Introduction

This assessment summary includes departmental responses to a call for annual reports. Each department is required to complete an annual report. This summary includes departments that provide academic and student support services across the campus. As part of the annual reporting process, all departments are required to identify expected outcomes, assess the extent to which they achieve these outcomes, and implement improvements based on the analysis of the results.

Additionally, departments may return to the assessment system to identify whether or not the improvements had the impact they intended. Each of the following summaries includes departmental responses to these questions extracted from the departmental annual reports. This summary provides evidence that the institution takes seriously the invitation to improve the effectiveness of its academic and student support services.
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<tr>
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**What were your expected outcomes (Goals) for this year?**

- Improve systems and clinical functions
- Initiate comprehensive evaluation for counseling area
- Get leadership in place
- Assess and reorganize process, and personnel in disability services area
- Audit all disability files and make sure all SARs are in line with approved standard
- Bring disability services onto web, making all forms accessible online
- Settle home base for career development
- Increase visibility and programming on campus

**How did the department assess the extent to which it achieved these results?**

- We are using comprehensive measures self created using our learning outcomes as the basis for the evaluation questions.
- Presently we are evaluating our career development and counseling areas. The career development evaluation is given at discrete times during the program and is built into the program itself.
- The counseling evaluation is done each semester during “evaluation weeks” students are asked to fill out the evaluations prior to attending their appointments. We intend to develop similar measures for the disability services area in the coming year.

**What improvements were implemented in your department based on analysis of the assessment results?**

We have used this data to make all sorts of adjustments in our programs. Some examples are:

- Based on demographic data in the counseling evaluation we are hiring more counselors and they will be females, as 74.6% of our student clients are female and prefer female a counselor.
- We have moved the timing of some elements of the career development program. We will be adding a seminar at the end of the second year to increase participation in the third year, as data showed a drop off in participation after the second year.
- In beginning to evaluate our disability area we are streamlining the Student Accomodation Report process and eliminating the need for multiple categories of similar disabilities.

**Did the improvements have the impact you intended? (if applicable)**
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**What were your expected outcomes (Goals) for this year?**
Enhance CSI marketing of programs and activities to engage more first year and second year students. Increase student involvement on campus. Increase programming opportunities on campus.

**How did the department assess the extent to which it achieved these results?**
- EventTrak attendance reports
- Greek Life membership reports
- Student Organization membership
- Programming numbers

**What improvements were implemented in your department based on analysis of the assessment results?**
- Added Leadership Advisory Board
- Expanded Lead Weekend into a full weekend program
- Added a new section of Leadership To Go
- Added Stay West Grant Program
- Added major concerts program

**Did the improvements have the impact you intended? (if applicable)**
- Fall '11 concert had 1200 in attendance.
- Spring '12 concert had 4500 in attendance, thereby increasing number of individuals served by 5200.
- Leadership Advisory Board assisted in re-design of Leadership To Go.
- Lead Weekend offered a service project.
- Stay West Program provided funding for 8 new weekend programs, which provided 4 new weekends each semester of programming for the University Community.
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<td>Year</td>
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What were your expected outcomes (Goals) for this year?

**Training and Development:**
- Complete student employee policy and procedure manual and orientation "playbook" by May 2012.
- Complete UREC Orientation and on-boarding process for new student staff by May 2012.
- Plan, execute, and coordinate first Fall Semester Manager and all staff training by September 2011.

**Facility Operations:**
- Attend professional development opportunities through NIRSA to expand body of knowledge by May 2012.
- Explore and implement a facility reservations/software by May 2012.
- Perform a complete review of reservation policies, procedures, and systems. Make changes needed to streamline the process and make it more efficient.

**Fitness/Wellness:**
- Develop and online survey for participants (i.e. survey monkey) that provides easy access for class evaluations, program evaluations and personal trainer client feedback by May 2012
- Increase the GX schedule to 60 classes/week by January 2012
- Develop an annual on-campus Wellness Expo (health/fitness fair, etc) that enhances UREC identity and the University as a destination University, and promotes a vibrant campus life by May 2012

**Intramural Sports:**
- Develop and implement a student focused training program. Create an on-line rules manual, training material by June 1st, 2012.
- Develop and implement internal and external assessment program to evaluate operational effectiveness by April 15th, 2012.
- Develop, implement and refine a menu of innovative programs and services by March 31st, 2012.

**Outdoor Recreation:**
- Work towards developing a student-led trip program by May 2012.
- Increase the amount of interdepartmental collaboration to raise awareness and promote the Outdoor Recreation Program by May 2012.

How did the department assess the extent to which it achieved these results?

- Surveys
- Focus Groups/comment cards
- Interviews with participants and student staff
- Measuring current operations against industry best practices

What improvements were implemented in your department based on analysis of the assessment results?

**Training and Development:**
- University Recreation employed the UWG student employee of the year for 2011-12 and had another student that was a top finalist for the award. Consistently we will receive e-mail feedback or thank you notes describing positive customer service interactions that users of the facility have had with our staff. These were not formally tracked or measured, but we probably average 1-2/month.

**Facility Operations:**
- University Recreation researched, selected, and procured Innosoft Fusion, a software system that will manage not only facility reservations, but also memberships, program registrations, marketing efforts, etc. The reservation process was reviewed and changed to include deadlines for the priority tier system. A new
reservation form was created and a position of Student Business Operations Manager was created to assist with facility reservations.

Fitness/Wellness:
- Implemented a survey both in hard copy and on-line to gain perspective from Fitness and Wellness participants. Outcome of survey has directed us to review the Group Exercise Schedule format, Instructor employment policies, and additional program offerings. Increased Group Exercise schedule to over 70 classes/week further diversifying the class offerings. Wellness Expo was held April 20th with over 400 attendees, 27 vendors, and 12 demonstrations.

Intramural Sports:
- Developed an on-line rules manual, training material for each sport. Created an on-line survey and written survey to determine participant satisfaction with the Intramural Sports program. Completed, with full results yet to be determined. Created and used survey to gauge participant interest fantasy games. Offered new Volleyball and Tennis leagues. Survey showed little interest in fantasy sports however new sport leagues were a success.

Outdoor Recreation:
- A comprehensive climbing wall policy is in the works that will include procedures for rentals down the road. A comprehensive trip policy is in the works and student training program is in progress. We have engaged in some interdepartmental collaboration, specifically in offering equipment rentals to various programs and occasional use of the climbing wall specifically for other programs outside of our own.

Did the improvements have the impact you intended? (if applicable)
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<td>EXCEL: Center for Academic Success</td>
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<td>Year</td>
<td>2012 (Su11-Sp12)</td>
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**What were your expected outcomes (Goals) for this year?**

The specific departmental goals are the improvement of the HOPE Scholar program:

- Expansion of the Second Year Experience Program
- Strengthening of the structure of the tutoring and supplemental instruction programs
- Continuing the excellence of the programs listed above in #3.

**How did the department assess the extent to which it achieved these results?**

**Assessments HOPE Scholar Program Fall Semester 2011:**

- Ten to fifteen peer educators/mentors provide mentoring services for the 1000 freshmen HOPE Scholars to assist the scholarship retention. Weekly emails, texts and phone communications were sent to these scholars as well as activities provided. Activities include:
  - Meet and Eat - August 25th from 5 to 6:30 pm. 146 students attended.
  - Hope Launch (x2) - offered on two days for student convenience, September 6th 8th 17 students attended.
  - Study Sessions and Workshops; Throughout the Fall 2011 semester, KHA in collaboration with EXCEL Tutoring and Second Year Programs, provided study sessions for students in the library classroom.
  - Social Events; Collaborating with Second Year Programs provided two tailgates during football season. 106 participants.
  - Communications which received a response from Scholar
  - Group emails sent
  - individual emails
  - Phone dialed
  - Phone success
  - Walk-ins
  - Appts

**Retention and Median gpa:**

- We retained 93.5% of the KHA population. The median gpa for KHA students was 3.0. The breakdown of retention and median gpa as compared to number of interactive contacts with the program is below.

**Conclusions from Assessment:**

- This program is not functioning at a level that could be considered successful. Coordination is to be transferred to another staff member in the EXCEL and structure/events/communications are to be revamped. Spring 2012
- In response to the poor functioning level of the HOPE Scholar program, the coordination was transferred to Katie Mosley, who was hired as the Second Year program coordinator and agreed to add the HOPE Scholar program to her responsibilities. In the span of one semester the program was greatly enhanced.

**Spring 2012 HOPE Scholars' Assessment**

**Services for Undeclared Students:**

- The Excel Center assists undeclared students with career exploration and academic support. During the spring 2012 semester, the Excel Center staff provided services to 633 undeclared students. The undeclared population is identified via Banner batch job fc150. A number of services offered during the spring semester are ongoing and will carry over from semester to semester.
- EXCEL Center services for undeclared students in spring 2012 included academic advising, tutoring in all Core
subject areas, and supplemental instruction. However, other initiatives offered to all 633 undeclared students consisted of the following:

Emails:
- Weekly emails of upcoming on-campus activities highlighting activities offered by various UWG departments and programs that may help students choose a major. Promoted activities included Excel Center pre-major workshops, academic department events and featured speakers, and workshops that focused on topics that would assist the student academically, such as Two Writers, Two Genres; English department sponsored event and lecture on Singularity supported by the West Georgia Philosophical Society. Lastly, the emails often highlighted important deadlines, such as withdrawal deadlines and registration information (See Appendix A).

CourseDen community:
- The continuation of the CourseDen community, where students log on at their convenience and ask questions of concerns to them. Some of their concerns included the process of declaring a major, how to find their advisor, general advising questions, and recommended coursework based on their career interests
- Participation in the community was down significantly, compared to fall semester. There were a total of fourteen (14) inquiries. This may be attributed to the weekly emails to all undeclared students and the ability to ask questions through direct email method, as opposed to via CourseDen. Additionally, most of the inquiries requested removal from the CourseDen community roster because they declared a major during the semester (See Appendix B).

FOCUS online career assessment, including follow-up appointments:
- FOCUS is an online tool that enables students to self-assess their career-relevant personal qualities and explore career fields and major areas of study that are most compatible with their assessment results. FOCUS empowers students to make better decisions about their goals and plans and learn how to self-manage their careers. The EXCEL Center offers ongoing appointments for students who have used FOCUS. Overall, there were a total of 197 students who took FOCUS during the spring semester. To increase exposure to the online assessment, the EXCEL Center presented five workshops to various student-led groups and organizations. This allowed student participants to gain exposure to FOCUS and in some cases begin the assessment. Participants would then gain additional insight into their talents, interests, values and aspirations and upon completion of the assessment, have the opportunity to meet with an advisor to review the results. Lastly, if the student still needed further direction and/or personalized in-depth assistance after having taken FOCUS and meeting with an advisor, referrals were made to a Career Counselor in the Counseling Career Development Center.
- The EXCEL Center did not track the number of referrals made to the Counseling and Career Development Center this semester. However, Academic Advisors will begin using a form developed by the coordinator of the FOCUS program to send to the Counseling Career Development Center when students are referred, effective fall 2012.
- The number of follow up FOCUS appointments was, however, tracked this semester. There were 76 appointments with 52 or 68.42% of those either declaring a major or keeping and/or changing the major they have already chosen. This was specific only to those students who took the online assessment, regardless of whether they had a major upon beginning the online tool.

Impact of FOCUS on Undeclared Student Academic Performance
- Students Who Used FOCUS Only Based on the chart above, students who used FOCUS achieved a higher average GPA (2.58) than the entire undeclared student population, whose average GPA was 2.43. The
percentage of students who used FOCUS and declared a major was 22%, which was lower than the overall undeclared population (36%).

- **Students Who Used FOCUS and Had a Follow-up Appointment**
  - Students who used FOCUS and had a follow-up appointment with an academic advisor in the EXCEL Center was represented by a smaller population, as well. There were a total of 16 students who fit into this category. However, the overall average GPA (3.39) for this group was significantly higher than all others comparatively; FOCUS only - 2.58; 2.4 for group who did not use FOCUS and 2.43 for the entire undeclared population.

- **Some of the students included in this small number of students who used FOCUS and had a follow-up appointment were Academic Warning and Probation students required to use FOCUS as part of their Academic Coaching programming.** The overall retention rate for students who used FOCUS and had a follow-up appointment (75%) was much higher than the retention rate for Academic Warning and Probation students 67%.

- The percentage of students who used FOCUS and had a follow-up appointment that declared a major was 31% compared to the 36% of the overall undeclared population. The discrepancy in performance could be attributed to uncertainty about major declaration/direction, wanting another semester to explore courses before declaring a major, and/or needing additional career counseling before making a decision.

- **Students Who Did Not Use FOCUS**
  - Out of the 94% of students who did not use FOCUS, the average GPA was the same average of all undeclared students (2.4). The percentage of undeclared students who did not use FOCUS retained was 93%, close to the 92% retention rate for all undeclared students.

- The percentage of students who did not use FOCUS that declared a major was 36.5%, the highest among all undeclared populations. Possible reasons that this group declared a major at a higher rate than the overall undeclared population are that they accessed external major exploration services (the Counseling Career Development Center) or simply already had some idea about a major.

**Undeclared Financial Aid List**

- Enrollment Services Center uses Banner batch job fa3210 to obtain a list of all students receiving financial aid. The department sorts the report by identifying all students near or over 60 credits and remains undeclared.

- There were 109 students who were listed as undeclared at the start of the semester, who received financial aid. Because their financial aid award is or will be in jeopardy, contact was made with every student via email and follow up phone calls (see chart below).

- The chart below summarizes the outcome:
  - Financial Aid Group Follow Up Results
    - Out of the 109 students, 81 or 74.3% of those students declared a major. The remaining 28 or 26% fall into the following categories:
      - Transferring to other schools with specific majors of interest
      - Need further career assessment/evaluation via Career Development
      - Will take FOCUS and schedule a follow up appointment

**Other Enrichment:**

- The EXCEL Centersponsored its 12th Annual Mardi Gras of Majors/Major Declaration Day this semester on February 22, 2012. Undeclared students and an untold amount of others who are still uncertain about their major declaration decisions were afforded the opportunity to explore their options by talking to each
Academic Department at the university. Representatives were available to discuss majors, career options and even assist a student formally declare a major. In addition, a number of other Student Affairs Departments were also there. Students in attendance, regardless of major status, were able to discuss studying abroad, interning, and a host of other things.

- The event was advertised extremely well via social networking site Facebook, Course Den, The West Georgian, WOLF Internet Radio, Neptune Fitness Radio and UTV 13. Students were also exposed to the upcoming event through announcements showcased on monitors located throughout various departments on campus. There were approximately 500 students in attendance, with 35 university departments and special programs represented (See Appendices C-E for examples).

At-Risk Student Intervention Programming

- Success Seminars: Success Seminars are offered to Probation/Academic Warning students in both Fall and Spring semesters. In the Fall semester, Success Seminars are open to anyone who wants to attend, although the target populations are Freshmen and Probation/Academic Warning students. These seminars provide instruction in a variety of areas connected with academic achievement and performance. The topics include, but are not limited to, time management, study tips, stress reduction, note taking, learning styles, academic writing, and campus resources. Each student is encouraged to complete performance evaluations for the various seminars. The following chart represents semester evaluation totals for Spring 2012*:

    - Total Attendees: 392
    - Survey Responses: 295
    - Success Seminar Evaluations; Spring 2012
    - Success Seminar Attendance Outcomes; Spring 2012
    - Success Seminar evaluations showed a positive approval rating of 85% overall (Excellent and Good ratings). Students who attended 2 or 3 Success Seminars had retention rates of 80% and 81% respectively, while students who attended 1 Seminar had a retention rate of 77%. Additionally, students who attended 2 or 3 Seminars had an overall average semester GPA of 1.63 while students who attended only 1 Seminar had an overall average semester GPA of 1.59. These outcomes suggest that students who participate more fully in Success Seminar programming have higher rates of retention and better overall semester GPA outcomes.

    - Probation/Academic Warning (PAW): PAW students are students who do not meet minimum GPA requirements for good academic standing. For the purposes of At-Risk Programming in the EXCEL Center, these students are defined as those enrolled with fewer than 30 hours and an academic standing of Academic Warning or Academic Probation in Banner form SHATERM. The EXCEL Center services approximately 600 PAW students per semester identified from Banner batch job fc0105. To meet minimum requirements of the programming, PAW students are required to participate in approximately 8 weeks of programming for a total of 6 hours of instruction. Each PAW student, along with his or her Academic Coach, selects appropriate programming which includes: Academic Coach Meetings, Success Seminars, Tutoring, FOCUS, Making Your Mark workbook, and other options as deemed necessary by the Academic Coach.**

    - PAW student success is determined by the student maintaining a current semester GPA of 2.0 or better to stay at current academic standing or to be in good academic standing (requires that the student have an overall GPA of 1.8 or higher with less than 30 hours). The following table demonstrates Spring 2012 PAW Outcomes:

        - PAW Student Retention; Spring 2012
        - PAW Student Success Rate
        - Average PAW Semester GPA
        - Efficacy of PAW Programming
        - Combined PAW Programming Efficacy
        - Academic Coach Efficacy (PAW)
        - Average Semester GPA by Academic Coach
        - PAW students who participated fully (6 hours of programming per semester) were retained at a rate of 84%
with an average semester GPA of 1.84. Full participants succeeded with a semester GPA; 1.99 at a rate of 50%. Partial participants (1; 5 hours of programming per semester) were retained at a rate of 72% with an average semester GPA of 1.53. Partial participants succeeded with a semester GPA; 1.99 at a rate of 36%. Non-participants (0 hours of programming per semester) were retained at a rate of 40% with an average semester GPA of 1.01. Non-participants succeeded with a semester GPA; 1.99 at a rate of 22%. This data suggests that students on Probation/Academic Warning who fully participate in PAW programming are more than twice as likely as non-participants to earn a semester GPA; 1.99. Full participants are also more than twice as likely to be retained as non-participants. While partial participants did not fare as well as full participants, partial participants still performed better academically than non-participants, thus even partial participation is favorable to non-participation.

- Presidential Exceptions (PEX): PEX students are students who are accepted to the university without meeting the minimum requirements for admission but have an exceptional talent in another area (e.g. sports, music, or art). These students are considered at risk for attrition and are often under-prepared for college level work. The EXCEL Center services approximately 25 athletes per semester who have been admitted as Presidential Exceptions. Each PEX student ideally must meet with his/her Academic Coach throughout the semester. During these meetings, the Academic Coach and the PEX student discuss current coursework, assess current academic progress, create weekly objectives, and schedule any necessary appointments. Participation in PEX programming is categorized as full participation if a PEX student meets with his/her Academic Coach 9; 12 times per semester. Partial participation consists of meeting with the Academic Coach 4; 8 times per semester, while non-participation consists of meeting with the Academic Coach; 3 times per semester. PEX student success is achieved if the PEX student receives a semester GPA which places them in good academic standing.** PEX students are tracked using Grades First software.

- Tutoring Program
  - Description of Tutoring Program

  The EXCEL Center tutoring program is certified at the highest of three levels by College Reading and Learning Association (CRLA) National Tutor Certification Program. The tutoring program is offered to students in all core curriculum courses, Monday through Thursday, 8:00 AM until 8:00 PM and Friday 8:00AM until 5:00 PM. The program employed an average of 33 student tutors and has 551 students who made 2762 appointments during the spring semester of 2012. The peer tutors receive biweekly training throughout the year on various topics ranging from learning styles to critical thinking. In attempt to increase the quality of peer instructors across campus three academic departments required their peer instructors to participate in our CRLA training sessions. Our tutors consistently receive excellent to good evaluations of their services. Evaluations of tutors are kept on file in the department office.

  Data for the Learning Tutoring Programs is obtained through our appointment system, AccuTrack, and then correlated with the final grades that are posted in Banner. This semester the EXCEL Center began allowing students to make tutoring appointments online through AccuTrack web based appointment making system. Due to these changes, there were several glitches that the EXCEL Center encountered with AccuTrack appointment based system, which may have resulted in the loss of some of the semester data.

- Contents
  - Spring Tutoring Appointment Totals
  - Success Rate based on Enrollment of Students Tutored
  - Spring Tutoring Appointment Totals by Month
  - Grades and GPAs Based on the Number of Appointments Made
  - Appointments by Subject
  - Tutor Training Schedule with Attendance Totals
  - CRLA Certified Tutors
Survey taken by Tutors about Program

What improvements were implemented in your department based on analysis of the assessment results?

EXCEL Center Planning in Response to Program Assessment

Program

Spring 2012 Assessment Highlights

Impact on 2012-2013 Programming

Holistic Advisement

Advising:

- 93% average Strongly Agree rating on the categories of creating a comfortable environment, listening, referral to resources, knowledge, answering questions completely, providing strategies for success, and displaying professional behavior. This is compared to 91% average over the previous three semesters

Orientation:

- Nearly 1800 incoming freshmen and transfer schedules created
- Delivered presentations to all undeclared students, College of Arts and Humanities majors, College of Social Sciences majors, and School of Nursing majors

Advising:

- Continue to provide professional development opportunities both on campus and through conferences and webinars that emphasize holistic advising
- Provide community resources training that includes both campus and Carrollton
- Maintain strong relations with academic departments in order to provide most accurate and updated information

Orientation:

- Continue to train EXCEL Center staff in holistic schedule design for new students

Career/Major Exploration:
CourseDen Community:

- Frequent communication by EXCEL Center staff about degree programs and events through the CourseDen community did not elicit a high response rate

FOCUS Online Assessment (based on Holland theory of career choice):

- 197 students took FOCUS. The number of undeclared students who took FOCUS was low; they will not initiate the major exploration process
- 76 students who took FOCUS had a follow-up appointment with an EXCEL Center advisor. 68% of those selected a major by the end of the term

Mardi Gras of Majors:

- 500 students attended the Mardi Gras of Majors and learn about degree programs on campus

Referrals:

- No record of the number of referrals to Counseling and Career Development

CourseDen Community:

- Further develop this as an online resource but focus more on getting the students together at events to deliver content

FOCUS Online Assessment:

- More intensive outreach to undeclared students through major- or career path-themed events
- Tie major exploration assessment; whether by FOCUS or another instrument; to a follow-up appointment so that the process (assessment, discussion, exploration, decision) is more transparent to students

Mardi Gras of Majors:

- Maintain high level of academic department participation in Mardi Gras of Majors since it reaches such a large audience

Referrals:

- Track referrals to Counseling and Career Development

Academic Support (APA Workshops, College Success Seminars, Supplemental Instruction, Tutoring, and UWGeek Squad):

APA Workshops:

- Small number of students served
• Students who attended more workshops had higher retention rates and average term GPAs

Success Seminars:
• 395 students attended Success Seminars with 85% rating of excellent or good.
• Students who attended more Success Seminars had higher retention rates and average term GPAs

UWGeekSquad:
• Over 20,000 student visits with 11am-2pm being the heaviest time for traffic
• 59% of students requesting assistance needed help with Microsoft Office programs

APA Workshops:
• Expand the reach of the program to include more students or use funding for other successful EXCEL programs

Success Seminars:
• Make Success Seminars more interactive by changing the format from lecture to workshop for all topics
• Increase repeat attendance in Success Seminars via incentives (spirit prizes, other giveaways).
• Explore ways to deliver Success Seminars digitally to distance learners

UWGeekSquad:
• Use increased tech fee funding to staff the lab with two worker during peak times to provide best student support
• Ensure lab staff receive Microsoft Office training (ITS or other in-house source) for the coming year

At-Risk Programming (Academic Coaching, MAP-Works):
• Academic Coaching (Academic Warning Probation, Presidential Exceptions)
• Full participants were twice as likely to be retained and have a term GPA; 2.0
• Full participation rate was 29%
• Qualitative feedback suggests students feel the program is punitive, which is a disincentive to participation

MAP-Works:
• MAP-Works accurately predicted risk factors for the freshman class; this is a good tool to improve retention
• Interaction with students in the fall semester after risk indicators was low, and more communication was electronic or by phone until the spring, when the students were on Academic Warning

Academic Coaching:
• Restructure and rebrand the program to appeal to students as something they want to participate in so that more students will benefit
• Incentivize full participation via prizes and competition
• Involve service learning as a component to help students in the program develop a bond
• Add mentors as a way to add peer interaction

MAP-Works:

• More intensive outreach to students identified as at-risk during the term of risk indication
• Collaborate with campus resources (Residence Life, Faculty, etc.) to get face-to-face meetings with at-risk students
• Work with First Year Programs and ITS to explore ways to incorporate MAP-Works into Orientation groups and establish connections with incoming at-risk students prior to their first term

Major-Specific Support (Biology and Pre-Nursing):

• Biology
  o This program targeted just over 200 first-year biology students
  o Target group had a higher term GPA than other BIOL freshmen and all UWG freshmen
• Pre-Nursing
  o This program targeted all pre-nursing students with indicator scores that predicted low chances of getting into the BSN program
  o Students in the target population who interacted with EXCEL Center advisors had a higher retention rate and higher term GPA than students in the target population who did not interact with EXCEL Center advisors
  o Students who attended more programs and advising meetings had a higher GPA than those who attended fewer
  o Participants were almost twice as likely to be accepted to the BSN program than non-participants, and just under 22% of 2012 BSN class came from the target population compared to 12% over the previous 5 years
  o 63 students changed their major to ensure future success and a better fit at UWG

• Biology
  o Expand program to serve all BIOL freshmen
• Pre-Nursing
  o Continue to provide BSN program information and resource referrals to ensure success of target population
  o Develop events to attract non-participants so more students benefit from the programming
  o Further incorporate major exploration into programming to assist the nearly 90% of target population who do not make it into BSN programs

Did the improvements have the impact you intended? (if applicable)
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<th>What were your expected outcomes (Goals) for this year?</th>
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<td>• Assist the Excel Center in connecting with residential students who are on academic probation.</td>
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<td>• Develop and implement a system for tracking programming attendance.</td>
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<td>• Evaluate staff positions needs for improvements in the areas of ITS and Marketing.</td>
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<td>• Develop and execute a renovation plan for Strozier Hall.</td>
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<td>• Increase our student operations team accomplishing light facility work such as trash pickup, light custodial tasks, work order assessment.</td>
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<td>• Create and implement a plan for professional staff development.</td>
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<td>• Review Complete College Georgia expectations and develop expectations to accompany its success on behalf of Housing and Residence Life.</td>
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<th>How did the department assess the extent to which it achieved these results?</th>
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<tr>
<td>• Dashboard indicators - # of housing contracts, maintainance request counts, programming attendance/reports, conduct records, staff duty reports</td>
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<td>• Brailsford Dunlavey - marketing assessment and housing master plan</td>
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<td>• Annual business plan</td>
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<tr>
<th>What improvements were implemented in your department based on analysis of the assessment results?</th>
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<tr>
<td>• Fewer maintainance requests than in years past</td>
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<tr>
<td>• Increased hall program participated</td>
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<tr>
<td>• Set hall rent rates to increase departmental revenue and align more closely with other state institutions</td>
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| Did the improvements have the impact you intended? (if applicable) |
### Division
Student Affairs and Enrollment Management

### Department
Career Services

### Year
2012 (Su11-Sp12)

#### What were your expected outcomes (Goals) for this year?

**Career Services Goals for 2011-2012:**

- Re-implement the Graduate and Professional School Fair during the fall semester 2012 at UWG. This event had been coordinated through the UWG Graduate School until it was dissolved in 2011.
- Connect with student organizations for feedback and utilize their assistance in advertising and promoting CS events
- Through renovation of space, provide higher level of service to students utilizing the different areas of Career Services.
- Increase marketing efforts for students and employers with updated brochures and rack cards.

