

Institutional Effectiveness Addendum 3.3.1.3

University of West Georgia

Submitted to the:

SACSCOC On-Site Committee

February, 2014

3.3.1.3: academic and student support services

UWG includes in the category of academic and student support services all departments within the Divisions of Academic Affairs and Student Affairs and Enrollment Management. Evidence of compliance with this principle include examples of departments at each level, presented here to give the reviewer an in depth look at how departments within offering different levels of degrees practice institutional effectiveness. Reports follow from several colleges follow. These colleges represent a mix of program levels, locations, some college programs have specialized accreditation and others don't. They were selected to represent all types of academic support units across UWG. The order of the reports is outlined below. These reports are followed by reports from the Division of Student Affairs and Enrollment Management.

Division of Academic Affairs

- Department of Anthropology (undergraduate only)

- Department of Foreign Languages and Literatures (undergraduate only)

- Department of Political Science and Planning (undergraduate and masters)

- Department of Mass Communications (preparing for specialized accreditation)

- Department of Psychology (undergraduate, masters and PhD)

- College of Science and Mathematics

- College of Education

- Richards College of Business

- Tanner Health System School of Nursing

- Honors College

- Extended Learning

- Ingram Library

Division of Student Affairs and Enrollment Management

Division	College of Social Sciences
Department	Anthropology Department
Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
<p>The Department of Anthropology embraces the following goals: a. Provide instruction in anthropology that contributes to general education and a strong liberal arts core curriculum b. Provide instruction that increases students? global awareness c. Provide a curriculum for anthropology majors that emphasizes rigor across subdisciplines, promotes experiential learning, and prepares undergraduate students to be productive members of society, strong candidates for graduate programs, and successful candidates for entry into a wide variety of employment fields d. Encourage and participate in original anthropological research and other professional activities that enhance instruction and advance knowledge through sponsored projects, interdisciplinary activities, consulting, and publication e. Engage in technical, professional, and scholarly services through collaboration with departments, institutions, agencies, and enterprises to serve regional needs through the application of anthropological knowledge in an effort to spare unnecessary costs, increase effectiveness, and advance the welfare of the people of Georgia f. Enrich the quality of student life through extracurricular anthropological activities that support and complement the academic program and community</p>	
How did the department assess the extent to which it achieved these results?	
<p>Department of Anthropology is just beginning this process. Through assessment of exit interviews and student portfolios of learning outcomes: 1. Apply critical thinking skills through the use of anthropological methods 2. Demonstrate a broad base of anthropological knowledge 3. Recognize the diversity of cultural practices through time and space 4. Demonstrate oral and written communication skills 5. Apply anthropological k knowledge through research in anthropology LO 1: This was assessed through an examination of their paper revision statements. The paper assignments themselves all require critical thinking. Additionally, the act of re-evaluating previous work and identifying areas of improvement demonstrates use of critical thinking. Concerns: A) Portfolios from 2009 do not include papers or paper revision statements. These were done for the course but not included in the portfolio. B) It was not clear how to assess this LO. Recommendations: A) Include papers and paper revisions in future portfolios. B) The faculty need to have a discussion on how to measure this LO. Overall assessment: We cannot adequately assess this until we develop better methods for recording data. LO 2, 3: The program requires courses that teach both diversity and a broad base of knowledge. Students individual accomplishment of these outcomes was assessed using the department assessment, where the students described their experience of the courses taken. This provided unanimous evidence that we have met our goals. No concerns. Recommendation: To make a clearer fit between LOs and portfolios, the department assessment assignment in Capstone could specifically require students to discuss LOs 1-3. Overall assessment: MET LO 4: Writing skills: This was assessed using their papers and paper revision statements. Each student who turned this in as a part of the portfolio was credited with having met the written part of this objective. Concern: Portfolios from 2009 do not include papers or paper revision statements. These were done for the course but not included in the portfolio. Recommendation: Include papers and paper</p>	

revisions statements in future portfolios. Overall assessment: MET, with the caveat that we will be including papers and revision statements in future portfolios. Oral communication skills: This was assessed using evidence from resumes. It generally consisted of evidence that they had done an oral conference presentation for an anthropology conference. In 2007, 20% (2) of students provided evidence of that in their resume. In 2008, 46% (7) provided evidence. In 2009, 6% (1) provided evidence of this. Concerns: A) Students do not have a way to document their experience with oral communication in the classroom setting. B) Additionally, some students did not show clearly on their resume whether or not they had done oral presentations in more professional, extracurricular settings as part of their anthropological training. C) Most students do not complete their portfolios in their last semester at UWG, and so the portfolios may not represent the extent of experience of our majors. Recommendations: A, B) Adapt the resume for capstone to include a section entitled Oral Communication experience, and list experiences that have come about within the Anthropology program. This could include class presentations, or discussion leadership roles. C) Have students update their record at the time of the exit interview, when they can turn in an updated resume or even just write in on a separate sheet at the time of exit interview sheet, adding any further oral presentation experiences they may have had. **This should be added to the portfolio immediately to facilitate future portfolio assessment. Overall assessment: We cannot adequately assess this until we develop better methods for recording data. LO 5: To the extent that all students take a field school course to graduate, this LO is consistently met by each student. As for independent research, the numbers are as follows: 40% (4) in 2007; 46% (7) in 2008; 13% (2) provided evidence of this in their resume. Concerns: A) This was difficult to assess, because the criteria for ?research? are not clear. B) Students are not necessarily indicating on their resumes the extent of their existing research activities. C) Most students do not complete their portfolios in their last semester at UWG, and so the portfolios may not represent the extent of experience of our majors. Recommendations: A) The department needs to make clear what we mean by research and instruct students accordingly when we have them write their resumes for Capstone. I suggest that even if we could field methods as adequate for fulfilling the mandate of the LO, we still require more precise records of independent research in the portfolio (see B and C below). B) Adapt the resume for capstone to include a section entitled Research experience, and list experiences that have come about through mentorship in the Anthropology program. C) Have students update their record at the time of the exit interview, when they can turn in an updated resume or even just write in on a separate sheet at the time of exit interview sheet, adding any further oral presentation experiences they may have had. **This should be added to the portfolio immediately to facilitate future portfolio assessment. Overall assessment: We cannot adequately assess this until we define research and develop better methods for recording data.

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

1. Develop a template for resumes to be written in Capstone that would include sections on Oral Communication and Research, in addition to the traditional sections.
2. Adjust Capstone syllabus to include their papers and revision statements in the portfolio
3. Develop a form for the students to fill out at the time of their exit interviews to update their portfolios in the areas of oral communication and research.
4. Develop a common cover sheet for the portfolio (as in 2007 and 2008) to make it easy to review them (see whether or not they have turned in all the assignments).
5. Adjust assignment for department assessment to specifically include assessment of LOs 1-3. Having them marked as bolded headings within the paper would facilitate

review of portfolios in the future. 6. Require final portfolios to be clean, revised, reprinted copies of assignments

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

Division	College of Arts and Humanities
Department	Foreign Languages Department
Year	2012 (Su11-Sp12)
What were your expected outcomes (Goals) for this year?	
<p>*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</p>	
How did the department assess the extent to which it achieved these results?	
<p>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.</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p>*Senior Capstone includes online Portfolio suitable for Graduate School Applications and Prospective Employers &nbsp;</p>	
Did the improvements have the impact you intended? (if applicable)	

Division	College of Social Sciences
Department	Political Science and Planning Department
Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
<p>Goal 1. Redesign Senior Seminar to improve research and writing skills. Goal 2. Reduce the number of seats in the American Government core classes (a number of the classes have 86-120 students).</p>	

Goal 3. Increase enrollment in the Master in Urban and Regional Planning program.
Goal 4. Carefully examine, and if necessary, redesign the POLS 2601 Research Methods class.

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

Goal 1. Redesign Senior Seminar to improve research skills, including writing and analysis.

The department formed a committee to determine how to improve subsequent iterations of Senior Seminar, and to assess the extent to which students have mastered expected learning outcomes. The committee's recommendations will be based on quantitative and qualitative data obtained from two sources: (1) A Senior Seminar writing sample, and (2) a Senior Seminar exit survey.

The Senior Seminar writing sample. A representative sample of the capstone seminar papers of all POLS seniors enrolled in the seminar will be evaluated. This representative sample will be scored on a simple three-point scale, with three representing good, two representing acceptable, and one representing unacceptable. Scores will be awarded on five criteria:

1. Grammar and writing style
2. Ability to present a thesis statement
3. Coherence and logic of the argument
4. Familiarity with and use of secondary literature; where appropriate, familiarity
5. With and use of primary sources

Exit Survey. All POLS students enrolled in Senior Seminar will be administered an exit survey, whose intent will be to assess student perceptions of the overall learning experience in Political Science. Results from the exit survey will generate both quantifiable data and qualitative comments and suggestions. The department committee will then take these results, evaluate them, and make recommendations for improvements for the next year.

Goal 2. Reduce the number of seats in the American Government core classes (a number of the classes have 86-120 students).

The department relied on a thorough review of current university policies and infrastructure to evaluate the possibility of reducing the number of seats in POLS 1101 courses. Although the faculty agree that it is pedagogically unsound to teach POLS 1101 classes with over 40 students, four factors compell us to teach several courses with over 90 students per semester: (1) The imperative to retain, progress, and graduate students (RPG), which means that our department must offer an appropriate number of seats to contribute to RPG. (2) The financial challenges the University faces at this time make it impossible to hire more faculty, which would be essential to reduce the faculty to student ratio in POLS 1101. (3) University workload policies limit the number of sections faculty may teach per semester. (4) The existing infrastructure of the University, in terms of classroom availability, limit the number of small classes (less than 40) that can be offered.

Goal 3. Increase enrollment in the Master in Urban and Regional Planning program (MURP). Based on enrollment data, the department has not met this goal. However, below we describe a plan of action that will help us achieve the goal in the future.

Up to this year, the biggest challenges facing the MURP program are the lack of faculty resources and low enrollment. Over the past two years, the director assumed an administrative position in the Dean's office, and then accepted a new position at a different university in summer 2010. As a result, the program, no major efforts were made to advertise or increase enrollment in the program.

During the Spring 2010, the department conducted a national search to hire a new faculty to assume the directorship of the program. The search was successful and the new MURP director arrived at UWG in Fall 2010. Upon arrival the director was given a clear charge to increase enrollment. In collaboration with the Dean of the College, the director of graduate studies, and the department chair, the MURP director initiated a marketing campaign that included: rebranding the program, formerly known as M.S. in Rural and Small Town

Planning to its current Master in Urban and Regional Planning, and engaging in an outreach campaign in the community to both advertise the program and seek potential internship opportunities for students. The results of these efforts will be evident next year.

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

Goal 4. Carefully examine, and if necessary, redesign POLS 2601 - Research Methods. The assessment of this goal will be based on the work of a committee, composed of three faculty members, selected and charged with evaluating the feasibility of splitting POLS 2601 into two separate courses. The committee will make a report to the faculty during the next faculty meeting, at which point the faculty will vote on the recommendations and proceed to request the agreed upon changes through proper channels. The University of West Georgia has a robust faculty governance structure, which means that all program changes will have to be approved by the University's Faculty Senate.

The committee will assess the feasibility of redesigning POLS 2601 as follows:

1. Evaluate student performance in previous iterations of POLS 2601 to determine students' strengths and weaknesses.
2. Conduct interview with the department's faculty to determine their opinions on major areas of concern, and obtain their recommendations for improvement.
3. Conduct a systematic comparison of similar courses across a representative sample of universities to determine best practices.

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

Goal 1. Redesign Senior Seminar to improve research and writing skills.

Recommendations are still pending. No improvements have been made yet, but will be reported next year.

Goal 2. Reduce the number of seats in the American Government core classes (a number of the classes have 86-120 students).

Unfortunately, no improvements could be made in this area.

Goal 3. Increase enrollment in the Master in Urban and Regional Planning program.

A new faculty was hired to lead the MURP program, and a marketing campaign is in place to increase enrollment. These are significant improvements which we expect will increase enrollment, and enhance the ability of the program to fulfill its mission, which is to prepare students for a planning career in rural, regional and public and private planning agencies, providing a base in theory and analytical skills for the preparation, formulation and implementation of rural plans, policies and programs.

Goal 4. Carefully examine, and if necessary, redesign the POLS 2601 Research Methods class.

Recommendations are still pending. No improvements have been made yet, but will be reported next year.

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

It is too early to determine whether the improvements implemented this year had the impact intended.

Division	College of Social Sciences
Department	Political Science and Planning Department
Year	2012 (Su11-Sp12)
What were your expected outcomes (Goals) for this year?	
<p>Goal 1. Increase enrollment in the Master in Urban and Regional Planning program.</p> <p>Goal 2. Update POLS Core Area F requirements.</p>	

Goal 3. Implement the newly redesigned POLS 2601 (Research Methods).

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

Goal 1. Increase enrollment in the Master in Urban and Regional Planning program.

The primary method of assessing this goal is through enrollment data. Below Table 1 present data used to assess the success of these results.

Table 1. MURP Enrollment, 2010-2012

MURP Enrollment	2010	2011	2012
Summer	2	4	1
Spring	2	4	4
Fall	2	3	

Goal 2. Update Core Area F requirements.

In order to improve retention, progression, and graduation of Political Science majors, the department needed to evaluate its core area F requirements. To this end, a faculty committee consisting of three faculty member was created. To assess whether changes were necessary, the committee relied on an evaluation of current courses offered, and an assessment of the difficulty of selecting appropriate courses based on students interviews.

Goal 3. Implement the newly redesigned POLS 2601 (Research Methods).

This goal was met by offering the newly redesigned POLS 2601 in the Spring 2012 semester. The assessment of this goal was charged to a committee last year. The committee, composed of three faculty members, was selected and charged with evaluating the feasibility of splitting POLS 2601 into two separate courses.

The committee assessed the feasibility of redesigning POLS 2601 as follows:

1. Evaluate student performance in previous iterations of POLS 2601 to determine students' strengths and weaknesses.
2. Conduct interview with the department's faculty to determine their opinions on major areas of concern, and obtain their recommendations for improvement.
3. Conduct a systematic comparison of similar courses across a representative sample of universities to determine best practices.

The committee made a report during our annual faculty meeting, at which point the faculty vote on the following recommendation:

To improve student writing and research design skills, the committee recommended redesigning POLS 2601 to focus on developing a writing intensive research project.

To improve quantitative skills, the committee recommended adding a new course on Statistical Analysis POLS 3601, which will focus on introducing student to the fundamentals of statistical analysis for social science in general, and Political Science in specific.

Subsequently, the department requested the agreed upon changes through proper channels. The University of West Georgia has a robust faculty governance structure, which means that all program changes have to be approved by the University's Faculty Senate.

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

Goal 1. Increase enrollment in the Master in Urban and Regional Planning program.

As described in the previous year report, a number of individuals in the College of Social Sciences, and the Political Science Department made significant efforts to increase enrollment. In particular, a new director was hired and a marketing campaign was developed.

Goal 2. Update POLS Core Area F requirements.

The faculty recommended eliminating courses that are no longer being offered, as well as simplifying the course selection offering. For example, students can now take ANY 2000 level course in ACCT, CRIM, etc. Based on student interviews, it is a lot easier for a student to understand what they must take in order to graduate.

Goal 3. Implement the newly redesigned POLS 2601 (Research Methods).

Focusing POLS 2601 on developing a writing intensive research project is a significant improvement because this new course will allow students more time to identify and correct writing and research skill deficiencies early in their major.

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

Goal 1. Increase enrollment in the Master in Urban and Regional Planning program.

Based on enrollment data from Table 1 above, as of Spring 2012, the improvements have not had the intended results. However, we expect that enrollment will increase by the Fall 2012.

Goal 2. Update POLS Core Area F requirements.

It is too early to tell at this point, but we will continue to monitor and evaluate the effectiveness of this change.

Goal 3. Implement the newly redesigned POLS 2601 (Research Methods).

It is too early to tell at this point, but we will continue to monitor and evaluate the effectiveness of this change.

Division	College of Social Sciences
Department	Political Science and Planning Department
Year	2013 (Su12-Sp13)

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

Goal 1. Create a new methodology class (POLS 3601)

Goal 2. Updated POLS Core Area F

Goal 3. Increase enrollment in Master of Urban and Regional Planning

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

Goal 1. Create a new methodology class (POLS 3601)

This goal was met after the Faculty Senate approved the course addition in November 2012.

Goal 2. Update POLS Core Area F

This goal was met after the Faculty Senate approved the course deletions and additions in November 2012. These changes are effective as of the Spring 2013.

Goal 3. Increase enrollment in Master of Urban and Regional Planning

The primary method of assessing this goal is through enrollment data. Below Table 1 present data used to assess the success of these results.

Table 1. MURP Enrollment, 2010-2013

MURP Enrollment	2010	2011	2012	2013
Summer	2	4	1	6
Spring	2	4	4	14
Fall	2	3	13	14

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

Goal 1. Create a new methodology class (POLS 3601)

This past year the Department split POLS 2601 into two classes. Students may now take a qualitative research methods class (2601) and quantitative methods class (3601).

Goal 2. Updated POLS Core Area F

The Department streamlined Core Area F classes (those required for majors).

Goal 3. Increase enrollment in Master of Urban and Regional Planning

This year no major improvements were made. Given that there was a significant increase in enrollment, we concluded that the improvements introduced in previous years finally yielded the expected results.

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

Goal 1. Create a new methodology class (POLS 3601)

It is too early to tell at this point, but we will continue to monitor and evaluate the effectiveness of this change.

Goal 2. Updated POLS Core Area F

It is too early to tell at this point, but we will continue to monitor and evaluate the effectiveness of this change.

Goal 3. Increase enrollment in Master of Urban and Regional Planning

Yes, the improvements made in terms of hiring a new director and developing a strong marketing campaign definitely had the impact intended. As shown in Table 1 above, enrollment increased by more than 300 percent in relation to last year.

Division	College of Social Sciences
Department	Mass Communications Department
Year	2011 (Su10-Sp11)

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

1. To revise major declaration criteria to focus on discipline-specific content areas rather than general academic success indicators such as Overall GPA.
2. To complete second phase of curriculum revisions, i.e., establish areas of concentration in Convergence Journalism, Film & Media Arts, and Public Relations; and update a second cohort of course titles, prerequisites, and descriptions to reflect contemporary scholarship and industry philosophy and practices.
3. To strengthen alumni partnerships to enhance and realize professional development and networking opportunities for students. These partnerships and opportunities often lead to internships, service-learning initiatives, and entry-level positions for majors.

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

1. Accrediting Council on Education in Journalism & Mass Communications Standards
2. Internship Evaluations
3. Alumni & Industry Feedback via Media Day Panel, Networking session, and survey

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

Goal 1: Completed approval process to modify major declaration criteria. To declare Mass Communications as a major, students are required to complete Core Areas A-E, which includes courses in progress; complete ENGL 1101, ENGL 1102, COMM 1110, & COMM 1154 with a minimum grade of C; and attain a minimum 2.0 Overall GPA. Requiring a minimum grade of C in foundational writing and media survey courses ensures a higher likelihood that Mass Communications majors will master knowledge and skills necessary to succeed in 3000-

level Mass communications courses. Previous major declaration criteria required overall 2.5 GPA, which is a less discriminating performance indicator.

Goal 2: Completed Academic Affairs approval process to modify program to offer three areas of concentration. The three areas of concentration are Convergence Journalism, Film & Media Arts, and Public Relations. The resultant degree program reflects a high quality liberal arts education with secondary emphasis on critical knowledge areas that are essential for Mass Communications majors to succeed and have a competitive edge as scholars and professionals.

Goal 3: Department chair drafted and mailed a letter to the entire alumni database (1000 plus). The letter updated alumni on departmental initiatives, including its recent reclassification as an independent department; and asked them to consider engaging or re-engaging with the department in several ways - to update their alumni profile; to serve as a guest speaker in the classroom, an internship partner, a Media Day panelist, a member of its impending professional advisory council; and/or to make a \$30, \$300, or \$3000 contribution in honor of the department's 30th annual Media Day celebration.

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

Yes. As a result of achieving Goal 1 and Goal 2, the curriculum is well-aligned and competitive with peer programs and well positioned to support the impending degree modification from a B.A. to a B.S. Also, as a result of achieving Goal 3, the department is well-positioned to increase professional networking and internship opportunities with alumni.

Division	College of Social Sciences
Department	Mass Communications Department
Year	2012 (Su11-Sp12)
What were your expected outcomes (Goals) for this year?	
<ol style="list-style-type: none"> 1. To 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. 2. To complete Phase 1 of curriculum assessment, enter first cycle of data in university program assessment database for courses required across all concentrations, including assessment measure, performance statistics, and program learning outcome achieved per course. 3. To complete Phase I of an inaugural Strategic Plan - articulate 3-5 year strategic priorities and corresponding goals - which is a requisite document to initiate the Accrediting Council on Education in Journalism and Mass Communications application process. 4. To strengthen faculty/staff recognition in regards to critical program initiatives and strategic priorities. 5. To strengthen strategic partnerships, particularly with community and national affiliates, to heighten program the visibility, prestige, viability, and professional development and networking opportunities. 	
How did the department assess the extent to which it achieved these results?	
<ol style="list-style-type: none"> 1. Accrediting Council on Education in Journalism and Mass Communications Standards 2. USG Substantive Program Modification Criteria 3. SWOT Analysis 	

4. SMART Goals Criteria (specific, measurable, ambitious but achievable, relevant to objectives/priorities, and time-bound)
5. Strategic Plan Benchmarks
6. Alumni & Industry Feedback via Media Day Panel, Networking session, and survey

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, analytic, research, and technologic knowledge and skills that are critical for Mass Communications majors to succeed and have a competitive edge as scholars and professionals.

Goal 2 - Completed Phase 1 of curriculum assessment, i.e., entered first cycle of data in university program assessment database for courses required across concentrations (COMM 1110, COMM 1154, COMM 3301, COMM 4484, and COMM 4454), including assessment measure, performance statistics, and program learning outcome achieved per course with one exception (COMM 2254). Analysis indicates that students are primarily performing at the Exemplary or Acceptable levels, and are thereby consistently meeting or exceeding program learning outcomes. There were, however, two cases in which improvements were necessary. Effective Fall 2012, additional opportunities to practice Associated Press style were integrated in the sample assessment section of COMM 3301, which satisfies Objective 3, and all students averaged 71 - 93 on in-class APA exercises. Additionally, analysis suggested that inadequate classroom management skills may have contributed to 10 of 58 (17%) students performing at the Developing level and 4 of 58 (7%) at the Unacceptable level in a large sample assessment section of COMM 1154. A senior faculty member was assigned the subsequent large section of COMM 1154 and only 2 of 87 (2%) students performed at the Developing level, and only 1 of 87 (1%) at the Unacceptable level. The senior faculty member demonstrated advanced classroom management skills which realized increased instruction time to engage students.

Goal 3 - 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 4 - The department chair, Dr. Camilla Gant, established the Visionary Leadership Award. This inaugural, chair award honors faculty and staff who demonstrate exemplary vision and leadership in regards to critical program initiatives or strategic priorities. This year's 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 was nominated for and received the Outstanding Junior Faculty Award and Dr. Brad Yates was nominated for and received the Outstanding Mentor Award. Dr. Soo Moon was nominated for the Outstanding Research Award. Dr. Wendell Stone was nominated for the Outstanding Service Award. Dr. Meda Rollings was nominated for the Outstanding Teaching Award. Additionally, Dr. Amber Smallwood, Assistant Professor, nominated Dr. Camilla Gant for the Outstanding Mentor Award.

Goal 5 - Media Day is a signature department event designed to celebrate academic and professional development achievements of Mass Communications majors and distinguished alumni, and to create professional networking opportunities for students, particularly Mass Communications majors and minors. The event line-up included a panel of professionals, a professional networking session, and an Honors luncheon, including approximately nearly 40 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. Achievements related to Goals 1 and 2 strengthen program quality and viability relative to the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) standards and USG Substantive Program Modification Criteria. Also, ACEJMC requires programs to complete at least one assessment cycle to initiate accreditation application, and achievements related to Goal 2 moves the department forward in satisfying said requirement. Moreover, achievements related to Goal 3 positions the department to strengthen operational and fiscal excellence and efficiency given the articulation of departmental strategic priorities and goals; achievements related to Goal 4 strengthens faculty and staff recognition which boosts morale and positively correlates with faculty and staff engagement and productivity; and achievements related to Goal 5 heightens program visibility and prestige in national scholastic circles and strengthens teaching and learning curves, experiential learning, and professional networking opportunities.

Division	College of Social Sciences
Department	Mass Communications Department
Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<ol style="list-style-type: none"> 1. To complete Phase 2 of curriculum assessment - enter second cycle of data in university program assessment database, including assessment measure, performance statistics, and program learning outcome achieved per course for second cycle of courses required across concentrations and at least 50% of courses required within each concentration. One cycle of curriculum assessment is required to initiate the Accrediting Council on Education in Journalism and Mass Communications application process. 2. To complete Phase 2 of the inaugural Strategic Plan – articulate strategic actions to achieve 3- 5 year strategic priorities and corresponding goals. A strategic plan and one assessment cycle are required to initiate the Accrediting Council on Education in Journalism and Mass Communications application process. 3. To complete inaugural Diversity Plan, which is a required document to initiate the Accrediting Council on Education in Journalism and Mass Communications application process. 4. To revise department mission and vision which are required statements to initiate the Accrediting Council on Education in Journalism and Mass Communications application process. 5. To continue to strengthen faculty/staff recognition in regards to critical program initiatives and strategic priorities. 6. To continue to strengthen strategic partnerships, particularly with community and national affiliates, to heighten program the visibility, prestige, viability, and professional development and networking opportunities. 	

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

1. Accrediting Council on Education in Journalism and Mass Communications Standards
2. SMART Goals Criteria (specific, measurable, ambitious but achievable, relevant to objectives/priorities, and time-bound)
3. Strategic Plan Benchmarks
4. Alumni & Industry Feedback via Media Day Panel, Networking session, and survey

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

Goal 1 - Completed Phase 2 of curriculum assessment, i.e., entered second cycle of data in university program assessment database, including assessment measure, performance statistics, and program learning outcome achieved per course for second cycle of courses required across concentrations (COMM 1110, COMM 1154, COMM 2254, COMM 3301, COMM 4484, COMM 4454) and 33% of courses required within each concentration (COMM3313, COMM 3351, COMM 3352, CCOMM 3355, COMM 4403, and COMM 4451). Also completed assessment for an additional 22% of courses required within each concentration (COMM 3350, COMM 3353, COMM 4413, and COMM 4414), though data was not entered in university program assessment database. Analysis indicates that students are primarily performing at the Exemplary or Acceptable levels, and are thereby consistently meeting or exceeding program learning outcomes.

Goal 2 - Completed a draft of Phase 2 of inaugural Strategic Plan – strategic actions to achieve 3- 5 year strategic priorities and corresponding goals. However, additional edits are necessary to satisfy SMART goals criteria, i.e., specific, measurable, ambitious but achievable, relevant to objectives/priorities, and time-bound.

Goal 3 - Diversity Taskforce in collaboration with department faculty and staff completed a draft of inaugural Diversity Plan in accordance with the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) Diversity & Inclusiveness standard, including a definition of diversity and measurable outcomes in regards to the curriculum, faculty, staff, and student demographics, as well as a supportive climate, free of harassment and discrimination. However, additional edits are necessary to ensure plan integrates ACEJMC Diversity & Inclusiveness standard updates.

Goal 4 – Mission & Vision Taskforce in collaboration with department faculty and staff revised departmental mission and vision statements, giving particular attention to aligning them with COSS, UWG, and BOR mission and vision statements; and department unanimously approved the revised mission and vision statements Spring 2013.

Goal 5 - Department chair, Dr. Camilla Gant, continued Visionary Leadership Award, a chair award she established to honor faculty and staff who demonstrate exemplary vision and leadership in regards to critical program initiatives or strategic priorities. This year's recipient is Mr. Shawn Isaacs for his contributions to The WOLF Internet Radio, which serves the department's experiential learning strategic priority. Dr. Gant also nominated two department members for the College of Social Sciences inaugural outstanding faculty and staff awards. Ms. Teresa Yates was nominated for and received the Outstanding Staff Award and Dr. Soo Moon was nominated for the Outstanding Junior Faculty Award. Additionally, Dr. Brad Yates, Professor, nominated two department members for the College of Social Sciences inaugural outstanding faculty and staff awards. Dr. Camilla Gant was nominated for and received the Outstanding Mentor Award; and Mr. Shawn Isaacs was nominated for the Outstanding Staff Award.

Goal 6 - Achieved record attendance for professionals (50+), alumni (40+), and students (100+) at Media Media Day, a signature department event designed to celebrate academic and professional development achievements of Mass Communications majors and distinguished alumni, and to create professional networking opportunities for students, particularly Mass Communications majors and minors. The event line-up included a panel of professionals, a professional networking session, and an Honors luncheon. Moreover,

the *Times Georgian* continued its \$1000 corporate sponsorship for the Media Day Honors Luncheon which primarily underwrites the meal cost for students.

Moreover, the West Georgia chapter of the National Broadcasting Society (NBS) received national recognition. Members received the Most Improved Chapter of the Year Award and were recognized as a Motivated Chapter (1 of 6 across 56 chapters); and Dr. Brad Yates, chapter advisor, received the NBS Advisor of the Year Award. Additionally, members placed in NBS' 50th Annual Undergraduate Student Electronic Media Competition. Joshua Winters was the grand prize winner of the Academic Paper Category; Christopher Adamson was a finalist in the Audio Imaging Category; and Joshua Winters was a finalist in the Audio Commercial Category.

