GEORGIA SOUTHWESTERN STATE UNIVERSTIY

Strategic Plan FY12 Progress Report

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Strategic Plan FY12 Progress Report

"Moving Forward" is Georgia Southwestern State University's third strategic plan. The plan consists of strategic goals and action objectives related to GSW's mission to cultivate excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. The Strategic Planning and Assessment Subcommittee of the Institutional Effectiveness Committee reviewed the FY12 Annual Reports of each unit to assess the institution's progress towards achieving these goals.

Committee members reviewed and compiled unit activities and evidence from the annual reports into a common template organized by the GSW goals and objectives. Since instructions for the annual report template did not specifically require units to relate their unit goals to the institutional goals, it was often difficult for the committee members to categorize unit goals according to the GSW strategic plan. The table below shows the departments which submitted annual reports and the organization of the unit strategic goals.

Type of Unit Strategic Goals

Unit	Unit Goals Only (no link to GSW Goals)	Unit Goals – some or all linked to GSW Goals	Unit Goals Same as GSW Goals	No Unit Goals
Academic				
Honors Program	X			
Learning Support Program			X	
Global Studies Certificate	X			
European Union Certificate	X			
Women's Study Certificate	X			
Biology			X	
Chemistry			X	
English & Modern Languages		X		
Geology & Physics		X		
History & Political Science	X			
Music			X	
Psychology & Sociology	X			
Theater, Communication, & Media Arts		X		
Visual Arts	X			
School of Computing & Mathematics	X			
School of Education			X	
School of Nursing			X	
Subtotal	8	3	6	0
Academic and Student Support				
Academic Support Services	X			
Academic Center for Excellence	X			
Disability Services	X			
English Language Institute	X			
Student Support Services	X			
Admissions		X		
Registrar	X			
Assistant Dean of Students	X			
Campus Life	X			
Campus Recreation	X			
Career Services	X			
Counseling Services	X			

Unit	Unit Goals Only (no link to GSW Goals)	Unit Goals – some or all linked to GSW Goals	Unit Goals Same as GSW Goals	No Unit Goals
Academic and Student Support Continued				
Financial Aid	X			
Health Center	X			
Residence Life	X			
Athletics	X			
Continuing Education	X			
Library	X			
Subtotal	17	1	0	0
Administrative Support				
Business & Finance			X	
Human Resources	X			
Information & Instructional Technology		X		
President				X
University Relations		X		
Subtotal	1	2	1	1
Public and Community Service Units				
Rosalyn Carter Institute			X	
Subtotal	0	0	1	0
Total	26	6	8	1

Initially, each member of the committee reviewed an assigned set of annual reports to identify and organize unit goals according to the GSW strategic goals and objectives. The committee then met to review several units together to insure that the definitions of the GSW strategic goals and objectives were interpreted in a similar manner. During this process, the committee identified some issues which needed to be addressed for determining which unit activities should be included in the report as evidence of progress towards institutional goals. One issue centered on whether or not a unit goal was directly or indirectly related to an institutional goal. The committee also considered whether or not unit goals would be matched to multiple institutional goals or only the most appropriate institutional goal. Questions also arose regarding whether to include activities which were new as opposed to activities which had been performed for some time.

Committee members often referred to the institutional strategic plan to address these issues. Within the strategic plan, there are often very specific activities mentioned, which provide further clarification of the broader goal and objective statements. For example, the "enhance existing academic programs" objective states, "GSW proposes to enhance its degree programs by increasing the use of complex, problem-oriented assignments and projects that integrate skills and knowledge from the Core curriculum with discipline specific content and skills." The committee often relied upon this more specific information in the strategic plan to reach a consensus regarding whether or not a unit activity should be included in the progress report. Although an activity may be related to multiple institutional goals, the committee decided that unit activities would be included in the report as evidence only for the most appropriate institutional goal and objective. The committee also generally decided to include both new and continuing goals unit goals and those goals which were more directly related to institutional goals.

Once the committee collectively reviewed the goals from multiple units, the remaining goals were reviewed individually and the results were shared and compiled electronically. Unit activities and evidence which the

committee agreed were specifically related to the GSW strategic plans and objectives are presented in the following sections in addition to other relevant data.

Goal One: Cultivating Enrollment Growth

Objective 1: Carefully Increase Enrollment

- There was a 0.3% increase in total enrollment for the fall terms from 3,037 students in fall 2010 to 3,046 in fall 2011. This enrollment growth occurred primarily in graduate enrollment, which increased from 190 to 235. Undergraduate enrollment decreased from 2,847 to 2,811.

Fall Term Enrollment

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	1 YR Change #	%		10 YR Change #	%
Undergraduates	2101	2094	2102	2238	2222	2221	2420	2659	2847	2811	-36	-1.3		710	33.8
Graduates	407	316	221	189	235	184	297	244	190	235	45	23.7		-172	-42.3
Total	2508	2410	2323	2427	2457	2405	2717	2903	3037	3046	9	0.3		538	21.5
Percent Change	-1.1%	-3.9%	-3.6%	4.5%	1.2%	-2.1%	13.0%	6.8%	4.6%	0.3%					

- In order to increase enrollment, several areas were identified in the strategic plan for targeted recruitment efforts. These include recruiting traditional freshmen beyond the immediate Southwest Georgia region, aggressively recruiting transfer students, and expanding efforts to recruit and accommodate adult learners and military veterans.

  o The total number of visits to high schools in the counties for the targeted regions increased from 224 for fall 2010 to 245 for fall 2011. Although the number of visits to high schools increased for the targeted areas, enrollment of students decreased in almost all areas, except for the Metro-Columbus area, which increased. The total number of new beginning freshmen who enrolled in the fall term decreased from 478 in fall 2010 to 392 in fall 2011. When the cumulative number of freshmen who enrolled each term during an academic year is examined, the total number of new freshmen also decreased from 561 in FY 2011 to 448 in FY 2012.

Number of High School Visits by Region

| Region	2008	2009	2010	2011
Metro-Atlanta	114	182	175	187
Metro-Macon	18	29	30	35
Metro-Columbus	13	9	19	23
Total	145	220	224	245

Fall Term Beginning Freshmen by County of Origin (Based on High School Attended)

Region	Counties Included:	Fall Term							
		2008		2009		2010		2011	
		#	%	#	%	#	%	#	%
Metro-Atlanta	Barrow, Bartow, Cherokee, Clayton, Cobb, Coweta, Dekalb, Douglas, Fayette, Forsyth, Fulton, Gwinnett, Hall, Henry, Newton, Paulding, Rockdale, Walton	84	18.4	96	20.8	68	14.2	61	15.6
Metro-Macon	Bibb, Houston, Peach	27	5.9	24	5.2	37	7.7	22	5.6
Metro-Columbus	Muscogee, Harris	11	2.4	7	1.5	9	1.9	15	3.8
Metro-Albany	Dougherty, Lee	19	4.2	19	4.1	35	7.3	25	6.4
Metro-Savannah	Chatham, Effingham	6	1.3	5	1.1	8	1.7	3	0.8
Metro-Augusta	Columbia, Richmond	3	0.7	4	0.9	1	0.2	1	0.3
Local	Crisp, Dooly, Macon, Marion, Schley, Sumter, Terrell, Webster	151	33.1	142	30.7	151	31.6	113	28.8
Total Enrollment		456		462		478		392	

o There was an 8.6% decrease in the number of new transfer students, from 362 in fall 2010 to 331 in fall 2011. However, there was a 6% increase in the cumulative total of new transfers for the academic year, from 605 in FY 2011 to 642 in FY 2012, primarily as a result of an increase in the number of new transfers in spring 2012. While the majority of new transfers enroll in the fall term, a fairly high number also enroll for the first time in the spring and the summer terms.

