPR_Self-Study 2007 (Page 6)</td>
</tr>
<tr>
<td>BA in Psychology</td>
<td>BA Psychology_CPR_Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>BA in Visual Arts</td>
<td>BABFA VisualArts_CPR_Self-Study 2007 (Page 2)</td>
</tr>
<tr>
<td>Bachelor of Fine Arts in Visual Arts</td>
<td>BABFA VisualArts_CPR_Self-Study 2007 (Page 2)</td>
</tr>
<tr>
<td>Bachelor of Science (BS) in Biology</td>
<td>BS_Biology_CPR_Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>BS in Chemistry Self-Study 2011 (Page 5)</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>BS_ComputerScience_CPR_Self-Study 2006-07 (Page 5)</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>BS_Geology_CPR_Self-Study 2007 (Page 6)</td>
</tr>
<tr>
<td>BS in Information Technology</td>
<td>BS_InformationTechnology_CPR_Self-Study 2006-07 (Page 6)</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>BS_Mathematics_CPR_Self-Study 2006 (Page 6)</td>
</tr>
<tr>
<td>BS in Political Science</td>
<td>BS_PoliticalScience_CPR_Self-Study 2006 (Page 7)</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>BS_Psychology_CPR_Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>BS in Sociology</td>
<td>BS_Sociology_CPR_Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>Master of Science (MS) in Computer Science</td>
<td>MS_ComputerScience_CPR_Self-Study 2006 (Page 6)</td>
</tr>
</tbody>
</table>

**Off-Site Committee Comments**


No threshold of achievement was identified with the other data (i.e., NCLEX-RN licensure exam scores and GACE II pass rates) presented.

**University Response**

Georgia Southwestern State University (GSW) tracks enrollment numbers as part of the Office of Admissions’ assessment process, and the institution has a plan in place to gradually increase enrollment that covers the period 2010-15, coinciding with Goal One of GSW’s 2008-15 Strategic Plan to cultivate enrollment growth. The specific targets for 2010-15 and actual totals for 2010-13 may be found in the document GSW Enrollment Goals and Actuals 2010-15 below. Enrollment Targets will be re-calibrated as part of GSW’s process for developing a new strategic plan during Fiscal Year 2015.

Specific targets for Retention and Graduation rates have been established at Georgia Southwestern State University (GSW) twice in the last five years as part of two University System of Georgia (USG) initiatives: the Retention and Graduation Task Force, established in 2010 and the Complete College Georgia (CCG) Plan, established in 2012. In 2010, GSW’s Retention and Graduation Force established retention targets for the 2009-10 through 2014-15 cohorts of first-time full-time freshmen (see R&G Report April 2010 p. 7) and for graduation targets for the 2004-05 through 2007-08 cohorts (see R&G Report April 2010 p. 7). In addition, the Retention and Graduation Task Force established a three-year plan for reaching the targets (see R&G Report April 2010 p. 8). GSW reported on its progress in implementing this three-year plan in 2011 (see R&G Report 2011), but the CCG Initiative replaced this initiative before the completion of the Retention and Graduation Task Force plan’s third year.

GSW’s CCG Plan contains renewed targets for retention (see GSW CCG Plan 2012 pp. 13-14) and graduation (see GSW CCG Plan 2012 p. 14) as well as an updated plan for achieving these targets. Each action item in the current CCG plan also has specific targets for attainment (see GSW CCG Plan 2012 pp. 5-12), and GSW reported on the progress of its CCG Plan in 2013 (see GSW CCG Report October 2013).

The historical data on progression shows that the most significant loss of students occurs at the end of freshmen year as with most four-year institutions, but we have also observed that the second most significant loss occurs after the end of the second year (see GSW Two-Year Retention data for the 2006 cohort, the 2007 cohort, the 2008 cohort, the 2009 cohort and the 2010 cohort). As part of its CCG plan GSW has not set targets for progression beyond the retention of first-time full-time freshmen into their sophomore year, but the institution has hired a retention specialist who has identified sophomore retention as an area of concern (Retention Plan DDC, especially p. 9 and p. 26).

As specified by the Georgia Professional Standards Commission (PSC), which certifies P-12 teachers in Georgia, graduates of GSW’s Bachelor of Science in Education programs and Bachelor of Arts with Teacher Certification programs must pass the GACE II exam at a rate of 80% or better in order for GSW to retain its accreditation with the PSC (see BSED Assessment Plan 2013 p. 1).

The Georgia Board of Nursing, which approves Nursing Education Programs in Georgia, specifies that “acceptable performance on licensing examination for each nursing education program shall be a passing rate of at least eighty (80) percent of its first-time writers in any given calendar year” and that programs must maintain a four-year rolling average of at least eighty (80) percent (see Georgia Board of Nursing NCLEX Pass Rate Requirement). According to the latest four-year score study by the Georgia Board of Nursing, the GSW nursing program has exceeded its target each year and has a four-year average pass rate of 96.8%.

**Sources**

- [BSED Assessment Plan 2013](#)
- [GaBN NCLEX Requirement](#)
- [Georgia Board of Nursing NCLEX Score Study (Page 4)](#)
- [Georgia Southwestern SU CCG Rpt (Page 13)](#)
- [Georgia Southwestern SU CCG Rpt (Page 14)](#)
Title IV program responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act. In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments, as demonstrated by its most recent Eligibility and Certification Approval Report dated July 20, 2010. As shown in GSW's current Program Participation Agreement with the US Department of Education (DOE), GSW's next federal financial aid audit will occur in 2015. See also GSW's most recent Official Cohort Default Rate letter.

Periodically, the State of Georgia's Department of Audits and Accounts includes an examination of GSW's compliance status with established fiscal procedures for Federal Financial Aid as a part of its annual auditing procedures. This audit process validates GSW's compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended, and the most recent year of this audit was FY 2007 (see page 41 for findings). The next scheduled examination of GSW's status of compliance with established fiscal procedures for Federal Financial Aid will occur during the annual audit for FY 2013.

Off-Site Committee Comments

The institution is approved for Pell, FFEL, FDSL, FS, FWS and FSEOG through 6/30/2015. The last audit, conducted as of FY 2007, showed no audit finding on the federal programs. The institution also included a copy of the current program participation agreement. The next audit is scheduled as of FY 2013, but was not included in the documentation.

University Response

The full financial audit of Georgia Southwestern State University's (GSW) FY 2013 Financial Report performed by the State of Georgia's Department of Audits and Accounts had no findings or questioned costs for any Federal Awards (see GSW Full Financial Audit p. 33).

Sources

[GSW Full Financial Audit FY 2013 (Page 33)]