Also, the WOLF Internet Radio student leaders and volunteer garnered national recognition. The WOLF participated in the international College Radio Day and received the Best Community Outreach and Best On-Air Programming Spirit of College Radio Awards; and the WOLF Operations Manager, Mr. Shawn Isaacs was appointed to serve the College Radio Day Executive Board.

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

Primarily, yes. Achievements related to Goals 1, 2, 3, and 4 positioned the department to initiate the application process with the Accrediting Council on Education in Journalism and Mass Communications Fall 2014. However, goals were rather ambitious for the academic year. Consequently, completion of final draft of strategic actions, final draft of Diversity plan, and remaining entries in university program assessment database for courses required within each concentration (22%) were deferred until Fall 2013. Moreover, in addition to acknowledging and honoring exemplary performance, achievements related to Goal 5 strengthen morale which positively correlates with engagement and productivity; and achievements related to Goal 6 heighten program visibility and prestige in national scholastic circles and strengthens teaching and learning curves, experiential learning, and professional networking opportunities.

Division/College/School	College of Social Sciences
Area (if applicable)	Psychology Department
Department (if applicable)	College of Social Sciences - Psychology
Reporting Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
Goal 1. Convert Doctoral Program (PsyD) to Ph.D.	
Goal 2. Revise Undergraduate Curriculum to increase theoretical dexterity, application of learning, awareness of historical-cultural context, personal development, and career discernment/preparation.	
Goal 3. Improve efficiency and quality of Undergraduate Advisement	
How did the department assess the extent to which it achieved these results?	
Goal 1. Recorded <i>number of students who chose to convert from PsyD to PhD</i> (or remain in program after conversion to PhD).	
Goal 2.	
a.) <i>Psychology Program Senior Assessment Battery</i> (300 minute computer-based survey administered to all graduating seniors)	
o Criteria for success: 90 percent of items answered correctly by each student	
o Time table (how often assess): each senior is assessed in final year of program; battery is administered each semester	
b.) <i>Kudos & Grips Senior Essay</i> . Each senior must write this essay detailing aspects of the program that worked well for them and aspects that were troublesome.	

Goal 3. Undergraduate Major and Pre-Major Survey (electronic survey administered to all current majors and pre-majors)

- Criteria for success: 90% of student responses in the “5” range of Likert scale (1-5)
- Administered every 2 years
- Assessment findings:
 - Students indicated psychology course offerings were not spread out enough in time and basically fell between the 10-2 p.m. range.
 - Advising policies and practices were not clear.
 - Students were not receiving important policy and degree requirement information.
 - Students felt they were not being adequately prepared for career and graduate school.

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

Goal 1

Approval for conversion to PhD granted by BOR. Program requirements were modified to reflect the academic and research orientation of a PhD.

Goal 2

1. Department added a new course PSYC 4360 Community Psychology and placed it in the existing group of “Major Courses” from which students must take 8 hours.
1. Department added new section to the program entitled “Advanced Theory” consisting of a set of three courses (PSYC 3900, PSYC 4010-new course, PSYC 4030) from which students must select 1 and a set of three courses (PSYC 4000-new course, PSYC 4130, and PSYC 4350) from which students must select 2
2. Department changed the title of PSYC 3900 Personality and Motivation to PSYC 3900 Personality Theories and removed it from the “Major Courses” section of the program and added it to the “Advanced Theory” section of the program.
3. Department moved PSYC 4030 History and Philosophy of Psychology to “Advanced Theory” section of the program.
4. Department changed 4350 Culture & Psychology from a 3 to a 4 hour course.
5. Department added a section of the program called “Advanced Topics” in which students must take 8 hours of Psychology courses at or above 3000 level.
6. Department eliminated the requirement that Psychology majors must select a minor.
7. Department added an “Electives” section of the program in which students must take 29 hours of coursework from any department including Psychology, at least 8 of which must be at or above 3000 level.
8. Department will no longer require PSYC 2000 Humanistic Psychology in Area F. In its place, department will now require PSYC 2010 Psychology as a Human Science in Area F. This course emphasizes formulation of research questions and basic research skills.
9. Required senior seminar now includes assignments in career preparation.

Goal 3

The department hired a part-time administrative assistant to coordinate the advising between students and professors. The new administrative assistant has effectively integrated technology in the advising process. This Goal was met by the USOG granting the department the Ph.D.

Goal 2. This goal was met by the UWG Senate approving our Curriculum changes

Goal 3. This goal was partially met by hiring a part-time administrative assistant to coordinate the advising between students and professors. The new administrative assistant has effectively integrated technology in the advisement process.

Did the improvements have the impact that was planned?

Goal 1: Yes: All students chose to convert to PhD.
 Goal 2: Data are still being analyzed.
 Goal 3: We remain in need of further advising assistance to keep pace with the number of majors.

Division/College/School	College of Social Sciences
Area (if applicable)	Psychology Department
Department (if applicable)	Psychology
Reporting Year	2013 (Su12-Sp13)

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

1. Continue tradition of personal attention (e.g., advisement, mentoring, sponsorship of colloquia and dialogue sessions); 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).
2. Improve advising through developing online advising appointments for undergraduates
3. Revise orientation for MA level students.
4. Clarify clinical requirements for MA students
5. Develop more undergraduate online courses required for major

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

- Students in capstone course (undergraduate) submit anonymous evaluations of departments goals
- Student in Master's program submit anonymous evaluations at the end of their studies
- Students in PhD program are interviewed following thesis defense

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

- Department resolved to meet each semester before submitting next semester's course offerings to spread course times throughout the day as much as possible and to minimize times at which several undergraduate courses were offered at the same time on the same day.
- Department resolved to assign each declaring major to a faculty advisor and to require the student to meet with advisor to complete a checklist which contains several items and requirements of supreme importance. At this meeting, students are also given an advising packet with relevant information. Student questions are answered and future appointments are recommended.
- Each semester, psychology majors and pre-majors are electronically mailed important deadlines, requirements and policy information.
- A PSYC 1040 (Career Job Search Strategies) course was added to the requirements for an undergraduate degree in psychology. Department resolved to conduct at least 1 workshop available to undergraduates on preparing for career and graduate school.
- Department successfully recommended that the Foreign Language placement exam be administered to students during orientation. During psychology advising, students are urged to begin their foreign language sequence as soon as possible.
- A new MA program director was appointed who to organize orientation, clarify requirements, offer advisement, and student progress through the MA program.

- New upper level courses were offered online (3010, 3150), and advanced theory requirements are offered online for spring 2014.

Did the improvements have the impact that was planned?

Assessments are in process.

Division/College/School	College of Social Sciences
Area (if applicable)	Psychology Department
Department (if applicable)	College of Social Sciences - Psychology
Reporting Year	2011 (Su10-Sp11)

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

Goal 1. Convert Doctoral Program (PsyD) to Ph.D.

Goal 2. Revise Undergraduate Curriculum to increase theoretical dexterity, application of learning, awareness of historical-cultural context, personal development, and career discernment/preparation.

Goal 3. Improve efficiency and quality of Undergraduate Advisment

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

Goal 1. Recorded *number of students who chose to convert from PsyD to PhD* (or remain in program after conversion to PhD).

Goal 2.

- b.) *Psychology Program Senior Assessment Battery* (300 minute computer-based survey administered to all graduating seniors)
 - Criteria for success: 90 percent of items answered correctly by each student
 - Time table (how often assess): each senior is assessed in final year of program; battery is administered each semester

- b.) *Kudos & Gripes Senior Essay*. Each senior must write this essay detailing aspects of the program that worked well for them and aspects that were troublesome.

Goal 3. Undergraduate Major and Pre-Major Survey (electronic survey administered to all current majors and pre-majors)

- Criteria for success: 90% of student responses in the "5" range of Likert scale (1-5)
- Administered every 2 years
- Assessment findings:
 - Students indicated psychology course offerings were not spread out enough in time and basically fell between the 10-2 p.m. range.
 - Advising policies and practices were not clear.
 - Students were not receiving important policy and degree requirement information.
 - Students felt they were not being adequately prepared for career and graduate school.

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

Goal 1

Approval for conversion to PhD granted by BOR. Program requirements were modified to reflect the academic and research orientation of a PhD.

Goal 2

1. Department added a new course PSYC 4360 Community Psychology and placed it in the existing group of "Major Courses" from which students must take 8 hours.

10. Department added new section to the program entitled "Advanced Theory" consisting of a set of three courses (PSYC 3900, PSYC 4010-new course, PSYC 4030) from which students must select 1 and a set of three courses (PSYC 4000-new course, PSYC 4130, and PSYC 4350) from which students must select 2
11. Department changed the title of PSYC 3900 Personality and Motivation to PSYC 3900 Personality Theories and removed it from the "Major Courses" section of the program and added it to the "Advanced Theory" section of the program.
12. Department moved PSYC 4030 History and Philosophy of Psychology to "Advanced Theory" section of the program.
13. Department changed 4350 Culture & Psychology from a 3 to a 4 hour course.
14. Department added a section of the program called "Advanced Topics" in which students must take 8 hours of Psychology courses at or above 3000 level.
15. Department eliminated the requirement that Psychology majors must select a minor.
16. Department added an "Electives" section of the program in which students must take 29 hours of coursework from any department including Psychology, at least 8 of which must be at or above 3000 level.
17. Department will no longer require PSYC 2000 Humanistic Psychology in Area F. In its place, department will now require PSYC 2010 Psychology as a Human Science in Area F. This course emphasizes formulation of research questions and basic research skills.
18. Required senior seminar now includes assignments in career preparation.

Goal 3

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Goal 2. This goal was met by the UWG Senate approving our Curriculum changes

Goal 3. This goal was partially met by hiring a part-time administrative assistant to coordinate the advising between students and professors. The new administrative assistant has effectively integrated technology in the advisement process.

Did the improvements have the impact that was planned?

Goal 1: Yes: All students chose to convert to PhD.

Goal 2: Data are still being analyzed.

Goal 3: We remain in need of further advising assistance to keep pace with the number of majors.

Division/College/School	College of Social Sciences
Area (if applicable)	Psychology Department
Department (if applicable)	Psychology
Reporting Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<p>6. Continue tradition of personal attention (e.g., advisement, mentoring, sponsorship of colloquia and dialogue sessions); 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</p>	

opportunities for employment and graduate study in psychology).

7. Improve advising through developing online advising appointments for undergraduates
8. Revise orientation for MA level students.
9. Clarify clinical requirements for MA students
10. Develop more undergraduate online courses required for major

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

- Students in capstone course (undergraduate) submit anonymous evaluations of departments goals
- Student in Master's program submit anonymous evaluations at the end of their studies
- Students in PhD program are interviewed following thesis defense

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

- Department resolved to meet each semester before submitting next semester's course offerings to spread course times throughout the day as much as possible and to minimize times at which several undergraduate courses were offered at the same time on the same day.
- Department resolved to assign each declaring major to a faculty advisor and to require the student to meet with advisor to complete a checklist which contains several items and requirements of supreme importance. At this meeting, students are also given an advising packet with relevant information. Student questions are answered and future appointments are recommended.
- Each semester, psychology majors and pre-majors are electronically mailed important deadlines, requirements and policy information.
- A PSYC 1040 (Career Job Search Strategies) course was added to the requirements for an undergraduate degree in psychology. Department resolved to conduct at least 1 workshop available to undergraduates on preparing for career and graduate school.
- Department successfully recommended that the Foreign Language placement exam be administered to students during orientation. During psychology advising, students are urged to begin their foreign language sequence as soon as possible.
- A new MA program director was appointed who to organize orientation, clarify requirements, offer advisement, and student progress through the MA program.
- New upper level courses were offered online (3010, 3150), and advanced theory requirements are offered online for spring 2014.

Did the improvements have the impact that was planned?

Assessments are in process.

College of Science and Mathematics

Please see the statements pertaining to goals (outcomes) alphabetically for the following departments, Biology, Chemistry, Computer Science, Geosciences, Mathematics and Physics.

Division/College/School	College of Science and Mathematics
Area (if applicable)	Biology Department
Department (if applicable)	Biology
Reporting Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
I. Increase undergraduate student research opportunities. II. Encourage and reward student competency in discipline-specific learning. III. Increase faculty awareness of alternative, data driven, teaching practices.	
How did the department assess the extent to which it achieved these results?	
I. Department Space was outfitted for a cell culture lab with new centrifuge and incubator at department expense for undergraduate student use. II. Verbal student feedback in Senior Seminar, initiation of tangeable goals for students (highest scoring MFT plaque). III. Faculty attended a number of seminar/workshop opportunities designed to increase awareness of alternative teaching methods: Biology Boot Camp, Flipped classrooms, blended classrooms, etc.	
What improvements were implemented in your department based on analysis of the assessment results?	
None	
Did the improvements have the impact that was planned?	
N/A	

Division/College/School	College of Science and Mathematics
Area (if applicable)	Biology Department
Department (if applicable)	
Reporting Year	2012 (Su11-Sp12)
What were your expected outcomes (Goals) for this year?	
1. Provide greater student teaching opportunities 2. Expand opportunities for faculty-directed student research 3. Improve discipline-specific competency of students graduating with BS in Biology	
How did the department assess the extent to which it achieved these results?	
1. Provide greater student teaching opportunities Assessment: increase funding for students who pursue certification for secondary education 2. Expand opportunities for faculty-directed student research Assessment: increase funding for student research 3. 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?	
None	
Did the improvements have the impact that was planned?	
N/A	

Division/College/School	College of Science and Mathematics
Area (if applicable)	Biology Department
Department (if applicable)	College of Science and Mathematics - Biology
Reporting Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
1. Provide greater student teaching opportunities. 2. Expand access to students for assisted learning. 3. Improve global outreach in graduate studies	
How did the department assess the extent to which it achieved these results?	
Monitor student participation in student teaching and mentorship. Track the number of foreign students in the MS in Biology program.	
What improvements were implemented in your department based on analysis of the assessment results?	
None	
Did the improvements have the impact that was planned?	
N/A	

Department of Chemistry

Division/College/School	College of Science and Mathematics
Area (if applicable)	Chemistry
Department (if applicable)	Department of Chemistry
Reporting Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<p>The freshman chemistry series taken by all science majors, Principles of Chemistry I and II, is currently taught as a combined lecture and lab course (CHEM 1211K and 1212K). The lab portion is nearly always a higher grade score by a letter grade or more than the Lecture portion. Since the Lab portion counts as 25% of the overall course grade, too many students who scored below a C in the Lecture portion and scored a very high grade in the Lab portion grade will average out to a C and sometimes a B in the overall course grade. In order for a student to progress from the CHEM 1211 course to its sequel course of 1212, a grade of C or higher is required in the former course due to the subject matter in 1212 is highly reliant on knowing/understanding the content in 1211. Likewise, a grade of C or higher in CHEM 1212 is required for the sophomore series of Organic Chemistry (required by all chemistry and biology majors). The minimum C grade requirement is to make sure the students are minimally prepared to advance to the next level of Chemistry to assure a higher likelihood of success. In order to catch students from advancing ahead before being adequately prepared the lecture and lab portions of CHEM 1211 and 1212 have been separated; however, the appropriate lab must be taken concurrently with the appropriate lecture portion (e.g. CHEM 1211 which is the lecture portion will be taken along with the lab course CHEM 1211L). This will allow a more adequate evaluation/measure of the student's understanding of the content based lecture at an early level in their freshman year before advancing to higher levels inadequately which will lead into high difficulty to pass a number of other higher level courses in our chemistry program. The freshman chemistry series is critical in a student's foundational understanding to successfully continue on as a Chemistry major and presumably but to a lesser extent, as a Biology major too.</p>	
How did the department assess the extent to which it achieved these results?	
Assessment Outcome: Analysis of the number of students that earned below a C in the lecture portion of	

1211 and 1212 was compared to the number of students that passed the previous design of combined course of lecture-lab (1211K and 1212K, where the K represents a combined lecture and lab course). The shift in the freshman chemistry course design was assessed by comparing the % of students that scored below a grade of C in the new lecture 1211 and 1212 series as compared to the the % of students in the previous lecture lab combined grade average.

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

A significant % increase of students that scored below a grade of C in the lecture 1211 and 1212 series was observed as compared to the the % of students in the previous lecture lab combined grade average. We believe that catching these student early and having them retake these foundational courses leads to a higher likelihood of success and ultimately have a higher success rate in upper level courses. Overall we are pleased with this shift in course design.

This new design of the freshman series will remain due to the initial observed outcome where further analysis needs to be carried out during the next couple of years to confirm what a positive outcome for the students overall success.

Revised undergraduate courses and curriculum requirements to ensure students are better prepared and to improve RPG.

Did the improvements have the impact that was planned?

The curriculum revisions are helping to ensure students are better prepared for the rigor of the sophomore and higher levels of chemistry courses and thereby decrease the likelihood that they will withdraw or fail.

Division/College/School	College of Science and Mathematics
Area (if applicable)	Chemistry
Department (if applicable)	Department of Chemistry
Reporting Year	2012 (Su11-Sp12)

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

Continued efforts of the previous year with (i) advising adjustments in their freshman and sophomore years, and (ii) checking to make sure students had scored a C or higher in their pre-requisite math courses were carried out to intercept those not adequately prepared to take the Analytical Chemistry course (CHEM 3310K) starting in their junior year. The students not allowed to take the Analytical course would have to either retake the necessary pre-requisite math course(s) again to earn a minimum of C or higher or would have to go to another program outside of Chemistry.

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

Assessment Outcome:

1. Assessing he number of students scoring below a grade of C and compring to se if this number is diminishing to previous years.
2. Assessing the number of students that were prevented from taking the Analytical course due to inadequte math preparation. Again, several students were blocked from taking the Analytical course due to checking course background and finding inadequate scores in their pre-requiste math courses. These students would have otherwise been enrolled in the Analytical course and would scored below the necessary grade of C to continue in the chemistry program.

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

The advising adjustments as well as checking the math pre-requisite scores of each student enrolling in Analytical Chemistry will remain as a practice in our department. Due to the believed success in this

approach we will be implanting a shift in the freshman chemistry series taken by all science majors, Principles of Chemistry I and II. It is currently taught as a combined lecture and lab course (CHEM 1211K and 1212K). The lab portion is nearly always a higher grade score than the Lecture portion. Since the Lab portion counts as 25% of the overall course grade, too many students who scored a D in the lecture portion and scored a High Lab portion grade will average out to an overall C and sometimes a B in the overall course grade. The freshman course series relies on a grade of C or higher to continue in our chemistry program to the sophomore courses (Organic Chemistry) required by all Chemistry and Biology students. For the next academic year we will separate the lecture and lab portions as separate courses to be taken concurrently. This will allow a more adequate evaluation/measure of the student's understanding of the content based lecture portion. This portion is critical in a student's foundational understanding to continue on as a Chemistry major and presumably as a Biology major too.

Did the improvements have the impact that was planned?

Using the number of students who scored below a C as a measure of impact is still to soon to trust; however, considering the number of students that were prevented to take the Analytical course due to inadequate math pre-requisite scores is easy to assess. These students would have otherwise been in the Analytical course and scored below a C. Therefore, we consider these implementations as a positive impact with retention and preparation in our program.

Efforts to continually improve undergraduate RPG are ongoing.

Division/College/School	College of Science and Mathematics
Area (if applicable)	Chemistry
Department (if applicable)	Department of Chemistry
Reporting Year	2011 (Su10-Sp11)

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

A change was implemented with student advising and with securing student's meeting pre-requisite requirements for the Analytical Chemistry course which is considered a foundational course for all chemistry majors to complete in the beginning of their junior year. The aim of this effort is to improve retention, progression, and graduation rates. Some students that enter our program do not have adequate math skills and/or the mental discipline to successfully complete the course requirements for a chemistry degree. The junior level Analytical Course exposed this problem but an earlier prevention aimed at a student's freshman year and no later than their sophomore year to prevent the student to continue in this program. It is a course that too many students would fail and have to retake in order to enter in a required senior course, Biochemistry (CHEM 4711). Ultimately, this leads to students having to go back and retake courses late in their degree program. The goal is to intercept this problem in their freshman or no later in their sophomore year.

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

Assessment of Outcome:

The assessment of student retention and progression in our program was carried by course review and assessment. Primarily in the upper level course, Analytical Chemistry, which shows a strong correlation of student performance in this course and with their grades in the pre-requisite math courses. Students who either had to take the prerequisite math courses several times to go to the next level or who scored

a D grade and slipped by to the next level of math (Calculus I) were observed to not score well (typically a score of D or F) in the Analytical course. A score of C or higher in Analytical is required to enter in the capstone senior course, Biochemistry (CHEM 4711), which is a required course for all Chemistry majors.

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

1. A more aggressive approach was implemented with checking students mathematical backgrounds in courses that require a minimum level of math competency (e.g. Analytical) to make sure it met the minimum math requirements. We believe it has already had positive consequences but too early to be measured. The method of measurement implemented was by using the observed % of students scoring grades of D or F relative to the total student number in the course. It was too early to trust in the outcome this early but several students were prevented from taking the course due to inadequate scores in math pre-requisites which otherwise would have resulted in these students failing the course.
2. Advising freshman and beginning sophomore students to either be more diligent in their math courses if they are scoring low grades, or shift away from our program and into one of another discipline with less demand of math competency. In addition, the Sophomore Seminar (CHEM 2083) course has been adjusted to be used as an advising course regarding the necessity of having a minimal level of mathematical skills before progressing into their junior level courses.
3. These improvements in securing a higher amount of student success in their junior and senior level courses are planned to be continued.

Did the improvements have the impact that was planned?

We believe so but realized that these maneuvers, such as checking course grades in math pre-requisite math courses, would initially have a small impact but over the course of several years would be measurable outcome.

Division/College/School	College of Science and Mathematics
Area (if applicable)	Computer Science Department
Department (if applicable)	Computer Science
Reporting Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
Continue efforts to increase and effectively manage enrollment in our online MS in Applied CS program. 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?	
Revised undergraduate courses and curriculum requirements to ensure students are better prepared and to improve RPG. Streamlined internal processes for managing admissions process for our online MS in Applied CS graduate program. Due to a robust advertising campaign as well as our #6 national ranking by US News, the number of applications received this past year has more than doubled from the previous year (at the time of writing,	

55 in FY 2012 to 110 in FY 2013). This effort has enabled us to more effectively and efficiently monitor the status of a large volume of applications and effectively communicate and assist applicants in a timely manner as well as make rapid decisions regarding applications once they are complete (our goal is to notify students of acceptance decisions within 1 week after application is complete).

Did the improvements have the impact that was planned?

The curriculum revisions are helping to ensure students are better prepared for the rigor of computer science courses and thereby decrease the likelihood that they will withdraw or fail. The streamlining of graduate admissions within the department has indeed improved our ability to effectively and efficiently manage the admissions process. This will be particularly important in the upcoming academic year as we are finding it necessary, due to limited faculty resources to support the program and its current enrollment, to implement a tiered and more restrictive admissions process in order to ensure that we are able to offer sufficient classes to serve all students who decide to matriculate while also meeting the needs of current students in the program as well as our undergraduate students.

Division/College/School	College of Science and Mathematics
Area (if applicable)	Computer Science Department
Department (if applicable)	College of Science and Mathematics - Computer Science
Reporting Year	2012 (Su11-Sp12)
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 that was planned?	
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.	

Division/College/School	College of Science and Mathematics
Area (if applicable)	Computer Science Department
Department (if applicable)	College of Science and Mathematics - Computer Science
Reporting Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
<p>Transition M.S. in Applied Computer Science program to a 100% online program and reshape graduate curriculum for online delivery.</p> <p>Continue efforts to improve retention, progression, and graduation rates.</p> <p>Continue to enhance and innovate in online core classes.</p>	
How did the department assess the extent to which it achieved these results?	
<p>Analysis of enrollment and retention, progression, and graduation rates for Computer Science majors.</p> <p>Departmental course review and assessment.</p> <p>Student evaluations of instruction and student surveys.</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p>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.</p> <p>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.</p>	
Did the improvements have the impact that was planned?	
<p>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.</p> <p>Efforts to continually improve undergraduate RPG are ongoing.</p>	

Department of Geosciences

Division/College/School	College of Science and Mathematics
Area (if applicable)	Geosciences Department
Department (if applicable)	Geosciences
Reporting Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<p>Goals are 1. 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. 2. 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. 3. To continue to emphasize our present priorities in teaching, research and service. 4. To increase our emphasis on hydrogeology, geographic information systems (GIS) / remote sensing, and environmental geology in response to the growing societal</p>	

awareness and need for expertise in these areas. 5. 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?
Assessments of core classes was improved by pre- and post-tests. Faculty-student interaction and research was assessed by the number of student published abstracts and presentations at national, regional, state, and campus meetings. Increased emphasizes on GIS was greatly enhanced by the successful national search for an additional GIS tenure track faculty member. Our professional presence is demonstrated by published papers and abstracts.
What improvements were implemented in your department based on analysis of the assessment results?
We revised undergraduate courses and degree requirements to make the Geology and Geography programs more effective. Student-faculty joint research continued at high levels resulting at many student abstracts and presentations.
Did the improvements have the impact that was planned?
Yes, many undergraduate research projects resulted in abstracts and presentations at regional and national meetings.

Division/College/School	College of Science and Mathematics
Area (if applicable)	Geosciences Department
Department (if applicable)	
Reporting Year	2012 (Su11-Sp12)
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. 2. 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. 3. To continue to emphasize our present priorities in teaching, research and service. 4. 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. 5. 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 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?	
The ASBOG professional licensure exam revealed weaknesses in geology program. We created a new capstone class (GEOL 4064) and changed GEOL 4084 (Hydrogeology) from optional to require addressing key areas of curriculum. Geography degree was also modified and the Area F core was modified for the BS in Geography by the BOR Geology and Geography Committee. Courses were revised to provide students with comprehensive study guides for distribution at the beginning of each course segment; changed textbook and additional writing and reading assignments.	
Did the improvements have the impact that was planned?	

It is too early to assess the effect of a new capstone class and requirements of the degree programs.

Division/College/School	College of Science and Mathematics
Area (if applicable)	Geosciences Department
Department (if applicable)	College of Science and Mathematics - Geosciences
Reporting Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
<ol style="list-style-type: none"> 1. 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. 2. 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. 3. To continue to emphasize our present priorities in teaching, research and service. 4. 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. 5. 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?	
Assessments of core classes was improved by pre- and post-tests. Faculty-student interaction and research was assessed by the number of student published abstracts and presentations at national, regional, state, and campus meetings. Increased emphasizes on GIS was greatly enhanced by the successful national search for an additional GIS tenure track faculty member. Our professional presence is demonstrated by published papers and abstracts.	
What improvements were implemented in your department based on analysis of the assessment results?	
We revised undergraduate courses and degree requirements to make the Geology and Geography programs more effective. Undergraduate field work was extended with some students doing field work in Colorado and Utah.	
Did the improvements have the impact that was planned?	
Student-faculty joint research continued at high levels resulting at many student abstracts and presentations.	

Division/College/School	College of Science and Mathematics
Area (if applicable)	Mathematics Department
Department (if applicable)	Mathematics
Reporting Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<p>Improve student success in the freshman core classes.</p> <p>Enhance student exposure to real-world problem and improve their problem-solving skills</p> <p>Improve department's support for College of Education and School of Nursing students.</p>	
How did the department assess the extent to which it achieved these results?	

We use the common final exam in MATH 1111 (College Algebra) to assess student learning and retention. Student performance in MATH 1111 was compared to that in MATH 1001. An analysis was done of the performance of students in Math 1001 and Math 1111 as a function of class size.

We track student scores on the portion of this exam that demonstrates student ability to solve applied problems.

We are assessing our success in meeting the needs of the Education and Nursing students by looking at the number of seats offered in mathematics education courses and the elementary statistics courses that are taught by specialists in these areas.

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

In Fall, 2013, available seats in Math 1001 were increased by about 100%, while decreasing the Math 1111 seats by a corresponding number. This was done due to consistently stronger student performance in Math 1001.

Did the improvements have the impact that was planned?

Yes. The DWF rates were significantly lower overall for freshman core courses combined, and especially for 1001 and 1111 combined.

Division/College/School	College of Science and Mathematics
Area (if applicable)	Mathematics Department
Department (if applicable)	College of Science and Mathematics - Mathematics
Reporting Year	2012 (Su11-Sp12)

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

Improve the students' ability to intelligently communicate mathematical results in both a written and oral format

Increase number of students enrolled in Masters program

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

Track the performance of students in the course Senior Project.

Track enrollments in Masters program.

What improvements were implemented in your department based on analysis of the assessment results?
Increase in number of senior faculty mentoring students for Senior Project course. More personal guidance of graduate students for their planned course of study
Did the improvements have the impact that was planned?
Enrollments were higher in the MS program

Division/College/School	College of Science and Mathematics
Area (if applicable)	Mathematics Department
Department (if applicable)	College of Science and Mathematics - Mathematics
Reporting Year	2011 (Su10-Sp11)

What were your expected outcomes (Goals) for this year?
Develop and enhance the students' problem solving skills. Improve the students' ability to intelligently communicate mathematical results in both a written and oral format. Strengthen the program of Master of Science in Mathematics.

How did the department assess the extent to which it achieved these results?
Track student performance in the Department Common Final Exam for the course Math 1111. Track the performance of students in the course MATH 4983 (Senior Project). Review the MS in Mathematics program.

What improvements were implemented in your department based on analysis of the assessment results?
More courses were offered in the MS program
Did the improvements have the impact that was planned?