Number of New Transfers Enrolled in an Academic Year

	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12
Summer	52	53	50	61	69	84	84	100	104
Fall	246	248	267	242	233	304	362	362	331
Spring	95	125	97	121	107	139	154	143	207
Total	393	426	414	424	409	527	600	605	642

Number of New Students per Academic Year by Student Type
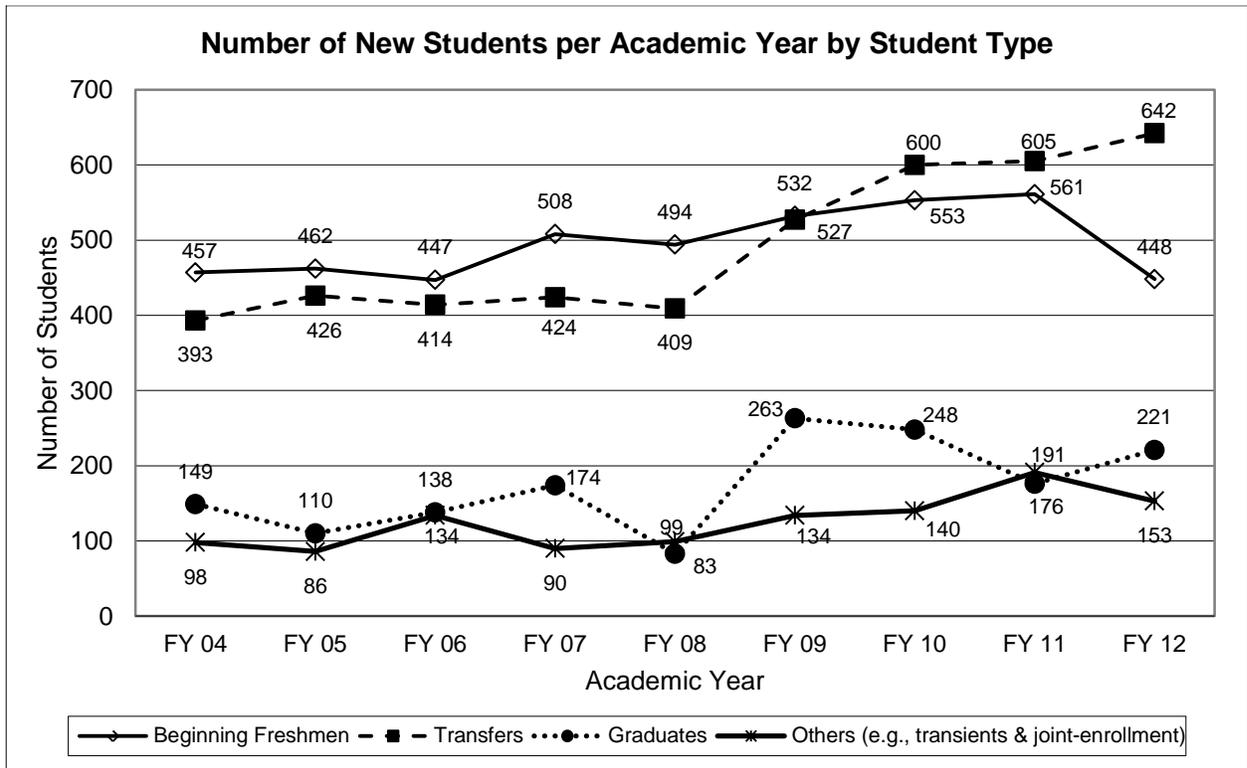
- o Growth in new transfer enrollment over the last academic year occurred primarily in the School of Business Administration. This growth was related to a Memoranda of Understanding (MOU) with Georgia Perimeter College for a 3-year Bachelor of Business Administration in Accounting and Management, which was signed in fall 2011.

New Transfer Enrollment by School or Department and Academic Year

	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12
Arts and Sciences	108	95	92	92	73	86	81	94	91
Business Administration	84	109	123	157	144	221	243	232	278
Computer and Information Sciences	10	13	7						
Computing and Mathematics				23	15	21	19	29	27
Computing				*14*	*11*	*17*	*13*	*20*	*20*
Mathematics				*9*	*4*	*4*	*6*	*9*	*7*
Education	86	93	97	74	56	75	113	82	78
Health and Human Performance	18	26	21	20	19	17	23	20	20
Nursing	45	48	49	33	81	93	88	128	129
Unassigned Majors	40	41	25	25	21	14	33	20	19
Associate Degree Programs	0	1	0	0	0	0	0	0	0
Total Transfers	391	426	414	424	409	527	600	605	642

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- The number of non-traditional students who were 25 or older at the time of first matriculation decreased from fall 2010 to 2011, while the number of students who are 25 or older increased.

Number of "Non-traditional" Students Enrolled during the Fall Term

Undergraduates	Fall Term							
	2004	2005	2006	2007	2008	2009	2010	2011
Age 25 or older at time of first matriculation	421	453	444	454	512	612	650	643
% of Total	20.0	20.2	20.0	20.4	21.2	23.0	22.8	22.9
Age 25 or older	635	655	647	648	705	808	848	855
% of Total	30.2	29.3	29.1	29.2	29.1	30.4	29.8	30.4
Total Undergraduates	2102	2238	2222	2221	2420	2659	2847	2811

- The decrease in the number of students who were 25 or older at the time of first matriculation may be related to changes in the admissions criteria for non-traditional students. Prior to 2010, non-traditional students were required to take the Compass Exam for admission to the university, but were not required to meet minimum scores. Beginning in 2011, students were required to meet specific minimum standards to be admitted to the university.

Number of Non-traditional Students in the First-time Freshmen Cohort

	Fall Term							
	2004	2005	2006	2007	2008	2009	2010	2011
Number of Non-traditional Students in Fall Freshmen Cohort	51	51	53	38	53	46	29	23

- The increase in the number of students who are 25 or older may be related to the increase in the number of transfer students. Growth among transfer students occurred primarily in the School of Business Administration, which tends to be a somewhat older group of students.

School or Department	Average Age
Biology	21.09
Chemistry	21.36
English & Modern Languages	22.92
Art	23.77
Theater, Communication & Media Arts	23.22
Music	21.21
Geology & Physics	24.62
History	23.47
Political Science	24.25
Mathematics	21.49
Psychology	24.81
Sociology	27.21
Business	28.28
Computer & Information Science	24.20
Education	23.46
Nursing	26.34
Dual Degree Program	20.12
Non-Degree Programs	22.94
All Undergraduates	25.02

o   The number of students who receive VA Benefits, which includes spouses and dependents, increased slightly from 58 in fall 2010 to 63 in fall 2011.

The committee identified the following activities from FY12 Annual Reports related to *Carefully Increase Enrollment*:

Academic Units

Department/Program	Activity	Evidence
Chemistry	To increase awareness of the program, brochures highlighting educational opportunities available within the program will be sent to all area high schools and two-year colleges. The faculty will then track enrollment to determine if there is an increase in the number of students who are residents of the surrounding counties (Chattahoochee, Crisp, Dooly, Dougherty, Lee, Macon, Marion, Schley, Stewart, Sumter, Taylor, and Terrell). Currently, forty percent of chemistry majors and fifty two percent of pre-pharmacy students are residents of the aforementioned counties.	As of fall 2010, the Chemistry Department has seen almost a forty-five percent increase in the number of students who are either majors or are part of the pre-pharmacy program.

