

Core Requirement 2.10

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Compliance Partial Compliance Non-Compliance

Judgment of Compliance

GCSU can provide evidence of compliance through the narrative and documentation that the institution provides student support programs, services, and activities that promote student learning and enhance the development of undergraduate and graduate students in support of the [GCSU mission](#).

Explanation

Student programs, services and activities support the [GCSU mission, the mission principles, and vision; the University System of Georgia Board of Regents' Core Principles for State Universities to which we are subject; and the GCSU Strategic Directions 1.3, and 4](#) by promoting academic achievement, learning beyond the classroom, personal development, interaction with faculty outside the classroom, the development of leadership skills, a respect for individuality and diversity, civic engagement, and a healthy lifestyle in support of the mission. The ways in which student support programs, services, and activities promote learning and enhance the development of GCSU's students are assessed annually through annual reports, the administrative assessment planning record, national and locally developed surveys, and other appropriate instruments.

GCSU's [Summary of Locations Served and Available Assessment Data for Student Support Programs, Services, and Activities](#) (xls file) lists each student support program, service, or activity described below, the campuses on which they are available and/or the students they serve, and assessment data and instruments used.

Students in GCSU's limited programs available by **Distance Education** may use many of the support programs, services, and activities below. Those support programs, services, and activities available to Distance Education students are also indicated on the [Summary of](#)

[Locations Served and Available Assessment Data for Student Support Programs, Services, and Activities](#) chart. Students enrolled in GCSU's limited online programs do not pay a student health fee or activity fee, but may use most campus-based or online student support programs, services, or activities. All programs offered via distance education provide access to a statewide online support center through Georgia View VISTA.

Student Support Programs

Student support programs at GCSU are endeavors that focus on special academic needs.

The following support programs are sponsored through the Division of Academic Affairs.

The [Honors & Scholars Program](#) (supervised by the Interim Associate Vice President for Academic Affairs; see [organizational chart](#)) provides enriched learning opportunities for academically gifted students, including Honors sections of some core curriculum classes, multidisciplinary colloquia, dinner-seminars, book discussion groups, and support for research. The program develops the theme of global citizenship, supporting the GCSU mission to produce graduates who respect individuality and diversity and who have a sense of global responsibility. The scholars component of the program involves in independent research project, which supports the GCSU Learning Beyond the Classroom Pillar of Distinction and the mission to produce graduate with exceptional qualities of mind. The number of honors and scholars students has declined since 2007, when there were 258 students. In 2009-2010 there were only 193 students, but this was the result of a deliberate effort to increase the quality of students accepted into the program. SAT scores have increased from 2007 (1231) to 2009 (1256) and GPAs have also increased from 2007 (3.49) to 2009 (3.80).

The following programs are offered through the Extended University Unit within Academic Affairs (see organizational chart of the [Division of Academic Affairs](#) and of the [Extended University](#)).

[Academic Engagement](#) enhances student learning through distinctive and integrative educational opportunities, connecting classroom knowledge with action and experience. The Office of Academic Engagement supervises service learning projects, the Leadership Certificate Program (LCP) and the Georgia Education Mentorship (GEM) program. The programs support the mission through promoting a sense of civic responsibility and sound ethical principles, especially associated with leadership. Service learning hours increased from 12,328 (2006) to 30,000 (2009), while internships increased by 36 percent (2004-2007). Average results of mentor evaluations of student performance (n=124) in the Leadership Certificate Program (academic credit) over four semesters on a scale of 1 (low)-7 (high) indicate student mastery of leadership skills, such as motivation (6.59), contribution of good ideas (6.66), diplomatic communication skills (6.55), respect for others (6.71), and positive working relationships with others (6.61). Optional program evaluations given to LCP graduates in their final term suggest that students strongly perceive enhancements of their leadership skills from participating in the program. Their average rating for questions such as “I improved my understanding of leadership” was 4.8 on a 5-point scale (5 = Strongly Agree). Participation in the LCP has increased (2006-2009) from 37 to 71 students per year for a total of 157. To date there have been 24 graduates. Since 2006, 83 students have participated in the GEM program, where they were partnered with external mentors.

The following program is offered through the Enrollment Management within the Division of Academic Affairs; see organizational chart for [Enrollment Management](#) under “summer programs”):

[BRIDGE Scholar Program](#): The Bridge Scholars Program provides educational opportunities for students through a rigorous and supportive year-long living-learning community. The program supports the mission of the Division of Enrollment Management and the institution through

collaborative efforts across the campus community to provide support to first-year students in the areas of transition, housing, safety, and educational skills that will assist students throughout their academic career. The Program admits students who meet GCSU’s basic admissions requirements, but who may be less well-prepared than their more competitive peers when evaluated according to the holistic admissions process. The retention rate of Bridge Scholars from Fall 2007 to Fall 2008 was 93%, whereas the retention rate of the freshman class during the same time period was 84%.

Assessment of Student Support Programs: National Survey of Student Engagement Results
 GCSU compares favorably to benchmark institutions in the areas of academic challenge and enriching educational experience on the 2008 National Survey of Student Engagement (NSSE), but without statistically significant differences. However, first-year scores generally increased in the level of academic challenge and active and collaborative learning (43.7 to 43.9) between the 2005 and 2008 surveys. Scores for seniors increased in these and all other areas except faculty-student interaction between 2005-2008.