Division/College/School	College of Science and Mathematics
Area (if applicable)	Mathematics Department

Department (if applicable)	Statistical Consulting Center
Reporting Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
Provide needed support to faculty and students from the various colleges on campus. Expand the range of statistical services and software offered.	
How did the department assess the extent to which it achieved these results?	
Maintained a log of faculty and students served. Maintained a list of active software licenses and a log of those used in support of faculty and student projects.	
What improvements were implemented in your department based on analysis of the assessment results?	
A UWG Tech Fee grant was applied for in order to enhance the Center's support capabilities	
Did the improvements have the impact that was planned?	
The results of the grant application are pending.	

Division/College/School	College of Science and Mathematics
Department	Statistical Consulting Center
Area (if applicable)	
Reporting Year	2012 (Su11-Sp12)
What were your expected outcomes (Goals) for this year?	
Continue to provide support to faculty and staff and students. Have a lab space and better 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?
N/A
Did the improvements have the impact that was planned?

Division/College/School	College of Science and Mathematics
Area (if applicable)	Mathematics Department
Department (if applicable)	Statistical Consulting Center
Reporting Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
Continue to provide support to faculty and staff and students.	
How did the department assess the extent to which it achieved these results?	
Keep a log of clients who use the services of the Center.	
What improvements were implemented in your department based on analysis of the assessment results?	
Number of hours of faculty support was increased.	
Did the improvements have the impact that was planned?	

Division/College/School	College of Science and Mathematics
Area (if applicable)	
Department (if applicable)	Physics Department
Reporting Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
Continue efforts to improve retention, progression, and graduation rates in introductory physics courses, which are taken by physics majors as well as other science and engineering majors	

How did the department assess the extent to which it achieved these results?
Analysis of enrollment and retention and progression; departmental course review and assessment; student evaluations of instruction .
What improvements were implemented in your department based on analysis of the assessment results?
Voluntary supplementary instruction continues. The Department approved two changes in the Spring, 2013: <ol style="list-style-type: none"> 1. Require students to take supplementary instruction as part of regular sections of PHYS 2211.2212 on campus. 2. Require the completion of Calculus I before taking PHYS 2211. The Department applied for a fee increase to pay for student assistants to conduct supplementary instruction.
Did the improvements have the impact that was planned?
These improvements will be evaluated in future years.

Division/College/School	College of Science and Mathematics
Area (if applicable)	
Department (if applicable)	Physics Department
Reporting Year	2012 (Su11-Sp12)
What were your expected outcomes (Goals) for this year?	
Continue efforts to improve retention, progression, and graduation rates in introductory physics courses, which are taken by physics majors as well as other science and engineering majors	
How did the department assess the extent to which it achieved these results?	
Analysis of enrollment and retention and progression; departmental course review and assessment; student evaluations of instruction .	
What improvements were implemented in your department based on analysis of the assessment results?	
Voluntary supplementary instruction via UWise grants continues. Data show improvement in grades for those who participate in these sessions.	
Did the improvements have the impact that was planned?	
Efforts to continually improve undergraduate RPG are ongoing. Efforts to continually improve undergraduate RPG are ongoing.	

Division/College/School	College of Science and Mathematics
Area (if applicable)	
Department (if applicable)	Physics Department
Reporting Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	

Continue efforts to improve retention, progression, and graduation rates in introductory physics courses, which are taken by physics majors as well as other science and engineering majors

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

Analysis of enrollment and retention and progression in PHYS 2211 and 2212
Departmental course review and assessment.
Student evaluations of instruction an.

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

Because of the large number of W, D, and F grades, voluntary supplementary instruction was added via UWise grants.

Did the improvements have the impact that was planned?

Efforts to continually improve undergraduate RPG are ongoing.

College of Education

	College of Education
Department	Collaborative Support and Intervention
Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
<p>http://www.westga.edu/coecps/ As a result of the College of Education reorganization, 5 unique and diverse program areas came together this year to create the new Department of Collaborations and Support (i.e., special education, counseling, speech-language pathology, ESOL, and reading education). As such, our major goal was to form a cohesive, collaborative unit which would examine ways to use cross-disciplinary approaches to enhancing our various programs.</p>	
How did the department assess the extent to which it achieved these results?	
<p>Vision and Mission Statements were developed and implemented. Other department policies and processes developed (e.g., department Tenure and Promotions Guidelines) were developed. National search conducted for a permanent department chair and three additional faculty members.</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p>Dr. Michael Garrett was recruited and hired as our new department chair as well as three additional faculty members. Programs developed and/or refine assessment systems to provide meaningful data.</p>	
Did the improvements have the impact you intended? (if applicable)	
<p>No. Despite efforts to form a cohesive whole, the composition of the department was not as compatible as originally believed and the number of faculty members was too much for one department. Additionally, the name of the new department led to confusion and loss of identify for programs and faculty, also making it difficult for prospective students and other constituents to locate information on the web. In 2012, several remedies were sought to these problems. First, the department was renamed Professional and Clinical Studies to more accurately convey the preparation fields contained within. Additionally, the department was re-organized in 2013 to balance faculty and program loads across the College. Special Education and Language and Literacy faculty joined the Learning and Teaching Department.</p>	

Division	College of Education
Department	Early Learning and Childhood Education
Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
<p>Please see website listed below: http://coe.westga.edu/ci/StrategicGoals.html</p>	
How did the department assess the extent to which it achieved these results?	
<p>Please see website listed below: http://coe.westga.edu/ci/StrategicGoals.html</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p>The department successfully satisfies the certification standards required by the Georgia Professional Standards Commission (PSC). The teacher education program in Early Childhood Education is monitored annually and assessed through the unit assessment process.</p>	
Did the improvements have the impact you intended? (if applicable)	
<p>Following the re-organization of the College of Education in 2010, this Department included one program, Early</p>	

Childhood Education, which did retain approval by the Georgia Professional Standards Commission following an on-site review in 2011 and a focused visit in 2013. The department was renamed in 2012 to Learning and Teaching, and in 2013 two additional program areas, Language and Literacy and Special Education, were relocated to this department to balance faculty and programs across the College of Education.

Division	College of Education
Department	Educational Innovation
Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
<p>To accomplish this mission, the department is highly committed to the following goals:</p> <ul style="list-style-type: none"> ? 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; <p>and</p> <ul style="list-style-type: none"> ? Promoting the advancement of learning through scholarship and service. 	
How did the department assess the extent to which it achieved these results?	
<p>The assessment plan includes a multi-point evaluation of candidates' skills and learning, their impact on P-12 learning and learning environments, and dispositions at the beginning of their program of study, at the end, and at selected points in between. This thorough assessment of candidates provides data to support program evaluation and improvement. Results from these assessments may be accessed on the UWG SACS assessment site. Department faculty teaching support or service courses have worked to correlate the course objectives with the SPA standards for various programs within the college.</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p>Our exceptional faculty provide quality instruction for preparing school library media specialists and instructional technology leaders to assist in effecting the goals of education -- to provide a quality education to all students and ensure student achievement and academic excellence. We provide service courses to the College of Education through provision of courses in research, foundations, and educational psychology. Through our research courses, students become critical users of research and are prepared to carry out research for school and classroom improvement through use of quantitative, qualitative, mixed methods, and action research, as well as through evaluation processes. Our educational psychology and foundations faculty effectively prepare educators to think critically and deeply about teaching, learning, and cognition. Technology is widely used throughout our courses, particularly in those courses in media and instructional technology, but through other courses in our department as well. We strive to maintain a current knowledge base on today's technological advances to enable us to improve instruction and student achievement. Not only do we have a diverse faculty make up, but we provide courses that address multicultural education at both undergraduate and graduate levels of education. In this way, we both model for students and teach them about the diversity around us that may impact their own students' learning. Our faculty have presented papers at regional, national, and international conferences, publish articles in quality peer-reviewed journals, and edit and author books to promote the advancement of learning and scholarship. We are also involved in various types of community service projects.</p>	
Did the improvements have the impact you intended? (if applicable)	
<p>The majority of the initiatives described above were developed to address specific "gaps" in the assessment of</p>	

learning outcomes associated with educator preparation programs. Structured field experiences in the two majors and specification of learning opportunities designed to increase candidates' ability to work with diverse learners have been implemented and systematic assessment of candidates' performance is now ongoing through the portfolios built by degree seekers and reviewed by faculty. Additionally, this program was named the

the. Additionally, the newly formed department was renamed in 2013 to more accurately reflect the department's mission and offerings. The Department of Educational Technology and Foundations contains three curricular groups, School Library Media, Instructional Technology, and Foundations. The foundations area has been instrumental in implementing the recommendations of a Research Task Force to increase consistency of offerings at bachelors, masters, specialist, and doctoral levels. Additionally, course productivity data were reviewed to increase efficiency and maximize enrollments in the service courses (educational psychology, research, and foundations of education).

To capitalize on the strengths of the faculty mentioned in the preceding section, the department is assuming a greater role in leading the College in implementing its vision of "A New World of Learning." A permanent department head has been hired (2013-14) and is working closely with faculty to align departmental goals with the 2013-14 COE Strategic Plan.

Division	College of Education
Department	Leadership and Instruction
Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
<ol style="list-style-type: none"> 1. To build a learning community work environment that encourages interdisciplinary cooperation and collegial support. 2. To consolidate graduate programs for efficiency, better productivity, and to meet the market demands of candidates. 3. To consolidate the Middle Grades Undergraduate Program into the Secondary Education program in order to graduate candidates with more content preparation in their teaching fields. 4. To update the accuracy and professionalism of our webpage, publications, and other marketing outlets. 5. To involve all faculty in the pursuit of NCATE accreditation. 6. To build an attitude of engagement among faculty, as reflected by collegial efforts, availability, committee work and commitment to student success. 	
How did the department assess the extent to which it achieved these results?	
<ol style="list-style-type: none"> 1. Assessed by fact that all faculty served in at least one peer evaluation of teaching engagement; there were two major interdisciplinary service initiatives; departmental meetings dedicated 20% of time to support a culture of a learning community. 2. Fourteen initial certification programs were merged into one, new MAT program which meets the same needs. The Ed.S. in Secondary Education and Middle Grades Education were suspended. 3. The Middle Grades undergraduate program was approved for suspension and the students are in the process of being routed to the Secondary Education (6-12) program. The last class of Middle Grade students begins in the fall, 2011. 4. The Leadership and Applied Instruction web page was created and continually updated. Television Monitors were installed around all COE 	

buildings to promote the new departments. A brochure marketing all department in the COE was developed and distribution has begun.

5. The NCATE process was completed with success in all standards except standard 2. Collaborative work is underway to correct this area needing improvement. A year-long plan of action has been implemented.
6. The faculty in Leadership and Applied Instruction who are returning for FY 2012 demonstrated this culture of engagement as evidenced by total commitment to all assigned committee duties, to being present in the office for collegial hours and opportunity and by a commitment to student success. This culture was also evident by the 100% participation rate among faculty to serve as peer mentors for each other.

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

The departmental improvements were as follows:

1. The department became more of a learning community as the year progressed. This was evident by the numerous joint presentations and publications and by the 100 percent participation in the "College of Education Peer Evaluation of Teaching" process.
2. The department made significant strides to both consolidate for efficiency and to innovate to meet market demand.
3. The department moved to meet the expectation of public school partners and the expectation of colleagues from across campus by strengthening the content preparation of undergraduate teacher candidates.
4. The department the process of developing a new web site and other media type recruiting tools.
5. The department passed all NCATE standards except standard 2 and a specific plan of action has been undertaken to remedy this deficiency.
6. The department has established a culture of expectation surrounding faculty engagement. This focus will continue into FY 2013 and beyond.

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

Division	College of Education
Department	Evaluation Center
Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
Expand the number of funded projects. Expand the number of faculty members involved in Center activities. Be financially self sufficient (no state funds other than in-kind resources)	
How did the department assess the extent to which it achieved these results?	
Use previous year data as baseline Compare annual performance against pervious year performance Generate sufficient resources to maintain Center	
What improvements were implemented in your department based on analysis of the assessment results?	
<ol style="list-style-type: none"> 1. Implement systematic tracking of hours spent on projects by employees and consultants; 2. Undertake comparison of cost to revenue generated for each project; 3. Use technology more efficiently for data collection; and, 4. Establish weekly meetings between center director and associate dean to identify ways to manage projects and personnel effectively and efficiently. 	

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

The center director died before full implementation could take place. After working with two interim directors to complete all obligations to clients and increase the financial outlook from a position of maintenance to one of revenue production, the College of Education administration decided to suspend business operations in the Center.

Division	College of Education
Department	Educational Innovation
Year	2012 (Su11-Sp12)
What were your expected outcomes (Goals) for this year?	
<p>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; and Promoting the advancement of learning through scholarship and service.</p>	
How did the department assess the extent to which it achieved these results?	
<p>Student enrollment figures, faculty annual reports, student evaluations of teaching, department and program area meeting minutes.</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p>Raised and standardized class sizes; modified class sizes to enhance instruction and attract more highly qualified instructors (EDUC); initiated regular program areameetings;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 facultymembers (effective fall 2012).</p>	
Did the improvements have the impact you intended? (if applicable)	
<p>Yes.</p>	

Division	College of Education
Department	Evaluation Center
Year	2012 (Su11-Sp12)
What were your expected outcomes (Goals) for this year?	
<p>The Evaluation Center is in transition. Department goals have not been set.</p>	
How did the department assess the extent to which it achieved these results?	
<p></p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p></p>	
Did the improvements have the impact you intended? (if applicable)	
<p></p>	

Division	College of Education
Department	Leadership and Instruction
Year	2012 (Su11-Sp12)
What were your expected outcomes (Goals) for this year?	
<p>Implement the UTeach grant within the Department of Leadership and Applied Instruction by filling three Step One classes with two new Master Teachers instructing.</p> <p>Recruit for successful implementation of the MAT program with a goal of 40 students by the Fall Semester, 2012.</p> <p>Obtain \$400,000 from the Wallace Foundation in conjunction with Gwinnett Schools.</p> <p>Realign faculty to meet priorities in Secondary Education by recruiting one new English Educator in Secondary Education.</p> <p>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.</p> <p>Establish brand as the most innovative, collaborative department in the College of Education.</p> <p>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.</p> <p>Explore new program options and refinements in Health and Physical Education; in Sport Management; and in Educational Leadership.</p>	
How did the department assess the extent to which it achieved these results?	
<p>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.</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p>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.</p>	
Did the improvements have the impact you intended? (if applicable)	

Division	College of Education
Department	Early Learning and Childhood Education
Year	2012 (Su11-Sp12)
What were your expected outcomes (Goals) for this year?	
<p>Revise Early Childhood Education Master's program to better meet the needs of 21st century teachers and learners.</p> <p>Monitor and evaluate current program assessments by implementing key assessments for initial certification and advanced programs.</p> <p>Implement Tk20 as part of the department's assessment protocol. Use data to effectively monitor and adjust for programs' effectiveness.</p>	
How did the department assess the extent to which it achieved these results?	
<p>The Early Childhood Education program is using key assessment data for program evaluation as a means of</p>	

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)

Division	College of Education
Department	Clinical and Professional Studies (formerly Collaborative Support and Intervention)
Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<p>Prepare exemplary entry-level practitioners with the professional knowledge, skills, and disposition to deliver evidence-based practices to diverse individuals across the life span.</p> <p>Prepare exemplary advanced-level practitioners with professional knowledge, skills, and dispositions to bring about systemic change through program evaluation, advocacy, and leadership.</p> <p>Provide outreach to the community, including outreach through a comprehensive community clinic that delivers speech-language pathology, audiology, developmental reading instruction, special education, counseling, and related diagnostic and educational services.</p> <p>Explore and communicate new knowledge through applied research.</p>	
How did the department assess the extent to which it achieved these results?	
<p>Quality of students (e.g., GPA, GRE Scores, Faculty Interview)</p> <p>Totals of active majors</p> <p>Credit hour production for summer, fall, spring terms</p> <p>Totals for degrees conferred</p> <p>Field Placement Evaluations (e.g., Site supervisor evaluations, University supervisor evaluations, TEFEE, etc.)</p> <p>Performance on exit exams (e.g., Counselor Preparation Comprehensive Exam CPCE)</p> <p>Graduate Surveys</p> <p>Supervisor/Employer Surveys</p> <p>Total number of clients served</p> <p>Total number of service activities performed</p> <p>Total number of scholarly products</p> <p>Annual faculty evaluations</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p>Communication Sciences and Disorders</p> <p>Total number of active majors in the undergraduate program has increased by 28%, going from 83 to 106 since last academic year.</p> <p>Total number of active majors in the master's program has increased by 6%, going from 48 to 51 since last academic year.</p>	

Total undergraduate credit hour production has increased by 37% from last academic year.

Total graduate credit hour production has increased by 17% from last academic year.

Counselor Education and College Student Affairs

Total number of active majors in the master's programs has increased by 12%, going from 147 to 165 since last academic year.

Total credit hour production has increased by 9% from last academic year.

Special Education

Total number of active majors in the undergraduate program has increased by 6%, going from 64 to 68 since last academic year.

Total number of active majors in the Ed.S. program has increased by 85%, going from 39 to 72 since last academic year.

Total undergraduate credit hour production has increased by 9% from last academic year.

Comprehensive Community Clinic

ADHD/ADD Screening Services

Served approximately 38 UWG students in screening for ADD/ADHD, depression, anxiety, and other mental health issues which may impact academic achievement.

Made student referrals (as indicated based on screening results) to:

UWG Health Services

Student Counseling & Career Development Center

Student Disabilities

Excel Center

Developmental and Diagnostic Reading Clinic

Clients served:

29 clients were served during Summer 2012 with training opportunities provided for 58 tutors.

45 clients were served during Fall 2012 with training opportunities provided for 88 tutors.

32 clients were served during Spring 2013 with training opportunities provided for 62 tutors.

Speech and Hearing Clinic

Clients served during the time period, Fall 2012 to Spring 2013:

81 clients received speech and language services

34 speech and language evaluations were performed

9 audiological evaluations were performed.

The clinic continued to offer community outreach activities that included: school hearing screenings, pre-K language groups to promote early literacy, and an executive function group at an assistive living facility.

Camp W.I.L.L.D. was held for the 2nd summer in the clinic with over 50 children participating in group facilitated session focusing on language, literacy and writing.

Expanded implementation of Ipad usage in the clinical setting, specifically with supervision.

Received an endowment of \$25,000 from the Roush family to support the work of the Speech and Hearing Clinic.

Promoted speech and hearing services throughout the community with Better Speech and Hearing Month awareness activities.

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

Division	College of Education
Department	Educational Technology and Foundations
Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<p>To accomplish this mission, the department is 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; and Promoting the advancement of learning through scholarship and service.</p>	
How did the department assess the extent to which it achieved these results?	
<p>Student enrollment figures, faculty annual reports, student evaluations of teaching, department and program area meeting minutes, and program area student assessment data.</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p>Student enrollment figures have increased for Instructional Technology programs. Instructional technology was approved as a new certification area by the Georgia Professional Standards Commission (with no areas for improvement in the proposal). Several departmental online classes have earned a five star online rating. No adjunct instructors were used for spring or summer (2013) semesters.</p>	
Did the improvements have the impact you intended? (if applicable)	

Division	College of Education
Department	Leadership and Instruction
Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<p>Continue to consolidate programs to achieve an increased credit hour production per FTE. Recruit for enrollment growth in the three graduate programs in the Department: Master of Arts in Teaching; Masters of Education in Secondary Education; Educational Specialists in Educational Leadership. Strategically recruit for the the UTeach undergraduate program (undergraduate STEM teacher preparation). Establish a self-standing, non-profit center to support Educational Leadership initiatives. Strengthen the assessment system to meet NCATE expectations. Continue to recruit outstanding faculty in critical need areas.</p>	
How did the department assess the extent to which it achieved these results?	
<p>This fiscal year goals were centered around grant production, recruitment of students and credit hour production. Therefore, the metric used was enrollment in classes and percent of seats filled in each section.</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p>Significant progress was made to increase credit hour production in fewer classes with larger enrollments. Outside of the summer enrollment, this was accomplished. With the increasing for credit hour production accountability, this will continue to be a goal for FY 2014. Also, the Department continued to be a significant player in the grant production for the University. This will also be a goal for FY 2014.</p>	
Did the improvements have the impact you intended? (if applicable)	

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Division	College of Education
Department	Learning and Teaching
Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<p>Revise Early Childhood Education M. Ed. to put the program online to better meet the needs of 21st century educators and to increase accessibility for students.</p> <p>Monitor and evaluate current program assessments by continuing key assessments for initial certification and advanced certification program.</p> <p>Continue to use Tk20 as part of the department's assessment protocol. Use data effectively to monitor and adjust for program effectiveness and student success.</p>	
How did the department assess the extent to which it achieved these results?	
<p>The Early Childhood Education program is using key assessment data for program evaluation as a means of meeting department goals. These key assessments focus on the knowledge, skills, and dispositions expected of teacher candidates in Early Childhood Education. These assessments include data collected as 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 professional dispositions.</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
<p>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, families and communities, and assessment to better meet the needs of 21st century teachers and learners.</p>	
Did the improvements have the impact you intended? (if applicable)	

Division	College of Education
Department	Evaluation Center
Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<p>The past year has been one of transition for the Evaluation Center. The Evaluation Center has been temporarily closed; thus, no departmental goals were established for this reporting year.</p>	
How did the department assess the extent to which it achieved these results?	
<p>No departmental goals were set for the past reporting year in preparation for shutting down the Evaluation Center temporarily.</p>	
What improvements were implemented in your department based on analysis of the assessment results?	
Did the improvements have the impact you intended? (if applicable)	

Division	College of Education
Department	Comprehensive Community Clinic
Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<p>Restructure an existing program, Speech and Hearing Clinic, that had previously been a training site for speech language pathologists into a Comprehensive Community Clinic that served multiple needs in the community,</p>	

integrates several stand alone services offered by various programs (e.g. reading tutors, math tutors), and becomes a state of the art training site for multiple preparation programs.

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

Determined whether the phase one objectives of the project were achieved.
A Director, Dr. Laura Smith, was hired for the Comprehensive Community Clinic (CCC)
The COE established a budget for the clinic
A space was identified and renovated, appropriate technologies were purchased and installed, and the CCC opened on time in fall 2013.
Policies and procedures for academic experiences, fees, clinic use, etc. were developed and implemented

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

Results will be reviewed and reported in the 2013 annual report.

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

Yes. The CCC is running efficiently and provides services to the community and is a state of the art training facility for students in multiple clinical programs.

Richards College of Business

Division	Richards College of Business
Department	Accounting and Finance
Year	2013 (Su12-Sp13)
What were your expected outcomes (Goals) for this year?	
<ol style="list-style-type: none"> 1. Provide user-friendly class schedules 2. Provide scholarship opportunities 3. Provide ample support for professional development activities 4. Assist with logistics involving the Zhongnang University of Economics and Law (ZUEL) students who will attend UWG. 5. Hire two tenure-track positions in accounting and one lecturer position in finance. 	
How did the department assess the extent to which it achieved these results?	
<ol style="list-style-type: none"> 1. Provide user-friendly class schedules. <p>All undergraduate required accounting major courses were offered at least once in the evening during the academic year. This enables students to complete the program taking only evening classes. Multiple accounting principles sections were offered. Some were Mondays and Wednesdays and some were Tuesdays and Thursdays. Morning, afternoon and evening sections were available.</p> <p>Corporate Finance (Finc 3511) is a Business Core class. Multiple sections were offered, some of which were online and some of which had classroom instruction. Courses required for finance majors (e.g., FINC 4531 and FINC 4541) were offered all three semesters. FINC 4521 (International Finance) was offered both as partially online with in-class instruction and wholly online. FINC 4561 (Bank Management) was offered as completely online one semester and completely in class another semester. FINC 3501 (Personal Finance) was offered as an online class.</p> <p>All Master of Professional Accounting classes were offered in the evening so that students could work during the day and attend school afterwards. Schedules were arranged so that half-time students could have a two-day per week schedule and full-time students could have a three-day per week schedule.</p> 2. Provide scholarship opportunities <p>The Department of Accounting and Finance awarded scholarships totalling \$9,300. Scholarships included Garrett, Thomas and Fazio, Naomi Satterfield (two), Jack E. Threadgill, Jimmy Couch Memorial, Donna and</p> 	

Wayne Tervo (five), West Georgia Chapter of the Georgia Society of CPAs Educational Foundation, West Georgia Bankers Association, and the Gene Poindexter scholarship.

3. Provide ample support for professional development activities

Every faculty member who had a presentation at a conference received funding. In addition, some professional development funding was provided without a required paper presentation. Faculty members receiving support for professional development were:

Ron Best - International Academy of Business and Economics, Orlando, FL, March 2013.

Bruce Bird - Southern Federal Tax Institute, Atlanta, GA, October 2012.

Ron Colley - AACSB International Conference and Annual Meeting, Chicago, IL, April, 2013.

Rong Guo - Financial Management Association Meeting, Atlanta, GA, October, 2012.

Charles Hodges - International Academy of Business and Economics, Orlando, FL, March, 2013.

Linxiao Liu - Annual Meeting of the American Accounting Association, Washington, D.C., August, 2012.

Sharon Seay - Allied Academies Spring International Conference, New Orleans, LA, March, 2013.

4. Assist with logistics involving the Zhongnan University of Economics and Law (ZUEL) students who will attend UWG.

Approximately 45 students arrived from ZUEL in August, 2012. A representative from the department was part of the delegation who met the students at the airport. The representative rode back to Carrollton on one of the buses and assisted in making sure the students got checked into the apartments where they would be staying. During the course of the academic year, various ZUEL students were given rides for such activities as acquiring cell phones, purchasing groceries, and purchasing clothing.

Dr. Hodges advised and arranged schedules for all finance majors. Dr. Colley advised and arranged schedules for accounting majors and accounting and finance double majors. During the year, both Dr. Hodges and Dr. Colley were involved in arranging course substitutions and in keeping the students informed about such things as taking CLEP exams. Both Hodges and Colley were involved in interaction with a ZUEL delegation of administrative representatives that visited UWG during the fall semester.

5. Hire two tenure-track positions in accounting and one lecturer position in finance.

A lecturer in Finance (Rong Guo) was hired to begin in the fall semester. One tenure-track faculty applicant (Dr. Michael Yu) who was made an offer asked to start in January and the committee agreed. Another tenure-track faculty applicant verbally agreed to begin fall semester. However, before the written contract reached the applicant, he had decided to accept a position elsewhere. A new search was conducted in the fall semester of 2012, resulting in the hiring of Dr. Sharon Seay to begin in January. The members of the department are very pleased with all three of the new faculty members.

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

Accounting 3213 (Financial Reporting III) was offered in the fall semester for the first time in the fall of 2012. It was previously only offered in the spring and summer semesters. For the first time, a section each of ACCT 2101, ACCT 2102, and FINC 3511 were offered in Newnan in the summer session. All three courses were partially online for student convenience.

A new scholarship from the West Georgia Bankers Association was awarded for the first time in the spring semester of 2013.

Several course substitutions for ZUEL students were converted to routine substitutions rather than requiring a petition for each individual student.

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

The offering of ACCT 3213 as a fall semester class makes it easier for students to stay on track for graduation. The course was previously offered only in the spring and summer semesters. The fall offering allows students who took the pre-requisite ACCT 3212 in the July summer session to continue the Financial Reporting sequence without having to wait until spring. Also, some students took ACCT 3212 in the spring semester but did not take ACCT 3213 in the summer. This would be either because the students did not attend summer school or needed to take courses other than ACCT 3213 during the June summer session.

Division	Richards College of Business
Department	Center for Business and Economic Research
Year	2012 (Su11-Sp12)

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, ii) Department faculty will provide insights on the local economy to local civic groups as well as to various media outlets, iii) CBER faculty will seek out grant and consulting opportunities to support its mission; and iv) 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.

Division	Richards College of Business
Department	Center for Business and Economic Research
Year	2013 (Su12-Sp13)

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

The CBER will: i) successfully conduct an Economic Forecast Breakfast in October 2012. Specific goals for the breakfast include 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) provide insights on the local economy to local civic groups as well as to various media outlets, iii) seek out grant opportunities to support the work of the CBER; iv) publish quarterly updates on the West Georgia economy and v) sponsor a forum/conference in addition to the Economic Forecast Breakfast (SPG12).

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

An economic forecast breakfast was held on October 30, 2012. More than 350 people attended and the event was supported by 12 sponsors/co-sponsors. John B. Jung (BB&T Capital Markets) presented the national and state outlook. William J. Smith (UWG) presented the local economic outlook. During 2012-13, research insights on the economy were reported on numerous occasions to the media such as Marketplace.org, the Atlanta-Journal Constitution, MarketWatch, Yahoo! Finance, the Times-Herald, the Douglas County Sentinel, and the Times Georgian. Economic presentations were made to a number of civic groups including the Douglas County COC Power Luncheon, the CBER Banker Forum, the Carrollton Kiwanis Club and the West Georgia Association of CPAs. A total of eight (8) presentations were made by Dr. Smith during 2012-13. The dollar value of grants/consulting activity related to CBER activities totaled approximately \$37,500 during 2012-13. Four issues of the West Georgia Regional Update were published in 2012-2013. During 2012-13, the CBER sponsored two special events, The Community Banking Forum and a SAS Analytics Summit. The banking forum was held on November 30, 2012. Three RCOB faculty (W.J. Smith, R. Best and L. Defoor) made banking related presentations. About 35 people (local bankers, lawyers, local representatives, and business men and women) were in attendance at the forum. The SAS Analytics Conference was held at UWG on March 12, 2013. The keynote speaker for the SAS summit was Kenneth Sanford of the SAS Institute. The conference also included a presentation by Dr. William J. Smith, a business panel discussion and presentations by UWG student SAS users. The summit was attended by about 45 people (including David Johnson, officials from Suntrust Bank and other potential contacts for student job placements). All CBER goals were met during 2012-13.