Department/Program	Activity	Evidence
Education	Recruit for the off-campus Early Childhood Education program on the ABAC campus. Recruit specifically from Education Graduates at ABAC and South Georgia College. Ms. Lynn Larsen coordinates the efforts on the ABAC campus.	Cohort lists of transfer students from ABAC and South Georgia College taking the courses for the BSEd for Early Childhood Ed on the ABAC campus
English and Modern Languages	Distribute program information at appropriate state meetings and conferences.	Department minutes; MOU; Approved course outlines; Database in departmental graduate office.
English and Modern Languages	Develop database of potential students from high school and middle school Language Arts teachers.	Department minutes; MOU; Approved course outlines; Database in departmental graduate office.
Geology and Physics	Department sent out information on our Geology and Dual-Degree programs to recruit new majors.	Recent increase in entering freshmen and transfers majoring in Geology.
Nursing	Increase undergraduate enrollment while ensuring compliance with rules and regulations of the Ga Board of Nursing (full time faculty to student ratio: 1:20). Assess need for additional faculty requests to support continued growth.	Enrollment reports; Office of Institutional Research; School of Nursing

Academic and Student Support Units

| Department/Program	Activity	Evidence
Admissions	Recruit qualified freshmen through effective recruitment and marketing strategies.	Admission Counselors visited 290 high schools in 385 visits; performed 68 visits with high school students outside of a high school setting; made 28 visits to 2-yr colleges; hosted high school guidance counselors at 5 luncheons; hosted 3 Preview Days on the GSW campus; hosted 219 private tours and 9 group tours.
Admissions	Identify recruitment strategies that work.	After each fall freshmen class has entered GSW, an analysis of first contact with the university is produced by VPEM. For fall 2012, the highest number of enrolled student by first contact was Preview Day, followed by the Probe College Fair.
Admissions	Improve the Preview Day activity.	An evaluation was administered to each Preview Day attendee (student and parent). Solvable problems were addressed.
Admissions	To increase the communication with local guidance counselors. Counselor touches were tracked by each counselor.	
Admissions	To increase the number of campus tours and the yield of those students. Each summer, a report is generated to monitor the number of tours during a specific period by the tour coordinator.	219 private tours were given by GSW admissions staff.
Athletics	Maintain and work to increase the allocation of tuition waivers used for student-athletes.	Waiver Allocation
Athletics	Generate new endowed scholarships of at least $25,000 each.	Roy Lee & Susan Kay Smith Athletic Fund
Athletics	Offer at least 60% of maximum allowable number of scholarship equivalencies in Men's and Women's Soccer, Men's and Women's Tennis, Golf, and Cross Country.	Athletics BudgetEquivalency Chart

Department/Program	Activity	Evidence
Athletics	Offer the maximum allowable number of scholarship equivalencies in Men's and Women's Basketball, Baseball, and Softball.	Athletics Budget Equivalency Chart

Administrative Support Units

Department/Program	Activity	Evidence
Information and Instructional Technology	Collaborate with Admissions and University Relations to develop promotional videos to increase recruitment.	Produced new, 30-second television and radio commercial for GSW. Produced a 60-second television commercial for GSWs School of Nursing.
University Relations	Cultivate enrollment growth and engage current students and alumni through social media	Increased number of "likes" on GSW Facebook page from 2500 to 3500
University Relations	A core function of University Relations, the department distributed 116 press releases, primarily to a local and regional media audience and another 802 individual hometown news releases regarding students' academic achievement and graduation.	

Objective 2: Recruit More International Students

- The number of international students (defined as non-resident aliens) enrolled at GSW increased from 97 in fall 2010 to 108 in fall 2011. The largest increase in enrollment occurred among undergraduate students, from 82 to 91, which was an 11% increase. Enrollment of international students at the graduate level, however, increased only slightly in the past year from 15 students to 17.

Fall Enrollment of International Students
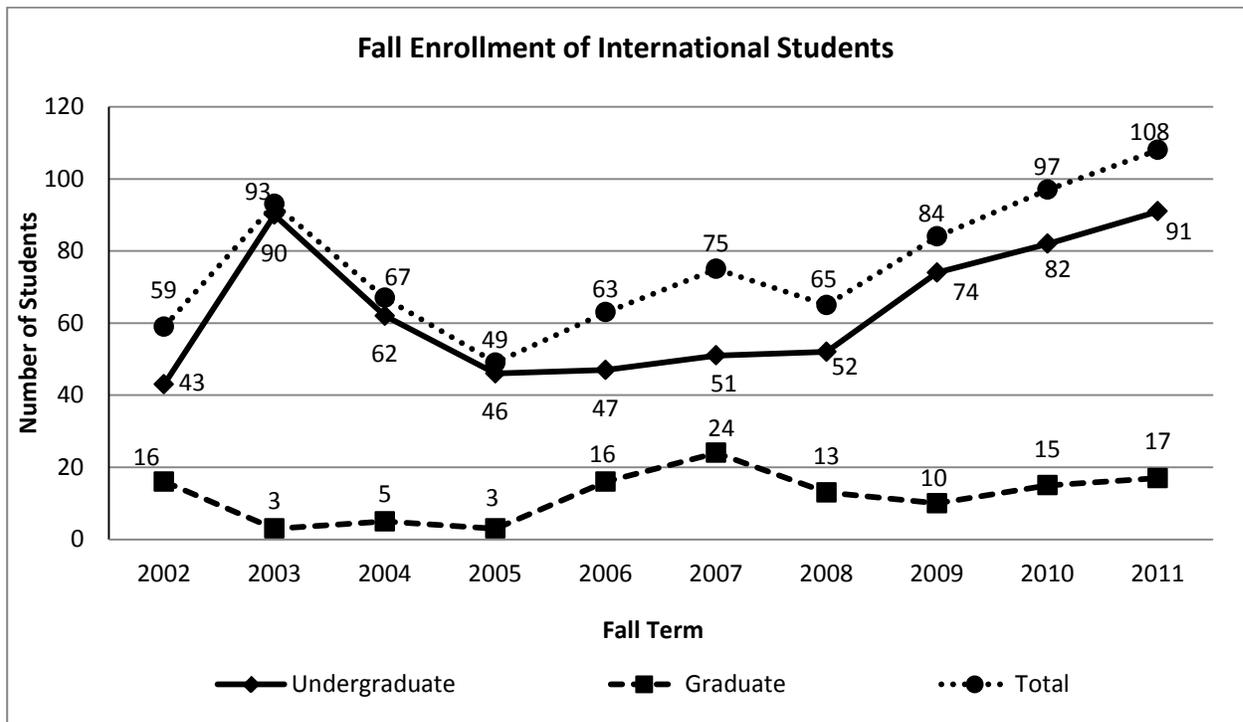
- International recruitment efforts have been focused primarily on five countries: China, Nepal, India, Japan, and Korea. In fall 2011, 68.5% of international students were from the countries targeted for strategic recruitment efforts.

Number of Enrolled Students who are Citizens of Strategic Partner Countries

	Fall Term									
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Non-Resident Aliens:										
China	3	3	2	1	14	25	19	26	43	47
India	7	2	2	3	3	2	4	5	9	10
Japan	7	31	18	10	8	10	2	0	3	4
Korea, Republic of	4	24	13	9	15	15	17	28	10	12
Nepal	0	0	0	0	0	0	0	0	0	1

The committee identified the following activities from FY12 annual reports related to *Recruit More International Students*:

Academic Units

Department/Program	Activity	Evidence
English and Modern Languages	Complete MOU with Chinese universities.	Department minutes; MOU; Approved course outlines; Database in departmental graduate office.
Mathematics	Continue joint projects with DGI and North Gujarat University, India	Four exchange students from HNGU in summer 2011

Academic and Student Support Units

Department/Program	Activity	Evidence
Academic Support Services	Increase number of collaborative agreements with universities outside of the US.	Signed two new MOU's with Chinese universities and one with Dalia Group of India and worked on an agreement for SON with Nanyang Medical College.
Admissions	International Recruiter visited Columbia to recruit	Good contracts, no enrollees yet
English Language Institute	The ELI sponsored Paco Parades, a GSW Admissions staff member, to go on a recruiting trip to Columbia in May 2012. During the trip, Paco was able to meet with potential students at several different events at high schools and universities.	
English Language Institute	John Fox visited South Korea in December 2011 to meet with recruiting agencies and potential students.	Seven students came to the ELI in spring 2012 as a result of this trip.