#### How did the department assess the extent to which it achieved these results?

- Written, electronic evaluations and verbal feedback for our primary events from students, supervisors, and recruiters.
- Use of C3M for tracking client traffic and participation in programs/events.

#### What improvements were implemented in your department based on analysis of the assessment results?

- Collaborated with other departments for events and programs, specifically the Community Involvement Fair where children's books and a food drive were included
- Second Year Program CS food drive competition to collect canned goods for the local Soup Kitchen, Howl for the Hungry
- SGA added a Career Services Committee to promote collaborative efforts between the organization and CS.
- A result of renovation is an open and inviting reception area/career library/computer lab for students/alumni to have access to resources
- Large screen monitor in place with campus and Career Services announcements. Created a better environment for students/alumni to be directed to the appropriate area of CS to utilize services. Identified and recruited several students in specific majors (career) for a photo depicting their chosen fields for our brochure. Brochures and rack cards distributed throughout campus, in addition to a CS card used exclusively by Admissions in their recruiting efforts. Scheduled Grad Professional Day event for fall 2012 and anticipate a record number of programs to attend.

#### Did the improvements have the impact you intended? (if applicable)
What were your expected outcomes (Goals) for this year?

- Institute a Veteran Orientation Session that will require all new incoming veterans to attend.
- Customer service training to include multiple Bursar functions in the ESC
- Continue to target at risk RPG students.

How did the department assess the extent to which it achieved these results?

- Worked with First Year Experience (FYE) to modify the Orientation application to add questions regarding VA eligibility.
- Training with the Bursar office and applying those techniques in the Enrollment Services Center (ESC). We now assist students in theour lab with online bill pay via credit card, debit card (webcheck) and show them how to retrieve account and routing numbers. Explain the mandatory fees and assist with applying for Short Term Emergency loans.
- Partnered with Second Year Programsto incorporate Wolf Watch (degree audit software). Sending email notifications for On-Time and Open Registration to currently enrolled students. Sending email reminders to all seniors about applying for graduation. Searching other opportunities to connect with more campus partners for outreach.

What improvements were implemented in your department based on analysis of the assessment results?

- Created reports to confirm Veteran status and sending notification with regards to their specific chapter.
- The ESC is proud to announce UWG is now classified as Veteran Friendly School; and have created and continue to update the ESC website http://www.westga.edu/esc/index_14928.php
- Developed power point presentations for Preview Days to make students aware of services available.

Did the improvements have the impact you intended? (if applicable)

- Due to changes to the Orientation and Preview Day schedule structure, we were unable to assemble all new Veteran and/or dependents of Veterans together at one time for a Veterans information session. We were able to do outreach to student veterans or dependents of veterans who attended Orientation due to the updated Orientation Application, and the VA Representative initiated contact to those individuals by providing brochures about the VA benefit application and certification process. The VA Representative runs Banner Batchjob OR0145 to obtain the list of potential VA students from Orientation.
- The ESC website was updated on the homepage as well as the Veterans Affairs page to include the "We are a Veteran friendly campus" message.
- New Bursar functions now in the ESC include running the Bookstore to the Rescue (B2R) reports and sending the information to the Bookstore. Yard signs are displayed at the beginning of each term when the B2R is available. This new process allows students to access their B2R funds within 4 hours rather than the 24-hour wait-time that was previously experienced by students.
- The ESC and Second Year Experience collaborated on presentations to the Achieving Incredible Milestones (AIM) for HOPE Mentors and tutors to give more information to students about Wolf Watch and Financial Aid. The Scholarships presentation had a 15 student turn-out which was up from the previous years participation.
- Together, the ESC and Registrar's Office continue to provide information and updates to rising Seniors about applying for graduation before the deadline, and notifying students about Registration schedules for upcoming terms. The ESC was also instrumental with moving the Graduation Application online and collecting payment electronically. This was a extreme advancement to the existing process.
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<td>Year</td>
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**What were your expected outcomes (Goals) for this year?**

Our key focus during the 2011-12 academic year was "Continuous Improvement" of processes, policy and procedure.

**How did the department assess the extent to which it achieved these results?**

Goals were improvement based relied on feedback from faculty, staff and students to benchmark our successes and challenges.

**What improvements were implemented in your department based on analysis of the assessment results?**

The department realized many improvements:

- Outreach to faculty, staff and students through the implementation of Registrar 101/102 presentations. The presentations consisted of topics covering from the functions of the office through registration and grades.
- Enhanced graduation activities (larger diplomas, annual Graduation Fair and better communication with students, inherited graduate graduation certification)
- Grade submission - tweaked current program to allow faculty to change grades electronically up to the due date/time
- Moved transcript/enrollment certification processing to the Enrollment Services Center for more concentrated customer service.
- Implemented DegreeWorks Degree Audit for Graduate Students.

**Did the improvements have the impact you intended? (if applicable)**

- Faculty staff & students gained a better understanding of the functions of the Registrar's Office. The implementation of the goals also empowered each group to use technology to enhance common services and to understand policy/procedure. [http://www.westga.edu/registrar/468.php](http://www.westga.edu/registrar/468.php)
- The larger diploma was a big plus with the students, they are very proud to receive the 11 x 14 (bachelors/masters) or the 11 x 17 doctoral.
- The Enrollment Services Center has a dedicated person to handle the certification of enrollment and transcript request processes which improves customer service to the students and alumni.
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<td>Admissions Office</td>
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<td>Year</td>
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What were your expected outcomes (Goals) for this year?
- Increase interest and yielding of eligible "right fit" students
- Develop and integrate new technology solutions (Accepted Student Portal, Xtender Integration, Accuracy Reporting)
- Complete the transition to paperless admission processing
- Develop stronger acceptance communication and increase communication at all points in the enrollment funnel
- Begin the transition to a "modern" admissions office

How did the department assess the extent to which it achieved these results?
- Bi-Monthly application reports (applications and acceptance)
- Creation of no less than 15 daily reports intended to monitor and manage efficient, accurate, and paperless processing
- Bi-Monthly yield reporting (counts for freshman, transfer, and grad across the yield measures: Orientation, Financial Aid, and Housing)
- Monthly monitoring of Outbound calls from call center and visitors (both at campus wide preview days and daily tours)

What improvements were implemented in your department based on analysis of the assessment results?
- Created accepted student portal to increase yield - edging up the current 50% enrollee rate for accepted students
- Mandated follow-up counseling to deferred students (increase qualifying students)
- Developed video content designed to address student concerns - (Ask Wolfie segments)
- Developed a communication portal for guidance counselors based on requests and a desire for a stronger relationship with this group
- Diminished the number of processing errors and speed of processing (from 2 weeks to 3 days)
- Clear gaps in campus tour program led to reallocated money for assistant director and lobby renovation

Did the improvements have the impact you intended? (if applicable)
- Implemented new website and better reservation system to better tour program experience (see image in attached document) to match positive changes to tour program (see attached screen images of changes that include use of video)
- Yield of admitted students rose 2% year-to-year (2011 vs 2012)
- Increases in processing efficiency (see attached document with number report)
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What were your expected outcomes (Goals) for this year?

**Departmental Goals:**
- SHS enhances the University Experience by increasing services available to the UWG campus, optimizing the student physical and emotional health and, so, allowing all students to successfully complete their course work.
- SHS will increase campus community outreach through education about depression and suicidality.
- Health Education will increase campus awareness on a broad range of health-related subjects to improve the well-being of the UWG student.
- SHS will engage the community and participate in efforts to improve the health and wellbeing of Carroll County.

How did the department assess the extent to which it achieved these results?

- All staff maintain current licensure which requires updating their board certification and recertifying in BLS.
- Health Services is audited annually by the DEA (pharmacy), BOR auditors, and is available, at all times, for audit by the Georgia Dept. of Public Health. In addition, health education classes are chronicled and added to the Biennial Alcohol Report maintained by the Dean of Student Affairs office.

What improvements were implemented in your department based on analysis of the assessment results?

- Health Services was audited by BOR Financial Services (regarding handling of payments) and UWG Risk Management for physical facility risks.
- All recommendations were implemented.

Did the improvements have the impact you intended? (if applicable)
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**What were your expected outcomes (Goals) for this year?**

- The First-Year Experience Department, including orientation, first-year programs, commuter programs, and parent programs, was established in 2010.
- The goal of First-Year Experience was to measure the retention rates of students enrolled in each of the first-year programs.

**How did the department assess the extent to which it achieved these results?**

Institutional data acquired through Banner reports were used to measure the retention rates of students enrolled in each of the first-year programs.

**What improvements were implemented in your department based on analysis of the assessment results?**

Based on the retention rates associated with each of the first-year programs, First-Year Experience will continue to support the programs that have the highest retention rates and will challenge the programs with the lowest retention rates to be restructured.

**Did the improvements have the impact you intended? (if applicable)**
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<th>Division</th>
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<td>Financial Aid</td>
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What were your expected outcomes (Goals) for this year?

- Improve the financial aid website to provide more accurate information for students and parents. Provide better navigation and reduce the number of clicks a student has to make to get to information. Launch the Net price calculator as part of this process.
- Complete the Recertification process required to receive federal funding.
- Develop a referral system for students identified as at risk throughout the financial aid process.
- Create an appeal process through Banweb which allows students to submit appeals online. This goal is in conjunction with the Enrollment Services Center and ITS.

How did the department assess the extent to which it achieved these results?

- Utilized the FSA Assessment for improvements to Satisfactory Academic Progress.
- Utilized the FSA Assessment for Policy and Procedure development.
- Utilized Web clouds, Google Analytics and surveys posted to the website.

What improvements were implemented in your department based on analysis of the assessment results?

- Completed the FSA assessment and changed processes in the Satisfactory Academic Progress.
- Developed referral processes with Counseling and Career Services, Enrollment Services, Health Services and the Excel Center.
- Students in the appeal process who document extenuating circumstances or exhibit signs of distress are now being referred to other offices. Many students in the appeal process are required to seek support services on campus as a result of the assessment performed.
- The PP manual in the department has been updated every year as part of an annual goal process. The assessment process provided opportunities for the PP updates to be more detailed as well as offer links back to federal regulations. This has proven helpful in citing information to students and parents. Staff are also better equipped to search the appropriate places for answers to questions not commonly answered.
- Probably the most exciting changes have been through the website. A total redesign of the website took place in the fall. After the redesign, Google Analytics was placed on the website. Changes to information location has been made based on feedback from the GA as well as comments from users on the survey. Future changes will involve an online chat. Meta tags are being updated to provide better search options as this has been a consistent comment from online users.
- Tutorials are currently being developed in the Enrollment Services Center which will provide students and parents with a visual aid for completing forms and accessing information in Banweb.

Did the improvements have the impact you intended? (if applicable)
What were your expected outcomes (Goals) for this year?

The UWG School of Nursing will:

- Maintain high quality undergraduate and graduate nursing programs.
- Maintain faculty who demonstrate excellence in teaching, scholarship, and service to the university, the community, and the profession.
- Maintain a personal learning environment characterized by caring, holism, critical thinking, and professional commitment.

How did the department assess the extent to which it achieved these results?

FY 2011-12 UWG SON Quality Outcome Measures:

- The SON will maintain high quality undergraduate and graduate nursing programs.
  - 100% of BSN students will achieve a score on a predictor exam congruent with a 95% probability of passing NCLEX-RN.
  - 90% of BSN graduates will pass NCLEX-RN on the first attempt (previous calendar year data).
  - 100% of BSN graduates will pass NCLEX-RN within 1 year of graduation.
  - 90% of graduates will indicate satisfaction with the program at graduation.
  - 90% of graduates will indicate satisfaction with the program 1 year post graduation.
  - 90% of graduates seeking employment will be successful within 12 months of graduation.
  - 90% of employers will indicate that graduates (1 year post graduation) function competently in the roles for which they were hired.
  - 90% of Community Advisory Board members are satisfied with graduate performance.
  - 10% of graduates (at exit) will indicate intent to enroll in an advanced degree program.
  - 10% of graduates (1 year post-graduation) will indicate enrollment in an advanced degree program.
  - 80% of students admitted to the BSN/RN-BSN programs will graduate within 3 academic years.
  - 80% of students admitted to the RN-MSN program will graduate within 5 academic years.
  - 80% of students admitted to the MSN program will graduate within 4 academic years.
  - 80% of CNL graduates will pass the certification exam within 3 years of graduation.

- The SON will maintain faculty who demonstrate excellence in teaching, scholarship, and service to the university, the community, and the profession.
  - 100% of faculty will have positive self, peer, and student evaluations of teaching effectiveness.
  - 100% of faculty will participate in School of Nursing committees.
  - 50% of faculty will participate in university committees.
  - 100% of faculty will participate in professional and community activities.
  - 75% of tenure track nursing faculty will have doctoral degrees.
  - 50% of tenure track nursing faculty will submit manuscripts/abstracts for professional publication/presentation each year.
  - 25% of submitted manuscripts/abstracts will be accepted.
  - 75% of non-tenure track faculty will hold professional certification in teaching and/or area of clinical expertise.

- The SON will maintain a personal learning environment characterized by caring, holism, critical thinking, and professional commitment.
  - 90% of graduates will agree that the capstone concepts characterize the learning environment at
graduation.
  o 90% of graduates will agree that the capstone concepts characterize the learning environment at 1 year post graduation.
  o 90% of Community Advisory Board members will agree that graduates demonstrate the capstone concepts 1 year post graduation.

What improvements were implemented in your department based on analysis of the assessment results?

All quality measures listed in #5 were met with the following exceptions:

Goal 1:
• 100% of BSN students will achieve the desired score on the NCLEX-RN predictor exam. Results: 99%. One of 99 students did not meet this goal. This is the first time that the 100% level was not reached. This finding will be evaluated by the SON Sustaining the Caring Curriculum Committee in FY13.

Goal 2:
• 100% of BSN graduates will pass the NCLEX-RN exam within 1 year of graduation. Results: 97%. Three of 96 graduates did not meet this goal. Support for taking the licensing exam is available for alumni but some students do not seek assistance. No changes are anticipated.

Goal 3:
• 90% of graduates will indicate satisfaction with the program at graduation. Results: 78% of BSN graduates were satisfied with the program. This is the first time in 3 years that we have not met this goal and the FY12 score is the lowest ever. The Caring for Students Committee will review these data and make recommendations to the faculty.

Goal 4:
• 10% of graduates will indicate enrollment in an advanced degree program 1 year post graduation. Results: Alumni surveys indicated that no graduates had enrolled in an advanced degree program at one year. This is the first year that we have measured this outcome at one year post graduation, which may be too soon for a practice discipline. The SON Evaluating the Caring Community will study these data and make recommendations to the faculty.

Goal 5:
• 90% of graduates will agree that the capstone concepts characterize the learning environment at graduation. Results: 88% of BSN graduates agreed that the concepts were evident. This the first time in 3 years that this outcome has not been met. The Sustaining the Caring Curriculum will review these data and make recommendations to the faculty.

Goal 6:
• 75% of non-tenure track faculty will hold professional certification in teaching and/or area of clinical expertise. Results: 69% (11 of 16) held certification in FY12. The Caring for Faculty Committee will review these data and make recommendations to the SON administration regarding measures for improvement.

Did the improvements have the impact you intended? (if applicable)
### What were your expected outcomes (Goals) for this year?

The Center for Economic Education (CEE) will conduct workshops for teachers, attract financial support, and provide other services to support economic education in the West Georgia area.

- **Specific goals include:**
  - Advising and attracting B.S. majors in economics with secondary education certification: The goal is to have 5 majors in this program by the end of the Spring 2012.
  - The UWG Economic Education website will be updated on a periodic basis.
  - Efforts will be made to attract financial and other support from the Georgia Council on Economic Education and the RCOB to support center activities.
  - Conduct, with the assistance of the Georgia Council for Economic Education, at least four workshops or other activities for public school teachers and other educators.
  - Remain in contact with Economics Americas coordinators in the West Georgia region.
  - Update the database of economics instructors in the West Georgia Region.
  - Department faculty will attend at least two conferences with sessions/workshops devoted to economics education at the K-12 level.
  - Promote participation of K-12 teachers in economics education activities (in addition to workshops).

### How did the department assess the extent to which it achieved these results?

- As evidenced by the many activities of the Center for Economic Education (CEE), department faculty provided considerable services to K-12 social studies teachers in the region.
- Leland Gustafson coordinates the Center efforts. Judy Butler from the College of Education serves as Associate Director of the Center.
- Activities of the center are supported by a grant from the Georgia Council on Economic Education (GCEE) and by a one-course release provided to the Director of the CEE.
- This past year, $7,538 of support was provided by the GCEE and from an Economic Standards Grant in direct or indirect support of the CEE activities.
- Activities of the center include:
  - Conducting workshops (10 workshops in 2011-12)
  - Distributing economic education materials
  - Conducting interviews with Georgia Economics Teacher of the Year nominees
  - Making presentations at conferences
  - Meeting with West Georgia school district curriculum directors
  - Attending the Georgia Council on Economic Education and the National Council on Economic Education annual meetings.
- In addition, the CEE sponsored the FED Day at UWG (11/18/11). Butler and Gustafson also presented papers at the Georgia Council on Social Studies Meeting (October 2011) and at the National Council for Economic Education Meeting (October 2011).

### What improvements were implemented in your department based on analysis of the assessment results?

- The director of the UWG Center for Economic Education has already organized a number of teacher workshops for 2012-13.
- In addition, a "Fed Education" day has been scheduled for September 25, 2012.

### Did the improvements have the impact you intended? (if applicable)

- During 2010-11, the Center for Economic Education (CEE) conducted 3 workshops for teachers. The number of workshops offered during 2011-12 increased to 10. Thus, the CEE was able to meet its goal of expanding its outreach to K-12 teachers in 2011-12.
- In addition, the CEE conducted 5 workshops in 2012-13. In conjunction with the College of Education, a "UWG Fed Day" was held on September 25, 2012. The next "UWG Fed Day" is scheduled for October 8, 2013.
What were your expected outcomes (Goals) for this year?

- UWG SBDC goals are established each year by the GA SBDC in response to terms of a national contract with the US Small Business Administration.
- Goals for 2011 included:
  - 100 consulting cases
  - 700 consulting hours
  - 50 long-term cases
  - 50 extended engagements cases
- 5 starts, and programs generated revenues on $10,935.
- Client satisfaction surveys are distributed throughout the year and results calculated quarterly for assistance provided.
  - Survey results for Directors and Consultants are expected to total a numerical value in the mid 90s in nine different categories.

How did the department assess the extent to which it achieved these results?

Metrics for the goals are collected throughout the year via a statewide Consulting Information System (CIS) from required input by reporting centers. Data is monitored monthly to insure required progress.

What improvements were implemented in your department based on analysis of the assessment results?

N/A

Did the improvements have the impact you intended? (if applicable)

We are presently transitioning to a new report format, the improvements from previous years have not been recorded or are Non-applicable.
What were your expected outcomes (Goals) for this year?

- The Center for Business and Economics Research (CBER), with the assistance of economics faculty, will successfully conduct an Economic Forecast Breakfast in October 2011.
  - Specific goals:
    - The publication of a Regional Outlook for the West Georgia Region for breakfast attendees
    - Attendance at the breakfast of 300 people or more, and financial and other support for the breakfast from at least 8 sponsors and/or co-sponsors
    - Department faculty will provide insights on the local economy to local civic groups as well as to various media outlets
    - CBER faculty will seek out grant and consulting opportunities to support its mission
    - The CBER will publish quarterly updates on the West Georgia economy (SPG12)

How did the department assess the extent to which it achieved these results?

The Department of Economics/CBER successfully conducted its economic forecast breakfast in October 2011.

- More than 350 people attended and the event was supported by 12 sponsors/co-sponsors.
- Roger Tutterow (Mercer University) presented the national and state outlook.
- William J. Smith (UWG) presented the local economic outlook.
- During 2011-12, insights on the economy were provided on numerous occasions to the media.
- Economic presentations were made to a number of civic groups including the Douglas County COC Power Luncheon, the Newnan Rotary Club, the Carrollton Kiwanis Club, the Peachtree City Kiwanis Club, the Carrollton Optimist Club, and the West Georgia Chapter Personnel Association.
- During 2010-12, various grants/consulting activity supporting CBER work totaled $32,500.
- Three issues of the West Georgia Regional Update were published in 2011-2012.

What improvements were implemented in your department based on analysis of the assessment results?

- All goals of the CBER were achieved in 2011-12.
- Plans are already underway for the 2012 Economic Forecast Breakfast.
- In addition, grant and consulting activity conducted by CBER faculty will remain significant during 2012-13.
- William J. Smith, the Director of the CBER and Hilde Patron, an Associate Professor of Economics, are currently engaged in a significant community banking consulting project.
- Economics staff/faculty are currently working with UCM staff to improve the quality (as well as to lower the cost) of publications related to the annual forecast breakfast.