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

All goals of the CBER were achieved in 2012-13. Plans are already underway for the 2013 Economic Forecast Breakfast as well as a SAS Analytics Conference (for Spring 2014). A variety of feedback was obtained after the SAS Conference in Spring 2013. This feedback will serve as the basis for improving the 2014 conference. In addition, grant and consulting activity conducted by CBER faculty will remain significant during 2013-14. William J. Smith, the Director of the CBER, is currently working with the UWG Development Office to seek additional external support for the CBER. New plans for 2013-14 include a campaign to seek "higher level" sponsors of the CBER.

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

Division	Richards College of Business
Department	Center for Economic Education
Year	2012 (Su11-Sp12)

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: i) 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. ii) the UWG Economic Education website will be updated on a periodic basis, iii) efforts will be made to attract financial and other support from the Georgia Council on Economic Education and the RCOB to support center activities, iv) 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, v) remain in contact with Economics Americas coordinators in the West Georgia region, vi) update the database of economics instructors in the West Georgia Region, vii) department faculty will attend at least two conferences with sessions/workshops devoted to economics education at the K-12 level, and viii) promote participation of K-12 teachers in economics education activities (in addition to workshops). (SPG12)

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's 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, and 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.

Division	Richards College of Business
Department	Center for Economic Education
Year	2013 (Su12-Sp13)

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: i) 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 2013. ii) the UWG Economic Education website will be updated on a periodic basis, iii) efforts will be made to attract financial and other support from the Georgia Council on Economic Education and the RCOB to support center activities, iv) 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, v) remain in contact with Economics Americas coordinators in the West Georgia region, and vi) department faculty will attend at least two conferences with sessions/workshops devoted to economics education at the K-12 level. (SPG12)

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's efforts. Judy Butler from the College of Education serves as Associate Director of the Center. Assessment results are provided below. i) The Economics Department had six BS Economics with Secondary Education Certification majors in Spring 2013. ii) the CEE website was updated during 2012-13. iii) Activities of the center are supported by a grant from the Georgia Council on Economic Education (GCEE), funds from an Economic Standards Grant, and a Community Grant from WalMart. During 2012-13, the value of outside support for the CEE was \$6145. In addition, the Director of the CEE is provided by a one-course release by the RCOB. iv) The CEE conducted six (6) workshops during 2012-13. In addition, the CEE sponsored a Federal Reserve Day on the UWG Campus on September 25, 2012. v) Other activities of the CEE include distributing economic education materials and meeting with West Georgia school district curriculum directors (i.e., Carroll County, Carrollton City, Oak Mountain Academy, Haralson County, Bremen City Schools and Douglas County. Vi) During 2012-13, CEE leadership attended the Georgia Council on Economic Education (May 2012) and the Georgia Economics America (June 2012) meetings.

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

The current director of the CEE (Leland Gustafson) will be retiring at the end of the 2014-15 academic year. The goal is to select a new director by the end of Spring 2014. This new director will work with Dr. Gustafson on CEE activities during 2014-15.

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

Division	Richards College of Business
Department	Economics

Year	2011 (Su10-Sp11)
What were your expected outcomes (Goals) for this year?	
<p>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.</p> <p>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),</p> <p>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</p> <p>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 above 85 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.</p> <p>(SPG7, SPG8),</p> <p>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</p> <p>iii) at least five economics majors will gain work related experience by participating in an internship. (SPG1),</p> <p>4) Departmental Committee Activity.</p> <p>Department committees will effectively function during 2010-11. 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 2010 and ii) other committees will meet and undertake actions as needed. (SPG1),</p> <p>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</p>	

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 2010-11. 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),

6) Research, Publication and Professional Leadership. Economics faculty will be actively engaged in research, publication, and other professional activities. Specific goals:

i) all tenure track faculty or lecturers in the department will attend a research related economics conference,

ii) at least 75% of economics faculty (tenure track and lecturer) will make a research presentation at an academic conference,

iii) an average of two-thirds of an article per faculty member will be published (or will accepted for publication) during 2010-2011 for a total of 6 publications for the department (no double counting to determine if we met this goal),

iv) all full-time economics faculty will be "academically" or "professionally" qualified as defined in the RCOB Faculty Development Policies document,

v) department faculty will obtain at least two research or teaching grants from internal or external sources, and

vi) department faculty will take leadership roles in state and national associations as officers, journal referees, conference organizers, etc.(SPG1, SPG6),

7) Center for Business and Economic Research (CBER) Activities/Economic Forecast Breakfast. The Economics Department will conduct an annual forecast breakfast in October 2010 and will be engaged in other regional economic activities. Specifically,

i) The Department of Economics will successfully conduct an Economic Forecast Breakfast in October 2010. 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),

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:

i) 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 2011. ii) the UWG Economic Education website will be updated on a periodic basis, iii) efforts will be made to attract financial and other support from the Georgia Council on

Economic Education and the RCOB to support center activities, iv) 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, v) remain in contact with Economics Americas coordinators in the West Georgia region, vi) update the database of economics instructors in the West Georgia Region, vii) department faculty will attend at least two conferences with sessions/workshops devoted to economics education at the K-12 level, and viii) promote participation of K-12 teachers in economics education activities (in addition to workshops). (SPG12),

9) Teaching Effectiveness. Economics faculty will strive to maintain excellence in the classroom and to promote student learning. Specifically,

i) at least one-half of the half or full time teaching faculty will achieve a median score of 85 (% agreeing/strongly agreeing to positive statements) on the student evaluations of teaching, ii) at least one half of economics faculty will attend workshops or conference presentations related to the effectiveness in the classroom. (SPG1),

10) Honors College The Department of Economics will continue to utilize its resources to support the Honors College at UWG. Specifically,

i) the department will offer Honors sections of ECON 2105 and ECON 2106 during 2010-11.

ii) department faculty will support Honors College students in various ways such as offering honors credit for students in upper division, non-honors courses. (SPG2),

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:

i) offer an international economics course each semester,

ii) integrate international concepts in a variety of economics courses,

iii) organize an international travel/study abroad program during 2010-11, and

iv) 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),

12) Distance Education. The Department of Economics will continue to utilize its resources to support distance education initiatives of the RCOB and UWG. Specifically, i) the department will offer sections of ECON 2105 and 2106 during 2010-11 as well as courses to support the graduate MBA program on the Newnan campus, ii) 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),

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, i) 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 2010-11 academic year, ii) 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.) and iii) other types of events will be sponsored by the department to support student engagement. (SPG2, SPG5),

14) Graduate Programs. The Department of Economics will continue to utilize its resources to support the MBA degree program offered by the RCOB. Specifically,

i) the department will offer required and elective graduate economics courses to support the RCOB MBA program.

ii) department faculty will serve on the graduate faculty and will participate in graduate committees and other graduate-level educational activities. (SPG3),

15) Ethics and Capitalism. Department of Economics faculty will develop and offer an undergraduate and a graduate level "Ethics and Capitalism" course during 2010-11, and

16) New Tenure Track Faculty Member. The Economics Department will successfully hire a new tenure track faculty member (SPG6).

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

During 2010-11, the department met (completely) fourteen (14) of sixteen (16) goals. The other two goals were partially attained. Progress in achieving each goal is summarized below:

Goal 1: i) Thirty-nine (39) of 42 graduating seniors passed the department's written exit exam (more than the 90% pass rate goal) during 2010-11; on the objective portion of the exam (15 multiple choice questions in three areas: macro, micro and stat), 6 students "exceeded expectations," 28 students "met expectations" while 8 students were "below expectations." ii) 38 of 41 students met or exceeded oral presentation expectations (above the goal of 85%), and iii) 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 127 economics majors in Spring 2011 (above goal). A total of 30 students received economics degrees at UWG during 2010-11. Economics upper division classes averaged more than 31 students (above the UWG target quality goal average of 27). Six student participated in independent study courses or internships for academic credit during 2010-11.

Goal 3: Economics faculty advised four Big Night student presenters during 2010-11. One additional economics major conducted marketing-related research under the guidance of B. Sethna. One student presented her research paper at a national conferences (AEF). At least five economics students completed internships during 2010-11. All economics majors presented results of a research project in the economics seminar class (ECON 4484, Spring 2011).

Goal 4: Departmental committees (textbook, scholarship, merit review, exit exam, curriculum, etc.) all effectively operated during 2010-11. Major new initiatives in 2010-11 include planning for the teaching SAS/Econometrics in 2011-12 and technology presentations for department faculty teaching the Business Stat I

course (ECON 3402).

Goal 5: All faculty participated in at least 40 hours of faculty development activities. A total of \$24,000 was spent to support faculty travel to academic conferences and faculty development programs. Another \$20,000 was spent on software, hardware and other purchases in support of teaching and research. The department staff assistant participated in 13 development workshops or seminars during 2010-11.

Goal 6: i) Eight (8) of 8 full time, non-temporary faculty attended a research-related conference (100% goal met); ii) 5 of 8 faculty made a presentation at a research-oriented conference (75% goal not met); iii) economics faculty were credited with 10 peer-reviewed publications since Jan. 1, 2010 (no double counting, goal met); iv) nine (9) of 10 full time economics faculty members are currently "academically-qualified" or "professionally qualified"; v) six economics faculty received awards or were awarded grants (goal met); and vi) six (6) of 8 full-time, non-temporary economics faculty were involved in significant ways in academic organizations (goal met). Research goals were partially met for 2010-11.

Goal 7: The Department of Economics successfully conducted its economic forecast breakfast in October 2010. More than 350 people attended and the event was supported by 12 sponsors/co-sponsors. Martin Regalia (U.S. Chamber of Commerce, Chief Economist) presented the national and state outlook. William J. Smith (UWG) presented the local economic outlook. During 2010-11, 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 Carrollton Rotary Club, and the Coweta County Board of Realtors. During 2010-11, various grants/consulting activity supporting CBER work totaled \$16,250. Three issues of the West Georgia Regional Update were published in 2010-2011.

Goal 8: i) The B.S. Economics Degree (with Secondary Ed. Certification) had 8 majors as of the end of Spring 2011; ii-v) the Center for Economic Education (CEE) conducted 3 workshops during 2010-11, obtained grant support from the GCEE, updated its 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 partially met.

Goal 9: More than one-half of the full-time faculty (8 of 11) achieved a median score of 85 or better on the teaching effectiveness instrument; more than one-half of full-time economics faculty (10 of 11) attended a teaching-oriented conference or workshop.

Goal 10: The department offered two sections of honors economics during 2010-11; eight economics faculty worked with honors students on individual projects for honors credit in non-honors courses.

Goal 11: The department offered international-oriented economics courses at both the undergraduate and graduate level during 2010-11. Four faculty members participated in significant international activities during 2010-11 (Boldt, Patron, Schaniel, and Smith). Recruiting is underway for a Study Abroad Program to be offered in Costa Rica during December 2011. Goal 11 was met.

Goal 12: The department offered four courses at the Newnan Center during 2010-11 (ECON 2105, 2106, 6430 and 6450). Six completely online courses were offered during 2010-11 (ECON 2105 (2 sections), 2106, 3402,

3406, 4410).

Goal 13: The department (under the leadership of James Murphy) conducted two meetings of the West Georgia Chapter of Omicron Delta Epsilon during 2010-11. A total of 23 students were inducted into ODE during 2010-11. The Economics Club held two meetings during 2010-11 and organized one field trip to the Atlanta Federal Reserve. Other student-centered events included the department sponsored lecture by a Fulbright Scholar, 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 2010-11 (ECON 6450 (two times), ECON 6430, ECON 6461 and ECON 6485 (Ethical Foundations of Capitalism). Department faculty participated on graduate committees including the RCOB Graduate Programs Committee and COGS.

Goal 15: Ethics and Capitalism. The Department of Economics offered an undergraduate and a graduate level "Ethics and Capitalism" course during 2010-11. The student evaluations for both of these courses were outstanding.

Goal 16: New Tenure Track Faculty Member. The Economics Department successfully hired a new tenure track faculty member (to start in August 2011).

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

- 1) Although assessment results are satisfactory, we have specific plans to enhance applied microeconomics instruction in the department. For example, we will be adding an applied microeconomics book (e.g. Discover Your Inner Economist) to the reading material for ECON 4484 in the Spring 2012 semester. Approximately one additional week of class will be devoted to applied economics topics
- 2) The department will be expanding quantitative options in Spring 2012 by offering a new econometrics course. This course (along with the teaching of SAS) will enhance undergraduate research in the department as well as the job market potential of a select group of economics graduates.
- 3) 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) who shows great potential as both a teacher and a researcher.
- 4) 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
- 5) Department faculty will be encouraged at the first department meeting in the fall to participate in academic conferences as paper presenters.

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

- 1) 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.

2) 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.

3) 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).

Division	Richards College of Business
Department	Economics
Year	2012 (Su11-Sp12)

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

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 above 100 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: i) all tenure track faculty or lecturers in the department will attend a research related economics conference, ii) at least 75% of economics faculty (tenure track and lecturer) will make a research presentation at an academic conference, iii) an average of two-thirds of an article per faculty member (tenured or tenure track) will be published (or will be 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), iv) all full-time economics faculty will be "academically" or "professionally" qualified as defined in the RCOB Faculty Development Policies document, v) department faculty will obtain at least two research or teaching grants from internal or external sources, and vi) 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: i) 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. ii) the UWG Economic Education website will be updated on a periodic basis, iii) efforts will be made to attract financial and other support from the Georgia Council on Economic Education and the RCOB to support center activities, iv) 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, v) remain in contact with Economics Americas coordinators in the West Georgia region, vi) update the database of economics instructors in the West Georgia Region, vii) department faculty will attend at least two conferences with sessions/workshops devoted to economics education at the K-12 level, and viii) 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, i) 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, ii) 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, i) the department will offer Honors sections of ECON 2105 and ECON 2106 during 2011-12. ii) 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: i) offer an international economics course each semester, ii) integrate international concepts in a variety of economics courses, iii) organize an international travel/study abroad program during 2011-12, and iv) 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, i) 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, ii) 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, i) 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, ii) 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.) and iii) 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, i) the department will offer required and elective graduate economics courses to support the RCOB MBA program. ii) 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) of fifteen (15) goals. The research productivity goal (#6) was only partially attained. Progress in achieving each goal is summarized below: Goal 1: i) 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 expectations." ii) 26 of 28 students met or exceeded oral presentation expectations (above the goal of 85%), and iii) 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: i) Eight (8) of 9 full time, non-temporary faculty attended a research-related conference (100% goal not met); ii) 7 of 9 faculty made a presentation at a research-oriented conference (75% goal met); iii) economics faculty were credited with 9 peer-reviewed publications since Jan. 1, 2011 (no double counting, goal met); iv) ten (10) of 11 full time economics faculty members are currently "academically-qualified" or "professionally qualified"; v) five (5) economics faculty received awards or were awarded grants (goal met); and vi) 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: i) The B.S. Economics Degree (with Secondary Ed. Certification) had 10 majors as of the end of Spring 2012; ii-v) 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?

1) 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. 2) In response to student demand, the department successfully offered an Intro to Econometrics course (with SAS applications) during Spring 2012. 3) 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. 4) 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. 5) 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)

1) 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.

2) 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.

3) 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).

4) 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.

5) 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.

Division	Richards College of Business
Department	Economics
Year	2013 (Su12-Sp13)

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

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 above 100 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 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 2012-13. 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 2012 and ii) other committees will meet and undertake actions as needed (including the hiring of a new assistant professor of economics) (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) the Department of Economics will sponsor at least one faculty development event on campus; iii) each faculty member will devote at least 40 hours to such faculty development activities during 2012-13 (this is in addition to course preparation activities but new course development activities may be included in the 40 hour total) and iv) 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: i) all tenure track faculty or lecturers in the department will attend a research related economics conference, ii) at least 75% of economics faculty (tenure track and lecturer) will make a research presentation at an academic conference, iii) an average of two-thirds of an article per faculty member (tenured or tenure track) will be published (or will be accepted for publication) since Jan. 1, 2012 for a total of 6 publications for the department (no double counting to determine if we met this goal), iv) ninety (90) percent of full-time economics faculty will be "academically" or "professionally" qualified as defined in the RCOB Faculty Development Policies document, v) department faculty will obtain at least two research or teaching grants from internal or external sources, and vi) 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. Specifically the CBER will, i) successfully conduct an Economic Forecast Breakfast in October 2012. Specific goals for the breakfast include 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) provide insights on the local economy to local civic groups as well as to various media outlets, iii) seek out grant opportunities to support the CBER; iv) publish quarterly updates on the West Georgia economy and v) sponsor a UWG SAS Conference in Spring 2013 (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: i) 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 2013); ii) attracting financial and other support from the Georgia Council on Economic Education and the RCOB to support center activities; iii) conducting at least four workshops or other activities for public school teachers and other educators; iv) attending at least two conferences with sessions/workshops devoted to economics education at the K-12 level; and v) promoting economic education with at least one additional outreach program (SPG12).

Goal 9: Teaching Effectiveness. Economics faculty will strive to maintain excellence in the classroom and to

promote student learning. Specifically, i) at least ninety percent of the full time faculty will achieve a median score of 65 (out of 75) on the department teaching effectiveness measure and ii) at least three-fourths 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, i) the department will offer Honors sections of ECON 2105 and ECON 2106 during 2012-13 and ii) 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: i) offer an international economics course each semester; ii) integrate international concepts in a variety of economics courses; iii) organize an international travel/study abroad program during 2012-13; and iv) economics faculty will participate, when feasible, in other international academic conferences or 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, i) the department will offer sections of ECON 2105 and 2106 during 2012-13 as well as courses to support the graduate MBA program on the Douglasville and Newnan campuses and ii) 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, i) the department will continue to induct members in the UWG chapter of Omicron Delta Epsilon (Honor Society in Economics); ii) a member of the department will serve as faculty advisor to the Economics Club (it is anticipated that the club will sponsor at least three student-oriented events each academic year; and iii) 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, i) the department will offer required and elective graduate economics courses to support the RCOB MBA program and ii) department faculty will serve on the graduate faculty and will participate in graduate committees and other graduate-level educational activities (SPG3).

Goal 15: SAS Certificate Program. Department faculty will work with SAS in finalizing details of the SAS Certificate Program and will pursue initiatives to promote the certificate program (SPG1, SPG3).

Goal 16: Complete College Georgia Initiative. The Economics Department will develop an XIDS 2002 course (WDTKA Business) and will propose a new Business Learning Community to commence Fall 2013 (SPG2, SPG3).

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

During 2012-13, the department met (completely) fourteen (14) of sixteen (16) goals. The Undergraduate Research/Internship (#3) and the Research (#6) goals were only partially attained.

Progress in achieving each goal is summarized below:

Goal 1: i) Thirty (30) of 31 graduating seniors passed the department's written exit exam (more than the 90% pass rate goal) during 2012-13; on the objective portion of the exam (15 multiple choice questions in three areas: macro, micro and stat), 3 students "exceeded expectations," 25 students "met expectations" while 3 students were "below expectations." ii) Twenty-Nine (29) of 31 students met or exceeded oral presentation expectations (above the goal of 85%), and iii) in the senior seminar class, presentations from outside speakers included such topics as "job search tactics," "financial planning," and "graduate school options." All graduating seniors prepared a resume. Goal 1 was met.

Goal 2: There were 143 economics majors in Spring 2013 (above goal). A total of 35 students received economics degrees at UWG during 2012-13. Economics upper division classes averaged more than 23 students. Sixteen students (16) participated in independent study courses during 2012-13. The goal was met.

Goal 3: Five economics majors made Big Night student presentations in Spring 2013. Three of these students also presented their research at the AEF Meeting in Mobile (February 2013). One additional RCOB student (non-economics major) presented a research poster at Big Night (under the mentorship of W.J. Smith). Only one student participated in an internship for academic credit during 2012-13 (at least three other students participated in internships but not for credit). All economics majors presented results of a research project in the economics seminar class (ECON 4484, Spring 2013). The goal was only partially met as fewer than five economics majors participated in an internship.

Goal 4: Departmental committees (textbook, scholarship, merit review, exit exam, curriculum, etc.) all effectively operated during 2012-13. Major curriculum accomplishments in 2012-13 were the development of the XIDS 2002 course, the offering of Economic History in Fall 2012, and development of the SAS Certificate Program. Three faculty searches were successfully conducted during 2012-13. The goal was met.

Goal 5: All faculty participated in at least 40 hours of faculty development activities. Economics faculty were provided funds to attend academic conferences and to purchase software/hardware in support of teaching/research. The Department of Economics also sponsored a teaching workshop on 3/8/13. The department staff assistant participated in 6 development workshops or seminars during 2012-13.

Goal 6: i) Nine (9) of 10 full time, non-temporary faculty attended a research-related conference (100% goal not met); ii) 8 of 10 faculty made a presentation at a research-oriented conference (75% goal met); iii) economics faculty were credited with 4 peer-reviewed publications since Jan. 1, 2012 (no double counting, goal not met); iv) 10 of 11 full time economics faculty members are currently "academically-qualified" or "professionally qualified" (goal met); v) 6 economics faculty received awards or were awarded grants (goal met); and vi) economics faculty were involved in significant ways in academic organizations during 2012-13. Research goals were partially met for 2012-13.

Goal 7: The Department of Economics successfully conducted its economic forecast breakfast in October 2012. More than 350 people attended and the event was supported by 12 sponsors/co-sponsors. John B. Jung (BB&T Capital Markets) presented the national and state outlook. William J. Smith (UWG) presented the local economic outlook. During 2012-13, 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 CBER Banker Forum, the Carrollton Kiwanis Club and the West Georgia Association of CPAs. During 2012-13, various grants/consulting activity supporting all activities in the department totaled approximately \$59,100. Four issues of the West Georgia Regional Update were published in 2012-2013. In addition, the CBER sponsored a SAS Analytics Summit at UWG on March 12, 2013 which was attended by about 45 people. The goal was met.

Goal 8: The B.S. Economics Degree (with Secondary Ed. Certification) had 6 majors in Spring 2013. As Director of the CEE, Leland Gustafson conducted 6 workshops during 2012-13, obtained grant support from the GCEE, organized a Fed Day at UWG, and conducted other community outreach activities. He also 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: Eleven (11) of 12 full time, non-temporary faculty scored 65 or higher on the departmental teaching effectiveness instrument; 11 of 12 full time, non-temporary faculty attended a teaching-oriented conference or workshop. The goal was met.

Goal 10: The department offered two sections of honors economics during 2012-13; eight 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 2012-13. Six faculty members participated in significant international activities during 2012-13 (Boldt, Dutt, Lopez, Patron, Schaniel, and Smith). The department successfully conducted a study abroad trip to Panama during Spring 2013 (with the Management Dept.). W.J. Smith also participated in the research exchange program with the French Business School. Goal 11 was met.

Goal 12: The department offered four courses at the Newnan Center during 2012-13 (ECON 2105, 2106, 6450, and 6461). Six completely online courses were offered during 2012-13 (BUSA 1900, 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 2012-13. A total of 12 students were inducted into ODE during 2012-13. The Economics Club held two meetings during 2012-13 and organized three field trips including a tour of the Kia Plant. Other student-centered events included the study abroad trip to Panama, 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 six separate graduate courses during 2012-13 (ECON 6430, ECON 6450 (2 times), ECON 6461 (2 times) and ECON 6485-Ethics and Capitalism). In addition, department faculty offered courses for graduate students as part of the Panama Study Abroad Program and on an independent basis for

topics such as econometrics and competition and strategy. Graduate economics courses were taught on both the Carrollton as well as the Newnan campus. Department faculty participated on graduate committees including the RCOB and the UWG Graduate Programs committees. The goal was met.

Goal 15: William J. Smith (working with N. Fannin) was able to finalize details of the UWG SAS Certificate program. A total of nine students earned the SAS Certificate in 2012-13. The goal was met.

Goal 16: The new course, XIDS 2002 (WDYKA Business) was approved by the Faculty Senate in 2012-13. Three sections of this course will be offered beginning Fall 2013. A Business Learning Community, directed by Kim Holder, will also be offered for the first time beginning Fall 2013. The goal was met.

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

1) Although assessment results were reasonably satisfactory, we decided to enhance applied microeconomics instruction in the department. For example, we have added additional applied microeconomics readings to the economics seminar class (ECON 4484) taught each spring. In addition, the department faculty will be updating the microeconomics and the macroeconomics assessment questions during Summer 2013. 2) In response to student feedback, the department offered a U.S. Economic History class during Fall 2012. The student feedback from the initial offering of the course was positive. 3) To enhance the job marketability of students, the department offered a SAS Certificate beginning Fall 2012. In addition, the Department successfully conducted a SAS Conference in Spring 2013. 4) 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 fill three vacant faculty positions this past academic year with outstanding teachers (based on student evaluations). In addition, the department sponsored a RCOB Teaching Workshop in March 2013. 5) Senior faculty have committed to work with the non-AQ (or PQ) faculty in the department in support of the goal of at least 90% AQ/PQ status. Only one faculty member in the department is currently non-AQ/PQ. 6) To promote retention, department faculty will begin offering an Intro. to Business Class (XIDS 2002) in Fall 2013. In addition, a Business Learning Community will be offered for the first time beginning Fall 2013.

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

Division	Richards College of Business
Department	Management
Year	2011 (Su10-Sp11)

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

1. Attract high quality high school and junior college graduates to our programs.
2. Maintain and enhance the personal environment for student learning, advising and mentoring.

3. Maintain a current and relevant curriculum.
4. Bring innovative student learning methods into the classroom.
5. Maintain AACSB accreditation standards for all programs.
6. 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.
7. Maintain current library and reference holdings.
8. Maintain a current technology infrastructure.
9. Provide sufficient coverage of support course requirements.

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

Goal 1:

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

Goal 2:

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

Goal 3:

1. Regularly review curriculum structure and content for currency and relevance.
2. Encourage faculty to pursue research relevant to their courses.

3. Survey graduates on a regular basis.
4. Seek input from the College of Business Board of Visitors.

Goal 4:

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

Goal 5:

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

Goal 6:

1. Encourage all faculty to pursue an appropriate research agenda.
2. Reward faculty for their efforts in research.
3. Provide financial support for research, and professional association membership and meeting attendance.

Goal 7:

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

Goal 8:

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

Goal 9:

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

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

Goal 1

1. 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 them at various recruiting functions on campus. We also continue to work on our department website to make it informative and user-friendly for prospective students. Our webpage provides information on both department majors (Management and MIS), Travel Abroad Opportunities, and student organizations (Management Club, MIS Club, and SIFE). Finally, we have an information kiosk for our MIS program, located just outside of the MIS lab.
2. We had two department representatives at 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.
3. Our faculty members actively participate in a number of professional and civic organizations including: the West Georgia Trial Lawyers Association, the Carrollton Marine Corps League, the Carroll County Kiwanis Young Professionals, and the Society for Human Resource Management.

Goal 2

1. The RCOB provides annual awards for excellent teaching and, during the past year, Dr. John Upson was the recipient of one of these awards. Additionally, Dr. Leanne DeFoor received the SGA Faculty Member of the Year Award.
2. Over the past year, the Management Department offered 16 "D" classes (50 % on-line) and 29 "N" classes (more than 95% on-line). All Core Area F courses and Business Core courses provided by the Management Department have now been offered on-line.
3. To make certain that our department provides "user-friendly" class schedules, we offer many courses on-line and we try to offer each major course at least once per year during evening hours to accommodate non-traditional students. Sixty-four percent of graduating seniors noted that they had no problem with the availability of classes. Those expressing a concern often noted that while sections were available, it may not have been the specific section/teacher they wanted. To address this concern, we have established a formal override request system. This system is working well.
4. In addition to their regular teaching load, faculty also supervise independent studies and internships. Over the past year, Management Department faculty supervised 13 internships and 14 independent studies. .
5. Numerous scholarships are provided to RCOB students each year. Within our department, Susan Huddleson was selected as the recipient of the 15th Annual Frank R. Hunsicker Award (\$1,000).
6. All faculty members have a minimum of 10 office hours each week. In fact, 98% of graduating seniors noted that faculty were "Frequently" or "Regularly" available outside of the classroom.
7. The Management Department provides opportunities for student academic achievement. For example,

over the past year, Dr. Bergiel and Dr. Upson lead a group of 22 students in a study abroad trip to Prague, Czech Republic. Also our faculty supervised 41 Honors classes. Further, our faculty serve as advisors for the Management Club, the MIS Club, Students in Free Enterprise (SIFE) .

8. 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

1. 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.
2. Each faculty member's 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.
3. Graduating seniors in both the Management and MIS areas are surveyed each semester. Seventy-seven graduating seniors responded to our Spring, Summer, and Fall 2010 senior exit surveys. A sample of the responses follows:
 - 98% were "Very Satisfied" or "Satisfied" with their decision to earn a B.B.A. degree in our department
 - 98% rated the quality of instruction in our department as "Excellent" or "Good"
 - 97% reported that it was "Very Likely" or "Likely" they would recommend our program to a friend
 - 93% stated that they were "Very Satisfied" or "Satisfied" with their major advisor
 - 98% noted that faculty were "Frequently" or "Regularly" available outside of the classroom
 - 68% reported that they had visited UWG Career Services
 - 45% reported that they had participated in on-campus job fairs
4. Input from the RCOB Board of Visitors is often considered in making changes to our courses. For example, during meetings held with the Board of Visitors during the Spring 2010 semester, it was suggested that our students should be able to use Adobe Acrobat to develop forms. Mr. Rooks created an exercise in the CISM 2201 course to give students experience with this software.