Department/Program	Activity	Evidence
English Language Institute	The ELI has begun initial contacts regarding the recruitment of students from Saudi Arabia.	Saudi educational representatives have sent the ELI queries regarding ELI admissions requirements and academic policies. The ELI had one Saudi student during fall 2011.

Administrative Support Units

Department/Programs	Activity	Evidence
Information and Instructional Technology	Collaborate with Admissions and University Relations to develop promotional videos to increase recruitment.	Produced a recruitment video about GSWs English Language Institute in Spanish that GSW's Hispanic recruiter could take on a trip to recruit students in Columbia.

Objective 3: Increase On-line Course and Program Offerings

- The number of on-line courses offered increased from 116 courses in FY11 to 138 in FY12, which was a 19% increase. The number of course sections increased as well, from 240 in FY11 to 300 in FY12, a 25% increase.

Number of On-line Courses

	FY06	FY07	FY08	FY09	FY10	FY11	FY12
Arts and Sciences	26	29	26	25	23	21	28
Business	33	29	36	39	44	44	51
Computing & Mathematics	29	31	39	41	38	35	43
Nursing	9	4	8	10	9	10	11
Education	23	22	17	6	5	6	5
Total	120	115	126	121	119	116	138

Number of Sections of On-line Courses

	FY06	FY07	FY08	FY09	FY10	FY11	FY12
Arts and Sciences	115	117	113	111	37	47	69
Business	53	62	81	95	102	110	121
Computing & Mathematics	48	50	61	70	48	50	67
Nursing	13	4	10	17	17	27	37
Education	27	29	23	15	5	6	6
Total	256	262	288	308	209	240	300

- Increases in the number of on-line courses occurred in the Schools of Arts and Sciences, Business Administration, and Computing and Mathematics. These increases may be the result of the addition of new on-line courses taught for the first time in FY12 or courses which had been previously taught on-line, but were not offered in FY11. In the School of Arts and

Sciences, the on-line classes were which taught in FY12, but not in FY11, were the following: Academic Skills, Applied Botany, American Literature, Foundations of Information Literacy, History of Rock and Roll, Prior Learning Assessment, American Government, Introduction to Caregiving, and Human Growth and Development. Some on-line courses which were taught in FY11, such as Issues in Professional Writing and Regents Remediation in Reading and Writing Skills, were not offered in FY12. In the School of Business Administration, the increase in on-line classes occurred primarily in graduate level classes. In the School of Computing and Mathematics, the increase in the number of on-line classes occurred primarily with the addition of classes in the on-line information technology consortium program.

- The number of students enrolled in on-line courses increased overall as well as in each of the schools. This overall increase in on-line course enrollment resulted in a 13.8% increase in the number of credit hours from 22,379 in FY11 to 25,468 in FY12. On-line classes accounted for 30.8% of the total number of registration credit hours in FY12, which is an increase from FY11, when the percentage was 26.8%.

Credit Hours in On-line Classes

	FY06	FY07	FY08	FY09	FY10	FY11	FY12
Arts and Sciences	2787	2819	2352	2099	1725	3699	5043
Business	5328	6801	9453	10350	12471	13806	15006
Computing & Mathematics	1626	1606	1671	1788	2322	2724	2902
Nursing	578	55	580	837	1050	1337	1659
Education	1404	1379	738	1083	1188	813	858
Total	11723	12660	14794	16157	18756	22379	25468

Percentage of Total Credit Hours from On-line Courses

	FY06	FY07	FY08	FY09	FY10	FY11	FY12
Undergraduate Credit Hours in On-line Classes	10400	11169	13549	14555	17028	21119	23449
Total Undergraduate Credit Hours	60528	60691	60363	65176	70980	77888	76637
% of Total from On-line Classes	17.18	18.40	22.45	22.33	23.99	27.11	30.6
Graduate Credit Hours in On-line Classes	1323	1491	1245	1602	1728	1260	2019
Total Graduate Credit Hours	3327	4251	3528	5883	7320	5763	6156
% of Total from On-line Classes	39.77	35.07	35.29	27.23	23.61	21.86	32.8
Total Credit Hours in On-line Classes	11723	12660	14794	16157	18756	22379	25468
Total Credit Hours	63855	64942	63891	71059	78300	83651	82793
% of Total from On-line Classes	18.36	19.49	23.16	22.74	23.95	26.75	30.76

The committee identified the following activities from FY12 Annual Reports related to *Increase On-line Course and Program Offerings*:

Academic Units

Department/Program	Activity	Evidence
Biology	Biology has two on-line classes	Biological Resources and Applied Botany classes offered on-line.
Chemistry	A non-majors science course in Environmental Science (ENVS 1100-Introduction to Environmental Science) is offered as an on-line course. This course fulfills a requirement in Area D (List B). The department will continue to offer at least two sections of this course every academic year.	
English and Modern Languages	Develop grad courses as hybrid/on-line. Developed ENGL 2130 (American Masterworks) on-line.	Department minutes; MOU; Approved course outlines; Database in departmental graduate office.
Nursing	Entered MSN consortium with Clayton State University and Columbus State University to offer on-line master's degree in nursing	University Minutes

Academic and Student Support Units

Department/Program	Activity	Evidence
Library	Offered On-line LIBR1101	Offered spring 2012, 31 students enrolled

Administrative Support Units

Department/Program	Activity	Evidence
Information and Instructional Technology	Conducted GaVIEW training and help sessions with instructors and students. Created new and updated existing on-line tutorials on the GaVIEW Student Orientation and Faculty Resources page based upon the face-to-face training sessions.	
Office of the President	On-line MSN degree program and the on-line Bachelor of Science in Information Technology program	Both programs were approved and are being implemented at GSW
Office of the President	December 2011 – An agreement was signed with Georgia Military College to offer on-line bachelor's degrees in Accounting and Management.	The agreement was effective immediately.

Public and Community Service Units

Department/Program	Activity	Evidence
RCI	The first course for the new on-line Caregiving Certificate, Introduction to Caregiving, is being offered spring 2012	39 students enrolled

Objective 4: Increase Retention and Graduation Rates

- One-year retention rates (from first fall to second fall) decreased from 64.8% for the fall 2010 cohort to 62.6% for the fall 2011 cohort. Six-year graduation rates also decreased from 30.1% for the fall 2005 cohort to 29.3% for the fall 2006 cohort.

One Year Retention Rates

Cohort Year (students' first fall of enrollment)	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
% Returned One Year Later	71.8	65.6	65.6	70.3	64.7	63.9	76	68.9	66.4	64.8	62.6

Graduation Rates

Cohort Year	% Graduated by:				
	4 YRS	5 YRS	6 YRS	7 YRS	8 YRS
2001	14.4	30.7	37.3	40.9	42.2
2001	11.7	29.7	35.0	37.2	38.0
2002	13.6	25.8	32.7	35.5	36.4
2003	14.9	30.3	35.0	37.5	39.0
2004	11.4	26.1	30.7	32.1	32.7
2005	10.4	25.0	30.1	30.9	
2006	13.0	26.8	29.3		
2007	15.2	30.4			
2008	10.5				

- FY12 was a year of transition for institutional initiatives aimed at improving retention and graduation rates. In August 2011, the President submitted the *Annual Report on Retention and Graduation: Georgia Southwestern State University* to the University System of Georgia Board of Regents (USGBOR). This report provided a summary of the institutional progress on the first year of activities from the three-year plan developed by the Retention, Progression, and Graduation (RPG) Committee in spring 2010. The Presidents' Committee on Retention and Graduation met in August 2011 and

February 2012 to discuss progress on the 2011-2012 plan. The summary of activities was distributed to the committee members by the President as follows:

1. Make more effective use of the Parents Group formed through Student Affairs to help with our residential students. The Parents Group has been expanded. The Assistant Dean of Students who is manages this group is preparing to administer a large survey. The results will give the University a better sense of why students make the decisions they make to either stay in, drop out, or transfer.
2. Add an extensive FAQ to the website to counsel students who are thinking of withdrawing from college, discussing Financial Aid issues and long term effects. Link this to advising and counseling. Lynda Lee Purvis and Angela Bryant have agreed to work on creating such a link.
3. Expand the Engineering program by pulling in more STEM resources. With the loss of its STEM grant the University has no such resources. However, it has refined its 2+2 program with Georgia Tech, making it easier for GSW students to transfer without losing credit.
4. Designate an advisor in each school and college to focus on "at risk" students and offer early interventions for students who are on academic warning at the end of their first fall term. It is reported that at least one of the Deans (McCoy) is sending out notes to faculty checking regularly on the performance of at-risk freshmen. I am asking Brian Adler to work with the deans on this issue and have something in place before the end of the current semester.
5. Expand the support structures for mathematics; examine the efficacy of "My Math Lab" and other possibilities, such as an open math lab and Academic Assistance Math. Appropriate labs have been created and are required for all students with low math scores. Also, special math labs are being created for learning support students.
6. Identify fully all courses that may serve as chokepoints and either create alternatives or redesign elements within the courses that are problematic. While this issue has been addressed, the results so far suggest not much has changed. While "math modeling" is not available as an alternative to "college algebra" for students in particular majors, the pass rate for this course does not seem much better than that for algebra. It is agreed that more supplemental instruction (SI) is needed, particularly for the poorer performing students. Unfortunately, it seems that that students who are taking advantage of SI opportunities are those who already have passing grades but wish to do better. Also, instructors need to be encouraged to employ SI techniques and encourage their students to participate.
7. Create a position for the Non-Traditional Student Advocate, similar to the First Year Advocate. Make a greater commitment to success of non-traditional students, perhaps involving entrance-requirement (such as a passing score on COMPASS tests). Work at developing social networks for this group of students that may include a club and an ombudsperson. A position has not been created, in part because the University serves so few non-traditional students. It is admitted that we do not track as closely as we should the performance of our non-traditional students. We have, however, been offering special University 1000 classes for non-traditional students. (This item needs work.)
8. Examine how policies that would make GSW a "military friendly" institution may positively affect retention and graduation rates. GSW has been designated as a "military friendly" institution and we are working to find ways to facilitate the matriculation of military personnel ("soldiers as scholars"). The use of PLA (Prior Learning Assessment) tools is being encouraged as a way of giving military personnel credit for past experience and thus hastening degree completion.
9. Implement a policy of Early Evaluation in the Classroom (within the first three weeks of a semester), in order to give students and faculty more feedback regarding potential for success. Such a policy has been proposed and is set to be reviewed by the Academic Affairs Committee. Bryan Davis is going to shepherd this through the process and makes sure the policy is implemented.
10. Bringing the activities of the Adult Learning Consortium and Prior Learning Assessment to bear in terms of support for non-traditional students. Chuck Huffman is providing leadership in this area. (Get feedback from Chuck)
11. Ensure that there is greater dissemination of information regarding advising, financial aid counseling, SAP, and tutoring across the campus. For example, place a news crawler in the cafeteria with this information, and include Financial Aid information in UNIV 1000. This has been talked about, but to date nothing has happened. Cody King will be asked to give us a figure as to what a crawler might cost and where it might be placed so as to maximize its effectiveness.
12. Ramp up intramural and campus activity programs so that there are more possibilities for student involvement in campus affairs. New activities have been added (e.g., team fishing, racquetball, etc.). There have been more basketball teams this year than ever. (Josh is to be asked to provide more details regarding campus activities. Also, some questions are being asked about the way the SGA is distributing the activity fee funds.)
13. Focus on student leadership positions as a way to increase involvement and integration with the campus. A variety of forms of leadership training are underway or are being planned. The training is being delivered to organizations as well as to individual leaders.

The USGBOR also launched a new initiative during this time, Complete College Georgia (CCG), which is part of Complete College America. This new initiative required development and submission of a new three-year plan to improve graduation and retention rates to the USGBOR in July 2012. A CCG team was identified and attended the Completion Summit in March to begin drafting the new plan. While some overlap between the CCG plan the RPG plan may be expected, the CCG plan must incorporate new goals and strategies, particularly in areas identified by the USGBOR: 1) partnerships with P-12 to improve college readiness, 2) improving college access and completion for students traditionally underserved in postsecondary education, 3) shortening time to degree, 4) restructuring instructional delivery, and 5) transforming remediation. The CCG plan should become the primary institutional plan for improving retention and graduation rates.

The committee identified the following activities from FY12 annual reports related to *Increase Retention and Graduation Rates*:

Academic Units

Department/Program	Activity	Evidence
Chemistry	The department requests that all students in the program individually meet with their advisor each semester. These meetings allow the advisor to provide individual customization of curricular scheduling with career goals, to provide information about projected course offerings and scheduling, and to ensure satisfactory progress towards graduation within a five-year time frame.	
Mathematics	Students to serve as peer tutors for core courses	helping through academic difficulties

Academic and Student Support Units

Department/Program	Activity	Evidence
Assistant Dean of students office	The ATOD Task Force shall provide quality educational programming in the areas of alcohol, tobacco, and other drugs for the campus community.	Assessment results were collected and presented to ATOD Task Force to use to make decisions about programming efforts and the Student Health 101 Program
Athletics	1.Improve academic advising procedures for student-athletes. 2.Improve procedures for tracking academic progress of student-athletes. 3.Establish policies and procedures for tutorial services and "study hall" for student-athletes. 4.Promote student-athletes' ownership of their academic, athletic, career, personal, and community responsibilities. Encourage the development of character, integrity, and leadership skills. 5.Assist student-athletes in identifying and applying transferable skills.	Life Skills Course Syllabus Campus Life Programming Community Service Projects Career Athletes Network Membership SAAC Participation NCAA Academic Success Rate Reports Athletics Squad Lists Student-Athlete Handbook Progress Report Forms Midterm Grade Reports Final Grade Reports

Department/Program	Activity	Evidence
Financial Aid	Sent students "early warnings" that they were at risk of not making satisfactory academic progress.	
Registrar	Staff started changing all those who apply and do not graduate to RA (Reapply) in SHADEGR. This will allow us to track these students more efficiently.	
Student Support Services	Improve academic success and learning for TRIO/Student Support Services students by providing study skills workshops and collaborating with other campus centers on various seminars and workshops	sign in forms
Student Support Services	Meet the needs of a changing student demographic by extending office hours.	sign in forms
Student Support Services	Meet the needs of a changing student demographic by implementing a "pass" system for entry during off hours to the computer lab.	Sign in forms

Goal Two: Cultivating Excellence in Undergraduate Learning and Teaching

Objective 1: Renew the Core Curriculum

- General education student learning outcomes for Area A1 (communication), Area A2 (mathematics), and Goal III (critical thinking) were assessed during 2011-2012. These were the first areas to be assessed according to the three year rotation plan outlined in the General Education Manual. Detailed results of the assessments can be found in the *Georgia Southwestern State University General Education Assessment Report and Plan 2011-2012*.

    o Students' mastery of the learning outcome for communication was assessed through evaluations of written essays in ENGL 1101 and ENGL 1102. A faculty committee evaluated the essays utilizing a rubric developed by faculty in the Department of English and Modern Languages. The average ratings on each area evaluated for both classes were slightly below the midpoint on a three-point scale of 1="Falls Below Expectations", 2="Meets Expectations", and 3="Exceeds Expectations." In ENGL 1101, the average ratings were: Purpose=1.88, Conceptual=1.76, Development/Research=1.68, Structure/Organization=1.75 and Language=1.9. The mean ratings for the essays written in ENGL 1102 were similarly below the mid-point: Purpose=1.77, Conceptual=1.75, Development/Research=1.71, Structure/Organization=1.63 and Language=1.79. Results were shared and discussed by the faculty in the Department of English and Modern Languages. A modified approach for conducting the assessment of writing skills was developed.

    o Students' mastery of the learning outcome for mathematics was assessed by a single problem based on course content in each general education math course: MATH 1101, MATH 1111, MATH 1113, and MATH 1120. Faculty evaluated the students' proficiency in solving the problem using a 6-point rating scale where 0="does nothing or submits an attempt that suggests little effort" to 5="solves the given problem, and in a way which has a wider range of

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applicability." Overall, 51% of the students in all of the combined math courses had little or no proficiency in solving a content-based problem. The results were discussed by the faculty in the Mathematics Department, which proposed several methods to improve the students' problem solving skills.