Table 1 Summary of NSSE Results

Level of Academic Challenge	First-Year	51.0	52.4	51.6		51.8		52.9	
	Senior	57.8	56.4	56.2		55.8		56.5	
Student-Faculty Interaction	First-Year	35.7	35.4	34.6		30.8	.001	34.6	
	Senior	47.9	47.0	43.3	.001	39.6	.001	42.3	.001

Enriching Educational Experience	First-Year	28.8	28.8	27.9		26.4	.001	27.5	.05
	Senior	42.3	44.3	40.8	.001	39.6	.001	40.4	.001
Active and Collaborative Learning	First-Year	43.7	43.9	43.2		39.7	.001	42.5	.05
	Senior	52.0	54.4	52.4	.05	48.8	.001	50.8	.001

Student Support Services

Student support services are provided by various institutional offices whose mission is to process the student through academic life from recruitment to admission, registration, enrollment, library, academic support and tutorial, through graduation and career services for post-graduation success.

Support Services within the Division of Academic Affairs (see organizational charts listing [direct reports to the Provost](#))

Support services in the Division of Academic Affairs contribute to the mission by developing the skills associated with a liberal education and emphasized in the GCSU “vision” and “principles.”

[The International Education Center](#) (within the Extended University Unit that reports to the Provost in Academic Affairs; see [organizational chart](#)) promotes global awareness and provides international education opportunities for students and faculty. In addition, the International Education Center facilitates admissions of all international students and provides advisement to more than 150 international students from more than fifty countries. Participation in study abroad has increased by 186 percent since 2003, the largest increase among the institutions in

the University System of Georgia. The institution passed an international plan in 2009, enabling all degree programs to add an international track to their requirements. Eleven degree programs added internationalized learning outcomes to their list of program outcomes and developed an assessment plan.

The [Library and Instructional Technology Center](#) provides a variety of services for all students, including the Instructional Technology Center, library instruction for all ENGL 1101 courses and all graduate and undergraduate courses upon request, and library research. English 1101 students complete required Information literacy modules, and the mean score on an electronic quiz following the modules for students (2008-2010) is 83.02%. The LibQual survey was administered to GCSU students in 2006, and is one of the assessment instruments used to evaluate student satisfaction with library services and resources.

[Student Health Services](#) (within the College of Health Sciences, Academic Affairs; [see organizational chart](#)), including the University Health Educator, provides assessment and treatment to students when sick or injured and, in support of the mission, promotes a healthy lifestyle and wellness so that students can obtain the maximum benefit from their college experiences. Student Health Services administered the American College Health Association-National College Health Assessment II survey in order to support the institutional mission to promote a healthy lifestyle and to better serve student needs. Results are included in the documentation.

Evaluations by external medical experts are conducted regularly of clinic personnel and their diagnoses/performance, and indicate a high degree of competency in services provided. From 2007-2009, the external evaluator rated individual clinical personnel performance and/or patient

folders reviewed as 100 percent acceptable. Results of the monthly reviews are included in documentation folder.

The [Wellness Depot](#) (within the College of Health Sciences, Academic Affairs; [see organizational chart](#)) is an integral part of the GCSU campus and, in support of the mission, is designed to enrich campus life, foster the advancement of the educational experience and encourage lasting, healthy lifestyle choices through high quality, proactive wellness programs, services and facilities. Surveys of programs indicate a high degree of satisfaction with services and belief that the students have learned something useful. Sample results of surveys are included in the supporting documents.

The [Writing Center](#) uses graduate-student consultants to help members of the GCSU community achieve success in their writing tasks.

Student Support Services within Enrollment Management (within Academic Affairs; [see organizational chart](#)):

[Registrar](#): The Registrar's Office supports GCSU's past, current, and future students by providing services in the areas of registration, grades collection and distribution, maintenance and release of academic records, degree audit, enrollment and degree verification, veterans' certification, and transfer evaluation. The Registrar's Office produces the University Catalog, assists with the production of semester course schedules, and organizes the annual commencement ceremony. The Registrar's Office also ensures the fair and consistent application of the academic rules and regulations established by the faculty, administration, state, and federal government. The Registrar's Office recently implemented Degree Works, an advisement software package that alerts students and advisors of degree requirements that

have been or remain to be completed. Online photos of students were attached to class rolls and also released to advisors, enabling faculty to more quickly identify students and develop appropriate advisement and instructional support relationships. An online withdrawal process was implemented, making the process more efficient for faculty and students. An Enrollment Management Customer Service survey (n=151) conducted in 2008-2009 indicated high rates of satisfaction with the service provided by this office (see registrar's annual report FY 2009, p.3).

[Financial Aid](#) The Financial Aid Office supports the mission by enabling students to reach educational goals through provision of financial resources. In FY 09 5300 students received approximately \$43,000,000 in aid. The number of aid applications increased by 8.3% and files packaged increased approximately 6% during 2008-2009. In addition, the number of HOPE Scholarship recipients for 2009 increased by 11.2%.

[Admissions](#) The Georgia College & State University Office of Admissions supports the university mission by attracting and admitting undergraduates and graduates who meet our high admissions standards and will excel academically and reflect diverse perspectives. The Office of Admissions provides accurate and timely university information to prospective students and other target audiences while delivering a high level of customer service. In recruitment and admission efforts, the office partners with divisional and campus colleagues to help make the student's enrollment process as seamless as possible. The Admissions Office serves as the frontline "face" and "voice" of GCSU to promote its liberal arts mission to the public. Using traditional and innovative recruitment methods, it is committed to building relationships with prospective students, family members, and counselors in order to assist them in determining if GCSU is an appropriate educational match for the student. The Office of Admissions strives to shape and enroll diverse and academically talented classes that will continue to move GCSU to a level of prominence among the nation's top liberal arts colleges.

