

APPENDIX: GEORGIA SOUTHWESTERN STATE UNIVERSITY

Complete College Georgia Campus Plan
August 3, 2015

Table 1: Fall Undergraduate Special Populations Enrollment

	Fall Term								
	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Total Undergraduate Enrollment	2222	2221	2420	2659	2847	2811	2749	2667	2527
Number of Undergraduates with Record of Parents' College Level	1508	1520	1910	2250	2492	2469	2413	2376	2350
Number of First Generation Undergraduates (no parent/guardian with a bachelor degree or higher)	898	945	1279	1439	1521	1439	1379	1345	1346
% of All Undergraduates who are First Generation	40.4	42.5	52.9	54.1	53.4	51.2	50.2	50.4	53.3
Received Pell Grant Fall term	890	885	941	1134	1335	1377	1292	1254	1152
Percent Undergraduates with Pell	40.1	39.8	38.9	42.6	46.9	49.0	47.0	47.0	45.6
Number of Non-traditional Undergraduates (25 or older at first matriculation)	444	454	512	612	650	643	620	633	556
Percent Non-traditional Undergraduates	20.0	20.4	21.2	23.0	22.8	22.9	22.6	23.7	22.0
Number of Non-traditional Undergraduates (age 25 or older)	647	648	705	808	848	855	837	837	749
Percent of Undergraduates Age 25 or Older	29.1	29.2	29.1	30.4	29.8	30.4	30.4	31.4	29.6

Table 2: Fall First-time Full-time Freshmen Cohort Special Populations Enrollment

	Fall Term								
	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Total First-time Full-time (FTFT) Cohort	399	388	418	435	474	404	374	351	386
Number of FTFT Cohort with Record of Parents' College Level	354	275	411	409	445	364	338	328	381
Number of First Generation FTFT Cohort (no parent/guardian with a bachelor degree or higher)	233	184	268	222	217	181	172	176	194
% of All FTFT Cohort who are First Generation	58.4	47.4	64.1	51.0	45.8	44.8	46.0	50.1	50.3
Received Pell Grant Fall Term	159	160	162	204	230	195	182	160	183
Percent FTFT Cohort with Pell	39.8	41.2	38.8	46.9	48.5	48.3	48.7	45.6	47.4
Number of Non-traditional FTFT Cohort	22	18	10	22	20	18	2	4	4
Percent of Non-traditional FTFT Cohort	5.5	4.6	2.4	5.1	4.2	4.5	0.5	1.1	1.0

Table 3: Demographic Information for Bachelor's Degrees Awarded in an Academic Year

		FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	1 Year Change	10 Year Change
Females	Asian	1	0	1	4	3	2	6	4	4	4	5	25.00	
	Black or African American	55	56	73	73	80	68	93	92	88	99	100	1.01	78.57
	Hispanic/Latino	2	1	3	3	0	3	6	5	4	6	17	183.33	1600.00
	American Indian or Alaska Native	0	2	1	0	2	3	2	0	0	0	0		-100.00
	White	167	157	170	170	160	195	255	229	243	258	211	-18.22	34.39
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	1	0	0	0		
	Multiracial	1	0	0	4	2	2	6	4	6	4	7	75.00	
	Non-resident Alien	1	6	6	3	2	2	5	10	9	2	5	150.00	-16.67
	Race/Ethnicity Unknown	0	0	0	0	0	0	1	0	0	1	0	-100.00	
	subtotal	227	222	254	257	249	275	374	345	354	374	345	-7.75	55.41
Males	Asian	0	0	1	0	2	3	3	2	1	5	2	-60.00	
	Black or African American	19	20	21	14	32	29	25	24	33	26	32	23.08	60.00
	Hispanic/Latino	0	1	0	0	0	3	3	4	4	1	8	700.00	700.00
	American Indian or Alaska Native	0	0	1	0	0	1	0	1	0	1	0	-100.00	
	White	85	79	92	85	101	91	111	137	102	123	122	-0.81	54.43
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0		
	Multiracial	0	1	0	3	0	2	2	4	0	4	1	-75.00	0.00
	Non-resident Alien	3	5	1	3	1	2	5	8	17	6	7	16.67	40.00
	Race/Ethnicity Unknown	0	0	0	0	0	0	0	1	0	1	0	-100.00	
	subtotal	107	106	116	105	136	131	149	181	157	167	172	2.99	62.26
Total		334	328	370	362	385	406	523	526	511	541	517	-4.44	57.62
Number Received Pell Grant (at any time at GSW)		182	183	187	182	199	199	284	295	301	311	324	4.18	77.05
%		54.5	55.8	50.5	50.3	51.7	49.0	54.3	56.1	58.9	57.5	62.7		
Number of First Generation (no parent/guardian with bachelor degree or higher)		63	50	114	108	138	213	280	297	253	256	268	4.69	
%		18.9	15.2	30.8	29.8	35.8	52.5	53.5	56.5	49.5	47.3	51.8		
# Graduates with First Generation Data		116	96	221	224	226	310	436	443	423	475	465		