Did the improvements have the impact you intended? (if applicable)

The CBER successfully conducted forecast breakfasts in Fall 2011 and Fall 2012.

- Approximately 350 individuals attended each of these regional forecasting events.
- The next Forecast Breakfast is scheduled for Tuesday, October 29, 2013.
- The CBER continues to publish its quarterly update of the West Georgia economy.
- This format of the regional economic update was updated with the assistance of UCM staff.
  - Grant/research/consulting activity has also been significant at the CBER.
- The CBER study on community banking received national publicity during 2012-13.
- The CBER study on power plant expansion in Georgia was also cited on numerous occasions.
- CBER-related faculty conducted a number of other consulting projects over the past couple of years and was the recipient of John and Mary Franklin Foundation grants in both 2012 and 2013.
- The CBER website has also been updated.
The University of West Georgia (UWG) has established four strategic guiding principles and twelve corresponding strategic planning goals. Details on these principles and goals can be found at the VPAA's website (www.westga.edu/vpaa). The relationship between departmental and the university goals is indicated in parenthesis.

Goal 1: Economics Graduates:
- Students completing the baccalaureate program with a major in Economics (B.B.A., B.S., B.A.) will be able to demonstrate a satisfactory understanding of economic theory and its application and will be adequately prepared for the job market and/or graduate school. Specifically, i) at least 90% of economics students will pass the department's exit exam, ii) at least 85% of economics students will meet or exceed expectations on their oral presentation assessment, and iii) all graduating economics majors will attend at least one session on job search preparation and at least one session on graduate school opportunities (SPG1)

Goal 2: Economics Majors, Graduates, and Enrollment in Major Courses:
- The Economics Department will recruit majors, effectively advise majors, and schedule classes in such a way to help economics majors graduate in a timely manner. Specifically, the department will i) continue efforts to maintain/expand the number of economics majors and graduates. The specific goal is to maintain the number of majors in all economics degree programs at or above100 and to graduate at least 20 economics majors each year, and ii) average at least 20 students in upper division economics major courses (excluding the business junior core economics courses); iii) offer credit for independent study courses or internships to help students graduate in a timely fashion. (SPG7, SPG8)

Goal 3: Undergraduate Research and Internships:
- Economics majors will be engaged in research and will be given opportunities to participate in internship experiences. Specifically, i) all economics students will make a research or paper presentation in the economics seminar class (ECON 4484), ii) at least four economics majors will make research presentations as part of the "Big Night" competition or participate in some other significant research activity, and iii) at least five economics majors will gain work related experience by participating in an internship. (SPG1)

Goal 4: Departmental Committee Activity:
- Department committees will effectively function during 2011-12. Specifically, i) the Curriculum Committee will review degrees and courses offered by the Economics Department and present any recommendations for changes in courses and/or degree programs to the entire department by the end of Fall 2011 and ii) other committees will meet and undertake actions as needed. (SPG1)

Goal 5: Faculty and Staff Development:
- Economics faculty and staff will be actively engaged in development activities. Examples of such activities include workshops, seminars, training programs, and conferences. As a specific goal, i) adequate funding will be provided by UWG for conference participation, training, the purchase of software, etc. in support of professional development; ii) each faculty member will devote at least 40 hours to such faculty development activities during 2011-12. This is in addition to course preparation activities. However, new course development activities may be included in the 40 hour total. iii) the staff assistant in the department will participate in at least 4 professional workshops or training sessions each year (SPG6)

Goal 6: Research, Publication and Professional Leadership:
- Economics faculty will be actively engaged in research, publication, and other professional activities.
- Specific goals:
  o All tenure track faculty or lecturers in the department will attend a research related economics conference,
At least 75% of economics faculty (tenure track and lecturer) will make a research presentation at an academic conference
  
  - An average of two-thirds of an article per faculty member (tenured or tenure track) will be published (or will accepted for publication) during 2011-2012 for a total of 6 publications for the department (no double counting to determine if we met this goal)
  
  - All full-time economics faculty will be "academically" or "professionally" qualified as defined in the RCOB Faculty Development Policies document
  
  - Department faculty will obtain at least two research or teaching grants from internal or external sources
  
  - Department faculty will take leadership roles in state and national associations as officers, journal referees, conference organizers, etc.(SPG1, SPG6)

Goal 7: Center for Business and Economic Research (CBER) Activities/Economic Forecast Breakfast:
  
  • The Economics Department will conduct an annual forecast breakfast in October 2011 and will be engaged in other regional economic activities. Specifically, i) The Department of Economics will successfully conduct an Economic Forecast Breakfast in October 2011. Specific goals: the publication of a Regional Outlook for the West Georgia Region for breakfast attendees, attendance at the breakfast of 300 people or more, and financial and other support for the breakfast from at least 8 sponsors and/or co-sponsors, ii) Department faculty will provide insights on the local economy to local civic groups as well as to various media outlets, iii) the Economics Department will seek out grant opportunities to support the CBER; and iv) the CBER will publish quarterly updates on the West Georgia economy (SPG12)

Goal 8: Economic Education:
  
  • The Center for Economic Education will conduct workshops for teachers, attract financial support, and provide other services to support economic education in the West Georgia area.
  
  • Specific goals include:
    
    - Advising and attracting B.S. majors in economics with secondary education certification. The goal is to have 5 majors in this program by the end of the Spring 2012.
    
    - The UWG Economic Education website will be updated on a periodic basis.
    
    - Efforts will be made to attract financial and other support from the Georgia Council on Economic Education and the RCOB to support center activities.
    
    - Conduct, with the assistance of the Georgia Council for Economic Education, at least four workshops or other activities for public school teachers and other educators.
    
    - Remain in contact with Economics Americas coordinators in the West Georgia region.
    
    - Update the database of economics instructors in the West Georgia Region.
    
    - Department faculty will attend at least two conferences with sessions/workshops devoted to economics education at the K-12 level.
    
    - Promote participation of K-12 teachers in economics education activities (in addition to workshops). (SPG12)

Goal 9: Teaching Effectiveness:
  
  • Economics faculty will strive to maintain excellence in the classroom and to promote student learning.
  
  • Specifically:
    
    - At least one-half of the half of full time, non-temporary faculty will achieve a median score of 65 (out of 75) on the department teaching effectiveness measure
    
    - At least one half of economics faculty will attend workshops or conference presentations related to the effectiveness in the classroom. (SPG1)

Goal 10: Honors College The Department of Economics will continue to utilize its resources to support the Honors College at UWG:
  
  • Specifically:
    
    - The department will offer Honors sections of ECON 2105 and ECON 2106 during 2011-12.
Department faculty will support Honors College students in various ways such as offering honors credit for students in upper division, non-honors courses. (SPG2)

Goal 11: Student Awareness of the Global Economy:
• The department faculty will support activities which promote greater student awareness of the global economy.
• Specifically, the department will:
  o Offer an international economics course each semester
  o Integrate international concepts in a variety of economics courses
  o Organize an international travel/study abroad program during 2011-12
  o Participate in other international programs such as the University System European Union program or attend an international academic conference at a location outside the U.S. At least two faculty will participate in internationally-related programs. (SPG1)

Goal 12: Distance Education:
• The Department of Economics will continue to utilize its resources to support distance education initiatives of the RCOB and UWG.
• Specifically:
  o The department will offer sections of ECON 2105 and 2106 during 2011-12 as well as courses to support the graduate MBA program on the Newnan campus.
  o At least one section each of the following courses (ECON 2105, 2106, 3402, 3406 and 4410) will be offered online each year. (SPG1, SPG3, SPG12)

Goal 13: Student Engagement:
• The Economics Department will help foster greater student participation in the activities of the department, the RCOB and in the entire university.
• Specifically:
  o The department will continue to induct members in the UWG chapter of Omicron Delta Epsilon (Honor Society in Economics). At least two student-oriented events will be held during the 2011-12 academic year
  o A member of the department will serve as faculty advisor to the Economics Club. The club will sponsor at least two student-oriented events each academic year (field trips, speakers, etc.)
  o Other types of events will be sponsored by the department to support student engagement. (SPG2, SPG5)

Goal 14: Graduate Programs:
• The Department of Economics will continue to utilize its resources to support the MBA degree program offered by the RCOB.
• Specifically:
  o The department will offer required and elective graduate economics courses to support the RCOB MBA program.
  o Department faculty will serve on the graduate faculty and will participate in graduate committees and other graduate-level educational activities. (SPG3)

Goal 15: Department faculty will work with SAS in developing a UWG SAS Certificate Program:
• The goal is to obtain the approval from SAS for a UWG SAS Certificate Program by the end of June 2012.

How did the department assess the extent to which it achieved these results?
During 2011-12, the department met (completely) fourteen (14) fifteen (15) goals. The research productivity goal (#6) was only partially attained. Progress in achieving each goal is summarized below:

Goal 1:
• Twenty-Six (26) of 28 graduating seniors passed the department's written exit exam (more than the 90% pass rate goal) during 2011-12; on the objective portion of the exam (15 multiple choice questions in three areas: macro, micro and stat), 4 students "exceeded expectations," 23 students "met expectations" while 1 student was "below
26 of 28 students met or exceeded oral presentation expectations (above the goal of 85%).

In the senior seminar class, presentations from outside speakers included such topics as "job search tactics," "financial planning," and "career development." All graduating seniors prepared a resume. Goal 1 was met.

Goal 2:
There were 152 economics majors in Spring 2012 (above goal). A total of 31 students received economics degrees at UWG during 2011-12. Economics upper division classes averaged almost 26 students. Fifteen (15) students participated in independent study courses or internships for academic credit during 2011-12. The goal was met.

Goal 3:
Economics faculty advised seven Big Night student presenters during 2011-12. One additional economics major conducted marketing-related research under the guidance of J. Upson. Seven of these students presented his/her research paper at a national or international conference. At least eight economics students completed internships during 2011-12. All economics majors presented results of a research project in the economics seminar class (ECON 4484, Spring 2012). The goal was met.

Goal 4:
Departmental committees (textbook, scholarship, merit review, exit exam, curriculum, etc.) all effectively operated during 2011-12. The major new initiative in 2011-12 was the offering of Intro to Econometrics (with SAS) during Spring 2012. The goal was met.

Goal 5:
All faculty participated in at least 40 hours of faculty development activities. Approximately $21,000 from departmental accounts was spent to support faculty travel to academic conferences and faculty development programs. Another $16,000 (approximate) was spent on software, hardware and other purchases in support of teaching and research. The department staff assistant participated in 11 development workshops or seminars during 2011-12.

Goal 6:
Eight (8) of 9 full time, non-temporary faculty attended a research-related conference (100% goal not met)

7 of 9 faculty made a presentation at a research-oriented conference (75% goal met)

Economics faculty were credited with 9 peer-reviewed publications since Jan. 1, 2011 (no double counting, goal met)

Ten (10) of 11 full time economics faculty members are currently "academically-qualified" or "professionally qualified"

Five (5) economics faculty received awards or were awarded grants (goal met)

Seven (7) of 9 full-time, non-temporary economics faculty were involved in significant ways in academic organizations (goal met). Research goals were partially met for 2011-12.

Goal 7:
The Department of Economics successfully conducted its economic forecast breakfast in October 2011.

More than 350 people attended and the event was supported by 12 sponsors/co-sponsors.

Roger Tutterow (Mercer University) presented the national and state outlook.

William J. Smith (UWG) presented the local economic outlook.

During 2011-12, insights on the economy were provided on numerous occasions to the media. Economic presentations were made to a number of civic groups including the Douglas County COC Power Luncheon, the Newnan Rotary Club, and the Peachtree City Kiwanis Club. During 2011-12, various grants/consulting activity supporting all activities in the department totaled $53,090. Three issues of the West Georgia Regional Update were published in 2011-2012. The goal was met.
Goal 8:
- The B.S. Economics Degree (with Secondary Ed. Certification) had 10 majors as of the end of Spring 2012
- Center for Economic Education (CEE) faculty conducted 10 workshops during 2011-12
- Obtained grant support from the GCEE, updated the CEE website, and conducted other community outreach activities.
- The director of the UWG CEE attended the statewide meeting of the Georgia Council on Economic Education as well as the National Council on Economic Education meetings. The goal was met.

Goal 9:
- Nine of ten full time, non-temporary faculty scored 65 or higher on the departmental teaching effectiveness instrument
- Nine of ten faculty attended a teaching-oriented conference or workshop.

Goal 10:
- The department offered two sections of honors economics during 2011-12; seven economics faculty worked with honors students on individual projects for honors credit in non-honors courses. Goal 10 was met.

Goal 11:
- The department offered international-oriented economics courses at both the undergraduate and graduate level during 2011-12.
- Four faculty members participated in significant international activities during 2011-12 (Boldt, Lopez, Patron, and Smith).
- The department successfully conducted a study abroad trip to Costa Rica during December 2011. Goal 11 was met.

Goal 12:
- The department offered three courses at the Newnan Center during 2011-12 (ECON 2105, 2106, and 6461). Five completely online courses were offered during 2011-12 (ECON 2105, 2106, 3402, 3406, 4410). The goal was met.

Goal 13:
- The department (under the leadership of James Murphy) conducted two meetings of the West Georgia Chapter of Omicron Delta Epsilon during 2011-12. A total of 17 students were inducted into ODE during 2011-12.
- The Economics Club held three meetings during 2011-12 and organized one field trip. Other student-centered events included the study abroad trip to Costa Rica, career-oriented speakers in the economics seminar class, and the involvement of the faculty in promoting undergraduate research. The goal was met.

Goal 14:
- The department offered five graduate courses during 2011-12 (ECON 6461 (two times), ECON 6430, ECON 6450 and ECON 6485 (Costa Rica Study Abroad)). Department faculty participated on graduate committees including the RCOB and the UWG Graduate Programs committees. The goal was met.

Goal 15:
- SAS Certificate Program. William J. Smith (working with N. Fannin) was able to obtain approval for a UWG SAS Certificate program. This certificate will be available for students beginning in 2012-13.

What improvements were implemented in your department based on analysis of the assessment results?
- Although assessment results are satisfactory, we decided to enhance applied microeconomics instruction in the department. For example, we added additional applied microeconomics readings to the economics seminar class (ECON 4484) in the Spring 2012 semester. Approximately one additional week of class was devoted to applied economics topics. However, this additional emphasis had no impact on student performance on the microeconomics multiple choice assessment results.
- In response to student demand, the department successfully offered an Intro to Econometrics course (with SAS
• In past assessments, students have indicated that a strength of the department is the high quality of the department faculty. The department was able to hire a new faculty member (to start August 1, 2011). This new faculty member has received excellent teaching evaluations thus far.

• Three senior faculty have committed to work with the one non-AQ (or PQ) faculty member in the department in an effort to achieve PQ status.

• To make it easier for students to meet with an advisor during peak advising periods, a third departmental advisor was added beginning in Spring 2012.

**Did the improvements have the impact you intended? (if applicable)**

• The assessment results for Spring 2013 show significant improvement in the microeconomics portion of the exit exam. As an example, while 17.9% of students failed to meet expectations on the microeconomics portion of the exit exam in Spring 2012, only 9.6% of students failed to meet expectations in the Spring 2013 assessment. Almost 26% of students exceeded expectations in Spring 2103 vs. 10.7% of students in Spring 2012. This evidence provides support that increased emphasis on applied microeconomics topics in the seminar class has resulted in improved performance on the microeconomics assessment instrument.

• The econometrics course has been offered for two semesters now (Spring 2012, 2103). Students in the Spring 2013 course made presentations at the UWG SAS Conference in April 2013.

• The Economics Dept. was successful in its three job searches during 2012-13. Each faculty hired was our first choice for the position. Each individual is also an outstanding teacher (based on evidence provided during the job search).

• One non-AQ/PQ instructor was not rehired for the 2013-14 academic year. Another non-AQ/PQ lecturer is making tremendous progress in the professional growth area. This faculty member has made a number of pedagogy-related presentations at academic conferences and is working with a faculty member at another academic institutions on a number of projects. Senior faculty will continue working with instructors/lecturers on projects to help them attain or maintain AQ/PQ status.

• The Economics Department employs three faculty for advising of economics majors. Each of these faculty members is a skilled advisor. Each advisor also utilizes the planner function on Wolfwatch when advising students. A fourth trained advisor will be added in Fall 2014.
What were your expected outcomes (Goals) for this year?

Departmental Goals:
- Maintain and enhance the environment for excellence in student learning (SPG1).
- Attract high quality students to the Marketing and Real Estate majors (SPG3, 6, and 7).
- Maintain a current and relevant curriculum (SPG 1)
- Bring innovative student learning methods into the classroom. (SPG1,5)
- Continue to effectively utilize technology in the classroom and in research. (SPG 1)
- Encourage faculty development activities in the form of research, publications, grant work, consulting and other professional development activities. (SPG 6)
- Maintain AACSB accreditation standards for all programs. (SPG1)
- Continue to integrate 'international' aspects into the curriculum and to offer study-abroad programs.(SPG1,5)

Processes to achieve the goals:

Goal 1:
- Provide the best possible undergraduate and graduate learning experiences for our students.
- Provide adequate rewards and recognition for quality teaching
- Seek out and support co-op and internship opportunities.
- Provide course schedules and delivery methods (online; off-campus) that accommodate the needs of students.
- Provide sufficient coverage of support courses.

Goal 2:
- Maintain informative and attractive promotional materials for all programs.
- Actively support University visitation/orientation activities.
- Maintain an attractive and informative department website.
- Provide students adequate scholarship opportunities.
- Support programs that provide opportunities and recognition for student academic achievement.
- Provide students adequate opportunities to discuss academic and career goals with faculty members.

Goal 3:
- Regularly review curriculum and content for currency and relevance.
- Encourage faculty to pursue research relevant to their courses.
- Provide incentives for faculty to regularly revise and update their course content.
- Survey graduates on a regular basis.
- Seek inputs from the College of Business Board of Visitors.

Goal 4:
- Encourage and reward faculty for innovative teaching methods and pedagogical tools that encourage critical thinking - including case analysis, outside business projects, research projects, and other innovative learning tools.
- Provide professional development and training opportunities for faculty.

Goal 5:
- Seek resources to provide state of the art technological support for teaching and research.
- Provide technology training and assistance to faculty.
- Provide incentives for faculty to use technology in the classroom and in research.

Goal 6:
- Encourage all faculty to pursue an appropriate research and professional development agenda.
- Reward faculty for achieving research and professional development expectations.
- Provide financial support for research, meeting attendance, and professional association memberships.
Goal 7:
- Most activities listed support this goal, in addition:
  - Enforce course pre-requisites and upper division admission policy.
  - Insure that appropriate learning outcomes, processes to assess these outcomes and assessment results exist for each degree program.
  - Insure syllabi for all courses support curriculum learning outcomes and describe the processes used to assess these outcomes.

Goal 8:
- Continue to offer the required international (selective) marketing course.
- Encourage faculty to integrate 'international' aspects in all courses.
- Continue to develop and offer the two study abroad programs in London and China.

How did the department assess the extent to which it achieved these results?

Assessment results for the past year.

Goal 1:
- All syllabi and curriculum were regularly evaluated and updated during the year. Most upper division classes included experiential and active learning opportunities.
- Teaching evaluations were included as part of the annual faculty evaluations and all departmental faculty received above average to excellent evaluations. Ms. Brown and Dr. Hazari received the RCOB excellence in teaching annual award.
- Eleven internships were completed by Marketing and Real Estate students over the year. Most students seeking internships were able to find one. Departmental faculty and the career services office continue to encourage students to seek internship opportunities.
- Almost all Marketing classes, including required classes and electives, were offered online at some point during the year. With this current level of online classes and appropriate scheduling, the department is almost at the point of offering students the option of completing the entire marketing degree online. Classes were also offered at the Newnan campus and at the new Douglasville campus.
- All elective courses were offered at appropriate times during the year. Exit interviews indicated that students did not have a problem with finding elective classes. However some students did indicate that core classes offered by other departments were full early in the registration process and difficult to get.

Goal 2:
- All promotional materials were regularly updated and made available in the department and at preview days. New flyers were developed for minors and study abroad programs. Two new bulletin boards were installed outside the department with promotional materials for the study abroad programs and the marketing club.
- Departmental representatives were present at all preview days, Mardi Gras festival of majors and the study abroad fair. Also active recruitment for Delta Pi Epsilon honor society and Beta Gamma Sigma.
- The departmental website was regularly updated and made more attractive, informative and user friendly.
- A total of 31 scholarships were awarded including study abroad scholarships.
- Participation in study abroad programs, Big Night; research competition, and outside class projects provided opportunities for student academic achievement.
- All faculty members maintained regular office hours and were available to speak to students throughout the year.
- Trends in enrollments and majors; While there has been a slight decline in Majors and pre-majors over the past year, enrollment numbers have not declined as much.

Goal 3:
- Course contents were regularly reviewed and updated by faculty members and by the departmental curriculum committee. Any problems and issues were discussed at departmental meetings.
- Departmental faculty maintained a steady stream of research. This year they published a total of 12 refereed journal articles and 8 conference presentations.
Revisions and updates to course content were included in faculty members annual merit evaluations.
A sample of graduating seniors in the marketing capstone course was surveyed every semester. Over 95% expressed satisfaction with the program, the faculty and the facilities. Over 95% also said that they would recommend it to others.
Input from the RCOB board of visitors was instrumental in developing the study abroad programs and in increasing internship opportunities.

Goal 4:
Innovative teaching methods and pedagogical tools are rewarded through the annual merit evaluation process and through teaching awards. Several innovative methods were introduced by faculty members.
All faculty members received adequate funding for professional development activities.

Goal 5:
E-tuition funds have provided more than adequate funding for technology and technological support has been excellent.
All faculty members have participated in one or more technology training sessions.
Use of technology in the classroom is part of the faculty members merit evaluation process.

Goal 6:
A total of twelve papers were published in peer reviewed journals and eight presentations were made at regional and national conferences.
One faculty member received a research award and all research activities were part of the annual merit evaluation process.
Eight faculty members attended academic conferences and all professional association memberships were paid for by the department.

Goal 7:
Course pre-requisites and admission policies are enforced working with the RCOB academic advisors. Any deviations are approved by the dept. chair on a case-by-case basis.
Learning goals and assessment results are available on the UWG SACSwebsite.
All syllabi are reviewed each semester by the faculty members.

Goal 8:
At least two sections of the International marketing course are offered each semester.
All upper division classes now include some discussion of the global issues.
Both study abroad programs in London (9 students) and China (22 students) were offered in Summer 2011 and Spring 2012.

What improvements were implemented in your department based on analysis of the assessment results?

Although assessment results are satisfactory, we have specific plans to enhance the quality of online instruction in the department. For example, we will be conducting ongoing seminars for all faculty teaching online which will include best practices and applications of new technologies.
The department will be expanding online options in Spring 2013 and we hope to formally offer an online degree next year.
We will continue our focus on student involvement with the marketing club, speaker series and internships.
We will also institute a mentor program for at-risk students.

Did the improvements have the impact you intended? (if applicable)
We are presently transitioning to the new report format.
In this current report, the information required in the "Implementation Impact" section was previously included above in the "Departmental Goals Improvements" section.
Please refer to the "Departmental Goals Improvements" section for the outcomes of the actions implemented.
• This explains how we "closed the loop."
### What were your expected outcomes (Goals) for this year?

- Attract high quality high school and junior college graduates to our programs.
- Maintain and enhance the personal environment for student learning, advising and mentoring.
- Maintain a current and relevant curriculum.
- Bring innovative student learning methods into the classroom.
- Maintain AACSB accreditation standards for all programs.
- Achieve an active research agenda for all faculty to include article submissions, presentations at academic/professional meetings, and publications in proceedings and academic professional journals.
- Maintain current library and reference holdings.
- Maintain a current technology infrastructure.
- Provide sufficient coverage of support course requirements.

### How did the department assess the extent to which it achieved these results?

**Goal 1:**

- Maintain informative and attractive promotional materials for all programs.
- Actively support University visitation/orientation activities.
- Build a reputation for our programs through participation in professional, academic, and community organizations.

**Goal 2:**

- Provide adequate rewards and recognition for quality teaching.
- Provide flexible course delivery using a variety of media, including distance and on-line learning.
- Provide user-friendly class schedules.
- Support co-op and internship opportunities.
- Provide scholarship opportunities.
- Establish office hours to provide assistance and advice to students.
- Support programs that provide opportunities and recognition for student academic achievement.
- Review student evaluations on a regular basis.