Among the accomplishments of the Office of Admissions related to the mission are:

*Implementation in 2006 of tiered admission requirements based on hours previously earned. Transfer student GPA on admission increased from 2.89 (2003) to 3.03 (2007), whereas average GPA for undergraduates in 2007 had only reached 2.96. Historically, transfer students were less likely to be recipients of the HOPE merit scholarship and were less prepared for the rigors of the GCSU curriculum.

*Numbers of first-time Hispanic freshmen increased by 194.44 percent, due the hiring of a recruiter focused on Hispanic students and a \$700,000 grant from the Goizueta Foundation for Hispanic scholarships and other recruitment efforts. There was also a significant increase in first-time minority freshmen as a whole. In 2004, only 8.4% of first-time freshmen were minorities, while in 2008, 13.53% were minorities.

*Average SAT for entering freshmen has increased from 1088 (2003) to 1169 (2008); average GPA for entering freshmen has increased from 3.17 (2003) to 3.37 (2008), supporting GCSU efforts to enhance the rigor of the curriculum.

[Graduate Admissions](#): The mission of the Graduate Admissions Office is to provide timely, professional and accurate information and quality service to students, faculty, staff or other interested parties as it pertains to the admission and enrollment process. Graduate student enrollment increased from spring 2007 to 2008 (9%) and 2008 to 2009 (9%). Summer 2007 to 2008 had an enrollment increase of 16% in new students. Fall 2007 to 2008 new student enrollment increased by 8%.

[New Student Orientation](#) offers new first-year and transfer students the opportunity to establish a link with faculty in their intended major and become familiar with the campus and the array of academic programs available. Total attendance at freshman orientation has increased from

2416 in 2004 to 2776 in 2008.

Special programs were developed in 2006 and are now offered for transfer students. Transfer student attendance at the PROBE College Fair and Campus Tours (2007-2009) increased by 25.3% and 34.6 % respectively. Though the percentage of transfer students attending orientations never reached that of generic freshmen (93% in 2008), transfer student attendance increased significantly from 2005 (42.2%) to 2006 (69.1%). Student evaluations reflected a 94% (2007-8) and 95% (2008-9) satisfaction rating. According to one-time USG study (FY 08), GCSU transfer students have the lowest mean time to graduation among state universities and regional institutions, and compare very favorably with research institutions.

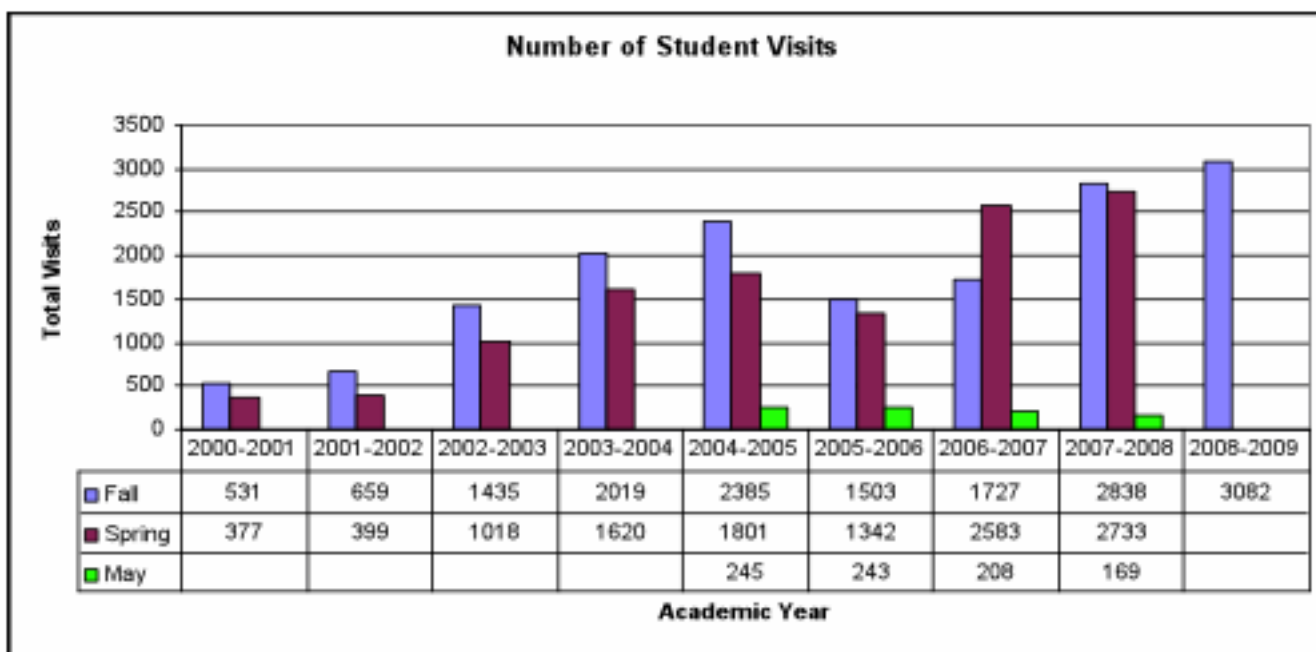
	[1]	[2]
GCSU	4.5	5.9
State Universities	5.4	7.4
Regional Universities	4.9	6.2
Research Universities	4.5	5.8

[1] Transfers within the USG [2] Transfers from outside the USG
[insert other data from Ed).