Table 4: Demographic Information for Bachelor's Degrees Awarded in an Academic Year Continued

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	1 Year Change	10 Year Change
Age 17-19 at graduation	0	0	0	0	0	0	0	1	0	0	0		
Age 20-22	76	91	105	100	103	98	155	114	124	132	118	-10.61	29.67
Age 23-24	103	109	112	118	105	109	133	160	142	162	149	-8.02	36.70
Age 25-26	49	32	46	40	44	49	46	55	61	59	61	3.39	90.63
Age 27-28	31	26	23	28	26	28	38	38	33	32	34	6.25	30.77
Age 29-30	12	11	16	14	18	15	26	38	22	22	38	72.73	245.45
Age 31-34	21	20	24	21	23	33	45	39	42	48	29	-39.58	45.00
Age 35-39	21	16	28	18	28	30	32	29	40	35	43	22.86	168.75
Age 40 +	21	23	16	23	38	44	48	52	47	51	45	-11.76	95.65
Average	27.2	27	26.7	26.7	27.9	28.6	27.9	28.1	27.7	27.3	27.7		

Table 5: Number of Bachelor's Degrees Awarded in an Academic Year

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School or Department	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	1 Year Change	10 Year Change
Biology	6	6	13	10	9	6	9	5	11	13	14	9	7	9	28.6	0.0
Chemistry	12	9	4	9	7	3	6	2	6	8	2	0	3	0	-100.0	-100.0
English and Foreign Languages	8	6	7	2	5	4	4	9	6	16	5	7	7	12	71.4	140.0
Art	7	10	7	9	5	6	3	8	5	7	9	6	4	3	-25.0	-40.0
Dramatic Arts	0	0	0	2	2	2	4	3	2	2	7	3	4	8	100.0	300.0
Music	0	0	0	1	1	2	2	1	5	1	2	0	3	3	0.0	200.0
Geology	6	1	0	4	3	0	1	2	2	3	2	1	4	3	-25.0	0.0
History	8	9	10	12	11	19	18	13	15	12	10	13	15	13	-13.3	18.2
Political Science	1	6	6	0	6	4	7	2	2	7	9	4	6	6	0.0	0.0
Mathematics	2	0	4	3	7	3	2	9	8	7	9	8	4	4	0.0	-42.9
Psychology	44	27	46	27	34	41	33	39	32	33	34	41	49	32	-34.7	-5.9
Sociology	17	17	19	13	15	18	19	10	15	8	10	11	15	16	6.7	6.7
Business	85	89	97	88	109	107	125	148	141	197	208	201	208	197	-5.3	80.7
Computer and Information Science	25	21	7	13	16	17	8	10	9	13	10	11	20	22	10.0	37.5
Education	68	62	64	87	51	76	76	66	72	108	96	72	76	80	5.3	56.9
Health and Human Performance	13	19	14	35	23	31	15	28	22	29	34	36	30	39	30.0	69.6
Nursing	9	22	21	19	24	31	30	30	53	59	67	90	91	80	-12.1	233.3
Total	311	304	319	334	328	370	362	385	406	523	528	513	546	527	-3.5	60.7

Table 6: One Term and One Year Retention Rates of First-time Full-time Freshmen Cohort

Fall Cohort	First-time Full-time Freshmen	Institution-specific Retention Rates	
		1-Term	1-Year
		(1st Fall to 1st Spring)	(1st Fall to 2nd Fall)
2001	266	92.11	71.80
2002	331	91.24	65.56
2003	326	90.18	65.64
2004	360	87.50	70.28
2005	357	88.80	64.71
2006	399	88.47	63.91
2007	388	93.30	76.03
2008	418	91.39	68.90
2009	435	92.18	66.44
2010	474	90.51	64.77
2011	404	89.11	62.62
2012	374	91.18	64.97
2013	351	92.02	69.80
2014	386	91.71	75.9 as of July 2015

Table 7: Freshmen Cohort* Term Grade Point Average (GPA) at end of First Fall Term

Fall Term GPA	Cohort Year															
	2007		2008		2009		2010		2011		2012		2013		2014	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	75	17.6	109	22.8	82	16.7	91	18.1	59	14.3	77	19.3	74	19.7	77	19.6
3.00 to 3.49	95	22.3	87	18.2	102	20.8	97	19.3	63	15.3	74	18.5	78	20.7	86	21.9
2.50 to 2.99	81	19.0	81	16.9	83	16.9	93	18.5	70	16.9	81	20.3	70	18.6	68	17.3
2.00 to 2.49	61	14.3	71	14.9	70	14.3	63	12.5	70	16.9	65	16.3	62	16.5	65	16.5
1.50 to 1.99	34	8.0	40	8.4	42	8.6	42	8.4	59	14.3	38	9.5	33	8.8	36	9.2
0.00 to 1.49	68	16.0	67	14.0	79	16.1	102	20.3	87	21.1	60	15.0	56	14.9	56	14.2
No GPA**	12	2.8	23	4.8	32	6.5	14	2.8	5	1.2	5	1.3	3	0.8	5	1.3