**Goal 3:**

- Regularly review curriculum structure and content for currency and relevance.
- Encourage faculty to pursue research relevant to their courses.
- Survey graduates on a regular basis.
- Seek input from the College of Business Board of Visitors.

**Goal 4:**

- Encourage and reward faculty for innovation in the classroom.
- Provide technology and training in support of the use of modern classroom media and distance/on-line learning methods.

**Goal 5:**

- Rigorously enforce course pre-requisites and upper division admission policy.
- Ensure that appropriate curriculum learning outcomes, processes to assess these outcomes and assessment
results exist for
- each degree program.
- Insure syllabi for all courses contain course objectives that support degree program learning goals.

Goal 6:
- Encourage all faculty to pursue an appropriate research agenda.
- Reward faculty for their efforts in research.
- Provide financial support for research, and professional association membership and meeting attendance.

Goal 7:
- Seek inputs from faculty annually for desired library purchases.
- Provide financial support for the purchase of reference material and instructional aides to be used.

Goal 8:
- Seek out the resources necessary to provide state of the art technological support for teaching and research.
- Provide the training and assistance needed by the faculty to acquire and maintain expertise in the use of current technology.

Goal 9:
- Coordinate support course offerings with those of other departments.
- Provide adequate sections and class sizes to insure that students can complete their requirements.

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<th>What improvements were implemented in your department based on analysis of the assessment results?</th>
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<td>Goal 1:</td>
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<td>- We have up-to-date brochures for both our Management and MIS programs. These brochures are available on display tables outside of our department. We also distribute the brochures at various recruiting functions on campus. Additionally, we continue to work on our department website to make it informative and user-friendly for prospective students. Our webpage provides information on both the Management and MIS majors, travel abroad opportunities, and various student organizations (e.g., Management Club, MIS Club, and SIFE).</td>
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<td>- We had two department representatives at each of the three UWG Preview Days and we had representation at the Mardi Gras Festival of Majors. We also participated in several academic orientation sessions for residential and commuter students over the summer.</td>
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<td>- Our faculty members actively participate in a number of professional and civic organizations including: the Mason Lodge, the American Legion, the Carroll County Kiwanis Young Professionals, the Agape Hospice Pet Therapy Program, the Carroll County Parks and Recreation Advisory Board, and the West Georgia Trial Lawyers Association.</td>
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Goal 2:
- The RCOB provides annual awards for excellent teaching and, during the past year, Mr. Jeff Rooks, Dr. Leanne DeFoor, and Dr. Mary-Kathryn Zachary received the RCOB Teaching Award. Additionally, Dr. Zachary received the Beta Gamma Sigma Faculty Member of the Year Award.
- We continue to provide flexible course delivery. For instance, over the past year, the Management Department offered 17 D; classes (about 15% of our courses) and 27 N; classes (about 23% of our courses). Additionally, all Core Area F courses and Business Core courses provided by the Management Department have now been
offered on-line.

- To make certain that our department provides user-friendly; class schedules, we offer many courses on-line. Also, we try to offer each major course at least once per year during evening hours or on-line to accommodate non-traditional students. Sixty-six percent of graduating seniors noted that they had no problem with the availability of classes. A common complaint is that the classes for the most popular times/professors filled up quickly. We do have a formal course override system to handle requests for classes that are full.

- In addition to their regular teaching load, faculty also supervise independent studies and internships. Over the past year, Management Department faculty supervised 12 internships and 4 independent studies.

- Sixteen general business scholarships are provided to RCOB students each year. Within our department, Craig Allen Brannon received the Annual Frank R. Hunsicker Award ($1,100). Additionally, Lauren Lee was awarded the Henry M. Cameron Scholarship Fund ($400).

- All faculty members have a minimum of 10 office hours each week. One hundred percent of graduating seniors noted that faculty were Frequently; or Regularly; available outside of the classroom.

- The Management Department provides opportunities for student academic achievement. For example, over the past year, Dr. Bergiel and Dr. Zachary lead a group of 24 students in a study abroad trip to Barcelona, Spain. Also, our faculty supervised 30 Honors projects. Further, our faculty serve as advisors for the Management Club, the MIS Club, and Students in Free Enterprise (SIFE).

- The department chair reviews all student evaluations each semester. The chair then provides feedback to each faculty member. Summaries of the chair evaluations are included in the annual merit evaluation.

Goal 3:

- Faculty members regularly review their course content to make certain that it is current and relevant. Changes in curriculum, new course developments, redesign of courses, and innovations in the classroom are formally reported by faculty each year in their annual evaluations. Additionally, the department chair meets periodically with both MIS and Management to examine the curriculum in both majors. During Spring 2012, the department chair met with the MIS faculty to review currently initiatives in the MIS area and discuss possible changes in the curriculum (e.g., certification exams in CISM 2201).

- Each faculty member research is reviewed annually during the evaluation process. Results of this year’s evaluation indicate that faculty members are pursuing a research agenda that is consistent and appropriate for their teaching area.

- Graduating seniors in both the Management and MIS areas are surveyed each semester. Ninety-three graduating seniors responded to our Spring, Summer, and Fall 2010 senior exit surveys. A sample of the responses follows:
  - 99% were Very Satisfied; or Satisfied; with their decision to earn a B.B.A. degree in our department
  - 97% rated the quality of instruction in our department as Excellent; or Good;
  - 99% reported that it was Very Likely; or Likely; they would recommend our program to a friend
  - 96% stated that they were Very Satisfied; or Satisfied; with the their major advisor
  - 100% noted that faculty were Frequently; or Regularly; available outside of the classroom
  - 58% reported that they had visited UWG Career Services
  - 44% reported that they had participated in on-campus job fairs
Input from the RCOB Board of Visitors and other stakeholders is often considered in making changes to our courses. For example, during one of our meetings with the CIO Director at Southwire, she suggested that our MIS students needed more experience with computer security than we were currently providing. Thus, to make certain that our students are receiving the knowledge and skills valued by employers, we will now add more material on security in our CISM 4390 course.

Goal 4:

- Faculty are encouraged and rewarded for innovations in the classroom in several different ways. First, e-Tuition funds have been used to purchase computer-related devices so that faculty can integrate new technologies into the classroom. Second, RCOB awards are given annually to faculty who demonstrate excellent performance in the classroom. Third, innovations in the classroom are a key element in the annual merit evaluation process.

- The department is well-equipped with state-of-the-art technology. For instance, over the past year, e-Tuition funds were made available to upgrade the iPads and MiFi systems for department faculty. Faculty now have the ability to access their on-line materials remotely. Additionally, by using this new technology, our faculty are better able to relate to our students who use this technology on a regular basis and are able to integrate this technology into their classes.

Goal 5:

- Working with the RCOB Academic Advisors, we continue to enforce course pre-requisites and admission policies during advising and pre-registration. The department chair approves any deviations from established policies on a case-by-case basis.

- Learning goals and assessment results for the Management and MIS major are available on the department website.

- All syllabi are reviewed each semester by the Office Coordinator to ensure consistency in the learning objectives across different sections of the core courses offered in our department.

Goal 6:

- Each faculty member research is reviewed annually during the merit evaluation process.
- Results of this year evaluations indicate that faculty members are pursuing a research agenda that is consistent and appropriate for their teaching area.
- Overall, the Management Department faculty published 22 peer-reviewed articles, made 22 paper presentations, and wrote two book chapters.
- Both recognition awards and grants are provided to faculty in the RCOB. For example, over the past year, Dr. Mary-Kathryn Zachary was recognized with the RCOB Research Scholar Award ($5,000) and the RCOB Faculty Development Award ($1,000). Additionally, Dr. Kim Green received the RCOB Stone Grant for Entrepreneurial Research ($1,000).
- During the past year, we provided a travel budget; to all faculty members meeting the criteria outlined the Department Policy for the Allocation of Travel Funds.

Goal 7:

- Input from faculty on library purchases is solicited. Typically, two e-mail requests are sent to faculty each year to ask them for input on how library funds allocated for our department should be used.
- Faculty members are given funds each year that can be used to purchase reference material and instructional aides.

Goal 8:

- Our technology infrastructure remains excellent. All faculty computers are replaced about every three years and state-of-art equipment is available in all classrooms. Additionally, significant funds continue to be invested in the MIS Lab.

- Faculty members are given travel awards each year. These funds can be used for technology training and workshops. Additionally, many training sessions, on a variety of technology topics, are offered during the year by both ITS and Distanced Education.

Goal 9:

- Department Chairs and the Assistant Dean meet to discuss each schedule before submitting it for publication. The purpose of this meeting to resolve as many scheduling conflicts as possible and ensure that we offer students reasonable alternatives.

- Multiple sections of each core course (BUSA 2106, CISM 2201, CISM 3330, MGNT 3600, MGNT 3615 and MGNT 4660) are offered each semester. Classes are set at limits which attempt to include as many students as possible, while still preserving our mission to provide educational excellence in a personal environment.; Once classes reach a pre-established limit, students complete course override forms for these full; classes and then a limited number of students are allowed into the courses based on their needs. Every effort is made to ensure that students get the courses they need or that we offer alternatives to students (that they may not have considered) that will allow them to get a full schedule and graduate in a timely manner.

**Did the improvements have the impact you intended? (if applicable)**

- We are presently transitioning to the new report format. In this current report, the information required in the "Implementation Impact" section was previously included above in the "Departmental Goals Improvements" section. Please refer to the "Departmental Goals Improvements" section for the outcomes of the actions implemented. This explains how we "closed the loop."
What were your expected outcomes (Goals) for this year?

- To realize the vision and develop the core values, several core services and competencies have been designed.
- Implementing these core services and competencies will ensure that:
  - Our programs have an excellent reputation among employers SPG 1
  - We provide the best possible undergraduate and graduate learning experiences to students SPG 1
  - Ample institutional and external support exists for professional development activities SPG 6
  - Student learning, scholarship, and service activities are goal directed, conducted efficiently and effectively, and rewarded based on the value of their contributions to our core values SPG 1
  - The prospects for attracting and retaining quality students and faculty are high SPG 3, 6, 7
  - The relations between the Department and various stakeholder groups are excellent SPG 12

III. Core Services

A. Internal Customers (Students):

- Provide a quality curriculum SPG 1
- Provide quality courses SPG 1
- Provide flexible course delivery using a variety of media, including distance and on-line learning where appropriate SPG 1
- Provide user-friendly class schedules SPG 1, 4
- Provide a personal environment SPG 4, 8
- Provide quality advising and mentoring SPG 1, 4
- Provide quality internships and coop opportunities SPG 1
- Provide international learning opportunities SPG 1
- Provide students with an educational foundation which will assist in the pursuit of quality employment or acceptance in masters or doctoral programs SPG 1
- Provide scholarship opportunities SPG 1

B. External Customers (Businesses, Governmental Organizations and Educational Institutions of Higher Learning):

- Provide quality graduates for employment SPG 1
- Provide quality graduates for enrollment in masters and doctoral programs SPG 1
- Provide technical and topical expertise to businesses SPG 12
- Provide local and global continuing education opportunities SPG 12

IV. Core Competencies

A. Student Focus:

- Attract high quality high school and junior college graduates to the BBA SPG 7
- Attract high quality BBA and liberal arts students to the MPAcc and MBA SPG 3
- Maintain and enhance our personal environment in student learning, advising and mentoring SPG 3, 4

B. Market Focus:

- Seek alumni and employer input for curricular improvements and establishing course program learning
outcomes SPG 1, 12
• Establish relationships with alumni and employers to supply/secure student internships and jobs SPG 1, SPG 1, 12

C. Customer Focus and Accessibility:
• Bring innovative student learning methods and cutting-edge content into the classroom including:
  o Written assignments that are graded for composition and grammar as well as for technical content SPG 1
  o Oral presentations that are graded for delivery and style as well as for the propriety of the solution SPG 1
  o Solving cases that are based on actual experiences SPG 1
  o Discussions of business ethics SPG 1
  o The proper amount of content in a given subject to acquire an in-depth knowledge SPG 1
  o The appropriate use of technology SPG 1

• Continuously improve curriculum structure and content to anticipate market demand for skills SPG 1

D. Reputation:
• Maintain AACSB general accreditation and separate Accounting Program accreditation SPG 1

E. Successful Faculty (For the Department as a Whole):
• Produce an average of one peer reviewed paper per faculty per year SPG 1
• Pursue an active research agenda to include article submissions, presentations at academic/professional meetings, and publications in proceedings and academic and professional journals SPG 1
• Involve faculty in professional and academic organizations SPG 1
• Ensure faculty use of cutting-edge course content and student learning methods including multi-media and DL/on-line technology where appropriate SPG 1
• Involve faculty in CPE, certificate, and training programs SPG 1
• Involve faculty in grant applications SPG 1
• Involve faculty in the continuous improvement of institutional processes SPG 1

F. Continuous Improvement:
• Have updated library and reference holdings SPG 1, 6
• Have technology and faculty training opportunities SPG 1, 6
• Have technology infrastructure SPG 1, 6
• Support faculty travel, membership, and meeting attendance SPG 1, 6
• Support student recruitment and placement and other networking activities by faculty SPG 3, 7
• Provide faculty internship opportunities SPG 1, 6
• Develop support strategies aimed at alumni and employers SPG 12
• Reduce the effect of salary compression/inversion to the extent possible SPG 6
• Support faculty research and service through administrative processes and reward strategies SPG 1, G 1, 6
• Maintain administrative processes that lead to goal congruent faculty behavior SPG 1, 6
• Improve the quality of input and monetary support by the Accounting Advisory Board to obtain the following benefits:
  o Curriculum review and update SPG 1, 7
How did the department assess the extent to which it achieved these results?

Undergraduate:

- LG4 Understand the principles and practices common to the major forms of accounting.
- LO4.1 Students will be able to demonstrate knowledge of product costs.
- LO4.2 Students will be able to demonstrate knowledge of operational and financial budgets.
- LO4.3 Students will be able to demonstrate an understanding of the balance sheet accounts and statement of cash flows. LO4.4 Students will be able to compute AGI, taxable income, and tax on taxable income.
- LO4.5 Students will be able to demonstrate knowledge of an audit plan and an audit report.
- LO4.6 Students will demonstrate knowledge of audit procedures.
- LO4.7 Students will be able to demonstrate knowledge of the basics of internal control
- LO4.8 Students will be able to demonstrate knowledge of the revenue and expenditure cycles

Graduate:

- LG1 Communicate at a professional level in oral presentations and in writing.
- LO1.1 Students will be able to conduct research relevant to accounting issues and problems.
- LO1.2 Students will be able to create effective written documents.
- LO1.3 Students will be able to prepare and deliver effective oral accounting presentations.
- LG2 Identify how globalization affects organizations and their environment.
- LO2.1 Students will be able to identify the impact of international accounting standards on the accounting profession.
- LG3 Recognize the importance of ethical decision making.
- LO3.1 Students will be able to identify ethical theories and concepts and their importance.
- LO3.2 Students will be able to evaluate situations from various ethical frameworks.
- LG4 Understand the majors forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.
- LO4.1 Students will be able to identify tax planning issues involving like-kind exchanges.
- LO4.2 Students will be able to differentiate between for-profit, non-profit, and governmental accounting and auditing rules and regulations.
- LO4.3 Students will have an understanding of strategic management accounting tools.
- LO4.4 Students will be able to recognize fraudulent financial reporting.
- LO4.5 Students will be able to develop entity relationship diagrams and understand modeling of business processes.
- LO4.6 Students will be able to identify standard setting policies and procedures and develop implications for the accounting profession.

What improvements were implemented in your department based on analysis of the assessment results?

- ACCT 6233 (Strategic Cost Management) is a Master of Professional Accounting course. In the spring semester of 2009, the results of assessment indicated that 50 percent of students did not meet expectations and only 11 percent exceeded expectations.
- The learning goal assessed was number five, which at that time was:
  - Understand the principles, practices, and professional responsibilities common to the major forms of
accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems. (As a result of the September 2010 rewriting of the learning goals, this is now learning goal number four.)

- The learning objectives measured were:
  - Apply quantitative skills to business problems; and
  - Master management accounting course content. The assessment instrument was a 20 question exam which was given at the end of the semester. Analysis of the results indicated that two areas of poor performance were total quality management and the theory of constraints.

- As a course of action, the pedagogy was shifted to generalized verbal comprehension in class presentations (students were not allowed to use notes), class discussions, and having a course participation grade.

- Also, the topics of total quality management and the theory of constraints received special emphasis. The results for the spring semester 2010 assessment showed there were no students who did not meet expectations and 40 percent of students exceeded expectations.

- ACCT 6264 (Nonprofit Accounting and Auditing) is an MPAcc course offered in the fall semesters. In the fall semester of 2009, learning goal number five was assessed in this class. The learning objectives were:
  - Understand Not for Profit (NFP) Accounting and Auditing (A A) theory and apply its underlying procedures to specific situations; and
  - Understand the system design consequences of the unique accountability and operational characteristics of NFPs. Assessment was done in the form of embedded examination questions. The result was that 32 percent of the students did not meet expectations.

- The course of action taken was to provide more coverage on potential component units, hospital accounting for charity services, and the Single Audit Act. As a result, the assessment of 2010 had no students who did not meet expectations and 77 percent who exceeded expectations, a substantial improvement from the previous assessment.

- ACCT 4241 (Accounting Information Systems) is an undergraduate major course offered in the fall and summer semesters. The learning goal assessed in the fall semester of 2007 was to understand the principles and practices common to the major forms of accounting. The assessment of a flowcharting assignment produced a result of 68 percent of students who did not meet expectations. As a result of this outcome, a special (previously unscheduled) assessment was conducted in the summer session of 2008. The course of action was to have increased emphasis on the topic of flowcharting.

- The result of the follow-up assessment in the summer session of 2008 was that only six percent of students did not meet expectations. Based on the success of the emphasis and importance placed on the topic of flowcharting, the decision was made to have a flowcharting examination as a component of the next offering of the course. Having the increased emphasis on flowcharting resulted in having no students who did not meet expectations when the assessment was conducted for the fall semester of 2008. The results over the course of the three assessments are summarized as follows:
  - The courses of action taken based on assessments do not always result in such immediate and dramatic improvements.
  - In some instances, the process of improving student learning takes longer. The instructor may try something and have results that are the same as before or, in some cases, even worse than before.
  - However, with continued effort, the instructor is usually able to figure out what works, and the result is an improvement in student learning. One such example is the results of assessments in ACCT 3232 (Managerial Accounting).

Did the improvements have the impact you intended? (if applicable)
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**What were your expected outcomes (Goals) for this year?**  
I have just begun as director of the Center for IDS and am not aware of departmental goals for the reporting year.

**How did the department assess the extent to which it achieved these results?**  
There are no known assessments currently in place.

**What improvements were implemented in your department based on analysis of the assessment results?**  
N/A, see above.

**Did the improvements have the impact you intended? (if applicable)**  

### What were your expected outcomes (Goals) for this year?

- Increase the number of incoming International Students.
- Increase the number of students doing Study Abroad.
- Increase the number of students doing Semester Exchange Programs.
- Increase the number of Study Abroad Programs.

### How did the department assess the extent to which it achieved these results?

1. **To assess goal #1**  
   - "Increase the number of incoming International Students" we measured the number of incoming international students per year.

2. **To assess goal #2**  
   - "Increase the number of students doing Study Abroad" we measured the number of students studying abroad, the number of study abroad presentations events and the development of College based matching funds for existing study abroad scholarship funds.

3. **To assess goal #3**  
   - "Increase the number of students doing Semester Exchange Programs" we measured the number of students doing exchange programs, the number of exchange programs and the development of potential new exchange programs.

4. **To assess goal #4**  
   - "Increase the number of Study Abroad Programs" we measured the number of approved programs, the number of programs that travelled, and the programs that were under development.

### What improvements were implemented in your department based on analysis of the assessment results?

### Did the improvements have the impact you intended? (if applicable)
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**What were your expected outcomes (Goals) for this year?**

- Provide educational opportunities and learning experiences outside the classroom consistently throughout the year through quality programming.
- Increase enrollment while maintaining a diverse population.
- Increase student participation and success in undergraduate research.

**How did the department assess the extent to which it achieved these results?**

- Students were required to complete an end of year questionnaire that included their undergraduate research participation, as well as other noteworthy achievements.
- Enrollment is also tracked yearly by the program specialist. Although not required, students were asked to complete a satisfaction survey covering their opinions of all aspects of their Academy experience. The results of this survey are attached in item 7.

**What improvements were implemented in your department based on analysis of the assessment results?**

- The Academy had a new residential coordinator for 2011-12, as well as added a graduate assistant to the residential staff.
- Due to these changes, the quality and amount of programming provided increased substantially, which is documented through the student satisfaction survey.
- Enrollment increased for 2011-12 from 65 for 2010-11 to 75.
- The program specialist provided more follow-up through emails and calls to interested students and made more visits to schools.
- Undergraduate research increased from 34.4% for 2010-11 (21 out of 61 students) to 43.5% (30 out of 69 students) for 2011-12. This increase was largely due to more encouragement from the residential staff for students to participate. Student leaders/mentors were used to encourage new students to seek out research opportunities.

**Did the improvements have the impact you intended? (if applicable)**
What were your expected outcomes (Goals) for this year?

Departmental Goals [http://www.westga.edu/psydept/index_6883.php]

Our departmental approach emphasizes teaching excellence characterized by:

- Personal attention (e.g., advisement, mentoring, sponsorship of colloquia and dialogue sessions, and the very emphasis integral to our disciplinary approach)
- Experiential involvement (e.g., opportunities for students to reflect on the application of psychological ideas to their personal experiences through activities such as journals, other written assignments, self-awareness projects, and presentations)
- Critical examination and exploration of the discipline of psychology (e.g., assignments such as response papers, essay examinations, integrative literature reviews); and
- Pre-professional preparation and social application (e.g., practica, internships, and other field-related projects; and increased familiarity with opportunities for employment and graduate study in psychology).

How did the department assess the extent to which it achieved these results?

http://www.westga.edu/psydept/index_7690.php Located under EFFECTIVENESS

EffectivenessPsychology B.A. Learning Outcomes:

- Theoretical Dexterity; Graduates of the psychology program will have developed a deep understanding of the dominant themes, conflicts, and perspectives within the discipline, as well as the ability to employ, critically evaluate, and shift among various perspectives when required. Specifically, they will: Articulate and employ the major perspectives of psychology including biological/neuroscientific, behavioral, cognitive, psychoanalytic, critical, humanistic, and transpersonal psychology. Compare, contrast and describe advantages and limitations of these perspectives. Discuss overarching themes, persistent questions, or enduring conflicts in psychology such as the interaction of heredity and environment, or the interaction of mind and body.
- Application of Learning; Graduates of the psychology program will be able to effectively and judiciously apply psychological concepts and perspectives to the major domains of life outside the classroom. Specifically, they will: Identify and evaluate the source, context, and credibility of information. Articulate how psychological principles can be used to explain social issues and inform public policy. Critically evaluate popular media reports of psychological research.
- Historical-Cultural Context; Graduates of the psychology program will demonstrate a keen awareness of the ways that culture and history have shaped the discipline and affect its practitioners. Specifically, they will: Recognize how sociocultural contexts influence the application of psychological ideas. Narrate the history of psychology, including the evolution of methods, the theoretical conflicts, and the sociocultural contexts of the field. Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.
- Personal Development; Graduates of the psychology program will gain knowledge about their identity, values, aspirations, emotions, strengths and weaknesses. Specifically, they will: Identify their personal and professional values. Demonstrate insight into, and awareness of, their emotions, motives, and attitudes using psychological ideas and principles.
- Career Discernment and Preparation; Through close collaboration with faculty, graduates of the psychology program will have an understanding of the major career areas in psychology and an intimate knowledge of their own inclinations and vocations toward a particular area of work. Specifically, they will: Describe preferred career paths in conjunction with their advisor and on the basis of an accurate self-assessment of abilities, achievement, motivation, and work habits. Apply knowledge of psychology (e.g., decision strategies, life-span processes, psychological assessment, types of psychological careers) to the formulation of career choices.

What improvements were implemented in your department based on analysis of the assessment results?