The [Center for Student Success](#) provides academic advising for undeclared students and other special categories, and Center staff members teach freshmen seminars for undeclared students. It serves as a resource for faculty and professional advisors campus-wide, as well as a resource for all freshmen seminar instructors. The Center is also responsible for POUNCE, the early registration program for all incoming freshmen. An example of how the Center contributes to learning is the Supplemental Advising pilot project, which began in the fall 2008. This project supported first semester freshmen who were not in good academic

standing (less than 1.75 GPA) at the end of their first term. Fifty-one students were identified. Five did not return to the university for their second semester and one student did not respond to any attempts to offer support. Forty-five students entered into a student success contract and, of those, twenty-nine were retained for a second year. Although only thirteen of those students have returned to good academic standing, the project demonstrates the efforts of this Center to support student success in the classroom. Its support plan for early intervention was adopted by the three professional colleges. Another example of the way that this Center supports learning is a retention-focused project implemented in conjunction with the Department of Chemistry, Physics & Astronomy. STEM monies funded online tutoring through SMARTHINKING.COM. Students that are repeating courses in STEM areas will be offered online tutoring through SMARTHINKING.COM.

The [Learning Center](#) (within the center for student success) offers peer tutoring for many core curriculum courses, particularly in math and sciences. Visits to the learning center have increased dramatically over the last nine years, as seen in the chart below.



Analysis of data reveals that students in mathematics and the sciences who use the Learning

Center services have a greater probability of obtaining a higher grade than students of equal caliber taking the same course who do not use the Center. Data also show that students who visit the Learning Center frequently and spend more time in the Center tend to have a higher final grade in the course than those who do not. A more detailed report is included in the documentation folder.

The [Center for Testing](#) supports academic instructional needs through a variety of programs. It administers tests required for graduation as well as tests required for entrance into the undergraduate nursing program and a number of graduate programs. It also provides appropriate testing accommodations for students with physical or learning disabilities. In FY 09 the center provided 355 exams for students with learning disability accommodations. The Center administers the Regents reading and writing exams, required of all students whose SAT or ACT scores do not allow them exempt prior to the time earn 45 credit hours. GCSU ranked first in the university system during the fall 2008 for students who had completed both requirements (98.9%, compared to 98.3% in fall 2007) and the essay (99.4%, compared to 98.3% in fall 2007). The reading completion rate for fall 2008 was 99.1% (compared to 98.5% in fall 2007), which was third highest in the system, behind only the University of Georgia (99.3%) and Georgia Tech (99.5%). The increase in the completion rate reflects the new exemption scores and successful implementation of the new policy to test students beginning in their first semester. The Center supports Graduate Admissions and graduate programs through administering the Graduate Writing Assessments. There was a 4% increase in number of Graduate Writing Assessments administered in 2008-09. The Center also administers ETS major field exams and senior exit exams for departments. Data provided by the Center for ETS major field exams and other exit exams is channeled into annual degree program assessment. For example, concerns over low scores in quantitative areas have led to curricular modifications in Math, Psychology, and Finance.

The [University Career Center](#) prepares students for internships and post-graduate opportunities by offering individual career advisement and workshops as well as networking opportunities with employers and graduate schools. It supports the mission by offering services designed to “produce graduates who are well prepared for careers or advanced study.” Overall campus participation in career fairs increased by 77% (2007-2009). Total attendance at all career programs increased from 1243 (2007) to 3103 (2009). Forty-one employers (2009) rated student resumes an average of 4.1 on a 5-point scale (5 = Excellent). Ninety-five percent of students (N=69) completing workshop evaluations (08/09) reported that they “agreed” or “strongly agreed” that their knowledge of resume writing increased after the workshop; 4 percent “somewhat agreed.” Participation in internships and practica workshops increased by over 400% (07/08 N = 48, 08/09 N = 297), and internships increased by 36% (04-07), contributing to the mission to foster “excellence in the classroom and beyond.”

Student Support Services Outside of Academic Affairs

The [Office of Institutional Equity and Diversity](#) (within the Office of the President; see [organizational chart](#)) supports the mission to produce graduates who have “respect for human diversity and individuality; a sense of civic and global responsibility; [and] sound ethical principles.” The office sponsors the following programs for students:

[Disability Services](#) provides accommodations and related services to students with documented disabilities to ensure equal access to courses, programs, and activities and to enable greater success in academic endeavors.

[MAP/SOAR](#) provides mentors and other services to incoming minority students to ease their transition into the university and promote academic success and retention. The Student Oriented Activities for Retention (SOAR) mentorship program may have

contributed to high retention rates for Hispanic first-time freshmen (2004-08). In 2008 the retention rates for Hispanic first-time freshmen were second only to the University of Georgia (94.12%) and Georgia Tech (92.59%) in the USG. In 2008, GCSU was the only USG institution with 100 % of its Hispanic students retained either at home or in other system institutions. Similarly, the percentage of minority freshmen retained was 8.77% of all retained students in 2004-2005 and 9.63% of all students retained in 2007-2008.

The [Women's Resource Center](#) provides resources and services that promote a community that is safe, equitable, and supportive for women.