Goal 4

1. Faculty are encouraged and rewarded for innovations in the classroom in several different ways. First, e-Tuition funds have been used to give faculty release time to develop on-line courses. Second, annual awards are given to faculty who demonstrate excellent performance in the classroom. Third, innovations in the classroom is a key element in the annual merit evaluation process.
2. The department is well-equipped with state-of-the art technology. For instance, over the past year, e-Tuition funds were made available to purchase MiFi systems and iPads for each department member. 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

1. 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.
2. Learning goals and assessment results are available on the department website.
3. 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

1. Each faculty member's research is reviewed annually during the merit 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. Overall, the Management Department faculty published 23 peer-reviewed articles, made seven paper presentations, and wrote one book chapter.
2. 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 and the RCOB Faculty Development Award. Additionally, Dr. Jon Anderson and Dr. John Upson received the \$1,000 Robert J. Stone Endowment for Entrepreneurial Studies.
3. During the past year, we provided a budget to all faculty members meeting the criteria outlined the Department Policy for the Allocation of Travel Funds.

Goal 7

1. 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.
2. Faculty members are given funds each year that can be used to purchase reference material and instructional aides.

Goal 8

1. 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.
2. Faculty members are given travel awards each year. These funds can be used for technology training and workshops. For instance, Dr. Prince attended the ELI Conference in Washington, D.C. over the past year to learn more about iPad applications in the classroom.

Goal 9

1. 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.

2. 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)

Division	Richards College of Business
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Department	Management
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Year	2012 (Su11-Sp12)
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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:

1. Rigorously enforce course pre-requisites and upper division admission policy.

2. Ensure that appropriate curriculum learning outcomes, processes to assess these outcomes and assessment results exist for

each degree program.

3. 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.

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

Goal 1

1. 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).

2. 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.

3. Our faculty members actively participate in a number of professional and civic organizations including: the Mason's 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.

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.

4. 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. .

5. 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).

6. 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.

7. 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).

8. 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

1. 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).

2. Each faculty member's 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.

3. 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 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

4. 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

1. 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.

2. 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

1. 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.

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

3. 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

1. Each faculty member's research is reviewed annually during the merit evaluation process. Results of this year's

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.

2. 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).

3. 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

1. 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.

2. Faculty members are given funds each year that can be used to purchase reference material and instructional aides.

Goal 8

1. 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.

2. 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

1. 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.

2. 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."

Division	Richards College of Business
Department	Management
Year	2013 (Su12-Sp13)

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

(Goal 1) Provide a quality learning environment for our students.

Goal 1 Objectives:

(1) Obtain a 95% satisfaction level with our students.

(2) Offer a balance of online vs. traditional classes that 60% of our students find acceptable.

(3) Make courses available on the days/times preferred by students such that 67% of the students do not encounter any scheduling difficulties.

(Goal 2) Prepare graduates to be competitive in the job market.

Goal 2 Objectives:

(1) At the time the senior exit survey (usually administered about mid-way in the final semester), at least 50% of graduating seniors should have received a job offer or made plans to enter graduate school.

(2) In the Management program, get at least 50% of majors involved in a certification program.

(3) At least 60% of graduating seniors should have completed an internship, completed a certification, or taken a study abroad trip.

(Goal 3) Pursue an active research agenda and relevant developmental opportunities.

Goal 3 Objectives:

(1) As a department, average a minimum of one peer-reviewed article each year.

(2) As a department, average a minimum of one paper presentation at an academic conference each year.

(3) As a department, average a minimum of one continuing education initiative each year.

(Goal 4) Effectively serve our students, university community, and external stakeholders.

Goal 4 Objectives:

(1) As a department, sponsor a minimum of two student organizations and advise three additional student organizations across campus.

(2) As a department, average serving on at least two UWG-related committees.

(3) As a department, average serving on at least one community-related initiative.

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

Goal 1 (Objective 1)

Assessment: Senior exit surveys will be used to assess student satisfaction with: (1) their decision to earn a B.B.A. from our department, (2) the quality of instruction they received, and (2) the likelihood that they would recommend our program to a friend.

Results: Over the 2012/2013 academic year, with 105 graduating seniors reporting: (1) 100% were Very Satisfied or Satisfied with their decision to earn a B.B.A. from our department, (2) 97.1% rated the quality of instruction

as Excellent or Good, and (3) 97.2% indicated that it was Very Likely or Likely that they would recommend our program to a friend.

Goal 1 (Objective 2)

Assessment: The course mix (in terms of online vs. traditional) will be examined. Additionally, student perceptions of online course offerings will be solicited on the senior exit survey.

Results: During the 2012/2013 academic year, a total of 133 sections were offered in the Management Department. Sixty-four percent were offered in a traditional, face-to-face format, and 36% were offered as either D courses (13%) or N courses (23%). When surveyed, 58.1% of our graduating seniors indicated that the balance of courses was about right, 11.4% thought more traditional classes should be offered, and 30.5% thought that more online courses should be offered. Interestingly, 30.5% of students also reported that they thought online courses were easier than traditional courses.

Goal 1 (Objective 3):

Assessment: On the senior exit survey, preferences of students will be solicited as well as difficulties they encountered with the availability of courses in their major.

Results: Seventy percent of our students noted that they did not have any problems with the availability of classes in their major. Thirty-five percent of our students noted that they preferred morning classes, 41% preferred afternoon classes, 14% preferred evening classes, and 10% had no preference. Additionally, 78% noted that they preferred classes on a Tuesday/Thursday schedule.

Goal 2 (Objective 1)

Assessment: Graduating seniors will be surveyed.

Results: Of the 105 graduating seniors completing the senior exit survey during the 2012/2103 academic year, 19 reported that they were planning to attend graduate school and 43 reported that they had received a job offer (24 of these had actually accepted the offer). In five circumstances, a student reported that although they had received a job offer, they were instead planning to attend graduate school. Thus, out of 105 graduating seniors, 57 students (54%) had either received a job offer or made plans to attend graduate school.

Goal 2 (Objective 2)

Assessment: Examine the number of current majors (available from Institutional Research) and the number of students enrolled in certification programs (student list maintain by departmental administrative assistant).

Results: Out of the 273 current management majors, 87 are currently enrolled in the HR Certificate Program and 19 completed the certificate. Thus, 32% are currently enrolled in the certification program. Once the Operations Management certificate is approved, we will have another option available to our students.

Goal 2 (Objective 3)

Assessment: Graduating seniors will be surveyed.

Results: Of the 105 graduating seniors surveyed, 14 had obtained a certification, 16 had completed an internship, and 11 had participated in a study abroad program. In 8 cases a student had completed at least two of these options. Thus, out of 105 graduating seniors, 27 students (26%) had completed an internship, completed a certification, or taken a study abroad trip.

Goal 3 (Objective 1)

Assessment: Publications will be reported in the annual merit evaluations.

Results: Nine of sixteen faculty members published at least one peer-reviewed article. As a department, we averaged 1.7 peer-reviewed articles per faculty member.

Goal 3 (Objective 2)

Assessment: Paper presentations will be reported in the annual merit evaluations.

Results: Thirteen of sixteen faculty members made at least one conference presentation. As a department, we averaged 1.3 conference papers per faculty member.

Goal 3 (Objective 3)

Assessment: Training and development initiatives will be reported in the annual merit evaluations.

Results: Eleven of sixteen faculty members were involved in some form of continuing education. As a department, we averaged 1.8 development initiatives per faculty member.

Goal 4 (Objective 1)

Assessment: Examine student organizations approved within the department and registered with the Center for Student Involvement. Additionally, review annual merit evaluations for faculty that reported serving as advisors to student organizations.

Results: The Management Department offered students three choices within the department: Management Club, MIS Club, and ENACTUS. Additionally, faculty reported that they advised a total of nine additional student organizations outside of our department.

Goal 4 (Objective 2)

Assessment: Service-related work within the university community will be reported in the annual merit evaluation.

Results: Thirteen of sixteen faculty members were involved in at least two committees. As a department, we averaged 3.5 committee assignments per faculty member.

Goal 4 (Objective 3)

Assessment: Community-related activities will be reported in the annual merit evaluation.

Results: Ten of sixteen faculty members were involved in at least one public service (or community-related) initiative. As a department, we averaged 1.25 service commitments per faculty member.

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

(Goal 1) Provide a quality learning environment for our students.

As a department, we performed well on this goal. We met satisfaction goals with our program and with our schedule.

The one objective that we failed to meet related to our offering of online courses. It is clear from the surveys that our students would like to have more online options. This will be a major topic of discussion in our department during the upcoming year. We recognize the flexibility that online courses give our students and we recognize the competitive market in which we operate. However, we also want our courses to maintain a proper level of rigor and do not want our program to be viewed as “soft and easy” by external stakeholders. We will begin moving toward an online program for our management majors. However, we will do so in a way that maintains our ability to assess student performance in a controlled environment.

(Goal 2) Prepare graduates to be competitive in the job market.

We have some very ambitious objectives in regard to getting our students involved in either a certification program, an internship, or a study abroad program. And, we intentionally set a high bar. It is imperative that our students enter the market with some type of competitive advantage.

Over the next year, we hope to receive approval for our second certification program (Operations Management). This will give our students two certification programs from which to choose. We will promote these programs in our classes and through our advisors.

(Goal 3) Pursue an active research agenda and relevant developmental opportunities.

As a department, we met our goals in this area. However, we will try, through our merit evaluation system, to get all faculty members involved in the publication process, academic conferences, and training initiatives.

(Goal 4) Effectively serve our students, university community, and external stakeholders.

Our department has always been very active in the service area and our results continue to demonstrate a great deal of hard work. It is important that we focus on finding a service opportunity for all department members and that we try to expand our reach into the community. Our merit evaluation system will serve as the mechanism to ensure that we remain committed to being a service leader at UWG.

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

Division	Richards College of Business
Department	Marketing and Real Estate
Year	2011 (Su10-Sp11)

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

Departmental Goals.

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

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

Processes to achieve/assess departmental goals.

Goal 1

1. Provide the best possible undergraduate and graduate learning experiences for our students.
2. Provide adequate rewards and recognition for quality teaching
3. Seek out and support co-op and internship opportunities.
4. Provide scholarship opportunities.

5. Support programs that provide opportunities and recognition for student academic achievement.

6. Provide course schedules and delivery methods (online; off-campus) that accommodate the needs of students.

7. Provide sufficient coverage of support courses.

Goal 2

1. Maintain informative and attractive promotional materials for all programs.

2. Actively support University visitation/orientation activities.

3. Maintain an attractive and informative department website.

4. Provide students adequate scholarship opportunities.

5. Support programs that provide opportunities and recognition for student academic achievement.

6. Provide students adequate opportunities to discuss academic and career goals with faculty members.

Goal 3

1. Regularly review curriculum and content for currency and relevance.

2. Encourage faculty to pursue research relevant to their courses.

3. Provide incentives for faculty to regularly revise and update their course content.

4. Survey graduates on a regular basis.

5. Seek inputs from the College of Business Board of Visitors.

Goal 4

1. Encourage and reward faculty for innovative teaching methods and pedagogical tools that encourage critical thinking.

2. Encourage and reward faculty to include case analysis, outside business

projects, research projects, and other innovative learning tools.

3. Provide professional development and training opportunities for faculty.

Goal 5

1. Seek resources to provide state of the art technological support for teaching and research.

2. Provide technology training and assistance to faculty.

3. Provide incentives for faculty to use technology in the classroom and in research.

Goal 6

1. Encourage all faculty to pursue an appropriate research and professional development agenda.

2. Reward faculty for achieving research and professional development expectations.

3. Provide financial support for research, meeting attendance, and professional association memberships.

Goal 7

Most activities listed support this goal, in addition:

1. Enforce course pre-requisites and upper division admission policy.

2. Insure that appropriate learning outcomes, processes to assess these outcomes and assessment results exist for each degree program.

3. Insure syllabi for all courses support curriculum learning outcomes and describe the processes used to assess these outcomes.

Goal 8

1. Continue to offer the required international (selective) marketing course.

2. Encourage faculty to integrate 'international' aspects in all courses.

3. Continue to develop and offer the two study abroad programs in London and China.

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

Goal 1

1. All syllabi and curriculum were regularly evaluated and updated during the year. Most upper division classes included experiential and active learning opportunities.

2. Teaching evaluations were included as part of the annual faculty evaluations and all departmental faculty received above average to excellent evaluations.

A majority had medians of 5.0. Cheryl Brown, Sunil Hazari and Minna Rollins all received teaching awards in 2010.

3. Twenty-one 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.

4. 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.

5. 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.

Goal 2

1. 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.

2. 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.

3. The departmental website was regularly updated and made more attractive, informative and user friendly.

4. A total of 28 scholarships were awarded including study abroad scholarships.

5. Participation in study abroad programs, Big Night ? research competition, and outside class projects provided opportunities for student academic

achievement.

6. All faculty members maintained regular office hours and were available to speak to students throughout the year.

Goal 3

1. 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.

2. Departmental faculty maintained a steady stream of research. This year they published a total of 20 refereed journal articles and 13 conference

presentations. This is the highest number of publications in the history of this department. It is especially creditable given that the department currently

has just 8 active tenure track faculty members.

3. Revisions and updates to course content were included in faculty members annual merit evaluations.

4. 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.

5. Input from the RCOB board of visitors was instrumental in developing the study abroad programs and in

increasing internship opportunities.

Goal 4

1. 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 this year.
2. All faculty members received adequate funding for professional development activities.

Goal 5

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

Goal 6

1. A total of 20 papers were published in peer reviewed journals and 13 presentations were made at regional and national conferences. This is the highest number of publications in the history of this department. It is especially creditable given that the department currently has just 8 active tenure track faculty members.
2. One faculty member (Dr. Hazari) received a research award and all research activities were part of the annual merit evaluation process.
3. All faculty members attended at least one academic conference and all professional association memberships were paid for by the department.

Goal 7

1. 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.

2. Learning goals and assessment results are available on our website at - <http://www.westga.edu/mktreal/>.

3. All syllabi are reviewed each semester by the faculty members.

Goal 8

1. At least two sections of the International marketing course are offered each semester.

2. All upper division classes now include some discussion of the global issues.

3. Both study abroad programs in London (8 students) and China (14 students) were offered in Summer 2010 and Spring 2011.

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."

Division	Richards College of Business
Department	Marketing and Real Estate
Year	2012 (Su11-Sp12)

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

Departmental Goals.

1. Maintain and enhance the environment for excellence in student learning (SPG1).
2. Attract high quality students to the Marketing and Real Estate majors (SPG3, 6, and 7).
3. Maintain a current and relevant curriculum (SPG 1)
4. Bring innovative student learning methods into the classroom. (SPG1,5)
5. Continue to effectively utilize technology in the classroom and in research. (SPG 1)
6. Encourage faculty development activities in the form of research, publications, grant work, consulting and other professional development activities.(SPG 6)

7. Maintain AACSB accreditation standards for all programs. (SPG1)

8. Continue to integrate 'international' aspects into the curriculum and to offer study-abroad programs.(SPG1,5)

Processes to achieve the goals.

Goal 1

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

Goal 2

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

Goal 3

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

Goal 4

1. 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.

2. Provide professional development and training opportunities for faculty.

Goal 5

1. Seek resources to provide state of the art technological support for teaching and research.

2. Provide technology training and assistance to faculty.

3. Provide incentives for faculty to use technology in the classroom and in research.

Goal 6

1. Encourage all faculty to pursue an appropriate research and professional development agenda.

2. Reward faculty for achieving research and professional development expectations.

3. Provide financial support for research, meeting attendance, and professional association memberships.

Goal 7

Most activities listed support this goal, in addition:

1. Enforce course pre-requisites and upper division admission policy.

2. Insure that appropriate learning outcomes, processes to assess these outcomes and assessment results exist for each

degree program.

3. Insure syllabi for all courses support curriculum learning outcomes and describe the processes used to assess these

outcomes.

Goal 8

1. Continue to offer the required international (selective) marketing course.

2. Encourage faculty to integrate 'international' aspects in all courses.

3. 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

1. All syllabi and curriculum were regularly evaluated and updated during the year. Most upper division classes included experiential and active learning opportunities.
2. 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.
3. 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.
4. 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.
5. 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

1. 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.
2. 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.
3. The departmental website was regularly updated and made more attractive, informative and user friendly.
4. A total of 31 scholarships were awarded including study abroad scholarships.
5. Participation in study abroad programs, Big Night & research competition, and outside class projects provided opportunities for student academic achievement.
6. 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

1. 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.

2. Departmental faculty maintained a steady stream of research. This year they published a total of 12 refereed journal articles and 8 conference presentations.

3. Revisions and updates to course content were included in faculty members annual merit evaluations.

4. 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.

5. Input from the RCOB board of visitors was instrumental in developing the study abroad programs and in increasing internship opportunities.

Goal 4

1. 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.

2. All faculty members received adequate funding for professional development activities.

Goal 5

1. E-tuition funds have provided more than adequate funding for technology and technological support has been excellent.

2. All faculty members have participated in one or more technology training sessions.

3. Use of technology in the classroom is part of the faculty members merit evaluation process.

Goal 6

1. A total of twelve papers were published in peer reviewed journals and eight presentations were made at regional and national conferences.

2. One faculty member received a research award and all research activities were part of the annual merit evaluation process.

3. Eight faculty members attended academic conferences and all professional association memberships were paid for by the department.

Goal 7

1. 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.

2. Learning goals and assessment results are available on the UWG SACSwebsite.

3. All syllabi are reviewed each semester by the faculty members.

Goal 8

1. At least two sections of the International marketing course are offered each semester.

2. All upper division classes now include some discussion of the global issues.

3. 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?

1) 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.

2) The department will be expanding online options in Spring 2013 and we hope to formally offer an online degree next year.

3) We will continue our focus on student involvement with the marketing club, speaker series and internships.

4) 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."

Division **Richards College of Business**

Department **Marketing and Real Estate**

Year **2013 (Su12-Sp13)**

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

Departmental Goals.

1. Maintain and enhance the environment for excellence in student learning (SPG1).

2. Attract high quality students to the Marketing and Real Estate majors (SPG3, 6, and 7).

3. Maintain a current and relevant curriculum (SPG 1)
4. Bring innovative student learning methods into the classroom. (SPG1,5)
5. Continue to effectively utilize technology in the classroom and in research. (SPG 1)
6. Encourage faculty development activities in the form of research, publications, grant work, consulting and other professional development activities.(SPG 6)
7. Maintain AACSB accreditation standards for all programs. (SPG1)
8. Continue to integrate 'international' aspects into the curriculum and to offer study-abroad programs.(SPG1,5)

Processes to achieve the goals.

Goal 1

1. Provide the best possible undergraduate and graduate learning experiences for our students.
2. Provide adequate rewards and recognition for quality teaching
3. Seek out and support co-op and internship opportunities.
4. Encourage students to complete at least one of our two certificate programs in Sales and Advertising and at least one of our two study abroad programs to London and China.
5. Provide course schedules and delivery methods (online; off-campus) that accommodate the needs of students.
6. Provide sufficient coverage of support courses.

Goal 2

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

Goal 3

1. Regularly review curriculum and content for currency and relevance.
2. Encourage faculty to pursue research relevant to their courses.
3. Provide incentives for faculty to regularly revise and update their course content.
4. Survey graduates on a regular basis.
5. 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.

2. Provide professional development and training opportunities for faculty.

Goal 5

1. Seek resources to provide state of the art technological support for teaching and research.
2. Provide technology training and assistance to faculty.
3. Provide incentives for faculty to use technology in the classroom and in research.

Goal 6

1. Encourage all faculty to pursue an appropriate research and professional development agenda.
2. Reward faculty for achieving research and professional development expectations.
3. Provide financial support for research, meeting attendance, and professional association memberships.

Goal 7

Most activities listed support this goal, in addition:

1. Enforce course pre-requisites and upper division admission policy.
2. Insure that appropriate learning outcomes, processes to assess these outcomes and assessment results exist for each degree program.
3. Insure syllabi for all courses support curriculum learning outcomes and describe the processes used to

assess these outcomes.

Goal 8

1. Continue to offer the required international (selective) marketing course.
2. Encourage faculty to integrate 'international' aspects in all courses.
3. 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. All upper division classes included experiential and

active learning opportunities - including case studies, research projects, simulations, guest speakers, appraisals etc.

2. Teaching evaluations were included as part of the annual faculty evaluations and all departmental faculty received above average to

excellent evaluations. Average teaching evaluations across the department were at 4.6. Dr. Wei received the RCOB excellence in

teaching annual award as well as the WebMBA outstanding faculty award.

3. Sixteen internships were completed by Marketing/Real Estate/Business Education students over the year. This was an increase of 30%

over last 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.

4. Fifty-four students completed a sales certificate last year and 5 students completed an Advertising certificate in Fall 2012 (this was

the first semester the Advertising certificate was offered). Twenty three students went on one of the two study abroad programs.

5. At least one section of all Marketing classes, including required classes and electives, was offered online at some point during the

year. Students therefore now have the option of completing their entire Marketing degree online. This is

in line with the complete

college georgia initiative Strategy 5. Graduate classes were also offered at the Newnan campus and at the new Douglasville campus,

and the department also offers required and elective classes in the WebMBA program..

6. All elective courses were offered at appropriate times during the year. Exit interviews indicated that in general a majority of the

students (74%) students did not have a problem with finding appropriate elective and core classes.

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 last year and new large screen monitors were installed outside the department and at various other locations in the business building.

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.

3. The departmental website was regularly updated and made more attractive, informative and user friendly.

4. A total of 26 scholarships were awarded including study abroad scholarships.

5. Participation in study abroad programs, Big Night & research competition, and outside class projects provided opportunities for

student academic achievement.

6. All faculty members maintained regular office hours and were available to speak to students throughout the year.

Trends in enrollments and majors & There has been a slight decline in Majors and pre-majors over the past year. However

enrollment numbers in classes have not declined at all, possibly because of non-business majors enrolling in Marketing minor and

Certificate programs. Numbers in Marketing minors and our certificate programs are showing a slight increase.

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.

2. Departmental faculty maintained a steady stream of research. This year they published a total of 15 refereed journal articles (which

was an average of 1.25 per faculty member across the department) and 10 academic conference presentations/publication in

proceedings and 3 academic conference presentations. Dr. Burton also published a book "Meditation for Managers and Other Human

Beings".

3. Revisions and updates to course content were included in faculty members annual merit evaluations.

4. A sample of graduating seniors in the marketing capstone course was surveyed every semester. 98% expressed satisfaction

with the program ('very satisfied or "satisfied'), 97% expressed satisfaction with the quality of instruction and the faculty. 98% also

said that they would recommend it to others.

5. 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.

2. All faculty members received adequate funding for professional development activities. Each faculty member completed at least one

professional development initiative over the year.

Goal 5

1. E-tuition funds have provided more than adequate funding for technology and technological support has been excellent.

2. 11 of 12 faculty members have participated in one or more technology training sessions.
3. Use of technology in the classroom is part of the faculty members merit evaluation process.
4. Ms Cheryl Brown received the 5-star online course award through distance learning at UWG.

Goal 6

1. A total of 15 papers were published in peer reviewed journals, 10 papers were presented and published in academic conference

proceedings and 3 papers were presented at regional and national conferences. Dr. Burton also published a book "Meditation for

Managers and Other Human Beings".

2. Dr. hazari received the RCOB student research award and Dr. Hall received the RCOB research award. All research activities were part

of the annual merit evaluation process.

3. Eleven of twelve faculty members attended at least one academic conferences and all professional association memberships were paid

for by the department.

4. Dr. Wei received a research grant of \$90,000 from the National Science Foundation China to Investigate Chinese Consumers'

Perceptions of Global Brands.

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.

2. Learning goals and assessment results are available on the university website at <http://webapps.westga.edu/sacs/>

3. All syllabi are reviewed each semester by the faculty members. Syllabi and textbooks in core classes like principles of marketing and

business research are also reviewed by the dept. curriculum committee.

Goal 8

1. At least two sections of the International marketing course are offered each semester.

2. All upper division classes now include some discussion of the global issues.
3. Both study abroad programs in London (9 students) and China (14 students) were offered in Summer 2012 and Spring 2013.

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

1) Although assessment results are satisfactory, we have specific plans to enhance the quality of online instruction in the department and to

increase not just the number of online classes but also the number of undergraduate online classes taught by terminally qualified faculty.

For example, we are regularly conducting ongoing seminars for all faculty teaching online which will include best practices and applications

of new technologies. All faculty teaching online courses have enrolled this year in at least one faculty development course through

distance learning. This is in line with the complete college georgia strategy 5.

2) The department has continued to expand online options through last year and we are now able to offer students the option of completing

an online Marketing degree.

3) We will continue our focus on student involvement with the marketing club, speaker series, internships, certificate programs, and study abroad programs.

4) We are also planning to institute a mentor program for at-risk students.

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

Division	Richards College of Business
Department	Small Business Development Center
Year	2011 (Su10-Sp11)

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 U.S. Small Business Administration. Goals for 2010 included 100 consulting cases, 700 consulting

hours, 50 long-term cases, 50 extended engagement cases, 5 starts, and program generated revenues of \$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 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)

Division **Richards College of Business**
Department **Small Business Development Center**
Year **2012 (Su11-Sp12)**

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 Informaiton 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.

Division **Richards College of Business**

Department **Small Business Development Center**

Year **2013 (Su12-Sp13)**

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 2012-2013 included 100 consulting cases, 1525 consulting hours, 100 long-term cases, 100 extended engagements cases, 10 starts, and programs generated revenues on \$11,000. 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?

Goals for 2012-2013 were adjusted to represent having only one consultant and one in training for a portion of the year and included 180 consulting cases, 1360 consulting hours, 90 long-term cases, 50 extended engagements cases, 10 starts, and programs generated revenues on \$11,000. 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. The SBDC office completed 180 consulting cases, 1404 consulting hours, 94 long-term cases, 50 extended engagements cases, 12 starts, and programs generated revenues on \$19,185. The survey results indicated a 95% client satisfaction in all nine categories.

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

There has been a real effort into marketing the services of the SBDC and the University of West Georgia to the community and surrounding areas.

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

Division **Richards College of Business**

Department

Year **2013 (Su12-Sp13)**

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

1. Increase Richards College of Business Graduate programs visibility in the Atlanta area and surrounding counties
2. Increase prospective graduate inquirers pool by ensuring that prospects understand the admission requirements
3. Develop and integrate a new recruiting date management system (Microsoft Access) for prospects, accepted students and accurate reporting
4. Convert inquirers to applicants and convert applicants to acceptances by following up with prospects in a timely manner and providing useful information
4. Increase overall graduate enrollment in the Richards College of Business by aligning with external constituencies to promote graduation education
5. Develop a marketing plan to market RCOB Graduate programs in conjunction with UWG Marketing staff
6. Develop a new International certificate program within the college to promote graduate education
7. Increase international students enrollment in RCOB graduate programs
8. Partnership with organizations and business in the neighboring counties to promote RCOB graduate programs

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

Report on prospective graduate business students.

Provide informative and attractive promotional recruitment materials for graduate business programs.

Report on Webinars and Open house attendance.

Report on GMAT Prep course attendance which generated forty - two MBA and MPAcc applications.

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

Hired a new Graduate Studies Associate responsible for the tracking and management of all RCOB graduate students from acceptance to graduation.

The expansion of the MBA to a Douglasville campus.

Redesigned MBA core offerings to a fixed structure allowing for easier planning and scheduling for students at all three campuses.

Implemented the first international MBA course (France -ECEM)

Offered a Free GMAT Prep course to graduating seniors and the community at large

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

Tanner Health System School of Nursing

Division/College	Tanner Health System School of Nursing
Department	Nursing
Time Period	2009-2013
What were your expected outcomes (Goals) during this period?	
<p>The Tanner Health System School of Nursing (THS SON) has identified the following comprehensive goals for the academic unit:</p> <ol style="list-style-type: none"> 1. Maintain high quality undergraduate and graduate nursing programs. 2. Maintain faculty who demonstrate excellence in teaching, scholarship, and service to the university, the community, and the profession. 3. Maintain a personal learning environment characterized by caring, holism, critical thinking, and professional commitment. <p>For each goal, expected outcomes have been established, direct and indirect assessments conducted, and improvements made. Because the THS SON is an academic unit, the goals relate to students and faculty and are addressed in the completed reports related to the following principles and will not be discussed again here:</p> <ul style="list-style-type: none"> • 3.3.1.1 – Institutional Effectiveness: Student learning outcomes (BSN/RN-BSN/MSN/EdD programs) • 3.3.1.3 – Institutional Effectiveness: Academic and student support (advisement and learning environment) • 3.3.1.4 – Institutional Effectiveness: Research (faculty scholarship) • 3.3.1.5 – Institutional Effectiveness: Community/public service (faculty service) • 4.1 – Student achievement (enrollment, graduation rate, job placement and CNL certification/NCLEX-RN exam passing rates) <p>All expected outcomes, assessments and improvements listed above are discussed in greater detail in the THS SON UWG Annual Reports and the THS SON Total Plan for Evaluation (TPE) for 2009-2013.</p> <p>In addition to those above, the THS SON has identified other expected outcomes, assessments and improvements for the past 5 years related to the following: 1) BSN/RN-BSN/MSN student satisfaction with educational program at graduation; 2) BSN/RN-BSN/MSN alumni satisfaction with educational program one year post-graduation; 3) Advisory board satisfaction with graduates; 4) BSN/RN-BSN/MSN graduation enrollment in advanced education programs; 5) student evaluations of faculty teaching; and 6) faculty professional certifications in teaching and/or clinical nursing expertise.</p> <p>All supporting documents related to the SACS reports are available in the THS SON for review.</p> <p>UWG Strategic Plan and THS SON initiatives:</p> <p>In addition to the annual assessments listed above, the THS SON also identifies initiatives related to the UWG Strategic Plan each year and reports progress toward meeting them in the annual reports. The following initiatives/actions were completed in 2012-13:</p> <p>UWG Goal #1: Every undergraduate academic program will demonstrate a distinctive blending of liberal arts education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21st century (effect of the following initiatives will be measured in the attainment of expected outcomes related to <i>student achievement</i>).</p> <ul style="list-style-type: none"> • Continue comprehensive revision of the BSN curriculum for initial implementation with the 2014 graduating class. 	