Undergraduate Program:

- Revamped undergraduate courses to give students a better theoretical background.
- Implemented a research component that begins in AREA F with asking research questions that will culminate in a research project their senior year.
- Restructured the process of declaring Majors and receiving advisement to make it more convenient for students. Students can declare major online and set up advising appointment. MA program - Implemented formal orientation program. Ph.D. - Developed Handbook

Did the improvements have the impact you intended? (if applicable)
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<td>Political Science Department</td>
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**What were your expected outcomes (Goals) for this year?**

- Increase enrollment in the graduate Planning program.
- Update Core Area F requirements.
- Implement the newly redesigned POLS 2601 (Research Methods).

**How did the department assess the extent to which it achieved these results?**

- American Government students now take an assessment exam to determine their knowledge of founding principles, the separation of powers, constitutionalism, and foreign policy.
- All POLS students enrolled in Senior Seminar are administered an exit survey. The survey assesses student perceptions of the overall learning experience. Results from the exit survey generates both quantifiable data and qualitative comments and suggestions.

**What improvements were implemented in your department based on analysis of the assessment results?**

The Department members will meet in August 2012 and examine the assessment results.

**Did the improvements have the impact you intended? (if applicable)**
What were your expected outcomes (Goals) for this year?

- Modify Mass Communications degree program from a B.A. to B.S. to offer a specialized professional-oriented program that emphasizes cognate areas as well as strong oral and written communication skills, analytical skills, research skills, and technologic skills.
- Complete Phase I of Strategic Plan - Articulate 3-5 year strategic priorities and corresponding SMART goals, i.e., goals that are measurable, ambitious but achievable, and time-bound.
- Complete Phase 1 of curriculum assessment, i.e., assess select required courses, which is a requirement to initiate application process with Accrediting Council on Education in Journalism and Mass Communications, i.e., all required courses must be assessed during at least one cycle.
- Strengthen faculty/staff recognition in regards to critical program initiatives and strategic priorities.
- Strengthen strategic partnerships, particularly with community and national affiliates to heighten program visibility, prestige, viability.

How did the department assess the extent to which it achieved these results?

- USG Substantive Program Modification Criteria
- SWOT Analysis
- SMART Goals Criteria
- Strategic Plan Benchmarks
- Accrediting Council on Education in Journalism and Mass Communications Assessment Guidelines

What improvements were implemented in your department based on analysis of the assessment results?

Goal 1:
- Submitted successful proposal to modify degree program from a Bachelor of Arts to a Bachelor of Science. The B.S. program, which was approved by UWG and USG, offers a specialized professional-oriented curriculum that emphasizes cognate areas as well as strong oral and written communication skills, analytical skills, research skills, and technologic skills.

Goal 2:
- Faculty and staff collaboratively conducted a SWOT analysis, and articulated 3-5 year strategic priorities and corresponding SMART goals, i.e., goals that are measurable, ambitious but achievable, and time-bound, during inaugural department strategic planning retreat and subsequent intensive brainstorming sessions (see assessment file attachment).

Goal 3:
- The department chair, Dr. Camilla Gant, established the Visionary Leadership Award. This inaugural, chair award honors faculty and staff who have demonstrated exemplary vision and leadership in regard to critical program initiatives or strategic priorities. This year recipients are Bruce Daniel (scholarship initiatives); Dr. Amber Smallwood (public relations curriculum development), and Dr. Brad Yates (The WOLF Internet Radio programming and experiential learning development). Dr. Gant also nominated five faculty for the College of Social Sciences inaugural outstanding faculty awards. Dr. Amber Smallwood received the Outstanding Junior Faculty Award and Dr. Brad Yates received the Outstanding Mentor Award.

Goal 4:
- Completed initial assessment for select required courses, which is a requirement to initiate the application process with the Accrediting Council on Education in Journalism and Mass Communications (note, however, that all required courses must be assessed during at least one cycle). Initial assessment of said courses largely indicates that students are meeting or exceeding learning outcomes (see program assessment).

Goal 5:
- Media Day is a signature department event to celebrate academic and professional development achievements of majors and distinguished alumni, and to create professional networking opportunities for students, particularly majors and minors. The event line-up included a panel of professionals, a professional networking session, and an Honors luncheon, including approximately 50 professionals and alumni from...
Atlanta and Carrollton. Moreover, the Times Georgian continued its $1000 corporate sponsorship for the Media Day Honors Luncheon which primarily underwrites the meal cost for students.

- The department also forged partnerships with two national student organizations which enhance the prestige and visibility of the program as well as provide valuable professional connections and professional development experiences for students. Under the leadership of Dr. Amber Smallwood, West Georgia PRSSA (Public Relations Student Society of America) was granted a charter by the national Public Relations Society of America in August 2011. PRSA is the largest professional society for public relations in the world and PRSSA is the largest organization for students studying public relations.
- Also, under the leadership of Dr. Brad Yates, in April 2012, the department was approved to charter a West Georgia chapter of the National Broadcasting Society - Alpha Epsilon Rho. NBS-AERho is a professional and honorary society of over 85 chapters that aim to encourage and reward scholarship and accomplishment; to establish meaningful communication between student and professional broadcasters, and to foster integrity in the use of radio, television, film, cable and associated businesses and industries.

**Did the improvements have the impact you intended? (if applicable)**

Yes. As a result of achieving the following goals, teaching and learning curves, experiential learning, professional networking opportunities, and strategic partnerships are strengthened. Additionally, faculty and staff recognition and program visibility and prestige are heightened.

**Goal 1:**
- Submitted successful proposal to modify degree program from a Bachelor of Arts to a Bachelor of Science. The B.S. program, which was approved by UWG and USG, offers a specialized professional-oriented curriculum that emphasizes cognate areas as well as strong oral and written communication skills, analytical skills, research skills, and technologic skills.

**Goal 2:**
- Faculty and staff collaboratively conducted a SWOT analysis, and articulated 3-5 year strategic priorities and corresponding SMART goals, i.e., goals that are measurable, ambitious but achievable, and time-bound, during inaugural department strategic planning retreat and subsequent intensive brainstorming sessions (see assessment file attachment).

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- The department chair, Dr. Camilla Gant, established the Visionary Leadership Award. This inaugural, chair award honors faculty and staff who have demonstrated exemplary vision and leadership in regard to critical program initiatives or strategic priorities. This year
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**What were your expected outcomes (Goals) for this year?**

The Thomas B. Murphy Center for Public Service is committed to the goals of advancing student knowledge and involvement in the public policy process and public affairs, and to providing a significant contribution to the learning community at the University of West Georgia.

**How did the department assess the extent to which it achieved these results?**

Yearly director’s review of past activities.

**What improvements were implemented in your department based on analysis of the assessment results?**

The Center sought additional funding.

**Did the improvements have the impact you intended? (if applicable)**
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<th>Division</th>
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<td>Criminology Department</td>
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**What were your expected outcomes (Goals) for this year?**

- The motto of the University of West Georgia is Educational Excellence in a Personal Environment.; With the continued expansion of the university, the foundation of the Department of Criminology has served as a notice to the West Georgia criminological community, a community that has had chronically low educational attainment, low college attendance rates and a paltry investment in basic research and development that has stymied systemic growth and diversification. As the Department grows in size and stature it will serve as a catalyst for the increased educational attainment needed to bolster economic and community development, in a region of the state that will have an ever-increasing impact on the future of Georgia.
- With the issue of a better educated workforce becoming a state priority, the department plans to emerge as a world class research and knowledge center of relevance and significance at a time when society is searching for new directions and solutions to the major crime problems that plague our society.
- This in turn will attract leading faculty, visiting scholars, top graduate students, a highly capable and motivated undergraduate student body, dedicated staff, visionary administrators and external supporters, providing the strongest possible platform for sustainable development and intellectual growth.
- The faculty, staff, administrators and students of the Department of Criminology have been drawn by the challenge of building this type of world-class institution from the ground up. The collective energy, enthusiasm and determination of these spirited pioneers have enabled the department to overcome major obstacles and forge ahead, embracing the opportunity to build the next great department at the University of West Georgia.
- In order to accomplish this vision the department will:
  - Continue to function as a face to face undergraduate program of distinction in the state as the only program firmly grounded in Criminology; maintaining a broad scope of criminological problems beyond the criminal justice system
  - Continue to function as a graduate program of distinction in the state as the only program offering a Master in Criminology; focusing on maintaining small, personal classes by limiting enrollment to only the most qualified students; and
  - Continue to scale the new online program into a program of distinction by developing a five-star, quality matters program through systematic development of five star courses and faculty members.

**How did the department assess the extent to which it achieved these results?**

- College of Social Sciences Knowledge of the basic research methods in the social sciences.
- College of Social Sciences Knowledge of the main theories in criminology that offer various ways of understanding why people commit crimes.
- College of Social Sciences Knowledge of career options and job preparedness in criminology/criminal justice, including pursuit of advanced degrees.

**What improvements were implemented in your department based on analysis of the assessment results?**

**Did the improvements have the impact you intended? (if applicable)**
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<th>What were your expected outcomes (Goals) for this year?</th>
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<tr>
<td>• Provide the University of West Georgia, the surrounding community, and the state with a high quality research facility capable of fulfilling research needs.</td>
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<td>• Provide university professors with research support for their goals of receiving grants and conducting publishable research projects.</td>
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<td>• Provide graduate and undergraduate students with hands-on research experience that will enhance their opportunities for employment and admission into highly competitive academic programs.</td>
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<tr>
<td>• Provide the University of West Georgia with the capacity to attract grants and projects that provide revenue to support academic goals.</td>
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<th>How did the department assess the extent to which it achieved these results?</th>
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<td>• Assessments include completion of survey research projects, publications off of data collected by the SRC, and the Center being written into grant proposals.</td>
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<td>• The Survey Research Center fulfilled the departmental goal of &quot;Provide the University of West Georgia, the surrounding community, and the state with a high quality research facility capable of fulfilling research needs&quot; by maintaining the functionality of the lab, software, and staff.</td>
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<tr>
<td>• We fulfilled the goal of &quot;Provide university professors with research support for their goals of receiving grants and conducting publishable research projects&quot; this past calendar year by supporting and fielding a regional survey for three professors in the College of Social Sciences. We also fulfilled the third goal, &quot;Provide graduate and undergraduate students with hands-on research experience that will enhance their opportunities for employment and admission into highly competitive academic programs&quot; by hiring these students as data collectors and managers for the regional survey.</td>
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<td>• We fulfilled the goal of &quot;Provide the University of West Georgia with the capacity to attract grants and projects that provide revenue to support academic goals&quot; by writing the SRC into a National Science Foundation grant, which was subsequently been recommended for funding.</td>
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<td>Geosciences Department</td>
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### What were your expected outcomes (Goals) for this year?

- To maintain and continue our long term commitment to teach rigorous, fair, and meaningful core science courses which fulfill our role in the college goal of a high quality, liberal arts education.
- To continue to stress a broad-based curriculum with strong emphasis on field work, lab activities, individualized student research projects, and close student-faculty interaction.
- To continue to emphasize our present priorities in teaching, research and service.
- To increase our emphasis on hydrogeology, geographic information systems (GIS) / remote sensing, and environmental geology in response to the growing societal awareness and need for expertise in these areas.
- To maintain our strong professional presence in the advancement of the knowledge and understanding the geology and geography of Georgia and the southeastern United States.

### How did the department assess the extent to which it achieved these results?

The ASBOG exam (see item #28) provides an outside external evaluation of our graduates in the BS in Geology. Additionally, our ability to place students in graduate schools and immediate employment as a professional geologists or geographer indicates well prepared students. On a detailed and immediate bases all Core classes and upper level classes for the majors use pre- and post-tests.

### What improvements were implemented in your department based on analysis of the assessment results?

### Did the improvements have the impact you intended? (if applicable)
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<th>Division</th>
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<td>Department</td>
<td>Mathematics Department</td>
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<tr>
<td>Year</td>
<td>2012 (Su11-Sp12)</td>
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**What were your expected outcomes (Goals) for this year?**

- Continue to provide support to faculty and staff and students.
- Have a lab space and more computing equipment to provide faster service.
- Engage graduate students to help out with providing assistance for basic statistical needs.

**How did the department assess the extent to which it achieved these results?**

- Number of faculty, students served.
- Number of research papers, presentations resulting from assistance at the consulting center.

**What improvements were implemented in your department based on analysis of the assessment results?**

- Have more software licenses to certain statistical software such as SPSS.
- Accurately more lab space and office space for the center.

**Did the improvements have the impact you intended?** (if applicable)
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<th>Division</th>
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<td>Department</td>
<td>Water Resource Center</td>
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<tr>
<td>Year</td>
<td>2012 (Su11-Sp12)</td>
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**What were your expected outcomes (Goals) for this year?**

- The primary goal of the Center for Water Resources is the collection of water quality data throughout the County.
  - Data are collected 20 times per year for physical, chemical and biological parameters.
  - Data are collected for the City of Temple, City of Villa Rica, City of Bowdon, Carroll County Board of Commissioners, and the Carroll County Water Authority.

**How did the department assess the extent to which it achieved these results?**

- The assessment of our goals is a submittal of water quality data to the Georgia Department of Environmental Protection (GaEPD). GaEPD requires that we submit water quality data on behalf of our clients annually. These annual reports cover data collected between June 1 and May 30 of each calendar year. Acceptance of the annual reports by GaEPD is our ultimate assessment.

**What improvements were implemented in your department based on analysis of the assessment results?**

To improve our data processing and data quality, the Center for Water Resources needs to implement a better data validation procedure. Furthermore, better laboratory methods and ultimate accreditation of our laboratories by GaEPD is necessary to allow de-listing of streams on the current 303d list.

**Did the improvements have the impact you intended? (if applicable)**
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<tr>
<td>Year</td>
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What were your expected outcomes (Goals) for this year?

How did the department assess the extent to which it achieved these results?

What improvements were implemented in your department based on analysis of the assessment results?

Did the improvements have the impact you intended? (if applicable)
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<th>Division</th>
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<td>Department</td>
<td>Computer Science Department</td>
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<td>Year</td>
<td>2012 (Su11-Sp12)</td>
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What were your expected outcomes (Goals) for this year?

- Transition M.S. in Applied Computer Science program to a 100% online program and reshape graduate curriculum for online delivery.
- Continue efforts to improve retention, progression, and graduation rates. Continue to enhance and innovate in online core classes.

How did the department assess the extent to which it achieved these results?

- Analysis of enrollment and retention, progression, and graduation rates for Computer Science majors.
- Departmental course review and assessment.
- Student evaluations of instruction and student surveys.

What improvements were implemented in your department based on analysis of the assessment results?

- After several years of steady enrollment in and graduation from our graduate program, we determined that a move to a 100% online format is the most viable option for continuing and expanding the program. It is our expectation that an online program will allow us to attract a larger population of students and enable us to deliver the program in a more cost-effective manner. We revised undergraduate courses and curriculum requirements to improve RPG. We removed an introductory course, CS 1300, from the program requirements to allow students to progress into the major earlier on and thereby enable students to better balance the number of major courses they must take each semester.

Did the improvements have the impact you intended? (if applicable)

- Transitioning the Masters program to 100% online has increased our enrollment significantly. New applications for the program have also increased significantly. The newly implemented e-tuition model for the program, with revenue coming directly to the department, has enhanced our ability to support the program and make it more cost effective to operate.
- Efforts to continually improve undergraduate RPG are ongoing.
- With respect to enhancing and innovating in online core classes, we implemented a new online question and answer tool, integrated within the course content, that provides an additional communication tool for students. It has benefitted the course and allows students taking future offerings of the course to benefit from questions and answers from the previous semesters.
What were your expected outcomes (Goals) for this year?

- Applied Research and Outreach: Continue production of books and videos on coastal hazards, present findings at public meetings, work with community planners and managers, hold workshops on coastal hazards assessment and property damage mitigation.
- Student Research and Training: The Center will be the hub for many potential student research projects. Studies involving students along the Georgia coast, in Mississippi, and in Puerto Rico are already underway. The Center will increase visibility of such projects, allow expansion to other study areas, and provide a focus for external education-related funding.

How did the department assess the extent to which it achieved these results?

Amount of external and internal funds sought and secured, the number of students, faculty, and other universities involved, status of ongoing Center projects, and examples of results finished projects.

What improvements were implemented in your department based on analysis of the assessment results?

- Amount of external funds sought and secured: No new external funds were sought during the past year. Project was funded by second year of a University of Puerto Rico Sea Grant College Program grant.
- Amount of internal funds sought and secured: A SRAP award funded much of the student research as well as providing travel money for two of the students to visit the field sites in Puerto Rico. A Faculty Research Grant provided travel funds for students to visit the field site.
- Number of students, faculty, and other universities involved: Four UWG undergraduates were involved at least part time on the Puerto Rico coastal hazards project. No other faculty besides David Bush, Director, were involved. Researchers from Georgia Southern University (Dr. Chester Jackson, Jr., UWG alumnus 2001) and Grand Valley State University (Dr. Pablo Llerandi-Roman and Dr. William Neal).
- Dr. Jackson is also involved on a Georgia coastal hazards project along with Dr. Clark Alexander from Skidaway Institute of Oceanography in Savannah, Georgia.
- Status of ongoing Center projects: Puerto Rico coastal hazards study is nearing completion. The final report will be finished by Spring, 2013. One more field trip will be taken in Fall 2012 to obtain measurements.
- The Georgia coastal hazards project has met its project goals, but publication of papers is still forthcoming.
- Results finished projects: Puerto Rico coastal hazards project finished projects are several abstracts of papers presented at professional meetings.

Did the improvements have the impact you intended? (if applicable)
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<th>What were your expected outcomes (Goals) for this year?</th>
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<tr>
<td>• Develop and enhance the students' problem solving skills.</td>
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<td>• Improve the students' ability to intelligently communicate mathematical results in both a written and oral format.</td>
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<tr>
<td>• Strengthen the program of Master of Science in Mathematics, offering concentrations in Applied Mathematics and Teaching of Mathematics</td>
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<tr>
<th>How did the department assess the extent to which it achieved these results?</th>
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<td>• We use the common final exam in MATH 1111 (College Algebra) to assessment student learning and retention. We track the scores on the final exam. We also track the portion of these scores that show their ability to solve applied problems, and have been increasing the number of such problems appearing on the exam. We track the performance of students in our Senior Project course to assess their success as Math majors. We are reviewing the requirements for the MS program and will offer more courses per year to accommodate both tracks in the program.</td>
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<th>What improvements were implemented in your department based on analysis of the assessment results?</th>
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<td>• With the recent introduction of the Department Common Final Exam for the freshman course Math 1111, the performance of students in this course has improved. The data show that the average grade on the common final exam in 2010-11 was 64.5%, which improved to 69.2% in 2011-2012. More and more students in this course visit instructors' offices and Math Tutoring Center for help. In the Senior Project course, students are required to write on a topic and do a presentation. The data collected last year indicate that all students did well. For the MS in Mathematics program we increased the number of courses offered from 2 to 3 every semester and offered more independent study courses.</td>
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<th>Did the improvements have the impact you intended? (if applicable)</th>
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<td>Department</td>
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What were your expected outcomes (Goals) for this year?

- To recruit more students to major in physics
- To provide research experiences for physics majors
- To provide introductory courses for science and non-science majors

How did the department assess the extent to which it achieved these results?

- Enrollments in upper level physics courses
- Number of student presentations at professional meetings
- Enrollments in ASTR 2313, PHYS 1111, and PHYS 2211.

What improvements were implemented in your department based on analysis of the assessment results?

- The Department had its largest enrollment (150) ever in the upper level physics courses, compared to 96 and 105 during the last two academic years. The Department did modify the prerequisites for PHYS 2211/2212 based upon earlier assessment data.
- The Department had a typical number of students giving papers at professional meetings,
- Enrollment in introductory astronomy were down slightly because the Department was not given the number of part-time instructors it had in recent years.

Did the improvements have the impact you intended? (if applicable)
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<th>Division</th>
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<td>Department</td>
<td>Biology Department</td>
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<tr>
<td>Year</td>
<td>2012 (Su11-Sp12)</td>
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**What were your expected outcomes (Goals) for this year?**
- Provide greater student teaching opportunities
- Expand opportunities for faculty-directed student research
- Improve discipline-specific competency of students graduating with BS in Biology

**How did the department assess the extent to which it achieved these results?**
- Provide greater student teaching opportunities:
  - Assessment: increase funding for students who pursue certification for secondary education
- Expand opportunities for faculty-directed student research:
  - Assessment: increase funding for student research
- Improve discipline-specific competency of students graduating with BS in Biology:
  - Assessment: measure performance on standardized examination of major principles in Biology

**What improvements were implemented in your department based on analysis of the assessment results?**
- Provide greater student teaching opportunities
  - Assessment: increase funding for students who pursue certification for secondary education
  - Improvement: Biology actively collaborates on an externally funded grant (UTeach) with College of Education that funds initial certification in Biology
- Expand opportunities for faculty directed student research
  - Assessment: increase funding for student research
  - Improvement: New grants and contracts fund laboratory and field research opportunities for students. The Biology Department provides funds travel for students presenting results.
- Improve discipline-specific competency of students graduating with BS in Biology
  - Assessment: measure performance on standardized examination of major principles in Biology
  - Improvement: Less than expected performance draws attention to teaching techniques that encourage more effective students learning

**Did the improvements have the impact you intended? (if applicable)**
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<td>Department</td>
<td>West Georgia Microscopy Center</td>
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<tr>
<td>Year</td>
<td>2012 (Su11-Sp12)</td>
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**What were your expected outcomes (Goals) for this year?**

**Facilities:**
- Upgrade instrumentation to enhance research and teaching capabilities

**Teaching:**
- Retain access for students, provide opportunities for student-centered research projects and classroom instruction

**How did the department assess the extent to which it achieved these results?**
- # of supervised student research projects using facilities instrumentation
- # of users from outside Geosciences (external users)

**What improvements were implemented in your department based on analysis of the assessment results?**
- Major instrumentation upgrade funded by COSM: new BrukerAXS EDS detector and ESPRIT software system; new analytical protocols developed.
- Multiple student presentations incorporating data obtained at WGMC at local (Big Night, Sigma Xi), regional (SEGSA), and national (GSA) meetings.

**Did the improvements have the impact you intended? (if applicable)**
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<th>Division</th>
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<td>Department</td>
<td>Chemistry Department</td>
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<tr>
<td>Year</td>
<td>2012 (Su11-Sp12)</td>
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**What were your expected outcomes (Goals) for this year?**

In pursuit of its mission, the department's goals are the following:

- Impart a strong foundation in chemistry for all science majors.
- Provide quality instruction that incorporates modern chemical practices.
- Maintain American Chemical Society certification B.S. program status which implements an external standard.
- Afford students opportunities for undergraduate research in which faculty are pursuing both internal and external funding.
- Provide undergraduate research students the opportunity to present their results at a local, regional, and/or national science meeting.
- Supply opportunities for students to engage in extra-curricular activities.
- Advise students effectively so as to help them achieve their career goals.
- Serve the community via active interaction with teachers and students in K-12 schools in the region.
- To create an atmosphere that fosters professional growth for faculty members as individuals as well as cooperation as a group such that the department can achieve goals 1-8 above.

**How did the department assess the extent to which it achieved these results?**

- National Standardized exams produced by the American Chemical Society are given as a final exam in a majority of our chemistry courses.
- BS chemistry majors must prepare written report on a year long minimum research project and must orally defend their results and conclusions.
- We are currently measuring evaluating the successes/failures of our chemistry programs: (i) by way of the following link for the B.S. program: http://www.westga.edu/~chem/effectiveval/BS_Chemistry_Assesment-final version.pdf (ii) by way of the following link for the B.A. program: http://www.westga.edu/~chem/effectiveval/BA Chemistry Assessment-final version.pdf

**What improvements were implemented in your department based on analysis of the assessment results?**

- Due to our observations of weak mathematical ability of the average student in our chemistry programs, we are developing a series of mathematical problem sets taught in the Sophomore Seminar course (2 - 3 hrs weekly) that are aimed at bridging mathematical principles (algebra and calculus level) with its proper use and meaning in its application of solving science problems. This is an ongoing development started about 14 months ago.
- The sophomore Seminar class implemented a number on mathematical exercises that the students had to carry out. We are still developing a method, or methods, that will be able to measure improvement(s) in the students ability to link chemical concepts to mathematical formulas. This has proven to be more challenging than we initially anticipated, but we still believe in pursuing this direction.