[Counseling Services](#) (within the Division of Student Affairs; see [organizational chart](#)) assists students in defining and achieving personal, academic, and career planning goals and provides alcohol and other drug education. Counseling Services support the mission to foster a “healthy lifestyle.” A 2008-2009 Client Satisfaction Survey indicated that 69% of the respondents believe that counseling helped them to stay in school; 71% of respondents believe that counseling helped them to do better in school. According to survey results, the AlcoholEdu online program has enabled 85% off the participants to feel more prepared to handle situations that might come up that involve alcohol and decisions about drinking.

Student Activities

GCSU defines co-curricular, institutionally sponsored or supervised programs that students participate in as “student activities.”

Student Activities within the Division of Student Affairs (see [organizational chart](#)).

These activities collectively support the mission to develop “graduates with exceptional qualities

of mind and character, [which include] a sense of civic responsibility ... [and] a healthy lifestyle.”

The [Department of Campus Life](#) enhances the overall education of students through development of extra and/or co-curricular learning experiences. These experiences include: (1) [social](#) opportunities that enhance student connectedness to the university and (2) participation in [recreational](#) activities, [student governance](#), [Greek Life](#), and dozens of [registered student organizations](#) that represent academic and religious areas of interest, professional and honorary societies, and other topics. In addition, 472 students have participated in the Gold Star leadership program (non-credit) and related activities since 2006. The [Week of Welcome](#) provides a variety of activities to help incoming first year students get acclimated to [life](#) at Georgia College. These activities include the Freshman Convocation, which opens the year and features a nationally or internationally renowned author. A selected work by the author, typically related to diversity and/or social justice issues, is then used in freshman seminars and ENGL 1102 courses. Campus life activities contribute to mission by fostering “a sense of civic responsibility” and “respect for diversity.”

[GIVE Center](#) within the Department of Campus life serves as the volunteerism clearinghouse, empowering students to make a difference by linking them to the needs of our community. Through this center, students, faculty, and staff become involved in campus, local community, national, and international volunteer efforts. The GIVE Center supports the mission to produce graduates who “are endowed with exceptional qualities of mind and character, [including] a sense of civic and global responsibility.” Volunteer opportunities are offered related to youth, disabilities, disasters, literacy, senior citizens, environment, recycling, female issues, fine arts, health, male issues, minority issues, clerical, politics, poverty, outdoor recreation, religion, and technology. The center challenges students to put their "paws on a cause." Volunteer hours logged through the GIVE Center have increased from 33,586 (2006) to 42,500 (2009). Recipients of the Presidential Service Award, which recognizes a minimum of 100

service hours in a 12-month period, have increased dramatically in the same period, from 33 recipients (2006) to 146 recipients (2008).

[Intercollegiate Athletics](#) are offered to enrich each student's collegiate experience and support the mission to develop “a healthy lifestyle.” The student is expected to place a priority on academics while participating in an athletic program, striving for excellence both as a student and as an athlete. Indicators of excellence include the following:

- *In 2008-2009: GCSU student-athletes earned a composite GPA of over 3.0 for the fourth consecutive year.
- *GCSU teams set a school record nine out of ten continued into NCAA postseason play.
- *Georgia College Athletics won the Commissioner’s Cup identifying the Bobcats as the top overall athletic program in the Peach Belt Conference.
- *The Bobcats finished third among all PBC schools in the number of Peach Belt Presidential Honor Roll recipients, with the two schools ahead of GCSU offering more sports and having more student-athletes with an opportunity to earn this honor.

The [Residential Experience](#) provides educational programming in the residence halls on a wide variety of topics that support student achievement. Other academic support programs include tutorial and writing assistance in the halls, and Residence Life Programming brings faculty volunteers to residence hall floors as long-time resource persons. There are also six [Residential Learning Communities](#), which integrate academic, social, and service experiences in small community settings and support the mission by developing a sense of global and civic responsibility, a healthy lifestyle, a passion for achievement, a lifelong curiosity, and exuberance for learning through RLC themes and extra-curricular activities. Data from the Educational Benchmarking, Inc. (EBI) Resident Survey indicates that students in residential learning

communities rated their sense of community and overall learning experience higher than did those students who were not in residential learning communities. EBI data also indicates a high degree of satisfaction with housing services, and GCSU student responses ranked very high in comparison to 77 Carnegie Class Institutions and to all 269 institutions participating in the survey. A summary of the housing survey data is included in the documentation folder.

Student Activities Sponsored by the Office of Institutional Equity and Diversity, Reporting to the Vice President and Chief of Staff in the Office of the President (see [organizational chart](#))

[Diversity Programming](#) develops and implements programs and initiatives that provide support and advocacy for cultural populations including those defined by sexual orientation, enhance awareness and appreciation of cultural and racial diversity, and promote a campus climate that celebrates difference. Surveys are administered following programs, and the programs typically are rated as 4 or above on a 5-point scale. Sample survey results are included with the documentation.

Satisfaction ratings on the NSSE survey increased on “had serious conversations with students who are of a different race or ethnicity than your own” from 2.5 (freshmen 2003) to 2.7 (same cohort as seniors in 2006) and on “had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values” from 2.5 (freshmen 2003) to 2.8 (seniors 2006, where 2= sometimes and 3=often). Senior satisfaction ratings increased (2005-2008) on the NSSE for “enriching educational experiences,” which includes diverse perspectives (see Table 1 above). There were statistically significant differences between GCSU and benchmark institutions. However, National Association of Student Personnel Administrators Student Voice Survey (NASPA) results indicated that GCSU students were below the national average ($p < .05$) for responses to questions about whether “the university should make a great effort to recruit and retain students and faculty from diverse backgrounds” and “I discuss diversity issues with friends,” and higher than the national average

($p < .05$) for responses to “I am tired of hearing about diversity.”