- Implement professional software, “Nursing Central” and “SimChart” for students and faculty.
- Provide experiential learning in skills/simulation and community health care agencies.
- Implement Study Abroad program for BSN students in Budapest, Hungary through a partnership with UWG and Semmelweis University.

UWG Goal #2: Every undergraduate student will be advised to take advantage of one of multiple available learning communities (effect of the following initiative will be measured in the attainment of expected outcomes related to *student achievement*).

- Implement Nurse Scholars (learning community) program in collaboration with Honors College to recruit and educate academically talented pre-nursing freshmen to UWG.

UWG 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 (*student enrollment outcome measure*).

- Enrolled first cohort of 14 EdD in Nursing Education students; admitted 17 in second cohort.
- Enrolled 74 MSN students and graduated 25 in spring 2013, the highest number ever.

UWG 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 (effect of the initiative will be measured in *faculty expected outcomes*).

- Faculty approved a new workload policy.

UWG Goal #9: West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth (effect of the initiative will be measured in *student and faculty expected outcomes*).

- The THS SON moved into a new 64,000 square foot building with state-of-the-art classroom and simulation technology.

UWG Goal #12: Community Relations: The University will engage the local community educationally, culturally and recreationally (effect of the initiative will be measured in *student and faculty expected outcomes*):

- The THS SON implemented the second year of a 3-year collaboration with the WellStar Health System to educate Clinical Nurse Leaders.
- Nursing students are engaged in clinical learning experiences in the more than 150 community health care agencies with which the School is contracted

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

The methods of assessment of the expected outcomes are addressed in the appropriate principle report identified above. Outcomes related to some of the initiatives will be measured in subsequent years.

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

Improvements were implemented as appropriate in response to the assessment results and are discussed in the principle reports identified above. All the initiatives identified above were completed in 2013 and related outcomes will be addressed in the future as appropriate.

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

The impact of the improvements is discussed in the appropriate principle report. Whether or not the initiatives will result in improved outcomes will be measured in the years ahead.

Approval/Accreditation Status: Identifying and monitoring outcomes are an integral component of nursing approval and accreditation. The Tanner Health System School of Nursing (THS SON) BSN and RN-

BSN programs are fully approved by the Georgia Board of Nursing through 12/31/14 (last site visit spring 2010 with all standards met; 11 commendations and no recommendations); and the BSN, RN-BSN and MSN programs are accredited by the Commission on Collegiate Nursing Education (CCNE) through 12/31/18 (last site visit spring 2013 with all standards met and no recommendations). The THS SON submits an annual report to the GBON every July and submitted a Continuous Improvement Progress Report (CIPR) to CCNE on 11/26/13. The CIPR is a mid-accreditation cycle report required of all CCNE-accredited programs and is available in the School for review. There is currently no accreditation organization for the EdD in Nursing Education program.

Continuous Quality Improvement: These outcomes and results are also a component of the School's Total Plan for Evaluation (TPE), which measures program quality and effectiveness by assessing student and faculty achievement. The outcome levels identified above are congruent with CCNE standards and the mission of the University and the School. The TPE provides the framework for the systematic, ongoing and deliberative assessment of quality and effectiveness in relation to the mission, goals, and expected outcomes of the programs offered. Components of the TPE include expected results, data/evidentiary sources, data collection/analysis/time frame, results and actions, and action plan.

Honors College

Fiscal Year	Goal Set	Goal Met	Goal Assessed/Measured	Goal Improvement	Strategic Plan Goal notes (2010-2015)
FY 2010 (July 1, 2009 to June 30, 2010)	Provide educational opportunities and learning experiences in smaller, seminar-based classes for exceptional Undergraduate students.	44 Honors courses were offered with 653 students enrolled	Every honors course is assessed through end of term student evaluations; Student evaluations were uniformly positive.	Based on student evaluations and student demand, as based on enrollment in particular courses, some new Honors course offerings will now be offered each academic year.	
FY2010	Provide educational opportunities and learning experiences outside of the classroom for exceptional Undergraduate students.	Student Honors Council hosted 3 social events	Attendance and participation in social programs is tracked each year to determine whether or not programs are successful and beneficial for our students; Participation was high and feedback was positive for all three of the Honors events hosted by the student Honors council.	Similar programs will be offered in the future to provide Honors students, faculty, and staff social and learning experiences outside of the classroom	

Fiscal Year	Goal Set	Goal Met	Goal Assessed/Measured	Goal Improvement	Strategic Plan Goal notes (2010-2015)
FY2010	Increase enrollment while maintaining its diverse makeup;	1) Total enrollment for the Honors College, including Freshmen, Academy students, and continuing students increased from 465 in Fall 2008 to 481 in Fall 2009. (3.4% increase); The number of Honors College graduates was on par with the average from the past few academic years: 2009-2010 = 43 graduates; 2007-2009: 44.33 graduates; There were a substantial number of honors contracts completed, which indicates increased honors participation and should lead to increased graduation numbers in the future. Fall 2009: 127; Spring 2012: 140; Summer 2010: 31; 2) The Advanced Academy of Georgia's	Registration for honors courses, completed honors contracts, and the number of honors graduates are recorded and tracked to determine if enrollment and graduation is indeed increasing, or at least being maintained.	1) Marketing and recruitment efforts will continue in attempt to attract exceptional students to this programs; 2) The AAG conducted a search for a new director, hiring Nicole Worthington. A new Academy Residential Coordinator, Adam Robertson, was also hired. These hires were informed by assessment of the program, with the goal of bringing in qualified staff dedicated to increasing enrollment while maintaining academic excellence and a quality residential experience.	Strategic Plan Goal: (1) For Honors Enrollment, our goal is to continue an approximate 5% rate of honors enrollment as measured against the overall undergraduate population. Thus we expect an increase in honors enrollment over 2009-2010 of approximately 15%; (2) For AA, the enrollment goal is 100 students by 2015

Fiscal Year	Goal Set	Goal Met	Goal Assessed/Measured	Goal Improvement	Strategic Plan Goal notes (2010-2015)
		<p>enrollment was 85 students. The cumulative grade point average for the AAG student body was 3.61, with 35% of the students earning a 4.0 GPA.</p>			
FY2010	Increase student participation in Undergraduate research	<p>Honors student participation at one state and three national research conferences increased from 30 students in 2008-2009 to 47 students in 2009-2010. This is an increase of 36.2%. Notes: This should be a 56% increase, but the annual report says 36.2% increase</p>	<p>Honors student participation at one state and three national research conferences increased from 30 students in 2008-2009 to 47 students in 2009-2010. This is an increase of 36.2%. Notes: This should be a 56% increase, but the annual report says 36.2% increase</p>	<p>Honors students will again be encouraged to participate in these 4 conferences and additional opportunities will be researched and communicated to the students in order to increase participation even further</p>	<p>Strategic Plan: With the new director of undergraduate research the Honors College will be coordinating undergraduate research across the entire campus. Thus, our goals for undergraduate research will reflect university-wide participation. Our goals for undergraduate research are a 20% increase from 2009-2010 for the number of</p>

Fiscal Year	Goal Set	Goal Met	Goal Assessed/Measured	Goal Improvement	Strategic Plan Goal notes (2010-2015)
					students participating in undergraduate research conferences.
FY 2011 (July 1, 2010 to June 30, 2011)	Provide educational opportunities and learning experiences in smaller, seminar-based classes for exceptional Undergraduate students.	44 Honors courses were offered (same amount as academic year 2009-2010) with 536 students enrolled. 434 Honors Contracts were completed for non-honors courses, which provides additional opportunities for Honors students to participate in more engaging class activities and assignments.	This goal is measured by the number of honors courses offered; enrollment in Honors courses; number of completed Honors contracts; projects, research, and scholarship produced from Honors courses: 44 Honors courses were offered (same amount as academic year 2009-2010) with 536 students enrolled. 434 Honors Contracts were completed for non-honors courses, which provides additional opportunities for Honors students to participate in more engaging class activities and assignments. Student evaluations of Honors courses were conducted at the end of each term and these were reviewed to determine the effectiveness of the Honors courses and the Honors Professors: The evaluations were uniformly positive.	2009-2010 Goal: Based on student evaluations and student demand, as based on enrollment in particular courses, some new Honors course offerings will now be offered each academic year. During the 2010-2011 academic year we added EDUC 2110, FILM 2100, and LIBR 1101. And set forth plans to add upper level English courses for academic year 2011-2012, as well as ANTH 1100: Faces of Culture.	

Fiscal Year	Goal Set	Goal Met	Goal Assessed/Measured	Goal Improvement	Strategic Plan Goal notes (2010-2015)
FY2011	Provide educational opportunities and learning experiences outside of the classroom for exceptional Undergraduate students.	1) The Honors College offered several opportunities and learning experiences outside of the classroom: Honors Council Fall Banquet, Christmas Cards for Military Service Members, the Georgia Collegiate Honors Council Conference, Honors Convocation, Big Night and other events sponsored or co-sponsored by the Student Honors Council; 2) AAG: The Academy seeks to provide opportunities for educational advancement in an environment that also supports students in developing the skills that will help to ensure their success, both in the Academy and as future leaders. They are encouraged to participate in outside activities and numerous	1) Assessed by the number of non-class opportunities and learning experiences offered and number of student participants: Participation was high and feedback positive for the Honors Council Fall Banquet, Christmas Cards for Military service members, the Georgia Collegiate Honors Council Conference, Honors Convocation, Big Night and other events sponsored or co-sponsored by the Student Honors Council; 2) AAG: A research-based program evaluation was completed that utilized feedback from multiple student surveys. Quality programming is tracked, evaluated and rated by students and the residential team. Participation in community service, undergraduate research, conferences and Thursday Night Dinner (TND) is monitored.	1) In Fall 2010, we added the Office of Undergraduate Research to the Honors College. This is in response to growing demand for research opportunities for our undergraduate students. This is office will assist in coordinating Research Day and Big Night, will provide coordination of other on-campus research activities, and will disseminate information to students and faculty regarding off-campus research opportunities. Similar programs will be offered in the future to provide Honors students, faculty, and staff social and learning experiences outside of the classroom. Marketing and recruitment efforts will continue in attempt to attract exceptional students to this program. 2) AAG: With this new staffing structure in place, the Academy is launching a new strategic plan focused on three primary objectives: Goal 1: Increasing the quality of academic and non-academic programming and experiences outside of the classroom. Goal 2: Increasing enrollment	

Fiscal Year	Goal Set	Goal Met	Goal Assessed/Measured	Goal Improvement	Strategic Plan Goal notes (2010-2015)
		<p>other leadership and learning activities. Specifically, Academy students participated in Residence Hall Council, Yearbook, Gunn Gazette and established three intramural sport teams. Outside of Gunn Hall, participation included International Student Club (9 students), Religious Organizations (8 students), Musical Performances (11 students), American Student Medical Association (9), American Chemical Society (6), Amnesty International (2), the College Libertarians (3), College Democrats, College Republicans, Student Government Association (2). Other activities included Mock</p>		<p>while maintaining its diverse makeup through targeted marketing and recruitment strategies Goal 3: Increasing the availability of scholarships for students with financial need.</p>	

Fiscal Year	Goal Set	Goal Met	Goal Assessed/Measured	Goal Improvement	Strategic Plan Goal notes (2010-2015)
		Trial Team, Geology and Physics Club, the United Voices Gospel Choir, the Vegetarian Society, National Society of Collegiate Scholars (16), Alpha Lambda Delta (21).			

Fiscal Year	Goal Set	Goal Met	Goal Assessed/Measured	Goal Improvement	Strategic Plan Goal notes (2010-2015)
FY2011	Increase enrollment while maintaining its diverse makeup	Total enrollment for the Honors College, including new Freshmen, Academy students, and continuing students increased from 465 in Fall 2008 to 481 in Fall 2009 to 504 in Fall 2010.	1) Assessment by the comparison of number of active Honors students and their achievements and diversity to enrollment in other academic years: Total enrollment for the Honors College, including new Freshmen, Academy students, and continuing students increased from 465 in Fall 2008 to 481 in Fall 2009 to 504 in Fall 2010. 2) AAG: Enrollment and registration is compared from year to year.	1) Marketing and recruitment efforts will continue in attempt to attract exceptional students to this program; 2) AAG: With this new staffing structure in place, the Academy is launching a new strategic plan focused on three primary objectives: Goal 1: Increasing the quality of academic and non-academic programming and experiences outside of the classroom. Goal 2: Increasing enrollment while maintaining its diverse makeup through targeted marketing and recruitment strategies Goal 3: Increasing the availability of scholarships for students with financial need	
FY2011	Increase student participation in Undergraduate research	Honors student participation at two state, three national research conferences, and UWG Research Day increased from 47 students in 2009-2010 to 55 students in 2010-2011. This is an increase of 17%.	Assessed by the comparison of number of undergraduate research participants to previous years: Honors student participation at two state, three national research conferences, and UWG Research Day increased from 47 students in 2009-2010 to 55 students in 2010-2011. This is an increase of 17%.	In Fall 2010, we added the Office of Undergraduate Research to the Honors College. This is in response to growing demand for research opportunities for our undergraduate students. This office will assist in coordinating Research Day and Big Night, will provide coordination of other on-campus research activities, and will disseminate information to students and faculty	

Fiscal Year	Goal Set	Goal Met	Goal Assessed/Measured	Goal Improvement	Strategic Plan Goal notes (2010-2015)
				<p>regarding off-campus research opportunities. Similar programs will be offered in the future to provide Honors students, faculty, and staff social and learning experiences outside of the classroom. Marketing and recruitment efforts will continue in attempt to attract exceptional students to this program.</p>	
FY2011	<p>Strategic Goal: 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.</p>	<p>To be eligible for enrollment in Honors courses and to graduate from the Honors College, students must have a GPA of 3.2 or better. Thus, Honors students contribute significantly to positive RPG rates for the overall university; Academy students have 100 percent retention rate regarding their four-year degree. A significantly higher percentage of Academy students go on to receive</p>			

Fiscal Year	Goal Set	Goal Met	Goal Assessed/Measured	Goal Improvement	Strategic Plan Goal notes (2010-2015)
		<p>advanced degrees compared to regularly admitted college students. Based on longitudinal research, Academy students on average achieve more honors and graduate with higher GPA's than the traditionally-enrolled students.</p>			
FY2011	<p>Strategic Goal: The University will maintain an environment that is safe and conducive to learning</p>	<p>Academy students have 100 percent retention rate regarding their four-year degree. A significantly higher percentage of Academy students go on to receive advanced degrees compared to regularly admitted college students. Based on longitudinal research, Academy students on average achieve more honors and graduate with higher GPA's than the traditionally-</p>			

Fiscal Year	Goal Set	Goal Met	Goal Assessed/Measured	Goal Improvement	Strategic Plan Goal notes (2010-2015)
		enrolled students.			
FY 2012 (July 1, 2011 to June 30, 2012)	Provide educational opportunities and learning experiences in smaller, seminar-based classes for exceptional Undergraduate students.	We offered 39 smaller, seminar-based Honors courses during the Fall and Spring terms.	This goal is measured by the number of honors courses offered; enrollment in Honors courses; number of completed Honors contracts; projects, research, and scholarship produced from Honors courses; The student course evaluations for these courses were consistently positive across all honors course offerings.	Due to budget limits, we will carefully select both the types of honors courses to be offered and the faculty selected to teach honors courses, in order to maximize participation in honors courses and also maximize student satisfaction with their honors experience.	

Extended Learning

Extended Learning

The University of West Georgia is committed to serving the West Georgia region and beyond through collaborative network of external degree centers, course offerings at off-campus sites, online and hybrid courses and programs, and an extensive platform of continuing education for personal and professional development. Extended Learning is a support unit that encompasses three departments: The Newnan Center, Distance & Distributed Education Center (UWG Online), and Continuing Education. A common thread that binds these departments is the enhancement of opportunities for traditional, non-traditional, lifelong, and distance learners, consistent with the institutional mission. While each department has overlapping goals related to enrollment, each also has distinctive goals related to their respective missions and objectives. Assessments are also specific for each area and include items such as ongoing and systematic customer service surveys, enrollment trends, and utilization of services. Assessments for each unit are measured in an ongoing manner, by semester, or annually as appropriate. Each area documents and reviews assessment results and improvements and compiles them on the Annual Effectiveness Report.

The Newnan Center. (3.3.1.2 and 3.3.1.3) The Newnan Center is the administrative unit which manages and coordinates the physical facility in Newnan, GA; provides basic and technical support to students and faculty; represents community interest and needs in academic and other programming; and engages the surrounding community in the university experience. Expected outcomes, examples of assessments, and improvements are presented in the table below.

Division	Extended Learning
Department	Newnan Center
Year	2009-2012
What were your expected outcomes (Goals) for this period?	
<p>Goal 1. Program and Enrollment Growth. The Newnan Center will continue to serve the region by providing and strengthening its programs in early childhood education, MBA, graduate education, and nursing programs, and by exploring the feasibility of establishing new programs in high need areas. <i>Aligns with UWG Strategic Principle 3 (Steady and Intelligent Enrollment and Resource Growth).</i></p> <p>Subgoal A: Explore need for new programs. (Deliver programs consistent with documented workforce needs and that achieve sustainable enrollment growth. Increase dual enrollment to reach 200 students).</p> <p>Subgoal B: Integrate mostly hybrid/online courses to appeal to the needs of adult learners. (Achieve and maintain 50% of courses as hybrid).</p> <p>Subgoal C: Deliver exceptional support services to faculty and students and promote a culture marked by professionalism, responsiveness, accuracy, and accountability. (Achieve 90 percent or better ratings from faculty and students in customer service and awareness surveys).</p> <p>Goal 2. Enhance and expand existing facilities to optimize academic and student space, while maximizing opportunities for environmental sustainability and community engagement. (Achieve 90 percent or better approval ratings from faculty and students in issues related to facilities; conduct annual assessment and make all identified improvements within one year). <i>Aligns with UWG Strategic Principle 2 (A Campus that is Safe, Engaging, and Exciting).</i></p> <p>Goal 3. Position Newnan Center as a principal asset to Coweta, South Fulton, Fayette and surrounding communities through increased regional marketing, relevant scholarly and cultural activities geared toward adult learners and their families. (Increase continuing education or cultural programming to at least one event per month; maintain local news story placements at an average of 3 per month; ratio of positive:negative news coverage should be at least 20:1). <i>Aligns with UWG Strategic Principle 4 (Meaningful Engagement with Off-Campus Communities).</i></p>	
How did the department assess the extent to which it achieved these results?	
<p>Goal 1- Program and Enrollment Growth</p> <p>Subgoal A: Program enrollment trends, surveys of current students, comparisons of programs with Georgia Department of Labor Reports.</p> <p>Subgoal B: Percentage of and trends of hybrid courses offered at Newnan.</p> <p>Subgoal C: Student and faculty customer services surveys; utilization of student services.</p> <p>Goal 2: Facilities</p> <p>Customer service surveys, records of annual inspections and improvements.</p> <p>Goal 3: Community Engagement</p> <p>County/surrounding county enrollment trends; incidences of continuing education and non-academic program; average monthly local news coverage; ratio of positive:negative news reports.</p> <p>Goal 3-Community Engagement</p> <p>Evaluated by surrounding county enrollment trends; incidences of continuing education and other non-</p>	

academic programming; number of news reports; ratio of positive:negative news reports.

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

Improvement 1: Based on student surveys indicating that less than 50 percent of students reported awareness of many services at Newnan (including advisement, teaching materials center, and computer repair services), promotional campaigns (flyers and kiosks) were added each term. Also, staff coordinated with other departments to enable students to get books, IDs and other materials onsite.

Improvement 2: Based on student surveys indicating the need for study and recreational space, some faculty dissatisfaction with classrooms and other facilities (<10 percent; expressed in 2010 survey), and limited availability of larger lecture halls, UWG negotiated with the City of Newnan to procure an expanded and more modern location in a more attractive area. The space will include study spaces and recreational areas, as well as science and nursing labs.

Improvement 3: As a result of expressed interest (needs assessments provided by county), student surveys and enrollment trends, the nursing program was expanded and a non-credit Certified Nursing Assistant program was added. Dual-enrollment was better enabled by providing a block schedule of general education classes consistent with that of area high schools.

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

Yes. Significant examples of measurable impact include:

1. Utilization of student computer support services increased by 39 percent from 2009 to 2012.
2. The changes in scheduling of courses for dual enrollment students contributed to a 600% increase in dual-enrolled students at Newnan from 2009 to 2012.
3. The procurement of the new facility has led to internal exploration and planning of additional courses and programs to be offered in the future. The new facility will not open until January 2015.
4. Both the nursing program and the non-credit CNA program were at full or near-full capacity consistently by 2012.

Continuing Education. (3.3.1.5) The Department of Continuing Education has emerged as a non-degree extension of the traditional learning process. Continuing Education is responsible for the assessment, development, and implementation of non-degree programs for those who wish to improve their job skills or otherwise enhance their personal development or lifelong learning. Supporting tasks include the coordination of community educational programs, institutes, workshops, conferences, and specialized training programs which serve as a catalyst for economic development. Expected outcomes, examples of assessments, and improvements are presented in the table below.

Division/College	Extended Learning
Department	Continuing Education
Time Period	2009-2013
What were your expected outcomes for Community/Public Service during this period?	
<p>Goal 1: Expand business and professional development offerings by providing relevant, quality courses meeting the needs of the professional community by increasing the number of courses offered by 30% and the enrollment of participants by 25%. <i>Aligns with UWG Strategic Principle 3 (Steady and Intelligent Enrollment and Resource Growth).</i></p> <p>Goal 2: Expand quality community-based programs to enable local citizens to improve their general knowledge and promote lifelong learning by increasing the number of offerings by 15% and the enrollment of participants by</p>	

10%. *Aligns with UWG Strategic Principle 4 (Meaningful Engagement with Off-Campus Communities).*

Goal 3: Enhance awareness of the University of West Georgia and the Department of Continuing Education through the use of media and community outreach. Achieve 24 media/outreach appearances per year. *Aligns with UWG Strategic Principle 4 (Meaningful Engagement with Off-Campus Communities).*

Goal 4: Increase revenue: expenditure ratio towards self-sustainability. *Aligns with UWG Strategic Principle 3 (Steady and Intelligent Enrollment and Resource Growth).*

Goal 5: Seek and foster new collaborations with USG institutions, Technical Colleges, UWG departments and business organizations. Increase new and expanded collaborations by 20% per year. *Aligns with UWG Strategic Principle 4 (Meaningful Engagement with Off-Campus Communities).*

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

Goal 1: Business and professional development

Expansion of business and professional development is assessed by analyzing how many new industries/businesses are served, how many classes are held and how many learners are served. Assessment of the relevance and quality of the courses is determined by participant surveys and other feedback (meetings, phone conversations, email), test pass rates (where applicable), requests for additional training, collaboration with new partners via group meetings, individual interviews, phone conversations, and email regarding quality of current courses and the future training needs.

Goal 2: Community-Based programs

Expansion of community-based programs is assessed by the number of new and repeated courses offered and number of learners served. Assessment of the relevance and quality of the courses is determined by participant surveys, test pass rates (when applicable), requests for additional programs, collaboration with new partners via group meetings, individual interviews, phone conversations, and email regarding quality of current courses and the future training needs.

Goal 3: Enhanced Awareness

Numbers of advertisements and other media appearance such as mentions in human interest articles and radio announcements, participant self-reports of how they learned of our courses, electronic advertisements such as number of group emails and modifying the web site.

Goal 4: Budget

Budget reports and projections.

Goal 5: New Collaborations

Contacts with prospective partners, requests for new courses, course feedback from collaborative partners via group meetings, individual interviews, phone conversations, and email regarding quality of current courses and the future training needs.

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

Improvement 1: Business and Professional

Collaboration with local industry indicated that there was a greater need to increase offerings which meet the specific needs of business and industry. Continuing Education increased the number of focused, customized employment courses located both at the work place and on the UWG campus. During the period of 2009-2013, business training participants increased by 331%. In November, 2011, a Coordinator of Business was hired in order to support the focus of increased business and professional training. Improvements to the relevance and quality were undertaken, e.g. student satisfaction for the Certified Nurses Aid Certification surveys indicated that the instructor was ineffective and the instructor was changed for subsequent courses offered.

Improvement 2: Community-Based

In collaboration with the College of Education, a need for additional science and math instruction for children was identified. Enrollment in IMPACT camps increased each year through 2011. Needs for other types of camps, such as LEGO camps, were identified via collaboration with partners such as the College of Education and the Newnan

campus. To meet the other needs identified by collaboration between Continuing Education and the Newnan campus, course enrollments increased annually. Over the reporting period, a total of 68 courses were offered.

Improvement 3: Enhanced Awareness

The Coordinator of Business and the Director contacted businesses in the Carroll and Coweta County Chambers of Commerce in order to enhance the awareness of UWG and specifically Continuing Education. Additionally, based on the targeted needs of both business and community-based offerings, Continuing Education increased mailings and face-to-face contacts related to the specific programs (such as IMPACT camps and Microsoft trainings).

Improvement 4: Budget

In 2009-2012, IMPACT camps provided up to 20% of the revenue. In FY 2013, IMPACT produced only 5% of the revenue. In 2013, this necessitated Continuing Education focusing attention on creating business partnerships. The increased revenue that resulted from customized business training replaced the loss of IMPACT funding, thus allowing the revenue: expense ratio to remain consistent at approximately 1.9.

Improvement 5: Collaboration

Continuing Education fostered new collaborations and expanded current collaborations with additional course offerings and increased enrollment. In 2009, a partnership with the College of Education (IMPACT) provided Continuing Education with slightly less than 50% of the enrollment of total Continuing Education participants. Enrollment trends (in areas other than IMPACT) decreased during 2009, 2010, 2011, and 2012 by approximately 40%. By focusing efforts and hiring a Coordinator of Business in November, 2011 to foster such partnerships, the enrollment trend in areas other than IMPACT increased 26% by FY 2013. New partners and expanded partners include Georgia Power, UWG School of Nursing, UWG Newnan Center, UWG College of Education, Workforce Initiative Association (WIA), Hellacorp, McNelius, Kawasaki, SII and Chromalloy.

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

Improvement 1: Business and Professional

Yes, by reaching out to business partners and increasing course offerings of more customized trainings for business and adding the Certified Nurse Aid Program, Continuing Education increased in number of participants dramatically, thus providing the department with more revenue.

Improvement 2: Community-Based

Although offering more courses in Newnan has been somewhat effective, course cancellations were greater than expected. Better marketing and targeted content of courses should allow more participants to be served on the Newnan campus with courses that better meet the needs of the stakeholders. Additionally, an increase in youth offerings for summer months is necessary in order to reach the level of camps that were provided when grant funding was available.

Improvement 3: Enhanced Awareness

Strategies to increase awareness have been successful in the business and professional areas but less successful in community-based programming. Updated marketing strategies such as social media and a dynamic web site, along with improved market analysis will allow us to attract the participants who need/want our services.

Improvement 4: Budget

Budget is somewhat improved. A focus on business training has allowed our department to maintain our revenue: expense ratio each year, but we have yet to reach our goal of self-sustainability. Continued focus on relevant, quality training without losing sight of our community offerings will allow us to reach our goal of becoming self-sustaining within the next two years.

Improvement 5: Collaboration

Yes, collaborative activities with partners both on and around the UWG campus have resulted in lucrative, quality programming and opportunities for further expansion.

Distance & Distributed Education Center (UWG Online) (3.3.1.3): The Distance & Distributed Education Center (DDEC, also known as UWG Online) serves a university-wide function at UWG to develop and enhance the University's ability to deliver education to campus students, online students, and students at remote locations as well as to meet institutional distance learning goals. Through intercampus sharing of resources, the DDEC facilitates collaboration among university colleges, schools, and departments to deliver quality distance instruction, faculty and student services, and other distance learning initiatives. Expected outcomes, examples of assessments, and improvements are presented in the table below.