**Did the improvements have the impact you intended? (if applicable)**
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<td>Department</td>
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<td>Year</td>
<td>2012 (Su11-Sp12)</td>
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What were your expected outcomes (Goals) for this year?
The Evaluation Center is in transition. Department goals have not been set.

How did the department assess the extent to which it achieved these results?

What improvements were implemented in your department based on analysis of the assessment results?

Did the improvements have the impact you intended? (if applicable)
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<td>Department</td>
<td>Early Learning and Childhood Education</td>
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<td>Year</td>
<td>2012 (Su11-Sp12)</td>
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What were your expected outcomes (Goals) for this year?

- Revise Early Childhood Education Master’s program to better meet the needs of 21st century teachers and learners.
- Monitor and evaluate current program assessments by implementing key assessments for initial certification and advanced programs.
- Implement Tk20 as part of the department’s assessment protocol. Use data to effectively monitor and adjust for programs’ effectiveness.

How did the department assess the extent to which it achieved these results?

- The Early Childhood Education program is using key assessment data for program evaluation as a means of meeting department goals.
- Those key assessments focus on the knowledge, skills, and dispositions expected of teacher candidates in Early Childhood Education and include data collected as a part of candidates’ coursework and their field experiences. Key assessments include: admission data, mid-point practice GACE content test, case studies, GACE content results, and dispositions.

What improvements were implemented in your department based on analysis of the assessment results?

- The department continues to emphasize candidate preparedness at both the initial certification and advanced levels.
- The Master’s degree program was revised to include courses on working with diverse student populations as well as revised courses that better meet the needs of 21st century teachers and learners.

Did the improvements have the impact you intended? (if applicable)
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<td>Year</td>
<td>2012 (Su11-Sp12)</td>
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**What were your expected outcomes (Goals) for this year?**

To accomplish this mission, the department is highly committed to the following goals:

- Preparing progressive, innovative, academically grounded school library media specialists and instructional technology leaders.
- Preparing educators to critically analyze existing research and conduct classroom based research.
- Preparing educators to think deeply about learning and cognition.
- Building and enhancing skills in research and technology to support different ways of learning; Pioneering innovative delivery options to maximize educational experiences.
- Cultivating diversity of ideas, values, and persons responsive to the changing needs and technologies.
- Promoting the advancement of learning through scholarship and service.

**How did the department assess the extent to which it achieved these results?**

Student enrollment figures, faculty annual reports, student evaluations of teaching, department and program area meeting minutes.

**What improvements were implemented in your department based on analysis of the assessment results?**

- Raised and standardized class sizes.
- Modified class sizes to enhance instruction and attract more highly qualified instructors (EDUC).
- Initiated regular program area meetings; encouraged/enrolled several faculty members in Technology Training cohort to improve online instruction and increase program offering options.
- Reduced number of adjuncts needed.
- Hired three new faculty members (effective fall 2012).

**Did the improvements have the impact you intended? (if applicable)**
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<td>Leadership and Instruction</td>
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<td>Year</td>
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What were your expected outcomes (Goals) for this year?

- Implement the UTeach grant within the Department of Leadership and Applied Instruction by filling three Step One classes with two new Master Teachers instructing.
- Recruit for successful implementation of the MAT program with a goal of 40 students by the Fall Semester, 2012.
- Obtain $400,000 from the Wallace Foundation in conjunction with Gwinnett Schools.
- Realign faculty to meet priorities in Secondary Education by recruiting one new English Educator in Secondary Education.
- Solidify the assessment system across all programs by fully implementing all assessment protocols into TK 20 and measurements reflected inside TK 20 by the Fall Semester, 2012.
- Establish brand as the most innovative, collaborative department in the College of Education.
- Establish brand as the most efficient department in the College of Education. This will be evidenced by maximization of all budget resources and by consolidating classes and programs for better credit hour production.
- Explore new program options and refinements in Health and Physical Education; in Sport Management; and in Educational Leadership.

How did the department assess the extent to which it achieved these results?

- Programs in particular are utilizing specific assessment protocols and measurements to assess. However, at this point, departments are not using specific assessment procedures other than the assessment of personnel in Annual Reviews. This process is extensive and involves a comprehensive self-reporting instrument, a faculty-chair conference, a draft annual review letter (constructed by both chair and faculty) and a faculty goal setting exercise with the chair.

What improvements were implemented in your department based on analysis of the assessment results?

- The Department needs to continue to focus on recruitment of both graduate and undergraduate students.
- The Department needs to continue moving towards more efficiency in terms of credit hour production.
- Faculty in the Department of Leadership and Applied Instruction have been extremely successful in grant work and professional presentation, but the publication record is not ideal.
- Faculty and staff have demonstrated professionalism with colleagues and courtesy with students.

Did the improvements have the impact you intended? (if applicable)
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<td>Year</td>
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**What were your expected outcomes (Goals) for this year?**

- Meet the needs of CORE students, of our majors, and of our graduate students.
- Continue to establish and enhance the department's assessment practices.
- Develop working relationships and interaction between faculty at all levels who teach the same survey course.

**How did the department assess the extent to which it achieved these results?**


**What improvements were implemented in your department based on analysis of the assessment results?**

- We have added an additional Junior Historiography course in order to better prepare for our capstone Senior Seminar.
- The department has agreed to place additional emphasis upon the analysis of primary source materials, and we will formally assess these skills in representative survey courses each semester.
- We are continuing to develop and implement a system in which all instructors who teach a given survey course (the department offers HIST 1111, 1112, 2111, and 2112), whether tenure-track, limited term instructor, or part-time instructor, will belong to a committee that will consult on common and consistent goals and assessment practices.
- We are also developing and implementing a system by which tenure-track faculty will work with and mentor limited-term and part-time instructors in order to enhance teaching in the department.

**Did the improvements have the impact you intended? (if applicable)**
What were your expected outcomes (Goals) for this year?

Our specific goals include:

- To offer a theatre curriculum which is philosophically sound and reflects curricula offered by similar institutions.
- To adequately prepare students for continued study in advanced training programs.
- To maintain accreditation through NAST.
- To present a season of diverse performances geared toward the education and entertainment of the community.

Works performed should address issues important to contemporary society, include important plays from the history of theatre, reflect the cultural breakdown of our student population, and include (but not be limited to) the interests of the faculty and students:

- To actively recruit new students from Georgia and the southeast.
- To continue to develop new theatrical works in collaboration with other departments and other institutions.
- To develop relationships with Atlanta area theatre production companies to assist students in acquiring internships and regular employment.

How did the department assess the extent to which it achieved these results?

The theatre faculty members strive to maintain the above goals each year. Activities to meet and assess these goals include:

- Examination of the curriculum in comparison to our growth and adjusting it to suit our students' needs. In 2010, theatre faculty revised the curriculum after an earlier major revision in 2008. This allows for upper level students to focus their energies in the area(s) for which they discover skills, and for which they have a passion, while keeping the broad-based philosophy of the Bachelor of Arts degree intact. This past year, 11-12, we further clarified sections of area F and major courses to keep students on track for graduation.
- A major part of our philosophy has been to hire guest artists each year. By doing this, we give our students other points of view, contacts to keep once they graduate and outside assessment of their work by professionals in the field. Guest directors, performers and designers have provided students numerous opportunities. In 11-12 we hosted playwright Jeffrey Hatcher to work directly with students who were producing his play, Stage Beauty; Iris Middleton choreographed our annual musical and David Court provided instruction in design.
- Faculty assessed all courses in our major and those we offer in the core. We continued our regular assessment activity through Kennedy Center American College Theatre Festival (KCACTF) participation. This year ALL of our productions were entered resulting in both oral and written responses by professionals in the field. Many of our students and our faculty were recognized for their exceptional work in design, direction, performance and dramaturgy.
- We continue our practice of entrance and exit exams and oral and written exit interviews of all majors and continue to make adjustments accordingly.

What improvements were implemented in your department based on analysis of the assessment results?

- As noted in section 5, we further clarified course work requirements and revised a three year course rotation guide which we have also recently posted on our website. Two courses in area F and the major area were reversed to reduce student confusion thus keeping them on track for graduation.
- In addition to our yearly participation in KCACTF, we continue to send students to Georgia Theatre Conference
as well as Southeastern Theatre Conference. This past year, we sent 12 students to GTC for preliminary auditions and 8 were passed on for SETC auditions. This 60% pass rate is double the average GTC pass rate of 37%—221 total auditioned with only 82 were passed on. This serves as a good assessment of the work we are doing in comparison to state and regional institutions. In addition, one of our design students at the rank of junior, was awarded 2nd place in the SETC regional set design awards, again, providing us an excellent benchmark of how our students perform against students from a wide variety of regional programs.

- Based on feedback in exit interviews, we have clarified our capstone process and worked on communication among company members. We also recently redesigned course syllabi and requirements for a six course sequence: THEA 1111/1112/2111/2112/3111/3112. These changes came as a result of assessment during our day long faculty retreat held this past May.
- In terms of budgets, we capitalized on faculty efforts in online learning, doubling our e-tuition offerings which in turn helped to fund new initiatives.

Did the improvements have the impact you intended? (if applicable)
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<td><strong>Department</strong></td>
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<td><strong>Year</strong></td>
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**What were your expected outcomes (Goals) for this year?**

The Writing Center exists to help students with the writing process. Therefore, our instructors and professors tutor students in all areas of that process, for example: with problems and concerns about developing a thesis, organizing essays and structuring paragraphs, writing effective sentences, incorporating transitions, addressing issues relevant to plagiarism, and any number of additional elements involved in the writing process. Tutors cannot be responsible for proofreading.

**How did the department assess the extent to which it achieved these results?**

Our AccuTrak system can be used for assessment purposes toward program goals. Instructors and professors can pull reports at any time during the semester or year to track students' attendance in the UWC and then compare than attendance with overall grade performance.

**What improvements were implemented in your department based on analysis of the assessment results?**

Improvements based on assessment of departmental goals would be to encourage, on a larger scale, the use of the UWC data (through the AccuTrak system) by faculty in an effort track student progress.

**Did the improvements have the impact you intended? (if applicable)**
Goals for FY12:

- Develop an online Master of Music in Music Education program
- Meet all departmental requirements to comply with SACS assessment processes
- Utilize assessment data to plan and implement improvements
- Work within the context of the new School of the Arts to enhance the department of Music
- Identify opportunities to develop scholarship funds

How did the department assess the extent to which it achieved these results?

Assessments used to measure progress of above:

- Was an online Master of Music in Music Education program developed?
- Did department meet deadlines established by the Provost office to enter SACS data and assessment results?
- Did faculty discuss the assessment data and plan improvements?
- Has the department worked within the context of the new School of the Arts to enhance the department of Music?
- Has the department identified opportunities to develop scholarship funds?

What improvements were implemented in your department based on analysis of the assessment results?

- The online Master of Music in Music Education program goes online in Fall 2012. All faculty delivering online instruction in the next year have been trained. Systems and methods are developed and in place, with the online version of the Graduate Music Qualifying Exam to be offered for the first time August 16.
- The department did not meet deadlines established by the Provost office to enter SACS data and assessment results. All data was collected, but not all has been entered into the system.
- The faculty discusses the assessment data and partially planned improvements.
- The SOTA launch was delayed until January. Townsend Center scheduling has been coordinated between Music and Theatre for the next two years. This is a major improvement. Development activities will begin this fall.
- An endowed ensembles scholarship fund was created from a large corpus of accumulated funds in our unrestricted Foundation account. Depending on investment return, we hope to begin offering a few small scholarships to freshmen entering in Fall 2013.

Did the improvements have the impact you intended? (if applicable)
What were your expected outcomes (Goals) for this year?

Program Goal 1: Curriculum and Instruction:
- To provide a broad curriculum encompassing a variety of philosophical methods and traditions, as well as high quality instruction employing both traditional and emerging pedagogical techniques, such that students who complete the B.A. in philosophy possess a core body of philosophical knowledge and skills.

Program Goal 2: Progression, Graduation, and Professional Preparation:
- To ensure that students progress toward their degrees at a satisfactory pace and that they graduate within a reasonable period of time.

Program Goal 3: Student Research:
- To encourage student research and other creative endeavors that enhance an understanding of philosophical argumentation and prepare students for success in academic and workplace environments.

Program Goal 4: Professional Development of Faculty:
- To promote professional development by supporting faculty research and other professional activities.

How did the department assess the extent to which it achieved these results?

Assessment of our Program Goals during the year in question was by way of the following instruments.

A. Senior Portfolio:
- Each philosophy major academic advisor maintains for that student a Senior Portfolio. This file is kept by the student advisor until he or she graduates, at which point it is transferred to the Philosophy Program files. Each Senior Portfolio contains the following:
  - The student Senior Seminar paper: an original essay that reflects research into primary sources and secondary philosophical texts and that represents active engagement with theoretical and critical issues in philosophy. Majors are required to write this paper in order to earn a passing grade in PHIL 4300 (Senior Seminar), the capstone course that each philosophy major is required to take in his or her senior year.
  - A completed program sheet (a.k.a. advising sheet), maintained and updated regularly by the student academic advisor. The sheet should be completed, with a record of every class that the student has taken that will count toward his or her B.A. in philosophy, during the student last advising meeting with his or her advisor, usually during the semester before the student graduates. Appendix A contains copies of all three program sheets (philosophy, pre-law and religion) used during the current academic year.
  - An intellectual autobiography in which the student discusses, e.g., a favorite philosopher, a first memory of scholarly interest, the impact of a mentor, or one or more topics of past, present, or future research interest. This autobiography is a required writing assignment in PHIL 4300.
  - An up-to-date resume, another required writing assignment in PHIL 4300.
  - The names of at least two references, which may be included on the student resume. (The portfolio may also include letters of recommendation for admittance into graduate school written by Philosophy Program faculty, but these are not required.)
  - The Senior Outcomes Assessment Form, which is completed by the instructor teaching PHIL 4300 during an interview conducted with the student during the semester in which he or she is enrolled in PHL 4300. Participation in this interview is also required for students in PHIL 4300.
The criterion of success for this aspect of our assessment is that 90% of students who complete each section of PHIL 4300 have a complete Senior Portfolio containing each of the six items listed above. At the beginning of each fall semester, the Director of the Philosophy Program examines the portfolios of all students who have completed PHIL 4300 the previous fall semester (PHIL 4300 is offered each fall).

**B. Senior Outcomes Assessment:**

- We require that each student enrolled in PHIL 4300 participate in an outcomes assessment conducted by the instructor. The results of this assessment are collated by the Director of the Philosophy Program. Our plan is to build a database from this information as we continue to collect it in the coming years. We believe that prudent use of these data will allow us to assess the strengths and weaknesses of our undergraduate curriculum with a view to improving it where needed.
- This assessment requirement was introduced in fall 2009 in the form of an interview. Assessment data were collected via interviews conducted by the PHIL 4300 instructor during fall 2009 and fall 2010, so as of this writing we have collected Senior Outcome Assessment data for two sets of graduating students. Collection of this data during fall 2011 occurred via a new, written assessment.
- The criterion of success for this aspect of our assessment is the average score for each LO be 3.5 or higher.

**C. Senior Seminar Anthologies:**

- The instructor of each section of PHIL 4300 selects the best seminar papers written by the students in that class (typically, the papers that received final grades of A; or B;) to appear in an anthology that is published by the Philosophy Program during the semester after which the class is taught. This anthology contains the best work by our graduating students and reflects the analytical and communicative skills that they have acquired through their studies with us.
- The criterion of success for this aspect of our assessment is that 90% of essays published in the anthology meet at least three of our program learning outcomes. This assessment is made by the professor teaching the relevant section of PHIL 4300 at the beginning of each spring semester.

**D. Program Exit Survey:**

- We request that students enrolled in PHIL 4300 complete a Program Exit Survey. This survey is both voluntary and anonymous, like the evaluations that students are asked to write of each of their classes at the end of each semester.
- The Philosophy faculty meet early each fall semester to discuss the assessment data gathered during the previous academic year, including the exit survey, the alumni survey (when available), and Senior Outcomes Assessments. We collectively determine the basic findings and based upon those findings develop action items to be implemented during the academic year. We then compare the degree of fit between our stated goals and the composite view of our students. We anticipate that these feedback sessions will sometimes result in changes to the Philosophy Program assessment plan, as well as to its curriculum, program goals and objectives, and student learning outcomes.

**Results of Assessment**

Results for AY2010-2011 (analyzed by Philosophy Program faculty during fall 2011) are as follows.
A. Senior Portfolio:
- The following table summarizes the contents of the Senior Portfolios of the philosophy majors who completed PHIL 4300 in fall 2010 ("X"s indicate that the item is present in the portfolio):

- Again, the criterion of success for this aspect of our assessment is that 90% of students who complete each section of PHIL 4300 have a complete portfolio. Each of the 10 students in this year cohort have complete Senior Portfolios, so we have exceeded the criterion of success for this portion of our assessment process.

- During our first fall 2011 assessment meeting, the Philosophy Program faculty discussed the value of recording references in Senior Portfolios and decided to exclude this beginning in AY2011-12.

B. Senior Outcomes Assessments:
- Results of this aspect of our assessment process are recorded in the Academic Programs; area of this database

C. Senior Seminar Anthologies:
- Walking the Road of Inquiry: Essays on Peircean Philosophy (ed. Robert Lane), published in spring 2011, contains papers by all ten students who completed PHIL 4300 in fall 2010. The instructor (Lane) assigned each essay a score for each of three SLOs:
  - LO-4: incorporate a philosophical position in oral and written communications.
  - LO-5: critically outline and analyze a philosophical question.
  - LO-6: exhibit critical thinking skills.

These results are described in the Academic Programs; area of this database.

D. Program Exit Survey:
- All 10 students enrolled in the fall 2010 section of PHIL 4300 completed and submitted this year Exit Survey.

- Quantitative Results. The Survey asks students to indicate the degree to which the faculty of the Philosophy Program have met each of the following Program Goals on a scale of 1-10, with 1 meaning not at all; and 10 meaning a great deal;:
  - To provide a broad curriculum encompassing a variety of philosophical methods and traditions, as well as high quality instruction employing both traditional and emerging pedagogical techniques, such that students who complete the B.A. in philosophy possess a core body of philosophical knowledge and skills.
  - To ensure that students progress toward their degrees at a satisfactory pace and that they graduate within a reasonable period of time.
  - To encourage student research and other creative endeavors that enhance an understanding of philosophical argumentation and prepare students for success in academic and workplace environments.

Results were as follows:
Qualitative Results

- As in previous years, the majority of students who commented on our program strengths mentioned its faculty as its greatest strength, e.g., The teachers are all very dedicated to the success of the students in this program.; The instructors & hellip; all enjoy what they do and help make philosophy fun to learn.; All classes are taught by professors who have a thorough understanding of philosophy in general and there area of specialization.; Out of all of the classes I have taken at [UWG] the Philosophy Program & hellip; has the best professors.; One of the key strengths is the variety of expertise demonstrated by each faculty member. All are effective teachers and exhibit different styles.; All four tenured or tenure-eligible members of our faculty were specifically mentioned by at least one student for his or her positive contributions to that student college experience.

- Another trend revealed in this batch of surveys, and something else that we are accustomed to reading in them, is that there are too few philosophy professors. The consensus among our graduating students is that we need more tenurable faculty lines representing more specializations within the discipline, thus enabling us to offer a wider range of classes and to offer existing classes with greater frequency. One student commented that the Philosophy Program is too small, so that the kinds of topics available for study are limited to a (good!!) but small collection.; Other comments included: There are not enough teachers and not enough subjects to cover the variety range of philosophy in general.; One major weakness is having to wait for a certain semester for certain classes that are needed.; There is a lack of choice with regard to the number of classes offered, but this does not seem to be the fault of the philosophy program.;

Improvements to Be Made

- It is impossible to compare our graduating students with UWG graduating population without a Senior Report Card instituted at the University level. Such a document might include comparisons of the GPAs of philosophy majors to students majoring in other disciplines, comparisons of standardized test scores with overall major GPAs (to help discover where we stand with regard to grade inflation in relation to other degree programs), and a poll of all undergraduates graduating from UWG in a given year (to determine how philosophy fares compared to other programs with respect to satisfaction in skills and advising). Without this data, we are severely restricted in our efforts to evaluate our program as compared to other programs on campus. Despite these limitations, we are still able to draw from the assessment data that we have collected the following implications about the Philosophy Program strengths and weakness.

- In addition to one minor change mentioned above (viz. that we will stop requiring that names of references be recorded in each student Senior Portfolio), we decided as a result of this year assessment process to do the following (changes to the assessment of our program-level SLOs are discussed in the Academic Programs; area of this database):

The Need for More Permanent Faculty

- Given the assessment data recorded and analyzed above, we continue to believe that the severest threat that we face is the limited number of permanent philosophy faculty and our ever increasing student-to-faculty ratio.

- At the end of AY2004-2005, we lost two tenured or tenure-track faculty members and were allowed to replace only one. We believe that the reinstatement of this line is vital to the continued growth of our program and to our ability to serve the University effectively. As described above, our Exit Surveys indicate that our majors recognize that the program needs more faculty members in order to provide more diverse course offerings. We have not offered a number of our upper-division courses, including Asian Philosophy
and Feminist Philosophy, for several years, not because of lack of student interest, but because we simply do not have the faculty to teach them. We agree with our majors that we should be able to offer more upper-level courses, but that is only one reason among many why we need to grow the philosophy faculty. Some other reasons are as follows.

Program Growth.

- The Philosophy Program continues to show consistent growth. We began the 2010-2011 academic year with 60 majors. This represents growth of more than 70% over the last five years and of more than 500% over the last ten years. (This trend began before we lost our fifth line; the number of students majoring in philosophy has grown by more than 500% over the last ten years.) As the number of philosophy majors has increased, so has the number of graduating philosophy majors:

Increasing Credit Hour and BOR FTE Production.

- In 2010-11, overall credit hours increased to 4881, an increase of 65% since 2005-06. Undergraduate credit hours within the major increased to 579 in 2010-11, an increase of 71.3% since 2005-06. BOR FTEs increased to 162.7 in 2010-11, an increase of 64.6% since 2005-06. It stands to reason that these increases would accelerate with the reinstatement of our 5th line. Without that line, our ability to assist the University in meeting the USG second Strategic Goal, viz. creating enrollment capacity to meet the needs of 100,000 additional students by 2020; will be minimized.

Service to the Core.

- Our Core classes continue to fill or nearly fill. One of the faculty members who left in 2004-05 was teaching a 4-4 load, and we replaced him with a tenure-track faculty member with reassigned time for research. In effect, by replacing only one faculty member, we lost 8 sections per year, at least 4 of which would have been Core sections. The effects of this loss have been somewhat reduced by a Core instructor line that the VPAA has funded since 2008-09, as well as by a small number of VPAA-funded part-time instructors. But since these lines are not part of the Philosophy Program budget, we cannot assume that they will continue. This is especially worrisome given the recent USG-mandated changes to the Core curriculum that UWG as already implemented, and another that we will soon implement:

  - Area C has changed from Humanities and Fine Arts; to Humanities, Fine Arts, and Ethics.; We anticipate that this will increase demand for PHIL 2030 (Introduction to Ethics), since it is the only Ethics class in the UWG Core. Without an additional faculty member, we can guarantee only that up to three sections of this course will be offered each year.
  - There is a new Overlay Requirement for Global Perspectives.; In AY2010-11, PHIL 2010 (Introduction to Philosophy) and PHIL 2130 (Introduction to World Religions) were selected as classes that meet this requirement. Without an additional faculty member, we can guarantee only that three sections of PHIL 2010 and one section of PHIL 2130 will be offered each year. With an additional faculty member, we would be able to offer more sections of both of these courses and thus help to meet the USG Strategic Goal One, which requires that we [i]ntegrate international education throughout the curriculum at all levels and across disciplines.;
  - Beginning in AY2012-13, there will be a new Critical Thinking; Overlay Requirement that all students will be required to complete. We have submitted PHIL 2010 (Introduction to Philosophy), PHIL 2020 (Critical Thinking) and PHIL 2030 (Introduction to Ethics) as candidates for courses to meet this
requirement, and we anticipate that all three will be accepted. Without an additional faculty member, we can guarantee that a sufficient number of sections of these courses will be offered each year.