Women’s Resource Center: In addition to the support services described above, the Women’s Resource Center also offers special events and programs. The average student rating on satisfaction events in 2008-2009 was 4.47 on a 5-point scale, but NASPA results mentioned above indicate continued need to improve student perceptions of the value of diversity.

*Student Activities within the Extended University unit of the Division of Academic Affairs (see organizational chart for the **Division of Academic Affairs** and the **Extended University**)*

Academic Outreach: Since 1968, Academic Outreach (AO) has provided free programs for Pre-K through 12th grade students. Programs are facilitated by GCSU students in a variety of locations and ways such as in-school visitations, after-school programs and field trips to Lake Laurel, Bartram Educational Forest, or the GCSU Main Campus. Funding through a generous endowment from the Kaolin Industries of Georgia for Science Education has resulted in many science and/or environmental based programs, but topics also range from history and team building to art and music. As a member of the Community Action Team for Service (CATS), students of many majors reach out into the community through Academic Outreach. In FY 2008 the office supported 71 programs, which served 5759 elementary and secondary school students in 7 counties. 62 GCSU students worked, volunteered, or received Service Learning Hours with Academic Outreach. GCSU Students facilitated 2051.95 hours to the students of the community, including 197.6 volunteer hours and 112.2 service learning hours. In FY 09 the number of GCSU students participating increased by 24% to 77. In FY 09 GCSU students served a total of 2,942 hours. Of that total, 2,533 were paid hours, 130 were volunteer hours, and 279 were service learning or other hours. Academic Outreach activities support the mission

to produce graduates who “are endowed with exceptional qualities of mind and character, [including] a sense of civic and global responsibility.”

[The Old Governor’s Mansion](#): Completed in 1839, the Old Governor's Mansion is one of the finest examples of High Greek Revival architecture in the nation. Serving as the residence for Georgia's chief executives for over thirty years, the Mansion's history encompasses the antebellum, Civil War, and early Reconstruction phases of the state's history. Following the war, Georgia's seat of government was relocated to Atlanta, and the Mansion was abandoned. Given over to Georgia Normal & Industrial College (currently known as Georgia College & State University) in 1889, the Mansion served as the founding building of the institution and is the campus's most treasured structure. Beginning in the late 1990s, an initiative was begun to return the Mansion to its antebellum splendor. Following five years of intensive historical, structural, and material research, the Old Governor's Mansion began its long awaited historic restoration in November of 2001. Funded through the Georgia General Assembly and a generous grant from the Woodruff Foundation, over three years of painstaking work has restored the original layout, colorations, lighting, and appearance of the building. The Old Governor's Mansion now serves as an historic house museum, and was designated a National Historic Landmark in 1973. The Mansion offers a variety of extra-curricular events/programs, a regular series of educational tours, special sessions for orientations and freshmen seminars, opportunities for volunteerism and service learning, and workshops for regional K-12 students and teachers. [Satisfaction surveys](#) administered over the last four years show 98% positive feedback and 2% “other.”

Do student activities promote learning and ensure student development? A summary of the NASPA Student Voice Survey

Data from the National Association of Student Personnel Administrators (NASPA) student voice survey (2009) indicates that over 50% of GCSU students agreed with the following statements:

“As a result of campus activities ..I am more likely to complete my degree at this college; my critical thinking /problem-solving skills have improved; I have become involved with additional campus activities; my satisfaction with collegiate experience has improved; I have become more knowledgeable about the campus community; I feel part of the campus community.” Student responses to “ As a result of campus activities, I have gained experience/skills relevant to my academic major” were higher than the national average ($p < .05$). A [more detailed summary](#) of the results of the NASPA for GCSU activities was prepared by the Division of Student Affairs. [The actual NASPA report from the Activities section is available here.](#)

Assessment strategies for ensuring that student support programs, services, and activities promote student learning and enhance the development of GCSU’s students

GCSU’s [Summary of Available Assessment Data for Student Support Services](#) (xls file) lists various sources of data for each support service and the instruments used.

The Administrative Assessment Planning Record

In addition to the surveys and other instruments mentioned in the narrative above, all units and support services report the following materials annually through GCSU’s “Administrative Assessment Planning Record” (APR), which exists in both an [online](#) and a hard copy format that was developed internally. A standard form is used to for student support programs, services, and activities. Units report:

*unit goals in relation to the university and program mission, the QEP, and budget funds received

*means of assessment

*desired standard of achievement

- *data collected
- *analysis of the results
- *modifications made in response
- *impact of changes.

Student support programs, services, and activities link their goals to those of their division, and divisions link their goals to the university's strategic directions. Completed samples are included in the documentation folder. After each program's APR is completed, administrative divisions (such as Student Affairs), prepare **administrative response reports** summarizing general achievement of goals/outcomes across the division/unit and developing a plan to address areas of concern. Completed examples are provided in the documentation. All results are posted on the Institutional Effectiveness Web Site (see the [pdf downloaded copy of the site](#) and access info in the supporting documentation for online reports).

The annual APR process is illustrated by the charts below.

Phase I:





Phase II:

Annual Reports

Each unit and division at GCSU is required to produce an annual report. The annual reports evaluate the viability, productivity, and quality of units based on their established goals and desired outcomes. Reports are reviewed by supervisors, who produce divisional summaries. All results are posted on the [Office of Institutional Effectiveness Web Site](#). Samples are included in the documentation folder.