- o The written essays collected in ENGL 1101 and 1102 for the assessment of communication were also used to assess the students' mastery of the learning outcome for critical thinking. The essays were evaluated with a rubric developed by the faculty of the Department of English and Modern Languages with a 5-level (1=low and 5=high), dimension-specific scale for five dimensions of critical thinking: conceptualize, analyze, synthesize, evaluate, and apply. The results showed that students were below expectations in the areas of analyzing, integrating, and evaluating source material. The average ratings for the essays written in ENGL 1101 were Conceptualize=2.69, Analyze=2.47, Synthesize=2.17, Evaluate=1.43 and Apply=2.55. The average ratings for the essays written in ENGL 1102 were Conceptualize=2.48, Analyze=2.33, Synthesize=2.07, Evaluate=2.03 and Apply=2.2. Results were shared with the faculty in the Department of English and Modern Languages and methods to address students' weaknesses were proposed.

The committee identified the following activities from FY12 Annual Reports related to *Renew the Core Curriculum*:

Academic Units

Department/Program	Activity	Evidence
English and Modern Languages	Complete/approve rubrics for core assessment.	Revisions completed and rubric uploaded to Livetext for all but Area C general education core assessment.
English and Modern Languages	Institute Core Curriculum Assessment measures as necessary within department, focusing on the collection of data for campus-wide stakeholders to help assess.	Assignment created for artifacts for ENGL 1101 and 1102 and 2000 level literature surveys. Implementation of Livetext in 1101 and 1102 as collection point for artifacts. F12: designate assignment, collect data for AREA C general education outcome.
Theater, Communication, and Media Arts	Efforts to develop a new Core Area B. offering, THEA 2110 – Creative Analysis will begin in either in 2013. The program also plans to move forward with a proposal for a new Core Area C. course, THEA 2120 – Dramatic Literature, as an option for the literature offerings in this area.	

Objective 2: Enhance Existing Academic Programs

The committee identified the following activities from FY12 Annual Reports related to *Enhance Existing Academic Programs*:

Academic Units

Department/Program	Activity	Evidence
Arts and Sciences: Global Studies Certificate	POLS 2401, Introduction to Global Issues, was developed to serve as an introductory course to Global Studies Certificate Program to replace the introductory course that was lost when Anthropology was discontinued at GSW.	Implemented in the spring of 2012.
Arts and Sciences: Global Studies Certificate	Developed a detailed and data driven assessment of the Global Studies Certificate Program to ensure students are meeting two main objectives: Outcome One: a collegiate-level understanding of the diverse nature of global cultures or societies. Outcome Two: collegiate-level knowledge concerning global issues or history	Portfolio completed by student and evaluated by committee and director; exit interview with student prior to granting certificate
Arts and Sciences: Women's Studies Certificate; Global Studies Certificate	Set strategic goals and objective and Improved assessment procedures for certificate programs	Portfolios submitted by students, exit interviews with students, committee review of course offerings
Biology	Additional special topics courses offered to enhance program	Special Topic: Bioethics and Biostatistics
Biology	Introduced new BIOL 1107 & 1108 labs with enhanced technology.	Labs on photosynthesis and respiration use new instrumentation.
English and Modern Languages	Complete course revisions so that the courses required for the major will align with newly revised Program Objectives and will be clearly assessable. Documents revised and approved through process.	Documents revised and approved through process.
English and Modern Languages	Complete/approve rubrics for Program SLOS.	Revisions completed and rubric uploaded to Livetext for all but Area C general education core assessment (will be completed fall 2012).
English and Modern Languages	Implementation of robust Program Assessment Practices; Establish and implement program assessment practices; Develop action plans based on collected data.	Department minutes; Departmental Assessment Report and committee meeting minutes; EML Annual report; action plans submitted to Dr. Davis; artifacts of program assessment rubrics in Livetext
English and Modern Languages	Have enough English faculty to offer a fuller spectrum of classes on the books. Students currently have virtually no choice in upper division "electives" because we don't have the personnel to offer courses beyond the bare-bones requirements. For example, Southern Literature, African American Literature, and Special Topics in Women's Literature almost never get offered anymore. The Special Topics in Women's Literature is absolutely necessary for the Women's Studies Certificate Program.	Requested additional tenure-track faculty 10/19/11. Plans to advertise for tenure track position fall 2012.
Geology and Physics	Department continually works at the quality of our undergraduate course experiences, seeking to improve them continuously.	Teaching evaluations, comments

Department/Program	Activity	Evidence
Mathematics	Faculty have designed and taught a number of classes special topics courses on topics that are not part of the traditional undergraduate curriculum and build on the interest of math	Topics in the courses offered over the 2011-2012 year included Functional Analysis, Readings in Mathematical German, Elliptic Curve Cryptography, Quantitative Finance, and Quantum Computing. Response to the courses has been positive and gave students renewed interest to take math to the graduate level
Music	Assessment of student learning via exit exams in Music Theory (10 students) and Music History (8 students).	next assessment spring 2013 Completed 1st year of data, spring 2011
Psychology and Sociology	Appointed an Internship Coordinator Surveyed former student Interns and Internship sites Revised Internship literature and departmental website	
Visual Arts	K. Wynn arranged each semester a student field trip to the High Museum of Art in Atlanta. T. Hughes arranged field trips to Atlanta for photography students to tour galleries and hear artists' lectures at several venues.	Other art faculty members joined this trip along with over 30 of our majors participating in each trip.

Academic and Student Support Units

Department/Program	Activity	Evidence
Library	5 Embedded Librarian Classes	

Administrative Support Units

Department/Program	Activity	Evidence
Information and Instructional Technology	Provided technical support for the construction of the Rosalynn Carter Health and Human Services Complex, a state-of-the-art instructional faculty containing new computer labs and computerized hospital simulation equipment.	
Information and Instructional Technology	Ensure that classroom presentation technology is adequate. All projectors over 5 years old should be replaced.	Installed new or upgraded existing audio-visual technology in 24 classrooms on campus.
Information and Instructional Technology	Ensure that classroom presentation technology is adequate.	Organized and scheduled demonstrations for the School of Education to try some new, interactive, annotation technology for their classrooms. They liked it and later purchased systems for 7 classrooms.
Information and Instructional Technology	Replace computers that are 8 year old with new computers.	Installed 150 new classroom or lab computers. Installed 60 PC's and 24 laptops that have replaced obsolete machines. Also replaced one Apple laptop and computer. Deployment of new "All in One" computers, which helps to reduce energy consumption, provides a bigger display, and uses less table space.

Public and Community Service Units

Department/Program	Activity	Evidence
RCI	During fall semester, Pope Fellows received training to work directly with caregivers in the Phoebe-Sumter Caregiving Resource Center.	Students have monthly meetings with some meetings designated as fellowship time and others have featured speakers.