- High Student-to-Faculty Ratio. As of this writing (November 2011), our ratio of philosophy majors to tenured and tenure-eligible faculty is 21 to 1 (84 majors to 4 TE faculty members), the highest of any among our comparator and aspirational institutions with philosophy degree programs and for which we have recent data. This has obvious negative implications for our ability to provide quality advising to our majors and thus for our ability to fulfill USG Strategic Goal 1, which requires that we improve the quality of information to students and student-advisor interactions; it also has negative implications for our ability to assist students who wish to pursue individual research. The following tables summarize data from our comparator and aspirational institutions:

  o The average ratio of philosophy majors to tenured or tenure-track faculty at these institutions is 5.6 to 1. Our ratio is more than three times the average.

  o Even assuming that our number of majors would not grow larger than 84 were a fifth line added, that addition would reduce our ratio only to 16.8 to 1. This would still be the highest ratio among our comparator and aspirational institutions.

Religion Track.

- Depending on how one counts, participation in the religion concentration itself has either remained steady since last year or has increased a bit. At this time last year (November 2010), the percentage of religion-track students among all philosophy majors was 14.5% (10 out of 69).

- If the pre-law freshmen that we have inherited from the EXCEL Center are included in the total count of philosophy majors, the students in our religion track constitute 14.3% (12 out of 84) of all philosophy majors.

- If those pre-law freshmen are excluded, then students in our religion track constitute 17.9% (12 out of 67) of all philosophy majors.

- The upper-division courses that are required for majors in our religion concentration (Christian Thought, Religious Texts, and Philosophy of Religion) continue to be extremely popular, filling or nearly filling each time they are taught. But an obstacle to the continued growth of this concentration, as well as to the religion minor, is that we can typically offer only two of these courses during any given academic year. This is because we have only one faculty member who is able to teach these courses. The same is true of PHIL 2130 (Introduction to World Religions), which is required for all students in the religion concentration as well as for all religion minors and thus serves as a gateway to that concentration and that minor. With current staffing, we are typically able to offer at most two sections of PHIL 2130 each year. In some recent years, we have been able to secure a part-time instructor with VPAA Core funds to teach extra sections of PHIL 2130. But it is much harder to find part-time instructors who are trained to teach that course than it is to find instructors to teach our other three Core courses. We fear that without an additional, permanent faculty line, occupied by someone trained to teach courses at the intersection of philosophy and religion, participation in our religion concentration and minor may plateau at current levels.

Retention and Graduation Rates.

- Our retention rate for AY2010-09 was 78%, about the same as in AY2009-2010. As noted in earlier assessment reports, our graduation rates have significantly improved in the last several years, but are not as high as we
think they should be. As of this writing there are 67 philosophy majors (not including 17 pre-law; students we have agreed to advise), but we anticipate graduating only 12 during AY2011-12. We still have not been able to identify a primary reason for this. Each student who fails to graduate on time, or to graduate at all, seems to have a different story. Some leave school in order to earn more money at their jobs but with the intention of returning; some do return (sometimes years later), but some don't; others progress through their classes on schedule but end up with GPAs too low to graduate without retaking earlier classes; still others simply fail to register for the correct classes, not because they were inadequately advised, but because they did not register for the classes that their advisors told them to take. The variety of reasons why students do not graduate on time is illustrated by this year Exit Survey, administered to the ten students enrolled in the fall 2010 section of PHIL 4300. We asked two questions intended to unearth information about students; ability to progress toward their degree in a reasonable amount of time. First, we asked, Will you graduate with a philosophy degree within four years from when you enrolled in college?; Only three answered yes.; The other seven responded to the following question: If you will not graduate within four years, what is the reason for needing more than four years to complete your degree?; They cited the following reasons (some students indicated more than one of these):

- Decided on philosophy major too late (2)
- Required classes not offered frequently enough (2)
- Had to retake classes failed the first time around (1)
- Foreign language requirement (1)
- Not mature when starting college (1)
- Enrolled part-time (1)
- Dropped out temporarily to work (1)

Out of the seven students answering this question, no more than two cited the same reason for taking longer than four years to graduate.

D. Student Research

- One of the Essential Activities enumerated in UWG Mission Statement is [f]aculty-directed student research and professional activities that complement classroom learning through learning by doing and reflection on doing.; One of the Philosophy Program continuing strengths is its reflection of institution emphasis on student research. However, the number of philosophy students participating in research activities outside the classroom slipped during FY2010-11:

- We are concerned that with more and more of our time being consumed with other responsibilities (teaching larger numbers of students in our upper-division courses, advising more and more philosophy majors, engaging in mandated assessment activities, participation in QEP activities, etc.), we will have less time to devote to the mentoring required for successful student participation in extra-curricular research. Unlike the physical and social sciences, research in philosophy is nearly always a singular endeavor. It is not conducted by groups, and so there are no research teams of which undergraduates may easily be made members. There are no laboratory studies or field work conducted by philosophy professors and in which undergraduates may be enlisted in supporting roles. Undergraduate research in philosophy is typically work conducted by a single philosophy student, on a project originated by that student, under the direction of a single professor. For these reasons, the direction of that research invariably takes time away from a professor other work, including his or her own research. The direction of student research as a central part of our mission;student research is, in fact, one of our three Program Goals;and so will continue our efforts in this direction, and we will also continue to make the case for the reinstatement of our fifth TT line, as that reinstatement can only improve our record of promoting student research.
What improvements were implemented in your department based on analysis of the assessment results?

- As we have noted in previous years reports, the Philosophy Program teaching mission continues to be threatened by a shortage of faculty. At the beginning of AY2011-12, we once again requested that the line we lost in 2005 be reinstated, but that request was again denied. We will continue making a case to our Dean and to the VPAA that it is essential to our Program and our ability to continue to serve our students and the University that that fifth line be reinstated.

- We will explore the possibility of adding religion-themed courses taught outside of the Philosophy Program (e.g., in History and Psychology) as upper-level electives. Doing so would make it easier for students to complete the religion minor and thus might attract more students to it.

- We will participate in the implementation of the University QEP (Quality Enhancement Plan), the topic of which is Undergraduate Student Writing. The two LOs are that students be able to (1) write in standard English and (b) apply writing to discipline-specific communication. Since discipline-specific writing is already a focus of our instruction, we look forward to working with our colleagues in other departments and colleges to help implement this aspect of the QEP.

Did the improvements have the impact you intended? (if applicable)

During 2011 and 2012, we continued to reiterate to our Dean the necessity of returning the Philosophy Program
**What were your expected outcomes (Goals) for this year?**

**Program Goal 1: Curricular**
- Design and implement an additional program track for the M.A. English degree.

**Program Goal 2: Curriculum Assessment**
- Develop new rubric for assessment of learning outcomes in the English major.

**Program Goal 3: Student Retention and Progression (RPG)**
- Begin revisions to the First-Year Writing Program (ENGL 1101 and ENGL 1102) in response to RPG, QEP, and CCG goals.

**Program Goal 4: Graduate Teaching Instructors**
- Design and implement a graduate teaching program.

**Program Goal 5: Faculty Professional Development**
- Increase professional development allocations for tenure-track and lecturer faculty in English.

**Program Goal 6: Student Research**
- Provide opportunities for undergraduate student research.

**How did the department assess the extent to which it achieved these results?**

**Program Goal 1: Curricular**
- Design and implement an additional program track for the M.A. English degree.
- Assessment: The M.A. English degree previously had just two degree options: a degree track that included only graduate-level coursework and a degree track that included graduate-level coursework and a thesis. Assessment of our graduate program; based on student evaluations of our program and information from other graduate / doctoral programs that were aspirational for our graduate students, strongly suggested that a third option was needed for students who did not want to write a 60 page thesis but needed a substantial, article-length writing sample (approximately 30 pages) that could be used for submission to a doctoral program, for inclusion in a writing portfolio, or for submission to an academic journal. The Graduate Program Committee drafted the proposal for the new program track (the Capstone Option) and it was approved by the faculty last fall.

**Program Goal 2: Curriculum Assessment**
- Develop new rubric for assessment of learning outcomes in the English major.
- Assessment: The department uses student essays written in the senior capstone seminar as part of its assessment of learning outcomes in the major. The department Assessment Committee revised how the essays are assessed by creating a new assessment rubric that is keyed to the department existing rubric for evaluating writing in the major.

**Program Goal 3: Student Retention and Progression (RPG)**
- Begin revisions to the First-Year Writing Program (ENGL 1101 and ENGL 1102) in response to RPG, QEP, and CCG goals.
- Assessment: As part of its internal assessment review of the First Year Writing Program and in response to recommendations set forth in RPG, QEP, and CCG, the department began a systematic process of evaluating its FYW Program, focusing specifically on major revisions to ENGL 1101. The process included work done by both the FYW Committee and an ad hoc committee comprised of other faculty from our FYW Program. Both committees reviewed data and did research on composition programs from peer institutions. Subsequent meetings in the spring with all members of the FYW faculty and with the tenure-track and lecturer faculty have
laid the foundation for the work the department will do in FY13 in designing a new syllabus template, textbook selection, assignment guidelines, and sequenced grading rubrics.

Program Goal 4: Graduate Teaching Instructors
- Design and implement a graduate teaching program.
- Assessment: Last year, the department received permission to design a teacher training program for graduate students so that they can teach core sections of ENGL 1101 and 1102 once they have completed 18 credit hours of graduate coursework. The program was implemented this year and requires students to work as a Graduate Teaching Assistant (GTA) in the fall before assuming responsibilities as a Graduate Teaching Instructor (GTI) in the spring when they teach one section. GTIs work under the close supervision of a Graduate Teaching Mentor who provides ongoing instruction in teaching, conducts periodic classroom observations, and monitors syllabi, textbook selections, assignments, and graded work. The implementation of the program is being carefully documented for assessment purposes.

Program Goal 5: Faculty Professional Development
- Increase professional development allocations for tenure-track and lecturer faculty in English.
- Assessment: Our professional development funding per faculty member is smaller than many other departments across campus. This has been an issue for many years, but our faculty have continued to be among the most productive faculty on campus in the area of professional development. In our budget planning this year, we were committed to allocating more funds up front for faculty professional development. Temporary, one-year increases to COAH department budgets allowed us to meet this goal, and we were able to increase professional development allocations from $800 per faculty member to $1200. While this is still insufficient and hardly covers travel for research or conference presentations, it moves the department in a positive direction.

Program Goal 6: Student Research
- Provide opportunities for undergraduate student research.
- Assessment: Undergraduate English majors and faculty advisors published the second annual edition of LURe: Literary Undergraduate Research, a peer-reviewed journal which this year includes research essays from UWG as well as other colleges and universities. Graduate students in our program organized and sponsored the department 8th annual Undergraduate Research Conference in the spring, a day-long event which features peer-reviewed research presentations from core (ENGL 1101 and ENGL 1102) and major-level classes. Finally, more students in our major and minor programs had research papers and creative works accepted to national academic conferences such as NCUR than ever before. In fact, there was not enough travel funding to support all of them attending.

What improvements were implemented in your department based on analysis of the assessment results?

Program Goal 1: Curricular
- Design and implement an additional program track for the M.A. English degree.
- Improvement: The new Capstone Track has been approved at every administrative level, and our first two students graduated under the Capstone Option this summer. This will assist us with graduate student recruitment.

Program Goal 2: Curriculum Assessment
- Develop new rubric for assessment of learning outcomes in the English major.
- Improvement: Assessment rubric was approved this year and is now being used as part of our ongoing assessment process in the major.

Program Goal 3: Student Retention and Progression (RPG)
- Begin revisions to the First-Year Writing Program (ENGL 1101 and ENGL 1102) in response to RPG, QEP, and CCG goals.
- Improvement: Process will lead to the development and approval of documents that will change how we teach ENGL 1101 and assess writing in this core course. All faculty have had an opportunity to participate in and contribute to the process, ensuring greater instructional support for the outcomes.

Program Goal 4: Graduate Teaching Instructors
- Design and implement a graduate teaching program.
• Improvement: Program was designed last fall and implemented in the spring when two graduate students taught ENGL 1102 sections. Assessment results from those two sections were positive. Minor modifications to the training / mentoring process are being integrated into the program. Based on a competitive application process, four graduate students have been accepted into the GTI program for this year and will teach in the spring.

Program Goal 5: Faculty Professional Development
• Increase professional development allocations for tenure-track and lecturer faculty in English.
• Improvement: Professional development allocations were increased for FY12 with temporary funds. The next step is to find ways to make this a permanent part of our budget for FY13 going forward.

Program Goal 6: Student Research
• Increase opportunities for undergraduate student research.
• Improvement: Student participation in undergraduate research increased this year, and we have the highest number ever of students who had papers accepted to academic conferences, including NCUR. The problem is funding. Students have work accepted but then are not able to travel because of insufficient funding. Even when the department is able to identify supplemental funds, some students were not able to travel because they could not afford to pay for portions their travel up front and then request reimbursements.

Did the improvements have the impact you intended? (if applicable)
<table>
<thead>
<tr>
<th>Division</th>
<th>College of Arts and Humanities</th>
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<tbody>
<tr>
<td>Department</td>
<td>Foreign Languages Department</td>
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<tr>
<td>Year</td>
<td>2012 (Su11-Sp12)</td>
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**What were your expected outcomes (Goals) for this year?**

- Increase majors and minors in all programs
- Support Interdisciplinary Programs on Campus through Minor Programs in Film Studies and Gender and Sexuality Studies
- Provide an Intellectually Stimulating Environment to Students, Faculty, and the Community at Large
- Increase Service-Learning and Community-Based Learning Opportunities

**How did the department assess the extent to which it achieved these results?**

1. **Assessment Activity:**
   - Outside language exams for graduating seniors (Goethe Institut Zertifikat Deutsch) (German) o Criteria for success: Students receive a passing exam that demonstrates a measurable proficiency level o Time table (how often assess): Completion of Program (Senior Capstone) o Individual(s) responsible for assessment: German Faculty o Assessment findings: Upon review of the percentage of students passing the exam, it was agreed that the exam was not challenging enough and, hence, not a true measure of the level students were at upon completion of the program. o Modifications/improvements based on use of findings: Upon review of performance on German exam, section raised the level of the exam to C1 (European Framework)

2. **Assessment Activity:**
   - Student Online Portfolio (including curriculum vitae, personal narratives, sample essays, hyperlinks, etc.) (German) o Criteria for success: Students complete assignment with a passing grade. o Time table (how often assess): during Senior Capstone o Individual(s) responsible for assessment: Capstone instructor o Assessment findings: Discussion among German faculty revealed that students did not necessarily need instruction in technology; all were quite adept at web-design. o Modifications/improvements based on use of findings: Suggestions are currently being discussed for how to change the Capstone portfolio to make it more useful as an assessment of overall student learning.

**What improvements were implemented in your department based on analysis of the assessment results?**

Senior Capstone includes online Portfolio suitable for Graduate School Applications and Prospective Employers

**Did the improvements have the impact you intended? (if applicable)**
<table>
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<tr>
<th>What were your expected outcomes (Goals) for this year?</th>
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<tr>
<td>• To provide those students enrolled in learning support coursework the information to enable them to more fully understand the advisement and registration process since for many of these students, primarily non-traditional students, they are among the first in their families to attend college and don't have the same level of exposure to academic terminology and concepts that others might have.</td>
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<tr>
<td>• To make learning support students aware of the disbanding of the program by the end of summer 2012 so that they would make progress toward fulfilling their academic requirements and be able to continue their enrollment at UWG.</td>
</tr>
<tr>
<td>• To discover additional testing opportunities which would enable the testing component of the office to offset the revenue lost when the College of Education opted to stop requiring the Miller Analogies Test.</td>
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<thead>
<tr>
<th>How did the department assess the extent to which it achieved these results?</th>
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<tr>
<td>• A specially designed manual for LS students was created which covers the gamut of LS policies and procedures, review of the core curriculum, terminology of which they should be aware, and so forth. All enrolled LS students received a copy of the manual. A reduction in the number of questions posed by these students which had been answered in the manual was noted.</td>
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<tr>
<td>• Numerous classroom visits by me and regular correspondence through emails and announcements/reminders sent to the LS classes (receipt of written materials required a signature acknowledging the receipt) worked together to keep students informed of their options.</td>
</tr>
<tr>
<td>• A concerted effort has been made to add COMPASS remote testing administrations to the testing schedule. USG schools have been informed of our availability; we did approximately 50 during this reporting period at a charge of $15 per appointment.</td>
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<tr>
<th>What improvements were implemented in your department based on analysis of the assessment results?</th>
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<tbody>
<tr>
<td>I have no departmental improvements to report at this time.</td>
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<tr>
<th>Did the improvements have the impact you intended? (if applicable)</th>
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Guiding Principle 1: The University will develop and support a distinctive set of quality academic programs ranging from bachelors to doctorates that blend the best of professionalized liberal education, experiential learning, and individual transformation.
Ingram Library Annie Belle Weaver Special Collections will continue processing papers of former U.S. Congressman Bob Barr to open this significant collection for researchers.

Goal 1:
- Every undergraduate academic program will demonstrate a distinctive blending of liberal education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21st century.
- Ingram Library Instructional Services will engage in curriculum mapping to identify research classes as opportunities for developing students and discipline-specific information literacy skills.
- Center for Civic Engagement development will continue. Ingram Library Special Collections, Georgia Political Heritage Program, Department of History Center for Public History, and Department of Political Science and Planning Thomas B. Murphy Center for Public Services will occupy newly-built office space on ground floor and develop plans for coordinated work arrangements, budget support.

Goal 2:
- Every undergraduate student will be advised to take advantage of one of multiple available learning communities. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations, Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major. Center for Civic Engagement as learning community

Goal 3:
- The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.
- Ingram Library will support graduate classes and cohorts through targeted instruction initiatives and LibGuides development.
- Ingram Library will add graduate assistantships in the areas of Circulation (2, supported with special initiative funding reallocation from Provost office to provide 24/5 library hours) and History (1, to support Dr. Keith Hebert in development of content for exhibits to support Murphy Office installation).
- Guiding Principle 2: Every responsible agency of the University will be dedicated to creating a safe, supportive, and engaging campus life.

Goal 4:
- The University will maintain an environment that is safe and conducive to learning.
- Ingram Library Outreach Librarian will plan and develop a Student Advisory Council to assist the library in identifying needs and issues, and assessing library collections, services, facilities, and programs from the student perspective.
• Ingram Library Instructional Services will set up GroupFinder to facilitate student work group activity within the library.

• Ingram Library Instructional Services will develop and promote GoPRO, a research appointment system.

Goal 5:
• The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.

Goal 6:
• All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.

Guiding Principle 3: The steady enrollment growth over the next five years will be managed to enhance the University dedication to educational excellence in a personal environment.

Goal 7:
• The University will endeavor to increase our overall enrollment to 14,500 by the year 2015.

Goal 8:
• With our enrollment growth West Georgia will remain committed to the following targets of academic quality: faculty-student ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4.4 to 1.

Goal 9:
• West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth, such as new classroom space for Nursing and Art.

Guiding Principle 4: The University will increase its fund-raising and community service to match the needs of all of our stakeholders and communicate our story effectively.

Goal 10:
• Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia

Goal 11:
• Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institution integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.

Goal 12:
• Community Relations: The University will engage the local community educationally, culturally and recreationally.

How did the department assess the extent to which it achieved these results?

GOAL:
• Ingram Library Annie Belle Weaver Special Collections will continue processing papers of former U.S. Congressman Bob Barr to open this significant collection for researchers.

ASSESSMENT:
• Finding aid will be published online

GOAL:
• Ingram Library Instructional Services will engage in curriculum mapping to identify research classes as opportunities for developing students discipline-specific information literacy skills.

ASSESSMENT:
• Departmental meeting notes; Information Literacy plans
• Ingram Library Instructional Services will engage in curriculum mapping to identify research classes as opportunities for developing students; discipline-specific information literacy skills.

ASSESSMENT:
• Departmental meeting notes; Information Literacy plans

GOAL:
• Center for Civic Engagement as learning community

ASSESSMENT:
• Center staffing and budget secured; Reports of activities

GOAL:
• Ingram Library will support graduate classes and cohorts through targeted instruction initiatives and LibGuides development.

ASSESSMENT:
• Statistical and narrative reports produced by Instructional Services; web site content

GOAL:
• Ingram Library will add graduate assistantships in the areas of Circulation (2, supported with special initiative funding reallocation from Provost office to provide 24/5 library hours) and History (1, to support Dr. Keith Hebert in development of content for exhibits to support Murphy Office installation).

ASSESSMENT:
• Budget reports; completed projects

GOAL:
• Ingram Library Instructional Services will set up GroupFinder to facilitate student work group activity within the library.

ASSESSMENT:
• Software module brought up online

GOAL:
• Ingram Library Instructional Services will set up GroupFinder to facilitate student work group activity within the library.

ASSESSMENT:
• Software module brought up online

GOAL:
• To improve the librarian/student ratios and the library staffing rations as cited by the most recent (2010) National Council for Education Statistics (NCES) Academic Libraries Survey report

ASSESSMENT:
• National Council for Education Statistics (NCES) Academic Libraries Survey report

GOAL:
• Continue renovation to the library second and third floors, to complete classrooms, study rooms, Assistive Technology Lab, ADA-compliant rest rooms.

ASSESSMENT:
• Observation; Facilities documents regarding projects.

GOAL:
• Produce and distribute printed materials to highlight library resources.

ASSESSMENT:
• Published items; budget reports.

GOAL:
• Ingram Library will organize and promote cultural events to engage the campus and surrounding community.

ASSESSMENT:
• Program statistics; press releases and news articles.

What improvements were implemented in your department based on analysis of the assessment results?

Did the improvements have the impact you intended? (if applicable)
NOTE: See .pdf link below for library usage assessment results 2008 to 2012

GOAL:
- The Annie Belle Weaver Special Collections will continue processing papers of former U.S. Congressman Bob Barr to open this significant collection for researchers.

ASSESSMENT:
- Finding aid will be published online
- The Bob Barr collection was formally opened for research May 15, 2013
- http://lgdata.s3-website-us-east-1.amazonaws.com/docs/204/284005/Bob_Barr.pdf

GOAL:
- Instructional Services area of the Library will engage in curriculum mapping to identify research classes as opportunities for developing students discipline-specific information literacy skills.

ASSESSMENT:
- Departmental meeting notes; Information Literacy plans
- Instructional Services worked with Core courses and those offered by the Richards College of Business, and the College of Education. Moving forward, curriculum mapping will be a responsibility of departmental liaisons. The process of mapping the Core has informed the construction of a first year library instruction curriculum: First Year Curriculum. This curriculum will evolve as the curriculum mapping of the core progresses and as the university engages in Core revision.
- Curriculum mapping for the College of Education identified key courses to target for library instruction at the undergraduate level (graduate level mapping is in progress). This document includes information on those key courses and a few others that are required for multiple degree programs, including the number of sections anticipated per semester:
  https://docs.google.com/spreadsheet/ccc?key=0As1IPNJR8MApdGw5MXR1WWI5SnkwQnF2SDB2QzhsdVE&usp=sharing
- The next step will be to map appropriate library instruction learning outcomes to the high impact courses.

GOAL:
- Center for Civic Engagement as learning community

ASSESSMENT:
- Center staffing and budget secured; Reports of activities
- The Center for Civic Engagement steering committee met systematically through AY12 and submitted a budget request to the Provost and Vice President for Academic Affairs. The proposal was not funded in FY13. The steering committee continues to meet.

GOAL:
- Ingram Library will support graduate classes and cohorts through targeted instruction initiatives and LibGuides development.