Special Instruments Used in Addition to Annual Reporting Requirements

As mentioned in the narrative above, a number of support programs, services, and activities administer their own specially developed instruments to ensure that learning is promoted and student development is enhanced. In addition, the campus administers the following national surveys:

MAP-Works: A collaborative team from across campus divisions researched and piloted the MAP-Works program with freshmen in five cohort groups: Pre-Chemistry majors, Pre-Nursing majors, Bridge Scholar participants, residents of Parkhurst Hall, and undecided students. This led to the adoption of MAP-Works for all new freshmen for fall 2009. MAP-Works is an

individualized feedback tool that allows for wide-scale and focused advisement of students. GCSU was the only institution in Georgia to utilize it for 2008-2009.

The National Association of Student Personnel Administrators (NASPA) Student Voice Survey, which was administered by the Division of Student Affairs for the first time during 2008-2009.

The National Survey of Student Engagement (NSSE), which has been administered by the Office of Institutional Research on campus since 2005.

The Educational Benchmarking, Inc. (EBI) Resident Survey, administered by the Division of Student Affairs.

The Cooperative Institutional Research Program (CIRP) freshman survey, administered by the Office of Institutional Research.

Survey data is used in the annual assessment/institutional effectiveness process and for institutional planning.

Oversight of Institutional Effectiveness: GCSU's Assessment Management Plan

In Spring 2009, the President established an institution-wide assessment committee. The purpose and structure of the committee are described in the document: "[Overview of the Administration and Management of the Georgia College Assessment Program](#)." This new assessment structure requires an assessment coordinator in each College and division; in addition, each department has an assessment coordinator. These coordinators plus four at-large faculty members from all of the divisions make up the University Assessment Committee, which has two standing subcommittees: the Learning Outcomes Assessment Subcommittee (chaired

by a member of the faculty), which focuses on assessment related to student learning outcomes; and the Institutional, Academic, and Student Support Assessment Subcommittee (chaired by a professional staff member), which focuses on institutional effectiveness in all other areas, including those mentioned in this narrative. The university assessment committee reviews all assessment/institutional effectiveness materials and establishes relevant institutional policies and procedures. All policies developed by this committee are forwarded to the Curriculum and Assessment Policy Committee for review/recommendation to the university senate.

Supporting Documentation

Documentation is listed in the order referenced in the narrative.

1. [GCSU Mission, Vision, and Principles; USG BOR Core Principles for State Universities; and GCSU Strategic Direction Statements](#)
2. GCSU's [Summary of Locations Served and Available Assessment Data for Student Support Programs, Services, and Activities](#) (xls file) lists each Support program, service, or activity described below, the campuses at which they are available, and assessment data and instruments used.
3. Student support programs
 - a. Downloaded copies of web pages for student support programs and additional assessment or other data where available (generally more detailed than in the narrative)
 - i. [Honors and Scholars Program: Data illustrating Honors Student SAT and other information](#)
 - ii. [Academic Engagement](#): Sample data from Leadership Program, showing [employer/mentor ratings of students](#).

iii. [Bridge Scholar Program](#)

b. Organizational charts for student support programs

- i. [Academic Affairs](#) and the reporting lines to the [Interim Associate Vice President of Academic Affairs](#): Supervises the Honors and Scholars Program
- ii. [Extended University](#): Supervises the Office of Academic Engagement
- iii. [Enrollment Management](#): Supervises the Bridge Scholar Program

4. Student support services

a. Downloaded copies of web pages for student support services (hyperlinked to name of service) and additional assessment (or other) information where available (generally more detailed than in the narrative)

i. [International Education Center](#)

ii. [Library and Instructional Technology Center](#):

a. Sample data for the info literacy module used in ENGL 1101 courses provided by the Library and Instructional Technology Center: [summary of results](#) across several sections; [example of results from an ENGL 1101 course section](#); [pre- and post-info literacy module](#) results showing percentage of incorrect answers.

b. LibQUAL: Library survey results for [GCSU](#) and for the [USG consortium](#). The survey also provided an opportunity for [student comments](#).

iii. [Student Health Services](#)

a. results of outside rater form for [personnel performance](#)

b. [results of clinical chart external reviews](#)

c. summary [of American College Health Association-National College](#)

[Health Assessment II results.](#)

- iv. [Wellness Depot](#)
 - a. [Fitness Factor](#) program evals
 - b. [Weight Watchers](#) program evals
 - c. [Nutrition](#) program evals
 - d. [Stress](#) program evals
- v. [Writing Center](#)
- vi. [The Office of the Registrar](#)
- vii. [Financial Aid](#)
- viii. [Admissions](#)
- ix. [Graduate Admissions](#)
- x. [New Student Orientation](#)
 - a. Orientation data for 2004-2009 ([shows number of attendees](#) and results of [assessment of QEP initiative 1](#), which focused on transfer student orientations)
- xi. [The Center for Student Success](#)
- xii. The Learning Center (see [Center for Student Success](#))
 - a. [Assessment Review](#)
 - b. [Report on Math/Science targeted efforts](#)
- xiii. [The Center for Testing](#)
- xiv. [The University Career Center](#)
- xv. [Office of Institutional Equity and Diversity](#)
- xvi. [MAP/SOAR](#)
- xvii. [Women's Resource Center](#)
- xviii. [Counseling Services](#)

b. Organizational charts for student support services

- i. [Academic Affairs](#): Supervises the Library and Instructional Technology Center and the [College of Health Sciences](#), which supervises the Health Services and Wellness Depot
- ii. [Extended University](#): Supervises the Office of Academic Engagement and International Education Center
- iii. [Enrollment Management](#): Supervises the Registrar, Financial Aid, Admissions and Graduate Admissions, New Student Orientation, the Center for Student Success, the Learning Center, the Center for Testing, University Career Center