Division	Extended Learning
Department	Distance & Distributed Education Center
Year	2009-2013
What were your expected outcomes (Goals) for this period?	
<p>Goal 1. Program and Enrollment Growth. Expand online course offerings by working with faculty to design, develop, implement, and evaluate distance learning that encourages and supports UWG's mission. <i>Expected outcomes aligned to UWG's Complete College Georgia (CCG) Campus Plan (CCG referenced in focused report principle 2.5) and UWG Strategic Principle 3 (Steady and Intelligent Enrollment and Resource Growth).</i></p> <ul style="list-style-type: none"> • Support academic units in increasing the number of partially and fully online courses and sections by 20% annually; • Support academic units in offering one new fully online undergraduate degree program each year; • Support academic units in maintaining retention rates in online courses comparable to face-to-face; • Support academic units in maintaining students' course satisfaction, as measured by consistent results in end-of-term course evaluations. <p>Goal 2: Facilities. Maintain the human and technical resources and network infrastructure necessary to successfully support and deliver distance and distributed learning in collaboration with other appropriate university and state partners. <i>Aligns with UWG Strategic Principle 2 (A Campus that is Safe, Engaging, and Exciting) and Strategic Principle 4 (Meaningful Engagement with Off-Campus Communities).</i></p> <ul style="list-style-type: none"> • Helpdesk satisfaction survey results with an average annual rating of at least 9.5 out of 10; • Improved utilization rates of resources provided (increase by 10% annually). <p>Goal 3: Services. Ensure that academic, faculty, and student services are appropriate to meet the needs of distance and distributed learners and instructors. <i>Aligns with UWG Strategic Principle 2 (A Campus that is Safe, Engaging, and Exciting).</i></p> <ul style="list-style-type: none"> • Improvements in end-of-term student survey results (maintain a consistently upward trend), helpdesk survey results, and utilization of faculty and student services (increase by 20% annually). <p>Goal 4: Continous Evaluation and Improvement. Conduct continuous evaluation of distance learning and support services to ensure the advancement of the University's mission and adherence to quality standards.</p> <ul style="list-style-type: none"> • Documentable improvements in quality and usefulness of data, data analysis, and data-driven decisions as made available on our public uwgonline.westga.edu website (Under Effectiveness). <p>Goal 5: Community Engagement. Support research, scholarship, and creative endeavors which promote knowledge of distance learning, teaching, and design. <i>Aligns with UWG Strategic Principle 4 (Meaningful Engagement with Off-Campus Communities).</i></p> <ul style="list-style-type: none"> • Establish a greater level of communication with stakeholders to determine and act on needs, achieving an average annual rating of at least 9.5 out of 10 on satisfaction surveys; • Continue publishing the respected <i>Online Journal of Distance Learning Administration</i> and increase 	

- engagement at our sponsored annual conference;
- Ramp up and better promote web and social media presence, achieving 30% increase in views and engagement annually.

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

All assessments and their results shared below are provided publicly on our website at <http://uwgonline.westga.edu>

Goal 1: Program and Enrollment Growth.

- Growth in the number of online courses and programs offered, enrollment trends, surveys of current students, retention rates.

Goal 2: Facilities.

- Customer service surveys, records of utilization.

Goal 3: Services.

- End-of-term student survey results, helpdesk survey results, and utilization of faculty and student services.

Goal 4: Continous Evaluation and Improvement.

- Faculty Self-Evaluation Summaries, annual random phone surveys, customer service surveys, retention rates.

Goal 5: Community Engagement.

- Submissions and readership data related to our Online Journal of Distance Learning Administration and survey of attendees at our sponsored annual conference;
- Enrollment in our online continuing education certificate courses;
- Trends showing improved web and social media engagement over time;
- Awards or accolades given and received;
- Surveys of participants in community engagement events.

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

Improvement 1: Survey results consistently demonstrated students' desire for more online courses, over the last 4 years. As a result, the department expanded support services and outreach to stakeholders to promote distance courses and online programs.

Improvement 2: To meet new demand, the DDEC invested resources in expanding helpdesk support staffing, as well as a centrally-located instructional design and evaluation service team (the Online Faculty Development Center). Quality Matters, a national benchmark for online course design, was adopted (2013).

Improvement 3: In response to new demand and for improved Section 508 compliance, the DDEC upgraded two-way video, instant messaging, virtual conferencing, and other collaborative and multimedia tools; upgraded software licenses to allow for mobile access; and increased access to training and technology resources available for faculty.

Improvement 4: Based on student need, the DDEC created and enrolled all UWG students into a multimedia-rich "FREE Optional Resources - How to Use CourseDen" orientation course.

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

Improvement 1: Significant Positive Impact

- From FY12 to FY13, two additional fully online programs were added, bringing the total to 19. This is more than double the number of programs offered in FY09 (8).
- Total UWG online credit hours in Fall 2013 increased to 20% (19% Fall 2012, 17% Fall 2011, 14% Fall 2012).
- Total number of distance course sections (51-100% online) increased by an average of 20% each year

over the last three years.

Improvement 2: Significant Positive Impact

- In FY13, DDEC staff responded to approximately 12502 helpcalls—up from 5395 in FY12. Overall support services rated an average of 9.7 out of 10 (9.6 in FY12) on the survey.
- The DDEC conducted 109 workshops in FY13, compared to 52 in FY12 and 64 in FY11. Attendees rated the workshops as meeting and exceeding their needs on average.
- 38 fulltime faculty have enrolled in Quality Matters Training (2013)

Improvement 3: Positive Impact

- Upgrading media capabilities resulted in greater utilization and compliance. In FY12, the Wimba/Collaborate system was used a total of 23156 times, (up from 10942 in FY11) with 3933 (up from 2562 in FY11) events accounting for advisement and virtual office hours. The total virtual advisement hours were 20 hours, (up from 14 in FY11).
- Section 508 compliance and mobile access is improving with new technology and training initiatives.

Improvement 4: Work in Progress

- Since Spring 2012, students enrolled in the Online Orientation Course have been moderately engaged: approximately 1000 messages exchanged (11,000+ students) and opinions are overwhelmingly positive.

Library Annual Reports 2011-2012

2011 INGRAM LIBRARY

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

Ingram Library: FY11 Goals

- Completion of Library Renovation and Speaker Tom Murphy Office BOR J-153
- Pursue continued renovation and expansion of library facilities
- Seek external funding to support the library facilities and programs
- Develop and revise staffing plans, service plans, policies and procedures for temporary locations and reconfigured library facility
- Plan opening events to celebrate completion of renovation project
- Develop museum-quality exhibits to support Murphy office; catalog and classify memorabilia and furnishings and develop installation plan for same
- Place Georgia's Political Heritage interviews online through Digital Library of Georgia
- Outline collection development strategies to align with budget
- Working with campus departments and academic support service units, identify strategies and costs for incorporating Information Literacy initiatives into UWG curriculum
- Develop strategies for involving the library and its services in addressing RPG
- Develop and submit revised Promotion, Tenure and Merit Evaluation policies/procedures

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

- Completion of Library Renovation and Speaker Tom Murphy Office BOR J-153
 - Owner, Architecture, Contractor documents and correspondence regarding project BOR J-153
- Pursue continued renovation and expansion of library facilities
 - Project documents and budget information from UWG Office of Architecture, Engineering and Construction Project Services

- Seek external funding to support the library facilities and programs
 - Thomas B. Murphy Reading Room campaign documents; Office of Development correspondence and records of gifts received; Grant proposal documents and correspondence
- Develop and revise staffing plans, service plans, policies and procedures for temporary locations and reconfigured library facility
 - Renovation steering committee notes, communication indicating discussion and progress
- Plan opening events to celebrate completion of renovation project
 - Melson Society's Library Renovation Celebration committee and Murphy Office Dedication committee minutes and communication indicate progress on plans for events scheduled for August 25, 2011 and April 19, 2012
- Develop museum-quality exhibits to support Murphy office; catalog and classify memorabilia and furnishings and develop installation plan for same
 - Murphy exhibit planning committee minutes, communication, renditions indicate progress on exhibit planning and development, as well as costs for exhibits by area
- Place Georgia's Political Heritage interviews online through Digital Library of Georgia
 - "Digital Library Hosts Political Interviews" press release and link to Digital Library of Georgia access to digitized interviews
<http://uwglibrary.wordpress.com/2010/12/10/digital-library-hosts-political-interviews/>
 - Annie Belle Weaver Special Collections web site announced digitization project and provides a link to the collection http://www.westga.edu/special/index_9774.php
- Outline collection development strategies to align with budget
 - University and Library budget information shared with library faculty and staff; emails, minutes and notes from meetings of library faculty and Leadership Team discussion of database use factors, available funds, potential purchases, decisions regarding purchase; communication received from faculty reviewing products for purchase; notes from Database Evaluation Committee
- Working with campus departments and academic support service units, identify strategies and costs for incorporating Information Literacy initiatives into UWG curriculum;
 - Instructional Services worked with Student Affairs and the First Year Program to incorporate information literacy into the inaugural year of the Summer Transition Program (later rebranded "Ignite!"). In addition to teaching sections to the transition student participants, the library hosted a Sunday evening workshop on identifying rhetorical devices.
 - Individual subject library liaisons began increasing contact with individual departments. Specifically our Psychology liaison began working with the 2nd year Psychology courses and the Latin American Studies liaison worked with a Latin American Politics course to incorporate information literacy curriculum within the courses.
 - Instructional Services hired a librarian to coordinate information literacy programing for first year students who started in the fall of 2011.
 - Analyzed enrollment data in face-to-face vs online sections of LIBR1101 and discovered

that students self-select the face-to-face sections. In order to determine if students actually preferred face-to-face or if they were just enrolling in the sections that appeared first in the course catalog, Instructional Services changed the order in which the sections appeared so that online and face-to-face sections were intermixed.

- Instructional Services began teaching LIBR1101 at the Newnan Center. We experimented with offering it in the summer as well but did not enrollment. LIBR1101 is the online Core Area B2 course taught every semester at the Newnan Center.
- Develop strategies for involving the library and its services in addressing RPG
 - Proposed SACS QEP topic submitted with focus on information and media literacy (see SACS QEP proposal submissions); Instruction Services proposals for adding information literacy-related instruction to ENGL 1101/2 and COMM 1101, with workload factor outlined, and identified number of sections of LIBR 1101 required to reach freshman class (see FY13 faculty line request prepared for Provost); Validate LIBR 1101's importance in Core by exploring and communicating Freshmen retention and GPA achievement of LIBR 1101 students 1999-2009; Notes from Leadership Team and Library Faculty meetings discussing Instructional Services proposals; Evidence of implementation of plans for Preview Days, Parents Orientation, Exam Week "Nights in the Library" and attendance for these initiatives; faculty line budget submissions to Office of the Provost
- Develop and submit revised Promotion, Tenure and Merit Evaluation policies/procedures
 - Procedures as found on library's shared drive; notes from meetings of tenured library faculty and library faculty regarding discussion; correspondence with Office of the Provost regarding completion of project

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

- Developed and revised staffing plans ... : experience with new facility (greatly increased user volume) led to realization that we needed more robust staffing than previously planned, so 20hr./week employees were increased to 30hr./week and more grad assistants were hired.
- After experimenting with how face-to-face and online sections were presented in the course catalog, Instructional Services determined that students preferred face-to-face. Consequently the number of face-to-face sections was increased and these courses had fewer empty seats.

Did the improvements have the impact that was planned?

- Recent (October 2013) customer service survey indicated high satisfaction with Circ Desk services
- Fewer empty seats in the face-to-face sections offered than in previous years when more online sections were offered.
- The Ignite program was redesigned for the second year so LIBR1101 was not included in the summer offerings but later in the year.
- Decided to not offer face-to-face courses at Newnan in the summer due to low enrollment. Instead, LIBR1101 is offered online in the summer and the sections fill.

END OF 2011 REPORT

2012 INGRAM LIBRARY

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

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's 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's Instructional Services will engage in curriculum mapping to identify research classes as opportunities for developing students discipline-specific information literacy skills.
- Center for Civic Engagement development will continue. Ingram Library Special Collections, Georgia's Political Heritage Program, Department of History's Center for Public History, and Department of Political Science and Planning's 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 Provosts 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's 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's Instructional Services will set up GroupFinder to facilitate student work

group activity within the library.

- Ingram Library's 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's 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 institutions 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's 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's 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: Ingram Library's 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 Provosts 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's Instructional Services will set up GroupFinder to facilitate student work group activity within the library.

ASSESSMENT: Software module completed and brought online.

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

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

GOAL: Continue renovation to the library's 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?

Instructional Services evaluated the functionality of the main floor instructional space and made changes to improve pedagogic flexibility when designing the third floor space. Sightlines in the main floor and third floor spaces were examined and an additional screen was added to each room to allow for dual projection.

Did the improvements have the impact that was planned?

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. Librarians and Graduate Assistants began mapped the curriculum Richards College of Business and the Psychology

department. Information literacy has been integrated into some Psychology courses. 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>

A librarian serves on the Ed D in School Improvement (EDSI) program committee. The library created an online tutorial in the course management system as a pre-orientation module for new EDSI students. When the first year students are on campus for their orientation, the library offers intensive workshops on research and bibliographic management. The library also holds workshops for second-year EDSI students when they are on campus for their Dissertation Bootcamp.

The library hosted workshops for the new faculty for the EdD in Nursing Education (EDN) and for the first year EDN students on research and bibliographic management.

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/eddounseling>

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/1gg1m06oWjPt65jsRhYt2S5cmHjzT1hMEPmcJU-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

ASSESSMENT: National Council for Education Statistics (NCES) 2010 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/oygwtpn0lr8hbjk/LIBR_Bookmark.pdf

Brochure: https://www.dropbox.com/s/20odcxesqashpsf/LIBR_Brochure.pdf

Library Display: https://www.dropbox.com/s/vicks71ter2u43v/LIBR_DisplayBoards.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:

<http://uwglibrary.wordpress.com/2011/07/26/the-many-faces-of-george-washington-on-exhibit-at-ingram-library/>

<http://www.westga.edu/ucmassets/news/2967.php>

<http://uwglibrary.wordpress.com/2011/07/26/exhibit-talk-the-many-faces-of-george-washington/>

<http://uwglibrary.wordpress.com/2011/09/09/dr-keith-pacholl-to-present-on-how-george-washington-defined-the-presidency-in-celebration-of-constitution-day/>

<http://uwglibrary.wordpress.com/2011/11/08/lets-talk-about-it-making-sense-of-the-american-civil-war-a-reading-and-discussion-series-in-americas-libraries/>

<http://www.westga.edu/ucmassets/news/3204.php>

<http://uwglibrary.wordpress.com/2012/04/02/murphy-office-exhibit-dedication/>

<http://www.ajc.com/videos/news/tom-murphys-recreated-office/vdFn2/>

Workshops for Carroll County Empty Bowls:

Publicity at <http://carrollcountyemptybowls.org/joom/index.php/public/2012-publicity>,

<http://uwgmedia.blogspot.com/2012/01/empty-bowls-bowl-making-workshop.html>;

Jan. 2012 made 67 bowls, glazed about 50

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>

Goal tracking document:

<https://docs.google.com/spreadsheet/ccc?key=0Ao4RY4XN6O2CdHNfc0VXS0RKUHJTcxpEZDF0Q0dTZVE&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/>

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/0B81IPNJR8MApcU9GZ3R0dTJmK0/edit?usp=sharing>

Blog post by Andrew Walsh: <http://uwglibrary.wordpress.com/2013/02/19/want-to-get-personalized-research-help-from-a-librarian/>

END OF 2012 REPORT

2013 ACCESS SERVICES

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

- Implement an online payment system for fines and fees
- Purchase ARes system with Student Tech Fee funds and bring system up
- Improve user satisfaction with ILL by making modifications to the ILLIAD patron interface that will provide more information to the user (e.g. tutorials, drop-down calendar feature, and other changes)

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

Periodically, the Library as a whole surveys students to determine their satisfaction with library services, materials and their access to them. Circ Dept. conducted a customer satisfaction survey during October 2013.

The ILL Department uses monthly reports from OCLC to enable them to assess their results in filling requests; periodic user surveys are sometimes conducted, particularly when introducing new modes of service; ongoing examination of ILLIAD interface and identification of improvements needed in order to improve user experience.

The Stacks Management section utilizes systematic shelf-reading to identify sections of the stacks which are most in need of maintenance, and conducts ongoing studies of the success/failure of book searches.

Circulation regularly pulls Call Slip Processing statistical reports in order to assess results in filling GIL Express requests; they also report and monitor monthly circulation statistics, which provide an index of the degree to which we are serving our clientele.

- Customer service survey conducted by Circ Dept. (Oct. 2013) indicated high user satisfaction with department services after increased staffing
- *[Goal of implementing an online payment system not yet achieved due to ITS problems (unable to provide a real-time interface with BANNER so that accounts could be paid and cleared); we*

are now exploring a less sophisticated system that would entail Circ continuing to update BANNER holds manually]

- *[Goal of purchasing ARes system with Student Tech Fee funds was replaced with a new plan to put electronic reserves into individual courses via the campus CMS, Desire2Learn. This will begin Summer Semester 2014]*

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

- Since user dissatisfaction regarding noise on the upper floors (particularly at night) continue to be an issue, we will soon be implementing a system whereby students can text a complaint to a Google Voice number which will be instantly received as an email at the Circulation Desk, so a staff member can quickly be dispatched to deal with the problem
- to help with complaints about Study Room availability, acquisition of restaurant-style pagers is in the works, so that students who are waiting to check out a room can be notified when one becomes available on a first-come/first-served basis
- Circ Dept. is in the process of initiating “staff picks” bookshelf/display to encourage recreational reading among students (supporting QEP)
- ILL: simplified ILLIAD menus to make them more understandable to users; added stylistic changes to make interface easier to use

Did the improvements have the impact that was planned?

- Noise complaints issue: we are just about to begin the text-a-complaint system (signs not here yet), so it is impossible to say whether this change will have the desired impact, but we are very optimistic. Up to this point, the only way users could contact the Circ Desk to complain about noise was either by coming downstairs or using their cellphone to call the desk (but we imagine that few would take the trouble to look up the phone number). This new system will make it very easy to complain, and to do it unobtrusively and thus avoid a possible confrontation with the offender(s) by the complainer
- Study Room pagers: we have not yet obtained the pagers for Study Room reservations because we are checking with ITS to be sure that they will not interfere with other wireless systems; they will be ordered as soon as ITS is satisfied that they will not cause a problem
- Staff Picks bookshelf: the lead person on this project is in the process of collecting lists of favorite books from staff and will be setting this up no later than the end of February 2014. After it has been in operation for a few months we will survey to users to determine impact
- ILLIAD changes: a number of library staff members were recruited to join a focus group to evaluate the ILLIAD interface before and after the changes, and they judged it much improved. In addition, the department is in the process of creating an online tutorial that walks users through the process of placing an ILL request

END OF 2013 ACCESS SERVICES REPORT

2013 INSTRUCTIONAL SERVICES

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

- Set up student advisory board
- Improve social media presence
- Increase library involvement in Research Day and Big Night

- Make a workshop on presentation skills
- Get a special topics course listing for LIBR
- Improve outreach to faculty
- Map curriculum of specific departments and programs
- Finish online tutorial
- Incorporate a large-scale assessment for first year students
- Complete LibGuides usability study and focus groups
- Revise GoPRO! form and increase usage
- Hire more Instructional Services librarians
- Create an Instructional Services Strategic Plan
- Video game for LIBR1101

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

A student advisory board was established and student interest has been low. Instructional Services is considering how to better entice students to contribute and participate. Instructional Services tasked two librarians with consistently contributing to Twitter and Facebook feeds.

Instructional Services reached out to the organizers of Big Night and Research Day and held one workshop in the fall for students who were interested.

Instructional Services developed a workshop on presentation skills. This workshop was taught at a faculty/staff event in November 2012. It was repeated for the Ignite students in summer 2013. The inaugural year of the Good Librations series

(<http://libguides.westga.edu/previousgoodlibrations>) was our major outreach effort to faculty.

Its success was assessed by faculty attendance and comments. In spring 2013 a survey was sent to faculty and staff soliciting feedback about Good Librations and requests for future topics. The results of the survey are here:

<https://docs.google.com/spreadsheet/ccc?key=0AkUdNNN7GgPzdEFUJHZNdFBOaFISa2RBd1k5TGZBNVE&usp=sharing>

Curriculum mapping was continued in Education and Richards College of Business. The Core Curriculum was also mapped.

In 2012-2013, Instructional Services was unable to create an online tutorial. Instead tutorial products were evaluated and the decision was made to purchase the tutorial Research Ready to use in 2013-2014. Its effectiveness is still being evaluated.

In 2012-2013 different assessment models were investigated and Instructional Services decided to implement the SAILS (<https://www.projectsails.org/>) information literacy test in 2013-2014.

Instructional Services librarians did usability studies and focus groups on the structure of LibGuides. Librarians included the Graduate Assistants in this research project.

The GoPRO! form has been revised however students still are not finding it so service usage has seen no increase.

In spring 2013 two tenure-track position searches were successfully conducted. We also renewed one of our Information Literacy Fellows for a 2nd year for 2013-2014.

Instructional Services began working on its strategic plan during the 2012-2013 year aligning goals with Complete College Georgia and other relevant documents. Work has not yet been

completed since refining will be necessary when the UWG 2014-2020 Strategic Plan is completed.

Two librarians worked on the script and the programming to develop an online interactive textbook using gamification theory to teach information literacy concepts for LIBR1101. The game was completed and tested during 2012-2013 and is being used in 2013-2014.

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

Due to staffing constraints and other priorities, Instructional Services decided to not pursue the creation of special topics courses. Instead the LIBR1101 honors sections that are taught each spring have a special focus.

Instructional Services had been focusing a lot of energy on teaching library workshops to the UWG1101 students. After mapping the curriculum, librarians realized that the content of UWG1101 was not appropriate for information literacy instruction but rather for a library orientation. Instructional Services faculty also realized that having faculty do these hour-long orientation sessions for 40-80 sections of UWG1101 was not an efficient use of time.

Consequently an orientation exercise and corresponding assignment was developed and distributed to the UWG1101 instructors for them to incorporate in their sections without giving the students face-time with a librarian. The exercise was used by UWG1101 instructors in fall 2013.

The curriculum mapping also led to the discovery of Tk20, an online assessment and portfolio tool used by the College of Education. In 2013-2014 Education liaison librarians will work on incorporating information literacy tutorials and assessments into this system since College of Education students already have accounts and are tracked through it.

After the LibGuides feasibility study and focus groups, the initial results informed a redesign of the landing page and internal navigation. In the fall of 2013, an Instructional Services librarian co-presented on the project with one of the Graduate Assistants at a conference in Macon.

Did the improvements have the impact that was planned?

LIBR1101 honors sections provide a sandbox space for faculty to experiment with different lenses through which to present information literacy concepts. Digital Storytelling, Media Literacy, and currently New Media Literacy are topics that have been the foci of these sections. At present only one honors section is offered per year. In 2014-2015 there are plans to try to offer an honors section each semester.

Hiring two new librarians in 2013 has allowed Instructional Services the opportunity to shift workloads and areas of focus to address new needs of the institution in 2013-2014.

Unfortunately, we also lost our limited-term position to the "vacancy pool" and this means we will not be able to offer an Information Literacy Fellowship 2014-2015. This Fellowship is important as a contribution to the profession as well as to help Instructional Services with short-term projects and the offering of increased core seats.

The game was developed in the hopes that it would increase retention in online sections of the course. Its effectiveness toward that end will not be known until several semesters have passed. The initial forays into curriculum mapping have taught the department how to do this sort of project and has revealed spaces in which information literacy could logically be inserted.

The LibGuides usage study gave valuable feedback to make our research guides more easily navigable for our students.

END OF 2013 INSTRUCTIONAL SERVICES REPORT

2013 SPECIAL COLLECTIONS

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

- Develop a systematic conversion of collections from paper or analog to digital formats.
- Assess physical condition of printed material collections.
- Provide greater public access to most important collections.
- Grow the collections according to our collecting strengths and mission statement.

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

Assessment was based on progress toward goals. In some cases this consisted of written documentation, statistics such as number of hours teaching or number of patrons, and qualitative feedback from professors, patrons, and monetary or material donors.

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

Improvement based on assessment analysis resulted in concrete actions.

1. Wrote plan and solicited bids from vendors relating to hosting and data conversion.
2. Applied for National Endowment for the Humanities funding to hire a conservation consultant to survey condition of printed materials, their housing, and environment..
3. Increased number of online finding aids for collections, increased service hours, wrote press releases for opening of significant collection and for exhibitions. Increased number of teaching hours.
4. Built relationships with donors and local historical/genealogical societies and service organizations as a method for building material and financial donations. Increased number of collection purchases.

Did the improvements have the impact that was planned?

Yes, the improvements have an effect that will likely be revealed in coming years but can also be immediately seen in opportunities based on relationships (new donations of materials and invitations to make presentations out in the community about Special Collections holdings and preserving archival material).

END OF 2013 SPECIAL COLLECTIONS REPORT

2013 ADMINISTRATION

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

- Address ADA compliance within the library facility.
- Review staff job descriptions in association with Human Resources, and work with the university salary studies to provide data and input.
- Seek and utilize input from users regarding library facilities, services, collections and programs.
- Host exhibits and programs developed by the library and events at the request of academic and student services departments. Seek grant funding to support major exhibits.

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

Address ADA compliance within the library facility.

Assessments: Budget data; OAC meeting notes; completed construction projects

Review staff job descriptions in association with Human Resources, and work with the university

salary studies to provide data and input.

Assessments: Approved reclassified job descriptions; Budget data supporting salary adjustments
Seek and utilize input from users regarding library facilities, services, collections and programs.

Assessment: Completed user survey; budget requests to support identified issues.

Host exhibits and programs developed by the library and events at the request of academic and student services departments. Seek grant funding to support major exhibits.

Assessments: Attendance figures; survey and guest book responses. Records of grants received.

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

ADA Compliance: The library completed renovation projects to bring the 2nd and 3rd floor public restrooms into ADA compliance. The library has coordinated with Accessibility Services and the campus architect to design a new space to provide assistive technology to library users. This design will be implemented pending campus funding for the project.

Review Staff Job Descriptions: Based-upon a review of library staff job descriptions and duties, several staff positions were reclassified to reflect increased work responsibilities and their salaries adjusted to reflect these changes. Additional staff position needs were identified and clarified resulting in adjustments to the library's yearly budget requests for staff positions.

Seek and utilize input from users regarding library facilities, services, collections and programs: User input about noise levels on the library's main floor revealed a need to educate users about the availability of quieter spaces on the library's 2nd and 3rd floors and to make these floors more attractive and comfortable for library users. In response, the library provided signage to educate users about the quiet spaces on the library's 2nd and 3rd floors; increased staff oversight of the noise levels on the 2nd and 3rd floors; modified the library's noise policies to help ensure appropriate noise levels are maintained throughout the library; initiated and completed renovations on the 2nd and 3rd floors to provide more usable spaces and study rooms; solicited plans for updating furnishings on the 2nd and 3rd floors.

Host exhibits and programs developed by the library and events at the request of academic and student services departments: In response to the increased number and popularity of library exhibits and programs, the library employed and trained a student assistant to help plan and manage these events.

Did the improvements have the impact that was planned?

Yes, though additional assessment is needed to confirm the effects of some changes. The library has improved its ADA compliance through renovation and the addition of a new assistive technology space will add to this accomplishment. Anecdotal evidence indicated library users are increasing use of the library's quiet spaces on the 2nd and 3rd floors -- additional assessment via survey will help confirm whether user perception of noise levels has improved. The additional student assistant is helping the library better manage and increase the number of exhibits and programs.

END OF 2013 ADMINISTRATION

2013 LIBRARY ACQUISITIONS

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

- Provide relevant statistics and other department metrics in a more timely manner in order to

make collection decisions with the Library Leadership Team

- Update the Collection Development Policies

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

- Started requesting more enrollment information from IRP in order to monitor growth at the College and the department level; use this information to justify changes to the budget, especially in the area of book and journals (print and electronic formats)
- Updated Collection Development Policy in order to stay flexible with the changing needs of the academic research environment
- Invested in a site license to SWETS Selection Support in order to get automated metrics on database and electronic journal content; also invested in a site license for ACRL Metrics in order to run comparisons with the collections of peer institutions. Implementation of Swets' Selection Support contributes to the kinds of data points that we need in the area of analyzing our digital collections.

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

The enrollment information from IRP allowed the department to take a look at growth patterns over a two year period. Many of the departmental allocations for book buying had been kept the same for several fiscal periods. Once IRP was able to start parsing out data at the college and department level, we were able to align collection development needs to the patterns of growth.

There was a real need to bring the Collection Development policies current. Many of the issues that we face today were not issues when the previous policies were drafted and the allocation formulas used in the library field 10 years ago had not aged well. After a thorough review of the degrees we now offer, we were able to *increase* the allocation for a number of departments without asking other departments to accept a decrease in funds.

Licensing a product to aggregate our electronic usage statistics has also helped us in gathering data on how our databases are being used. This data allows us to have an understanding of whether we are spending our budget wisely. Looking at data on usage patterns also informs us if the library faculty who teach need to emphasize certain resources for certain types of assignments or projects. If we know good, reliable resources are not being utilized, we can start catering some additional instruction sessions around those resources so we keep valuable products funded.

Did the improvements have the impact that was planned?

Enrollment data from IRP looks to have had a positive impact. In the future it will allow us to be better prepared when a department starts to grow. All of the departments who received a bigger allocation for books were all appreciative of the budget increase.

All of the early signs of using Selection Support looks positive, as well. The difference between getting usage stats from 25 different portals versus just having them aggregated in one place for us whenever we need them saves an untold number of hours in labor. The ability to export massive amounts of data into a spreadsheet that can be filtered and shared with other library faculty & administration means we can have much more collaborative discussions about our digital collection. There has been an increase in the amount of liaison collection building and

input since we have begun comparing usage data from Selection Support and the expenditures in our department database. This is a massive analytics tool, however, and there is still a number of things that we need to learn in order to get the most out of it.

END OF 2013 LIBRARY ACQUISITION REPORT

2013 LIBRARY TECHNICAL SERVICES

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

- Provide the library administration and Academic Affairs accurate and transparent information regarding fiscal year collection expenditures
- Provide usage statistics and other department metrics concerning collections to the Library Leadership Team and to liaisons in a timely manner
- Simplify the budget planning in order to keep fiscal year planning organized
- Continue to work towards integrating the new RDA Content Standard to the cataloging workflow of new materials in order to make resources discoverable

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

Records of budget expenditures and usage data were shared with the library administration, the leadership team, and the library faculty, providing the Dean of Libraries with information for the preparation of required university, state and national reports, budget requests, and for discussions concerning library needs with the Provost and President.