Objective 3: Create New Academic Programs

- The following new programs were approved or began:

  - Web BSIT began in fall 2011 with 2 students enrolled in the program
  - MA in English began in fall 2011 with 5 students enrolled in the program
  - Minor in Spanish approved to begin in fall 2012
  - Undergraduate certificate in Information Technology approved to begin in fall 2012

The committee identified the following activities from FY12 Annual Reports related to *Create New Academic Programs*:

Academic Units

Department/Program	Activity	Evidence
Biology	Continuing talks with Chehaw Park about the possibility of a certificate in Zoo Biology.	Class developed to be offered fall 2012
Education	Design new Master of Education programs in the content fields.	Minutes from SoE Graduate Committee Meetings
English and Modern Languages	Implement Masters in Critical Literacies that allows students to attend graduate school full time.	2 courses offered fall 2011 and 3 courses offered spring 2012
English and Modern Languages	Revive Spanish minor	Proposal and approval process completed. First upper division courses to be offered spring 2013.
History and Political Science	To establish a B.S. in Political Science with Teaching Certification program to attract more majors and to meet needs in secondary education	The requisite paperwork has been, or will soon be, submitted to the appropriate entities, including the Professional Standards Commission, the Board of Regents, and the GSW Academic Affairs Committee.

Objective 4: Enrich Campus Intellectual Life

The committee identified the following activities from FY12 Annual Reports related to *Enrich Campus Intellectual Life*:

Academic Units

Department/Program	Activity	Evidence
Computing and Mathematics	Created computer science club.	26 students joined. Student and faculty made presentations at the club, which were devoted to cryptography, Python programming, and robotics.

Academic and Student Support Units

Department/Program	Activity	Evidence
Academic Skills Center	Within the first two weeks of employment, every newly hired tutor is required to complete 4 hrs of basic training and is required to pursue CRLA (College Reading & Learning Association) Level 1 certification by attending scheduled training workshops and completing at least 25 hours of tutoring time.	22 tutors completed basic training and 19 tutors became CRLA Level 1 certified.
Assistant Dean of students office	ATOD pays for campus access to the Student Health 101 digital magazine.	The Asst. Dean will collect the readership report monthly. The magazine had a total of 4271 sessions during the 11-12 academic year.
Career Services	Class presentations were offered to different departments to increase students' knowledge about different aspects of job search	The office offered more than 15 class presentations and workshops
Continuing Education	Worked with several units on campus to help provide quality programming	third world series, GSW center for business and economic development, SAAB, GSW SIFE and more
Office of counseling Services	As the founder and advisor of SUAVE (Strong United Assertive Virtuous Educated women) the organization held its first women's conference 9/21/2011.	
Office of Counseling Services	SAAB held its first male summit October 23, 2011.	
Student Housing and Residence Life	Staff members will attend conferences and seminars.	Five student housing and residence life staff members had the opportunity to attend the annual Georgia Housing Officers Conference. Several resident assistants presented programs at the annual Georgia Resident Assistant Saturday Seminar. Six student housing and residence life leaders were nominated and selected to attend the L3 Leadership Summit at NGCSU.
Student Housing and Residence Life	Created a new 5 Star Programming Model which encompasses the topics of Philanthropy, Educational, Social, Weekend, and Community Development.	Each resident assistant was required to present on each topic and to give a summary of the programs outcome. The number of programs presented increased for the fall semester.

Goal Three: Cultivating Community Partnerships

- **Objective 1: Enhance Campus Profile with Key Community Stakeholders**

The committee identified the following activities from FY12 Annual Reports related to *Enhance Campus Profile with Key Community Stakeholders*:

Academic Units

Department/Program	Activity	Evidence
Biology	Provide talks to local groups	Talks to Kiwanis and scouts
Music	GSW/Rylander Partnership via Chamber Concert Series	continuing Scheduled concert for Nov. 2012
Music	Participation by students and faculty in Sumter Players productions	continuing Participation in "Chicago", "Charlotte's Web"
Nursing	Established connection with Phoebe Putney Health System to strengthen practice-education partnership for simulation competency based education	SON minutes

Academic and Student Support Units

Department/Program	Activity	Evidence
Office of Counseling Services	Counseling Services network with off campus resources (Middle Flint Behavioral HealthCare and Sumter County Health Department) and they assisted with some of the workshops.	A total of 405 students participated in the outreach program this year. Although this is an increase in the overall number of workshops participants, two workshops had only 5 participants.

Administrative Support Units

Department/Program	Activity	Evidence
Office of the President	The Department of Theater, Communication and Media Arts at GSW joined forces with Chattahoochee-Flint RESA Educational Technology Center to produce the 8th installment of the Georgia Movie Academy (GMA) awards at Ryland Theater. The GMA is sponsored by the Chattahoochee-Flint RESA ETC and the Ryland Theater Partnership Productions, a collaborative program of the Americus Theater and Cultural Authority and the GSW Department of Theater, Communication, and Media Arts.	650 people attended the 3 separate award ceremonies at the Rylander Theater.
Office of the President	GSW and South Georgia Technical College's promotion of "Two Great Choices-One Great Community" campaign is now in its 5th year.	Over the past five years, more than $70,000 has been donated to this effort to encourage enrollment growth at both institutions and to stimulate the local economy. As of fall 2012, GSW and SGTC will have awarded 26 academic scholarships to local students as a result of the campaign.
University Relations	Initiated new monthly radio program with WISK 98.7 providing updates from GSW	written reports
University Relations	Gain campus publicity through news placement (ongoing – cultivating enrollment growth)	Averages 9 per month (not including graduation and honors hometown releases)
University Relations	"Southwestern Spotlight" episodes introducing faculty to community on GSW TV	Produced 6 episodes

- **Objective 2: Partner with Outside Entities**

The committee identified the following activities from FY12 Annual Reports related to *Partner with Outside Entities*:

Academic Units

Department/Program	Activity	Evidence
Biology	Support Lake Blackshear Watershed Association.	Water and mosquito monitoring for LBWA.
Education	Partnerships with the GSW Partner School Network – School partners from Sumter, Crisp, Macon, Houston, Lee, Marion, Schley, Webster, Tift, Coffee, Irwin, Pulaski, and Ben Hill Counties – GSW Field Experience Candidates and Student Teachers observe, teach, and reflect in these settings. SoE Faculty and Clinical Specialists are liaisons with the P-12 school partners.	Letters of agreement between GSW and School systems;
Education	GSW Pre-K – Two classes of the Georgia Pre-K program are housed in the School of Education- participation is open to the public for free.	Summary Report from Bright from the Start
Geology and Physics	Dr. Weiland and his work with Mulcoa and the Parks Service; Dr. Peavy with Albany Power and Light	Dr. Weiland has been a consultant for year: Dr. Peavy will continue to work with AP&L
Theater, Communication, and Media Arts	A new partnership with Chattahoochee-Flint RESA Educational Technology Center was formed under the banner of The Georgia Movie Academy, greatly expanding education outreach!	
Theater, Communication, and Media Arts	Funding for Rylander Theater/CP Productions was restored! The Shakespeare programming was put back in place! With funding for the Rylander Partnership restored, Theater, Communication & Media Arts and the Rylander Theater were able to move forward with hosting the Georgia Theater Conference.	
Theater, Communication, and Media Arts	Theater, Communication and Media Arts included substantial information in a survey conducted for the area Chamber of Commerce concerning the Ashland, Oregon model of development, and the historical relationship between Southern Oregon University, the development of the Oregon Shakespeare Festival and the economic impact on the community of Ashland, Oregon (pop. 21,000, the Shakespeare Festival brings in 100,000 people a year). Further initiatives to bring this to the attention of University and Community stakeholders will be pursued in the spring of 2012 in concert with the 10th anniversary of free Shakespeare at the Rylander.	