5. Student activities

a. Downloaded copies of web pages for student activities and additional assessment information where available (generally more detailed than in the narrative)

i. [Department of Campus Life](#)

- a. [Recreational activities](#)
- b. [Student Governance](#)
- c. [Greek Life](#)

i. Sample [Greek Life Standards report card](#)

ii. [Registered Student Organizations](#)

iii. [Week of Welcome](#)

- iv. [Intercollegiate Athletics](#)
- v. [Residential Experience](#)
 - a. [Residential Learning Communities](#)
- vi. The [GIVE Center](#)
- vii. [Diversity Programming](#)
- viii. [Academic Outreach](#)
- ix. **[Women's Resource Center](#)**
 - a. [Sample program evaluation results](#)
- x. [The Old Governor's Mansion](#)
- xi. Organizational charts for student activities
 - a. [Division of Student Affairs](#): Supervises Department of Campus Life
 - b. [Office of the President](#): Supervises the Office of Institutional Equity and Diversity (Diversity Programming, Women's Resource Center)
 - c. [Extended University](#): Supervises Academic Outreach

5. Campus-Wide Assessment Procedures and Instruments and National Surveys Administered

- a. GCSU's [Summary of Locations Served and Available Assessment Data for Student Support Programs, Services, and Activities](#) (xls file) lists each support program, service, or activity described below, the campuses at which they are available, and assessment data and instruments used.
- b. The Administrative Assessment Planning Record
 - i. [Sample blank form](#)
 - ii. Sample completed Administrative Planning Records from Student Support

Programs and/or Units Offering the Programs

- a. Extended University (includes office of academic engagement: GEM Program; Leadership Certificate Program; Service Learning) [2008-2009](#)

Unit Summary

iii. Sample completed Administrative Planning Records from Student Support Services

- a. Center for Student Success: [2006-2007](#) and [2007-2008](#)
- b. Center for Testing [2007-2008](#)
- c. Enrollment Management [2008-2009 \(includes all subunits referenced above\)](#); unit summary
- d. Student Health Services [2008-2009](#)
- e. Wellness Depot [2008-2009](#)
- f. [Library and Instructional Technology Center 2008-2009](#)
- g. Residential Experience: Housing [2008-2009](#)
- h. Counseling Services [2008-2009](#)
- i. Extended University (includes academic outreach and international education) [2008-2009](#)

iv. Sample completed Administrative Planning Records from Student Activities

- a. Campus Life [2008-2009](#)
- b. Athletics [2008-2009](#)
- c. Student Affairs: [completed instrument for 2007-2008](#) and listing new goals for 2008-2009; focuses on housing issues. Divisional summary.

c. Annual Reports from Student Support Programs, Services, and Activities

v. Sample Annual reports from Student Support Programs

- a. Academic Engagement [2007-2008](#)
- b. [Bridge Scholars](#)
- vi. Sample Annual Reports from Student Support Services
 - a. [Career Center](#) (2008-2009) and [2007-2008](#)
 - b. Center for Student Success: [2008-2009](#); [2006-2007](#)
 - c. Center for Testing: [2007-2008](#) and [2008-2009](#)
 - d. Enrollment Management [2005-2006](#); [2006-2007](#); [2007-2008](#); [2008-2009](#) (this unit evaluates orientation, career center, learning center, testing center, and other areas mentioned above)
 - e. Office of Admissions [2008-2009](#)
 - f. Graduate Admissions [2008-2009](#)
 - g. Library and Instructional Technology Center [2006-2007](#); [2007-2008](#); [2008-2009](#)
 - h. Registrar [2008-2009](#)
- vii. Sample Annual Reports from Student Activities
 - a. Academic Outreach [2007-2008](#); [2008-2009](#) (p. 5-10)
 - b. Student Affairs [2006-2007](#); [2007-2008](#); [2008-2009](#) (this area evaluates campus life, the GIVE Center, and other activities mentioned in the narrative above).

d. [GCSU Institutional Effectiveness Web Site: Index to GCSU assessment reports](#) (pdf file of the site). URL address for open access (<http://info.gcsu.edu/intranet/academicassessment/assessmentroadmap1.html>): relevant assessment reports, effectiveness results, unit and division annual reports, and other data are available here. Use username gcsu and password 1889 to access password-protected files.

e. National Surveys Administered

- i. MAP-Works [Survey Results 2008-2009](#)
- ii. NASPA/
 - a. [Summary of those areas in 2008-2009 where GCSU was either above or below national averages](#) provided by the Vice President for Student Affairs
- iii. Results of the [diversity](#) and [campus activities/involvement](#)
- iv. NSSE results for 2008: [respondents](#), [mean and frequency reports](#), [multi-year benchmark report for GCSU](#), [benchmark comparisons](#), [pocket guide](#), [selected comparison groups](#), [student comments](#).
- v. Summary of [EBI Resident Survey](#) and trend data showing comparison of results in key areas related to residential learning communities.