ASSESSMENT:
- Statistical and narrative reports produced by Instructional Services; web site content including LibGuides
- The library held a number of workshops for faculty and graduate students on specific library tools, including Endnote and Web of Knowledge, both supported by an accompanying Libguide:
  - Endnote: http://libguides.westga.edu/endnoteweb
  - Web of Knowledge: http://libguides.westga.edu/wok
- Many distance learning graduate programs are supported by the library through libguides, including:
  - School Improvement: http://libguides.westga.edu/EDSI
  - Professional Counseling and Supervision: http://libguides.westga.edu/eddcounseling
• Department of Educational Technology and Foundations programs including School Library Media and Instructional Technology and Educational Psychology, Research, and Foundations: http://libguides.westga.edu/ETF
• Nursing Education: http://libguides.westga.edu/EDN
• Nursing: http://libguides.westga.edu/MSN
• Details of Instructional Services involvement with graduate students can be found: https://docs.google.com/a/westga.edu/document/d/1qg1m06oWjPt65jsRhYt2S5cmHjzT1hMEPmcJU-GjPtE/edit?usp=sharing

GOAL:
• Ingram Library will add graduate assistantships in the areas of Circulation (2, supported with special initiative funding reallocation from Provost office to provide 24/5 library hours) and History (1, to support Dr. Keith Hebert in development of content for exhibits to support Murphy Office installation). ASSESSMENT: Budget reports; completed projects
• The Provost office provided funding for additional graduate assistants to support extending hours to 24/5 beginning in Fall, 2012. Library door counts exceeded 500,000 during the year, and the number of visits per student grew to 43.8 visits per student. Prior to the library renovation, there were 23.5 library visits per student per year.

GOAL:
• Instructional Services area of the Library will set up GroupFinder to facilitate student work group activity within the library.
ASSESSMENT:
• Software module brought up online however due to the delays in the implementation of digital signage software (Four Winds) and lingering questions about user authentication (the ongoing efforts to create a single sign-on), GroupFinder has not yet been launched. Instructional Services is reviewing other options that might address additional needs.

GOAL:
• To improve the librarian/student ratios and the library staffing ratios as cited by the most recent (2010) National Council for Education Statistics (NCES) Academic Libraries Survey report
• The 2010 report lists 13 librarians at UWG, or 1.3 librarians per 1000 students. The Office of the Provost funded one new faculty position in FY12 and 2 .75 Limited Term, temporary positions. In FY13, 2 full time faculty positions were added and 1 Limited Term Position. As of July 1 2013, there will be 18 Librarian positions and a limited term (Information Literacy Fellow) position that has received ongoing funding.

GOAL:
• Continue renovation to the second and third floors, to complete classrooms, study rooms, Assistive Technology Lab, ADA-compliant rest rooms.
ASSESSMENT:
• Observation; Facilities documents regarding projects.
• Renovation Draft Documents from March 2013

GOAL:
• Produce and distribute printed materials to highlight library resources.
ASSESSMENT:
• Published items; budget reports.
• The library collaborated with University Communication & Marketing to produce bookmarks, brochures, and design a new display to highlight library services and spaces at campus events.
• Bookmark: https://www.dropbox.com/s/oygwtpn0Ir8hbjk/LIBR_Bookmark.pdf
• Brochure: https://www.dropbox.com/s/20odcxesqashpsf/LIBR_Brochure.pdf
GOAL:
- Ingram Library will organize and promote cultural events to engage the campus and surrounding community.

ASSESSMENT:
- Program statistics; press releases and news articles.
- Ingram Library hosted The Many Faces of George Washington exhibit from the Gilder Lehrman Institute of American History, the university Constitution Day program, a Civil War book discussion series supported by a grant from the National Endowment for the Humanities and the American Library Association, and associated exhibits talks, musical presentations and displays. The opening and dedication ceremony for the Thomas B. Murphy Reading Room State Capitol Office Replica drew over 800 attendees, including every living speaker of the Georgia House of Representatives. Former governors Roy Barnes and Sonny Perdue and Georgia House Speaker David Ralston were among the speakers at the event.
- Selected publicity and news articles:
  - Workshops for Carroll County Empty Bowls:

GOAL:
- The Outreach Librarian will plan and develop a Student Advisory Council to assist the library in identifying needs and issues, and assessing library collections, services, facilities, and programs from the student perspective.
- The Dean of Libraries and the Outreach Librarian met with Student Government Association representatives to discuss this initiative. The Outreach Librarian began seeking membership for the Council and organizing meetings. The first was a regular meeting, second time used as a focus group for the LibGuides redesign research due to conflict with full faculty meeting.
- Agenda:
  - [https://docs.google.com/document/d/1sCGwpS2glSYWL0Zw97bOqbmzsz7J3ysAAmJ2WRuloGc/edit?usp=sharing](https://docs.google.com/document/d/1sCGwpS2glSYWL0Zw97bOqbmzsz7J3ysAAmJ2WRuloGc/edit?usp=sharing)
- Goal tracking document:
  - [https://docs.google.com/spreadsheet/ccc?key=0Ao4RY4XN6O2CdHNfc0VXS0RKUHTcXpEZDF0Q0dTZVE&usp=sharing](https://docs.google.com/spreadsheet/ccc?key=0Ao4RY4XN6O2CdHNfc0VXS0RKUHTcXpEZDF0Q0dTZVE&usp=sharing)

GOAL:
- Instructional Services area of the Library will develop and promote GoPRO, a research appointment system.
- Students can make a GoPRO appointment from the library website here: [http://www.westga.edu/libraryinst/](http://www.westga.edu/libraryinst/)
- Current Workflow: When a student signs up for a GoPro consultation, the Acuity Scheduling Calendar or the Google Form (depending on which type of request the student desires) will send an email to the shared account uwglibraryis@gmail.com. The subject line of the email will start with New Appointment.
- Marketed via library digital displays & in instruction sessions.
- Digital display image: https://docs.google.com/file/d/0B81IPNJR8MApcU9GZ3R0dTJjMk0/edit?usp=sharing
- Blog post by Andrew Walsh: http://uwglibrary.wordpress.com/2013/02/19/want-to-get-personalized-research-help-from-a-librarian/
What were your expected outcomes (Goals) for this year?

- Work with faculty to design, develop, implement, and evaluate distance learning environments that encourage and support excellence in a personal environment.
- In collaboration with other campus and state departments, maintain the human and technical resources and network infrastructure necessary to successfully support and deliver distance and distributed learning.
- Ensure that academic, faculty, and student services are appropriate to meet the needs of distance and distributed learners and instructors.
- Conduct continuous evaluation of distance and distributed learning and support services to ensure the advancement of the University's mission and adherence to quality standards.
- Support research, scholarship, and creative endeavors which promote knowledge of distance learning, teaching, and design.

How did the department assess the extent to which it achieved these results?

- Enrollment reports, customer service surveys, course completion and retention reports, helpdesk reports, written student surveys at the end of each term, instructor summaries of student survey results, random phone surveys of students in online courses, informal discussions with students and faculty, Faculty Workshop evaluations.
- Most of these assessments and their results are provided publicly on our website at http://uwgonline.westga.edu (Look under About Us, under the heading Effectiveness)

What improvements were implemented in your department based on analysis of the assessment results?

- Based on assessment data showing students' desire for more online offerings (71.2% of students (Fall 2011) said they'd like to take more courses in the future that are completely online (compared to 62.8% in Fall 2009), the department has helped make distance courses and online programs accessible to a growing number of students and potential students.
- At the start of FY12, the DDEC supported the offering of 17 fully online degree programs, certificates, and endorsements, in addition to serving as a host affiliate for the state-wide online eCore program. This is nearly double the number of programs offered in FY09. This number includes one of only two online doctorate programs offered in the state and our first online Bachelors degree.
- In Summer 2011 alone, distance education credit hours accounted for 39.7% of all UWG credit hours.
- The total number of distance courses (51-100% online) offered increased by 20% in FY 12 (up from a 12% increase the year prior), with 1143 course sections offered (up from 908 in FY11).
- The number of fully online UWG courses offered, not counting eCore or WebMBA, saw a 25% increase from 410 in FY11 to 544 in FY12 (compared to a 17% increase the year prior).
- The number of students enrolled in ONLY online classes rose from 846 in Fall 2011 (FY11) to 1189 in Fall 2012 (FY12).
- To meet the increase in online course offerings and online programs, the DDEC continued to support a Faculty Development Team, centrally located on the campus; expanded student assistant and graduate assistant support staff in multiple locations on campus; created a UWG Certified Tiered model of trainings to support the development and evaluation of online programs and courses; developed a three pronged approach in faculty development offerings that include extended in-depth training, face to face workshops, and self-paced online courses; and provided hardware and software recommendations and training resources for online faculty.
The DDEC hired a new Director of Online Faculty Development, brought on a new Dean of Online Faculty Development and USG eCore in July 2011, and continued highly-rated workshop series, just-in-time support, and helpdesk services. The Faculty Development team created a monthly newsletter aimed at faculty interested in, or already involved in, teaching online. The newsletter brings up-to-date information and resources regarding designing, developing, teaching, and evaluating online/hybrid courses to faculty. The university is currently in the process of forming a university-wide committee to study and make recommendations about online faculty development and quality control of online courses. The DDEC UWG Online Helpdesk staff responded to approximately 5395 helpcalls (students and faculty) in FY12. Despite the high volume of calls, respondents to the helpdesk customer services survey rated our overall support services an average of 9.6 out of 10. The DDEC conducted 52 hours of face to face workshops through 26 individual workshop trainings for faculty through December, 2011. Approximately 20 faculty attended. Attendees rated the workshops as meeting and exceeding their needs however, comments indicated that they would prefer a longer period of time to digest the material covered. In response to faculty comments, researched best practices, and declining workshop numbers, The Faculty Development Center redesigned their training menu to include a more diversified training model focused on Social Learning. In January 2012, they launched their initial UWG Online Certified Online Instructor cohort. Over 60 faculty members requested participation. 34 were accepted into three different cohort groups and at completion, UWG Online certified 32 new online instructors. This course was conducted over 10 weeks and included both online and face to face components. Participants completed five online modules and attended two hour face to face trainings with their group that included presentations by existing online faculty. Participant evaluations indicated that the course needed to be split into two sections and shortened. As a result, the initial course was redesigned into two separate courses. 46 faculty were accepted out of 52 applications for the summer sessions set to begin in early July. To increase awareness for the BlackBoard Collaborate and to maintain the collegial relationships developed in the initial cohort over the summer break, the DDEC began conducting one hour synchronous webinars. 15 separate sessions were conducted with approximately 10 faculty attending each session. The DDEC offered 156 Dr. D (one-on-one consultations) with a total duration of 114 hours.

As a result of reviewing their course evaluations, faculty continuously indicate the need to more easily incorporate use of multimedia in their courses, including audio and video.

The DDEC responded by upgrading its Wimba server, which allows for two-way video and introducing Blackboard Collaborate through the cohort trainings; by further promoting the use of Wimba Pronto instant messenger that integrates seamlessly with our learning management system and provided virtual helpdesks for various student support units across campus; by upgrading various other software licenses to allow for mobile access and for archives to be downloaded as offline mobile files; and by further supporting the campus-wide collaborative wikispaces service that integrates with our campus myUWG portal; by identifying and supporting media creation tools that meet the needs for Section 508 compliance; by increasing technology resources available for faculty checkout. In FY12, the Wimba/Collaborate system was used a total of 23156 times, (up from 10942 in FY11) including instruction and support, with 3933 (up from 2562 in FY11) events accounting for advisement and virtual office hours. The total advisement hours via Wimba Live Classroom was 20 hours, (up from 14 in FY11) with an average advisement session of 25 minutes.

The Faculty Development team created and disseminated a monthly newsletter aimed at faculty interested in, or already involved in, teaching online. The newsletter brings up-to-date information and resources regarding designing, developing, teaching, and evaluating online/hybrid courses to faculty. The university is currently in the process of forming a university-wide committee to study and make recommendations about online faculty development and quality control of online courses. The DDEC UWG Online Helpdesk staff responded to approximately 5395 helpcalls (students and faculty) in FY12. Despite the high volume of calls, respondents to the helpdesk customer services survey rated our overall support services an average of 9.6 out of 10. The DDEC conducted 52 hours of face to face workshops through 26 individual workshop trainings for faculty through December, 2011. Approximately 20 faculty attended. Attendees rated the workshops as meeting and exceeding their needs however, comments indicated that they would prefer a longer period of time to digest the material covered. In response to faculty comments, researched best practices, and declining workshop numbers, The Faculty Development Center redesigned their training menu to include a more diversified training model focused on Social Learning. In January 2012, they launched their initial UWG Online Certified Online Instructor cohort. Over 60 faculty members requested participation. 34 were accepted into three different cohort groups and at completion, UWG Online certified 32 new online instructors. This course was conducted over 10 weeks and included both online and face to face components. Participants completed five online modules and attended four two hour face to face trainings with their group that included presentations by existing online faculty. Participant evaluations indicated that the course needed to be split into two sections and shortened. As a result, the initial course was redesigned into two separate courses. 46 faculty were accepted out of 52 applications for the summer sessions set to begin in early July. To increase awareness for the BlackBoard Collaborate and to maintain the collegial relationships developed in the initial cohort over the summer break, the DDEC began conducting one hour synchronous webinars. 15 separate sessions were conducted with approximately 10 faculty attending each session. The DDEC offered 156 Dr. D (one-on-one consultations) with a total duration of 114 hours.

As a result of reviewing their course evaluations, faculty continuously indicate the need to more easily incorporate use of multimedia in their courses, including audio and video.

The DDEC responded by upgrading its Wimba server, which allows for two-way video and introducing Blackboard Collaborate through the cohort trainings; by further promoting the use of Wimba Pronto instant messenger that integrates seamlessly with our learning management system and provided virtual helpdesks for various student support units across campus; by upgrading various other software licenses to allow for mobile access and for archives to be downloaded as offline mobile files; and by further supporting the campus-wide collaborative wikispaces service that integrates with our campus myUWG portal; by identifying and supporting media creation tools that meet the needs for Section 508 compliance; by increasing technology resources available for faculty checkout. In FY12, the Wimba/Collaborate system was used a total of 23156 times, (up from 10942 in FY11) including instruction and support, with 3933 (up from 2562 in FY11) events accounting for advisement and virtual office hours. The total advisement hours via Wimba Live Classroom was 20 hours, (up from 14 in FY11) with an average advisement session of 25 minutes.
As a result of informal assessments regarding the need for more student support updates, as well as media driven orientations and tutorials integrated directly into CourseDen, the DDEC's Student Services team provided the use of our FREE Option Resources - How to Use CourseDen; course. This was built by our staff to provide fully online students the tools needed to succeed in any online course regardless of the tools/software used by their instructors.

In Spring 2012, 4032 students were enrolled in the optional online orientation course as well as our Online Student Listserv (UWG-Wolf - Wise Online Learners Forum;) to provide upcoming news, updates, announcements, and helpful information.

The DDEC Student Services Team created 18 media driven, audio narrated instructional tutorials to give the user personalized orientations to tools/services supported by our department.

Did the improvements have the impact you intended? (if applicable)

Based on assessment data showing students' desire for more online offerings:

- The total number of distance courses (51-100% online) offered increased by 20% in FY 12 (up from a 12% increase the year prior), with 1143 course sections offered (up from 908 in FY11).
- The number of fully online UWG courses offered, not counting eCore or WebMBA, saw a 25% increase from 410 in FY11 to 544 in FY12 (compared to a 17% increase the year prior).

Impact: In Summer 2011 alone, distance education credit hours accounted for 39.7% of all UWG credit hours. The number of students enrolled in ONLY online classes rose from 846 in Fall 2011 (FY11) to 1189 in Fall 2012 (FY12).

To meet the increase in support needed for online course offerings and online programs:

- The DDEC hired a new Director of Online Faculty Development, brought on a new Dean of Online Faculty Development and USG eCore in July 2011, and continued highly-rated workshop series, just-in-time support, and helpdesk services.
- The Faculty Development team created and disseminated a monthly newsletter aimed at faculty interested in, or already involved in, teaching online. The newsletter brings up-to-date information and resources regarding designing, developing, teaching, and evaluating online/hybrid courses to faculty.
- In response to faculty comments, researched best practices, and declining workshop numbers, The Faculty Development Center redesigned their training menu to include a more diversified training model focused on Social Learning launched an initial UWG|Online Certified Online Instructor cohort.

Impact: Over 60 faculty members requested participation. Initially, 34 were accepted into three different cohort groups and at completion UWG|Online certified 32 new online instructors. This course was conducted over 10 weeks and included both online and face to face components. Participants completed five online modules and attended four two hour face to face trainings with their group that included presentations by existing online faculty. Participant evaluations indicated that the the course needed to be split into two sections and shortened. As a result, the initial course was redesigned into two separate courses. 46 faculty were accepted out of 52 applications for the summer 2012 sessions set to begin in early July 2012.

Impact: Many of the newly certified online instructors went on to offer newly developed online offerings, helping to also impact Goal #1.

As a result of reviewing their course evaluations, faculty continuously indicate the need to more easily incorporate use of multimedia in their courses, including audio and video:

- The DDEC responded by upgrading its Wimba server, which allows for two-way video and introducing Blackboard Collaborate through the cohort trainings; by further promoting the use of Wimba Pronto instant messenger that integrates seamlessly with our learning management system and provided virtual helpdesks for various student support units across campus; by upgrading various other software licenses to allow for mobile access and for archives to be downloaded as offline mobile files; and by
further supporting the campus-wide collaborative wikispaces service that integrates with our campus myUWG portal; by identifying and supporting media creation tools that meet the needs for Section 508 compliance; by increasing technology resources available for faculty checkout.

- Impact: In FY12, the Wimba/Collaborate system was used a total of 23156 times, (up from 10942 in FY11) including instruction and support, with 3933 (up from 2562 in FY11) events accounting for advisement and virtual office hours. The total advisement hours via Wimba Live Classroom was 20 hours,(up from 14 in FY11) with an average advisement session of 25 minutes.

- As a result of informal assessments regarding the need for more student support updates, as well as media driven orientations and tutorials integrated directly into CourseDen:
  - a. The DDEC's Student Services team provided the use of our
<table>
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<th>What were your expected outcomes (Goals) for this year?</th>
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<tr>
<td>• eCore will continue to increase enrollment, add new affiliate institutions and increase course completion rates.</td>
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<td>• eCore faculty will continue to improve and develop skills and are offered professional development opportunities each term and also via the eCore Annual Meeting.</td>
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<tr>
<td>• A quality faculty pool will continue to grow as qualified USG instructors will complete the online eCore Faculty Certification Program.</td>
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<tr>
<td>• Student course evaluations will continue to indicate a high level of satisfaction with instruction and eCore Administrative Services.</td>
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<tr>
<td>• eCore instructors will be highly participatory and engaged in their courses and with their students.</td>
</tr>
<tr>
<td>• eCore continues to promote high retention through administrative services for both students and faculty.</td>
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<tr>
<td>• Course improvements and adjustments are made during course revisions and also according to various course and instruction evaluations.</td>
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<th>How did the department assess the extent to which it achieved these results?</th>
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<td>• eCore assessments measurement mechanisms include:</td>
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  - COLAs (Course Outcome Learning Assessments)
  - Annual Students Services Survey
  - At-Risk Student Form and Tracking
  - Remedy evaluations
  - Annual eCore Faculty Survey
  - Five-Star Course Rubric
  - Course and instructor retention percentages
  - Withdrawal surveys
  - Course and instructor evaluations

• eCore modified and streamlined a comprehensive system for assessment of course-level outcomes (COLAs) in eCore courses.

• COLA data was reported and reviewed each term by faculty for each course section during FY2012.

• In November 2011, the eCore Student Success Manager conducted an online Student Services Survey of a sampling of eCore students to measure satisfaction, services, and success factors.
  - 73.8% said they received excellent or good advisement assistance as an eCore student.
  - 85.9% of students reported they attended the Orientation, What to Expect from an eCore class; prior to registration.
  - 71.4% of the students who reported they took the eCore Orientation, What to Expect from an eCore class; prior to registration, said the orientation was helpful to them.
  - 91.2% also reported that registration for an eCore course was convenient.
  - 94.5% reported they received eCore reminders and success tips emails from their eCore Advisor or eCore Administration, compared to 95.5% in FY 2011.

• The "At-Risk Student Form" is located on each course homepage for faculty to easily access and on the USG eCore Faculty Resource website at [http://ecore.usg.edu/faculty/resources.php](http://ecore.usg.edu/faculty/resources.php).
  - Faculty are requested to submit the "at-risk" students struggling in their courses weekly via the form.
  - There were 4357 at-risk student incidents reported by eCore faculty during FY 2012.
  - The eCore Student Success Team provided assistance to these students by telephone and/or email, offering guidance and resources to help the students be successful. 76 percent of the total number of unique students/courses reported as at-risk completed the eCore course in FY 2012. This compares to 53 percent retained in Fall 2009 and 59 percent retained in Spring 2010, and 78 percent retained in FY 2011. eCore staff, advisors and assistants provided telephone and email assistance to more than 2100 UWG and affiliate-institution eCore students.
Remedy and Numara survey follow-up evaluations indicated a total satisfaction score of 9.8 on a scale of 1-10, in six measures of performance with these services, including a more than 9.8 on timeliness of response. Courses undergoing course revision are measured according to the Five-Star Course Rubric (www.westga.edu/~distance/distancefaculty/coursereviewform.pdf). Retention in eCore courses was 83 percent among all affiliates in FY2012, after the addition of three new affiliates to the eCore Program. This compares to 84 percent in FY2011 (with 5 affiliates), 82 percent in FY 2010, 78 percent in FY2009 and in 72 percent in FY2008. Fiscal years 2011 and 2012 have the highest retention in the history of eCore. Retention of UWG students in eCore courses was 88 percent in FY 2012, also a new high, compared to 86 percent in FY 2011, 83 percent in FY 2010, 80 percent in FY2009, 76 percent in FY2008, and 71 percent in FY2007. Withdrawal surveys administered to all students who withdrew from eCore courses in FY 2012 indicated that 74 percent withdrew because of issues unrelated to instruction or the course itself (personal, illness, financial, other), compared to 74% in FY 2011 and 81 percent in FY 2010. This has improved from 60 percent in Summer 2009.

What improvements were implemented in your department based on analysis of the assessment results?

- Enrollment increased by 49% from FY 2011 to FY 2012 with 7562 students enrolled after adding 3 more affiliates (total of 8 affiliates), compared to 5062 students enrolled (with 5 affiliates) in FY 2011, 4233 in FY 2010 (with only 3 affiliates), and 4289 in FY2009. Helping to highlight enrollment growth during FY 2012, eCore increased to a total of eight eCore affiliate institutions by end of FY12. Retention in eCore courses was 83 percent among all affiliates in FY2012, compared to 84 percent in FY 2011, 82 percent in FY 2010, 78 percent in FY2009 and in 72 percent in FY2008. Fiscal years 2012 and 2011 have the highest retention years in the history of eCore. Retention of UWG students in eCore courses was 88 percent in FY 2012 (a new high), compared to 86 percent in FY 2011, 83 percent in FY 2010, 80 percent in FY2009, 76 percent in FY2008, and 71 percent in FY2007. Approximately 60% of the total enrollment had successful grades (A-B-C) in eCore courses offered for FY 2012 across all affiliates. In FY2012, 66 USG faculty successfully completed the eCore Faculty Certification Program, compared to 39 USG faculty in FY2011.

- The average number of discussion postings per week by eCore instructors was 21.29 during FY 2012, this increased from 20 in FY 2011 and 18 during FY2010. An average of 21 weekly postings is within an exceptionally good range.

Did the improvements have the impact you intended? (if applicable)

- eCore Summer 2012 enrollment was 1483 with a headcount of 1,073. The Summer 2012 course completion rate was 91.3%. In Fall 2012, enrollment grew to 3199 and retention reached 84.18%. Spring 2013 retention was 83.16%. In Summer 2012, the successful course completion percentage grew to 72.81% as compared to 68.15% in Summer of 2011.

- In Fall 2012, eCore and the Coastal College of Georgia (CCGA) formally agreed that CCGA would onboard as the ninth eCore affiliate institution during the Summer 2013 semester. During Spring 2013, the University of North Georgia agreed to become the 10th eCore affiliate with UNG students being able to register for Spring 2014 eCore courses.

- eCore continued to add qualified USG faculty to the eCore faculty pool. There were 41 new USG faculty members who completed the eCore Faculty Certification Program Summer 2012 through Spring 2013. Qualified USG faculty worked on course development and course revision. Additionally in partnership with the University of North Georgia Press and the USG office of Academic Affairs, USG eCore faculty authored an open textbook entitled