Department/Program	Activity	Evidence
Visual Arts	Also very noteworthy is the opening of the new downtown art center. Although this center is being funded and officially sponsored by the Americus/Sumter Co Arts Council, Keaton Wynn is now the President of the Arts Council and developing service learning projects in his courses, has utilized students to help clean and ready the building, provided exhibition opportunities for this year's Arts in the Park and is developing a curriculum with student instructors to teach summer classes for community youth. This should become a wonderful space and important component of our program for community outreach and giving our students useful employment experiences. Several of our recent graduates and other art students have been working at the art center summer and fall 2012, adult and children's ceramic classes have been offered and are on-going	Developing a curriculum with student instructors to teach summer classes for community youth; Several of our recent graduates and other art students have been working at the art center summer and fall 2012, adult and children's ceramic classes have been offered and are on-going.
Visual Arts	K. Wynn, the director of our Ceramics concentration, has encouraged more majors in this area and made connections to Westville, Ga's wood-burning kiln. This kiln hadn't been operating and K.Wynn and his students ran 2 weekend trips where he instructed the proper procedure for this kind of firing.	This connection is ongoing with plans to fire this kiln once per semester.

Academic and Student Support Units

Department/Program	Activity	Evidence
Continuing Education	Worked with approximately 20 community and state businesses and organizations to provide programming/facilities/resources	Albany Eye Care, Ideal Early Learning, GA Dept of Revenue, GA SBDC, Boy scouts, United Way, AARP, Americus Blue Tide, and many more
Library	Customized classes to the Community, Embedded Librarian Program	Classes at Southland Academy, Crisp Academy

Administrative Support Units

Department/Program	Activity	Evidence
Business and Finance	Worked with Andersonville to host traveling Vietnam Memorial Wall.	Grounds prepared and wall erected on campus during September 2011.

Public and Community Service Units

Department/Program	Activity	Evidence
RCI	Alzheimer's Disease Supportive Services (ADSSP) of the Administration on Aging has awarded RCI a total of 4 three-year cooperative agreements to implement evidence based caregiving interventions. These interventions include: Georgia REACH, Georgia Family Support Program, Georgia REACH-Coastal, and Georgia Care Consultation	Georgia REACH: Serving 12 counties surrounding Sumter County. 138 caregivers have received service, 301 total referrals. Georgia Family Support Program: Serving 21 counties in north east and north west GA; 93 enrolled, 47 completed. Coastal REACH: Serving 9 counties 42 caregivers have been served. Georgia Care Consultation: Serving a total of 40 counties across the state. 888 total referral.

Summary

- Members of the IEC Subcommittee on Strategic Planning and Assessment reviewed FY12 Annual Reports for 41 units to identify activities related to the goals and objectives outlined in the GSW strategic plan, "Moving Forward." The committee identified a variety of unit activities from every area of the institution which provide evidence of progress towards the achievement of institutional strategic goals and objectives.

    Carefully Increase Enrollment: Overall enrollment increased slightly from fall 2010 to fall 2011. Although enrollment of new beginning freshmen decreased, enrollment growth occurred in several strategic recruitment areas: new transfer students, students from the Metro-Columbus area, non-traditional students, and students with military benefits. A variety of recruitment and marketing activities were reported by individual departments; however, there was virtually no information regarding initiatives aimed at recruiting and supporting non-traditional and military students. Units who are responsible for activities which are directly part of the institutional strategic plan should be encouraged to include those activities in their annual reports.

    Recruit More International Students: International student enrollment increased from fall 2010 to fall 2011, as did the enrollment of students from strategically targeted countries. Activities aimed at recruiting international students were reported by several departments in addition to proposed or signed MOUs.

    Increase On-line and Program Offerings: The number of on-line courses, class sections, and credit hours increased from fall 2010 to fall 2011. Departments reported new on-line classes, consortiums for new on-line programs, MOUs to expand existing on-line programs to new institutions, and technical training and support for GaVIEW.

    Increase Retention and Graduation Rates: Retention and graduation rates decreased for the most recent cohort groups. The reported activities included improved advising, additional tutoring, greater access to services, better tracking of students' progress, and early alerts regarding satisfactory academic progress. There were not as many activities from the annual reports related to increasing retention and graduation as was expected, particularly given the activities outlined in the RPG plan. It may be that some programs or initiatives aimed at improving retention and graduation rates, such as the Adult Learning Consortium or the African American Male Initiative, may not belong to a particular departmental unit, and as such, are not included in any annual report. It would aid in the assessment of the strategic goals if these programs could either complete a modified version of an annual report or provide copies of grant/special initiative progress reports to the Director of Institutional Effectiveness, so this information would also be available to the Strategic Planning and Assessment Subcommittee.

    Renew the Core Curriculum: The activities reported focused on the assessment of general education learning outcomes. Since the revision of the core has been completed, it was expected that the primary activities would focus on assessment at this phase of strategic planning, although there were a couple of proposals for additional core courses.

Enhance Existing Academic Programs: A variety of activities aimed at enhancing academic programs were reported by departments, including new courses, field trips, internship programs, use of enhanced technology, new or revised student learning outcomes, and new or improved class or program assessments.

Create New Academic Programs: Two new programs began enrolling students in fall 2011 and new programs were approved.

Enrich Campus Intellectual Life: A variety of activities aimed at enriching campus intellectual life were reported, including new student clubs and organizations, student organized conferences and summits, staff attendance at conferences and seminars, and training for student workers. Although individual faculty and staff accomplishments are included in the annual reports, the committee did not include those activities in the progress report as evidence of enriching campus intellectual life. While these individual accomplishments undoubtedly contribute to the campus intellectual life, the committee chose to focus on activities which involved multiple people in the department, activities which the department sponsored, and activities which involved other groups across campus. The committee previously determined (during the review for the interim progress report) that this particular objective would require additional discussion among members of the Institutional Effectiveness Committee, as well as the campus community, to more fully clarify the objective and to identify appropriate assessments.

Cultivating Community Partnerships: While many departments reported relationships with external organizations, the committee found it somewhat difficult at times to determine if the relationships constituted a partnership and if that partnership was one which would enhance the campus profile in the community or was a partnership with mutual interests. The information in the annual reports sometimes did not provide sufficient information to determine the nature of the partnership. In addition, the two objectives are not mutually exclusive and some partnerships meet with both objectives. However, the committee did not want to report the same departmental activities in multiple objectives and tried to place the activity into the most appropriate objective, based upon committee consensus. Regardless of the committee's categorization of the departmental partnerships, it was clearly evident that there are many relationships between the university and external organizations. What was less evident was progress on developing some of the specific partnerships which were suggested in the strategic plan, such as partnerships with the City of Americus, the Americus-Sumter County Schools, Lake Blackshear Regional Library, Fort Benning U.S. Army Base, Robins Air Force Base, and the Fuller Center.

- The committee recognized the benefits of the collaborative process of reviewing the annual reports and discussions regarding the "fit" between unit and institutional strategic goals. Future reviews of the annual reports will probably be more efficient if the committee collectively reviews several units' annual reports prior to conducting reviews individually. This subcommittee would also benefit from additional members so that each unit's annual report could be reviewed multiple times.

- The review process for the annual reports for next year should be improved since the instructions were modified to require units to link their unit goals to the institutional goals whenever applicable. All unit goals are not expected to be directly related to the institutional goals and units should not change or modify their goals just to be more directly related to the institutional goals. In addition, units should not try to "make" unit goals match institutional goals unless the activities and evidence clearly demonstrates a relationship. However, asking the units to make the connections between the unit and institutional goals will insure that the all of the units are reviewing the institutional goals and objectives and considering how their unit activities contribute to the institution's progress on the strategic plan.

Through careful reading of the annual reports, the committee often found unit activities which were related to institutional goals, but were not reported in the section for strategic goals in the annual report. In addition, some unit activities reported in the annual reports may not have been included in the progress report because the committee members did not have sufficient information to understand how a unit goal was related to an institutional goal. As a result, it is very likely that there were other activities which would demonstrate progress towards institutional goals which were not included in this report. Assessment of the progress towards achievement of the strategic plan goals and objectives would therefore also be improved by better documentation of relevant unit activities and evidence of goal attainment.