Database of contract and expenditure information is available to Technical Services and the library administration to ensure timely processing of payments, and identification of expenditure needs for budget requests.

Over the course of the year, we have begun implementing the new RDA standards with new material; this also meant that we had to begin the process of getting previously-cataloged materials edited to reflect the new standards, as well.

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

Building a database of current and historical expenditures allows us to make better decisions on how to spend our allocations for resources, as well as forecast how the Ingram Library will continue to support programs that are expanding. This allows us to detect any financial trends that we need to know about so we have time to prepare for any issues with more due diligence. We also started assembling a committee for collections assessment and metrics in order to aggregate our usage data for the various agencies that ask us for information concerning library collections.

Did the improvements have the impact that was planned?

On the issue of financial reporting, the changes have been extremely beneficial. We have control of all of our expenditure data and no longer rely on having to get numbers from other departments. This allows us to work with real-time data instead of trying to figure out which expenses have not been processed by the Business Office yet.

On the issue of assessment and metrics, we have made some progress but still have some work to do. The problem with this level of assessment is that there are no real standards to how this data is collected and reported industry-wide; every academic reporting agency defines and

classifies data completely different. Our goal going forward is to find some way to “standardize” the data we collect so the same numbers can be given to whoever asks for Ingram Library collections data.

END OF 2013 LIBRARY TECHNICAL SERVICES REPORT

Division of Student Affairs and Enrollment Management

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
Admissions							
1. Increase new freshman enrollment and hold steady transfer enrollment for the Fall 2013 Semester	Goals 2 and 4	Goals 7 and 8	CCG Strategy 4, 6, 7, and 8	Increase new freshman enrollment by 78 students and keep new transfer enrollment flat year to year (0 student increase).	Review the new student enrollment for the Fall 2013 new student freshman and transfer classes.	At the start of the Fall 2013 semester, UWG enrolled 2,121 new freshman versus 1,952 the prior year. This is a growth of 169 new freshmen*. New Transfer students declined from 692 to 677, 15 less than last year. *These numbers do NOT Include STP/Bridge students moved to summer.	Work with two year and technical institutions to develop denial sharing/graduate agreements for marketing to 2 year/tech graduates. & implement Another Way West website and marketing materials
2. Redesign UWG admissions office website and increase useability.	Goals 2, 5, and 7	Goal 7 and 11	CCG Strategy 1, 4, and 7	Redesign admissions website to work with new UWG web template. Redefine its organization around action points (explore, apply, what's next) and most commonly visited areas (based on	Confirm that website is fully transitioned to new template and that information is updated on the site to reflect current policies. Review overall volume of email and calls to admission general line to see if new site is informing students and limiting	Reviewed the website and it is moved over to the new template and operational. Several sections are modified for clarity and ease of use.	Review with the call center and admission representatives the reason for questions/tickets/major issues and address them on the site to drop call rates. Form an internal website committee made up of representatives from different areas of the

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
				Google Analytics). Update content and Integrate website with overall communication plan (changes to featured content and sliders).	secondary contact.		office.
3. Increase the enrollment of applicants through a more robust student yield plan.	Goals 2 and 5	Goal 7 and 11	CCG Strategy 1, 4, and 7	Develop an intensified, comprehensive communication strategy centered around enrolling applicants. This communication includes email, print, and phone calls and particular focus on accepted student yield.	Review applicant and accepted student yield rate for past three years and compare it to Fall 2013 applicant and accepted Student yield rates to insure that yield has increased year-to-year. Compare incomplete applicate rates year-to-year. Measure the number of contacts for an accepted applicant in 11-12 and compare it to contact in 12-13.	Fall 2013 freshman yield rate was 54.1% compared to the prior years 51.9%. This was a 2.2% increase in freshman yield year-to-year. Transfer student yield in 2013 was 73.5% compared to the prior years 66.15%. This was a 7.35% yield increase for the transfer market.	Add an additional piece to the yield campaign focused on Career Services and Outcome Opportunities.

Goal Period: 09/01/2012 - 08/31/2013

Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
4. Develop more effective ways to use scholarship dollars as well as attain different funding sources to aid in high ability recruitment.	Goals 2 and 5	Goal 7	CCG Strategy 1, 4, and 7	Develop and implement a Scholarship Day designed to showcase the campus to high ability students. Bring together, within this day, Presidential Scholarship awarding, Foundation awarding, ELP awarding, and named awarding. Use this opportunity to leverage all awards in to one package. Attaing additional financial incentives from campus partners such as housing and residence life.	Assess the number of students who attended scholarship day, the yield rate on the scholarship offers, and the number of overall awards available to students year-to-year.	Confirmed the creation and implementation of Scholarship Day. Attained participation from Honors College (Presidential) as well as foundation awards outside of admissions scholarships. Added 251,000 dollars to scholarship/award funding pool. Awards also increased to include hundreds of hours service given back to departments on campus	Add a Scholarship database to simplify the advertising and awarding of scholarships. Add additional departmental scholarships as made available through either development or the academic departments.
Counseling							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome	Action

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
1. Implement CCG initiatives assigned to our department	2		3,4,E53				
1A. CCG Strategy 3 - Develop a K-16 Career Exploration/ Development Model	2		3	Develop k-16 Career Dev. Model	Work with Dianne Hoff to work with public schools to implement model	Entering students who have more ability to choose appropriate majors	2013 - Meet with Dianne monthly and develop model 2014- implement
1B. CCG Strategy 4 - Create programs within Disability Services which specifically serve Veterans, and coordinate with other units.	2		4	Work with Michael Keim, SVA, Judith Horne and others to assess needs among veterans returning to college to ensure that UWG meets their academic, counseling and other needs.	Survey current veteran students to determine support services needed, evaluate existing UWG services relevant to their needs, and to prioritize which services are needed most.	Survey administered in Fall of 2013. List of services created and prioritized.	Results of the survey given to the AVP for Student Affairs for reference in the Creation of the Office of Adult and Veteran's Services.
1C. CCG Strategy E-53 Career Development Program as a content section of UWG 1101	2		E-53	Have Career Development as topic on every UWG 1101 syllabus	Writing chapter in new UWG 1101 text on Career planning. Use of standard syllabus which includes career development	Students are introduced to career planning concepts early, and can choose a major before 60 hours.	Meet with Helen to ensure all of this is on track for Fall 2013

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
2. Continue to collect data as designed and add Disability Services to evaluation plan	4 and 7	Principle 2 Goal 4		To evaluate services, and efficacy of services. To measure developmental milestones.	Data from semester evaluations improving	Programs and services that are focused on student needs, and provide students with the skills to be successful academically, socially and emotionally	Work with Sadie and Colleen to develop and implement survey for DS. Review annually the existing data collection.
3. Continue professional development activities	3	Principle 2 Goal 4		To make certain all counselors are licensed. Also to educate staff on changes in DSM 5	Counselors who are licensed remain so, counselors seeking licensure gain it. Staff is up to date on changes in diagnostic evaluation.	More counselors licensed. All staff understand and use properly DSM 5	find appropriate training for staff on DSM 5, it comes out in May.
4. Continually review Crisis intervention procedures, and prepare for disaster training	1 and 4	Principle 2 Goal 4		To have a prepared and organized staff in large scale and individual emergencies.	Counselors will have IACS training and training in psychological first aid. Counselors will consult in every emergency with their immediate superior.	Counselors know what to do in an emergency and feel confident in their ability to respond appropriately.	Psychological First Aid training
5. Redefine and organize leadership structure in disability services	2	Principle 2 Goal 4	4	To make disability services, effective and efficient, and provide leadership for area comparable to that of other areas such as counseling, training, career development.	Hire an assistant director if possible. If not, rearrange hours and job duties for most efficient use of time.	Students are served in a more timely fashion, with more expertise, expansion of service to veterans, and better coordination with other departments.	Hire assistant director, and reorganize existing personnel for best use.

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
Center for Diversity & inclusion (CDI)							
GOAL	SAEM GOAL	Strategic plan	CCG Initiative	Objective	ASSESSMENT	OUTCOME OF ASSESSMENT	FUTURE ACTION
Stimulate students to understand the value of collaboration including community partnerships	Priority 2, 4		E-51,52	Identify opportunities for students to increase diverse collaborations.	Evaluate past programs and note collaborations with students and community partnerships	Fall 2011-Spring 2012	Establish CDI committee to seek increase student collaborations and appropriate community partners (CDI (multicultural committee))
	SAEM goal: 1, 2	12				Collaborations:14	
						Community partnerships: 1 (Carver High Archives)	
						Fall 2012	
						Collaborations:22	
						Community partnerships: 3 (CC soup Kit, CCLeague. Of WV; Open Hands)	
Improve Progression & development of	Priority 2,4	5,12	E-51,52	Identify programs/events for students noting	Will provide surveys at appropriate events utilize student input		

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
students by offering diverse programming and global perspective				various aspects of diversity and global awareness	on diverse programming		perspective offering 1 appropriate program from student surveys.
						Fall 2011-	
	SAEM goal: 2, 7					12 diverse programs (i.e. Ox Fam hunger banquet)	
						Spring 2012-	
						11	
						diverse programs	
						Fall 2012-	
						17 diverse programs Controversies Of Culture: debate HBCU	
						Spring 2013 – LGBTQ	
Improve (African American Male Initiative (AAMI) and Multicultural Achievement Program (MAP) programs	Priority 1, 3	1,2	CCG 9	Collaborate mentor training	Conduct evaluations from mentors and facilitators	August 16-17,2012 – conducted a partly joint mentor training (1/2 day)	Continue to refine joint
	SAEM goal: 2,5, and 7		CCG 14	Process.			AAMI and MAP mentor training to better serve mentors and mentees by

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
							collaborating both training days.
			DFW-14				
Medical Center							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome	Action
Assess the nature, scope, and consequences of students' drug and alcohol use, as well as the students' awareness of relevant policies	1 and 5	2		develop health education programming and campaigns to address the needs of the student body.	CORE survey for years 2000-2011 were compiled and reviewed	Trends in alcohol/drug use can now be visualized	Health Ed Planning occurred with Ron King and Alicia Caudill. Social norming campaigns were added. Formal alcohol classes for judicial referral were added and implemented.
Assess the physical space of Health Services and Health Education to streamline services and improve customer service	4	2		Can Health Services and Education physically meet the needs of our growing student population	Space Plan analysis	Health Services has a current 4900 square ft deficit	Feasibility study and flow study ordered for 12/1/2013

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
Financial Aid							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
What is it that you want to do?	Which of our divisional goals does this support?	Which of the strategic planning goals does this support?	Which CCG goal does this support?	What is it that you are trying to accomplish with this goal?	How are you going to measure what you <u>did</u> ?	What happened? This is the result of your actually doing the thing you set out to do.	Now what? You have done it, you have assessed it, so what do you do now? How does the information that you gained influence your actions in the future?
1. Ensure compliance with federal and state financial aid regulations.	1, 5, 7	3		1.1 - Review institutional compliance with Federal Student Aid regulations. 1.2 - Review institutional compliance with Georgia Student Finance Commission regulations.	Conduct internal compliance audits, randomly selecting a test sample of student financial aid records to ensure compliance with financial aid regulations.	1.1 - UWG Office of Internal Audit conducted an Administrative Capability Review of the Financial Aid Office beginning mid-May 2013. The review closed January 27, 2014 with multiple observations noted. 1.2 - GSFC conducted an on-site Program Review April 3-4, 2013. GSFC closed this review on September 16, 2013. 18 errors involving 11 students were noted as part of this program review, and \$8,234.36 had to be repaid to GSFC.	Management Responses and Corrective Action Plans have been written to each of these audits, and implementation of the action plans is in progress during the 13-14 academic year.

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
2. Provide quality Financial Aid communication to students.	3, 4	3	9, 10, 14	2.1 - Mail Financial Aid missing requirement letters and award letters to students as a means of reaching influencers in the students' household. 2.2 - Improve content and layout of the Financial Aid Office website.	2.1 - Analyze the volume in FA documents received and the gap in dates between letters being mailed and documents being received by the FA Office. 2.2 - Develop a checklist of website items that need to be updated.	Assessment of both objectives is still in progress.	2.1 - Continue mailing FA letters for the 2014-2015 award year and conduct appropriate assessments by October 2014. 2.2 - FA website is still under review.
First Year Experiences							
Goal			CCG/SAE M/FYE	Objectives	Person(s) Responsible/ Date	Assessment	
Identify "off-track" students			Strategy 9	1. Conduct Map-Works survey in fall	Helen Diamond Steele	· Map-Works	
				2. Collaborate with Dawn (housing) to create intervention plan	Sarah Jones	· Retention Data compared to Map-Works data to determine retention rates	
				3. Meet with students most "off-track"	Dawn Palmer		

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
			2,5,7	4. Connect students with support staff			
					Fall and Spring Semesters		
					Ongoing		
Improve First-Year Retention Rates by 1.25% per year			Strategy 9	1. Track students in first-year programs	Helen Diamond Steele	Analyze retention and first-year program data	
			2,5,7	2. Find faculty who are successful with UWG 1101 and give preference			
				3. Compare first-year programs (LLC, UWG 1101, Commuter programs, etc)	Feb-14		
				4. Create new learning communities to appeal to diverse populations			
Success rates of Ignite students equal to regular population			Strategy 8 & 18	1. Work with admissions to enroll 80 students	Sarah Jones	GPA comparison	
				2. Create low faculty-student ratio in summer		Retention data	

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
				classes			
				3. Connect students to support services and peer mentors	Summer & Fall 2013		
			2,5,7	4. Create loose learning community for fall and spring			
				5. Fall and spring English faculty same as Summer faculty			
				6. Provide consistent advising for students			
95% of Ignite Students gain regular fall admission			Strategy 8 & 18	1. Low faculty-student ratio in XIDS classes	Sarah Jones	GPA 2.0 or higher	
				2. UWG 1101 to orient students to campus		Behavior contracts	
				3. Weekly study hall expectations	Summer & Fall 2013	Enrollment Numbers	
			2,5,7	4. Strategic academic programming			
				5. Strategic social programming to			

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
				connect students to campus and			
				6. Expectations about behavior sent to students and parents and covered in orientation			
Retention of STP students equal to regular population			Strategy 8 & 18	1. Create strategic summer transition program	Sarah Jones	Track student retention and compare to non-Ignite students	
				2. Provide support for students in fall and spring semesters			
				3. Connect students with support staff			
				4. Follow up with students twice during Fall 2013 and Spring 2014			
				5. Consider creating UWG 1102			
Student Involvement							
Goal	SAEM Goal	Strategic Plan		Objective	Assessment	Outcome	Action

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
Enhance CSI marketing of programs and activities to engage more first year and second year students	Priority 2	12		Identify current levels of attendance at programs and current first year and second year students in Greek Life to identify baseline for improvement	Will pull first year and second year numbers from Event Trak report and Greek Life reports for 2012 and 2013	Fall 2012/Spring 2013 Total Fr. 6029, unique 1782; total Soph. 1892, unique 720; Fall 2012 105 Freshmen men joined a fraternity, 173 freshmen women joined a sorority, 15 sophomore women joined a sorority	Marketing committee developing marketing checklist for all CSI programs/activities, CSI icon or name to be included in all CSI pieces to help students understand physical sponsor of activities, Assistant Director Greek Life will meet with UCM to develop marketing plan to increase Greek Life numbers
Increase student involvement on campus	Priority 2,4	12		Identify current levels of attendance and numbers of student organizations and organization membership	Will pull total attendance and unique attendance numbers for Event Trak, and will pull total number of organizations and organization members from organization reports	Total 2012/2013 10,286, unique 3481; 2012/2013 total organizations 161, reported 6415 total members.	Refer to Marketing Committee for Review and Improvement, committee developing marketing checklist, new social media, investigating texting service and on-line organization system and event tracking system

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
Increase programming opportunities on campus	Priority 2, 4	12,19		Add concert programs to annual program offerings, add community service program	Identify, select and offer 2 concerts from different genres	Offered 1 concert, 2383 attendees, temp. staff member began research on community service programs and identifying local partners	Assign concert management to Coordinator of Student Programs and continue to offer one or two shows each year, depending on Academic Affairs Coliseum offerings; hire Coordinator of Student Volunteer Programs
Registrar							
Goal	SAEM Goal			Objective	Assessment	Outcome	Action

Goal Period: 09/01/2012 - 08/31/2013

Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
Utilize Technology to Better Serve Customers	Goals 1,4,7			<ol style="list-style-type: none"> 1. Launch an online graduation application/fee payment option 2. Improve Registrar's Website 3. Develop on-line tutorial for transfer processes 4. Improve Banweb grade entry, attendance verification and registration processes 5. Implement DegreeWorks for graduate students 6. Incorporate Work Flow into Registrar and DegreeWorks processes 	<p><i>For all projects:</i> Assign responsibilities to staff Establish timeline for completion Perform testing Release to general public Monitor usage, performance and tweak as needed</p>	<ol style="list-style-type: none"> 1. New on-line graduation application and fee payment; greatly reducing currency intake and processing for ESC 2. Increased website user friendliness and in-depth information 3. More informative, step by step procedures for the transfer processes 4. Continually improve Banweb grade entry, attendance verification and registration processes. 5. Trailblazing effort to allow graduate students to monitor their progress towards degree using Wolf Watch. 	<ol style="list-style-type: none"> 1. Application developed, tested and will go into production by December 1, 2012. 2. Work with state and university web designers to attract more productive hits from visitors. 3. Develop at least one camtasia video per semester beginning fall 2012. 4. Revamped banweb course schedule view, added additional information such as course fees, pre & co reqs . 5. Scribe process 99% complete; beta testing fall 2012; go live late spring 2013. 6. Concentrate on step intensive processes (grade changes, drop/add, major/minor changes and wolf watch petitions)

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
Reevaluation of job processes	Goal 1			<ul style="list-style-type: none"> • Become more proactive (rather than reactive) in our processes • Better serve quarter hour students in Wolf Watch • Educate students/faculty/staff on Registrar functions 	Use the AACRAO self audit publication and individual task review by Registrar & Associate Registrar	<p>Reduction of stress levels for those entering a process stage</p> <p>Increase degree completion progress for returning quarter hour students</p> <p>Better educated faculty/staff which will decrease the dissemination of incorrect information and increase good referrals.</p>	<p>Find alternative ways to say no; do research, offer options</p> <p>Identify quarter hour students earlier at the readmission stage to allow adequate time to align quarter and semester work.</p> <p>Offers Registrar 101 trainings, visit UWG 1101 classes, host graduation and registration information tables at strategic locations around campus.</p>
Improve Opportunities for and participation in Professional Development	Goal 3			Improve job performance, knowledge and morale by developing and/or creating professional development opportunities for staff within all ranks.	Staff will be required to participate in one off - campus professional development opportunity per year and present any 'best practices', new ideas and/or strategies to the entire team. If a new task can be implemented, they will have to persuade the team and discuss	During 2011-12, those that participated in professional development gained great insight about our processes and how we compare at the state, regional and national levels. 2012-13 training completed so far has brought similar results.	List of opportunities developed for 2012-13 and assignments made. Will continue to monitor completion and add new opportunities as they become available.

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
					how it could be implemented here. Write up included in Performance Appraisal		
Housing and Residence Life							
Goal	-	-	-	Objective	Assessment	Outcome of Assessment	Future Action
What is it that you want to do?	Which of our disisional goals does this support?	Which of the strategic planning goals does this support?	Which CCG strategy does this support?	What is it that you are trying to accomplish with this goal?	How are you going to measure what you <u>did</u> ?	What happened? This is the result of your actually doing the thing you set out to do.	Now what? You have done it, you have assessed it, so what do you do now? How does the inforomation that you gained influence your actions in the future?
1. Assess current understanding and attitude towards selected policies, including attitude towards enforcement.	1	4	Strategy 9	1.1 Identify those policies which prevent student's from succeeding and progressing. Understanding if the proper enforcement of some/all polices prevents students from succeeding.	We will identify 20 non-returning students with 3 or more conduct violations, contact and understand if something could have prevented them from progressing. Assess resident body with likert		

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
					assessment of all policies in HRL to determine which policies need further review or action for enforcement.		
2. Continue to increase bandwidth and wireless access in the residence halls	NA	9	NA	Target the defined group of student to see if they are attending another institution and encourage them to give UWG a second chance.	Target the defined group with the "we want you back" campaign; communicating administrative and academic support that is available for 2013-14.	Pair the target group with an at-risk advisor, tutor, and support groups that will provide support with courses, grades, and monitor their attendance to identify issues.	
3. Assess and develop partnerships with the UWG and Carrollton local community which could benefit both UWG and on campus HRL residents.	2	11, 12	Strategy 4	develop health education programming and campaigns to address the needs of the student body.	CORE survey for years 2000-2011 were compiled and reviewed		

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
4. Develop initiatives in the residence halls to support residents' progression towards graduation.	1, 7	7, 9	Strategy 4, 9	2.1 Fully implement EMAS CRM software and standardize office communication <u>plans within it</u> 2.2 Redesign and overhaul the UWG Admissions <u>website</u> 2.3 Expand UWG Admission's web presence	2.1 Assess the completion of the CRM Implementation 2.2 Assess the completion of the Website Implementation & Assess Comparable Insitutions 2.3 Assess Outcomes, Assess Student Needs		Chat, redesign, cappex, zinck, college week live, GA, assessment of our web presence
5. Develop and implement a system for tracking programming attendance.	NA	4, 5	Strategy 4, 9				
6. Develop clear learning outcomes for residential student and other customers' experience when utilizing Housing and Residence Life Resident satisfaction with the residential experience using	1, 5, 7	5, 7	Strategy 9				

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
ACUHO-I EBI survey services.							
7. Assist the Excel Center in connecting with residential students who are on academic probation.	5, 7	2, 7	Strategy 9, 17				
UREC							
Goal	SAEM Principle	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome	Action

Goal Period: 09/01/2012 - 08/31/2013

Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
<p>1. <i>Facility Growth and Development:</i> Develop and maintain high-quality facilities that support the recreational needs of a growing university community.</p>	7	2,3		<p>1.1. Complete a benchmarking review of recreational facilities and amenities at USG Robust-Tier Institutions (including UWG) by the end of Spring 2013. Information gathered in this review could be used in part to assist in the programming of an expansion to the Campus Center.</p>	<p>A. Complete a comprehensive inventory all recreational spaces and amenities including all appropriate measurable (i.e sq. footages, # courts, # machines, etc.). B. Compare UWG measurables to the other three USG Robust Tier Institutions and highlight inconsistencies. C. Survey university population to see if any highlights are items that the campus population sees as a need for use and to remain competitive against these other institutions. D. Monitor trends in facility design, usage and recreational programs to make</p>	<p>On-Going - Analysis of USG Robust Tier Institutions was completed. UWG has several areas where we are behind the other USG Institutions in our tier. The most glaring areas are aquatic facilities, outdoor field space, and amount of court space managed. According to NIRSA (National Intramural-Recreational Sports Association) survey data, there is a big trend in facility construction and renovation. From 2008-2013 there have been 219 projects to construct, expand, or renovate recreation facilities nationwide. From 2013-2018 another 92 institutions have 157 projects planned. Remaining step is to survey university population to assess needs/wants that will assist us in remaining competitive</p>	

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
					sure UWG is remaining current and leading edge.		
		2		1.2. Provide a safe and secure environment for users while participating in UREC facilities, programs, and services.	A. Review all incident reports from UREC and Campus Police to determine problematic areas within our operation.	A review of these reports showed 17 instances of theft in these two areas during the timeframe of 8/30/12 – 12/14/12.	Add day-use lockers for people to secure belongings while using the basketball courts and fitness center by May 2013.

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
2. <i>Training and Development:</i> Develop and implement a student-focused training and development program to assist in the operation and execution of UREC programs, facilities, and services.		1		2.1 Align with industry standards and best practices to maximize efficiency and effectiveness of UREC functional areas.	A. Examine each functional area to properly distribute roles and responsibilities amongst administrative, graduate, and undergraduate staff based on established industry practices.	Examination of functional areas revealed in all cases that administrative staff were performing duties that best practices indicate should be performed by students.	Develop appropriate administrative structure for each functional area utilizing a combination of professional, graduate, and undergraduate leadership positions. Structures to be implemented fully by Fall 2013.
	3	1		2.2 Review and enhance Fall Semester UREC Leadership weekend for upper-level UREC employees	A. Administer and review participant survey to identify areas for improvement in the program as well as components that were effective.	Review of survey information, and internal debrief with staff who implemented program, too much emphasis was being placed on topics that were area specific (i.e. Facility Operations, Event Set-up)	Leadership Curriculum was revised to include topics and presentation that had more of broad, overarching themes that were transferable department wide (i.e. Definition of leadership, Ethical Decision Making)
3. <i>Assessment:</i> Develop and implement internal and external assessment programs that	5	2		3.1 Have each program area receive an external review to provide constructive feedback about our functional	A. A review of administrative structure in the functional areas (mentioned above) has revealed that the department was not	The external review by an outside professional in our industry will highlight outcomes and recommend appropriate actions to address deficiencies.	

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
employ sound research methods to evaluate operational effectiveness.				processes, application of industry standards, relevance of policy and procedure, and other relevant information to assist in evaluating operational effectiveness by the end of Spring 2015.	maximizing the use and talents of its student employees; therefore we believe there are other areas that do not align with industry best practices.		
<i>4. Financials:</i> Develop and implement sound financial practices that maximize resources while minimizing expenses.	7	2,3		4.1 Provide furniture, fixtures, and equipment that is well-maintained, safe, and state-of-the-art.	A. Analyze the amount of money the department was spending to maintain, repair, and replance various categories of equipment (furniture, fitness eq., tech, etc.). B. Perform a condition analysis on all equipment over \$1000 in the department. C. Determine average expected life-span of each piece of equipment and at	No formal plan exists to update and replace furniture, fixtures and equipment (FFE) housed within UREC.	Create a detailed annual plan for furniture, fixture, and equipment replacement by assigning a replacement year and replacement value to each piece by May 2013.

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
					what stage each piece of equipment we own is at.		
<p><i>5. Enhance and Maximize UREC Programs and Services:</i> Develop, implement, and refine a menu of innovative programs and services designed to enhance the educational experience of a diverse university population.</p>	7	2		5.1 Complete a benchmarking review of recreational programs and services at USG Robust-Tier Institutions (including UWG) by the end of Spring 2013. Information gathered in this review could be used in part to assist in the programming of an expansion to the Campus Center.	A. Complete a comprehensive inventory all recreational programs and services offered at USG Robust-Tier schools. B. Compare UWG offerings to the other three USG Robust-Tier Institutions and highlight any inconsistencies. C. Survey university population to see if any highlights are items that the campus population sees as a need for use and to remain competitive against	Incomplete	

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
					these other institutions. D. Monitor trends in recreational programs and services to make sure UWG is remaining current and leading edge.		
Excel Center							
Goal	SAEM Goal	Strategic Plan Goals	CCG Initiative	Objective	Assessment	Outcome	Action
Example 1.Improve the tracking and intervention procedures for freshmen at-risk students.	2 and 7	7, 8 and 9		1.1 Identify at-risk students prior to enrollment based on freshmen index and assign identified student to an at-risk advisor.	Will separate freshmen population with freshmen index below 2300 into two groups. One group will be assigned an at-risk advisor and have courses, grades and attendance monitored to identify issues.	TBD	All entering freshmen with an index score of 2300 or less with be paired with an at-risk advisor and will have courses, grades and attendance monitored to identify issues.

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
Participate in the Advising Interventions Group	2, 5, 7, 3	2, 7	14, A6,	Train advisors on utilizing Wolf Watch and SAP policy.	Increased utilization of WW by Academic Advisors and understanding of SAP	Advisors will have the knowledge and skills to efficiently and effectively use Wolf Watch and speak about SAP when advising Students.	Collaboration with advisors, FA Staff, RO Staff to provide detailed training on WW and SAP.
Contact Potential Readmit students with the "We Want You Back" campaign.	1, 2, 5, 7	3, 7, 11	7, E60	Transmit a secure file to the National Student Clearinghouse for determining which students meet Readmit criteria.	Reduction in the total number of students on the Banner Batch Jobs output by removing students who do not meet the criteria requested.	Notify previous UWG students who are not and have not attended or graduated from another institution.	Contact the Clearinghouse for instructions for transmitting the secure file; send the postcards.
Combine the Call Center with Enrollment Services	1, 3	4, 9		Assume duties and responsibilities of the Call Center	Combine Call Center staff with ESC Staff to fulfill duties via phone as handled through face-to-face operations.	Provide students, parents, and campus community with consistent information.	Staff training with FA and RO to match ESC training, gain Call Center employees on ADP, establish an overflow Call Center stations in the ESC Office, purchase headsets for 5 ESC Staff.
Staying on course with exceptional customer service by making sure	1, 2, 3	3, 4, 7, 11	A6, E60, 9, 11, 14, A7	Providing outreach to continuing UWG students regarding new Withdrawal	Collaborating with FA and RO to ensure students are aware of the new policies;	TBD	Generate blast email announcements about the new policies; use ITS Batch Jobs to send

Goal Period: 09/01/2012 - 08/31/2013							
Goal	SAEM Goal	Strategic Plan	CCG Initiative	Objective	Assessment	Outcome of Assessment	Future Action
current UWG students are aware of the new FA/RO policies.				and SAP policies.	sending blast notifications to UWG email accounts.		the announcements.