*Includes both full-time and part-time students. **Didn't Complete Term or was Enrolled only in Learning Support Courses

Table 8: First-time Freshmen Cohort First Fall Term Grades (% of As, Bs, Cs)

Course	Percent of As, Bs, Cs							
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Principles of Biology I	34.9	59.4	28	46.1	30.8	43.3	50.0	37.9
Essentials of Biology I	71.4	64	69.4	70.2	56.7	74.4	60.2	56.3
Principles of Chemistry I	87.6	57.2	77.8	71.4	83.3	70.6	50.0	91.7
Earth, Mat., Processes, & Env.	-	71.5	53.6	81	65.5	38.9	53.8	--
College Algebra	68	57.6	52.7	63.8	59.5	75	52.6	67.8
Math Modeling	-	-	-	-	66.7	92.3	57.1	64.7
American Government	69.8	71.9	75.3	53.1	48	44.8	58.1	50.0
World Civilization I	71.2	93.4	65.2	38.8	66.7	76.5	44.4	80.8
World Civilization II	78	65.5	41.2	50.5	45.6	60.3	73.5	70.0
US History I	81.3	-	90.2	72.8	-	--	--	--
US History II	83.3	68.2	75	75.4	75.8	56.4	73.3	77.6
Introduction to Psychology	67.3	83	68.1	72.8	68.7	72.5	72.7	80.8
Human Growth and Development	-	79.4	85.2	77.1	69.6	91.8	78.5	85.9
Introduction to Sociology	76.5	57.3	53	57.2	64	46.3	78.0	61.4
English Composition I	77.7	77.3	78.4	81.2	62.2	73.3	72.6	80.2

Table 9: Credit Hours Attempted and Earned by the First-time Full-time Freshmen Cohort

Cohort Year

	2009	2010	2011	2012	2013	2014
Number First-time Full-time Freshmen Cohort	435	474	404	374	351	386
Number Attempted 15 or more Hours in Fall Term	68	98	81	62	174	238
Percent Attempted 15 or more Hours in Fall Term	15.6	20.7	20.0	16.6	49.6	61.7
Number Earned 15 or more Hours at end of Fall term	34	45	29	31	80	140
Percent Earned 15 or more Hours at end of Fall Term	7.8	9.5	7.2	8.3	22.8	36.3
Number Earned 30 or more Hours in Fall/Spring Terms	22	28	23	39	49	98
Percent Earned 30 or more Hours in Fall/Spring Term	5.1	5.9	5.7	10.4	14.0	25.4

Note: Hours = institutional hours only. Hours earned for Fall 2009-2012 were not extracted until 2013. As a result of repeated classes, these numbers under-represent the actual hours earned at the end of the term because credit hours from repeated courses are excluded from the total hours earned in previous terms.

Table 10: Retention Rates for GSW First-time Full-time Freshmen Cohort

Rate	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Institution-Specific	63.9 (n=399)	76.0 (n=388)	68.9 (n=418)	66.4 (n=435)	64.8 (n=474)	62.6 (n=404)	65.0 (n=374)	69.8 (n=351)
Disaggregated Institution-Specific								
Traditional-aged	66.3 (n=377)	76.8 (n=370)	69.1 (n=408)	68.3 (n=413)	65.9 (n=454)	64.5 (n=386)	65.1 (n=372)	69.7 (n=347)
White, Non-Hispanic	67.3 (n=220)	72.3 (n=242)	69.3 (n=241)	67.3 (n=254)	66.3 (n=297)	67.9 (n=221)	61.3 (n=230)	71.5 (n=221)
African American or Black,								
Non-Hispanic	67.5 (n=126)	87.0 (n=108)	67.9 (n=140)	67.7 (n=130)	63.5 (n=126)	58.9 (n=112)	70.2 (n=124)	60.0 (n=95)
Other	54.8 (n=31)	75.0 (n=20)	74.1 (n=27)	79.3 (n=29)	71.0 (n=31)	62.3 (n=53)	77.8 (n=18)	87.1 (n=31)
Male	62.2 (n=156)	75.4 (n=134)	61.7 (n=175)	61.8 (n=173)	64.1 (n=178)	65.4 (n=159)	62.6 (n=155)	65.2 (n=138)
Female	69.2 (n=221)	77.5 (n=236)	74.7 (n=233)	72.9 (n=240)	67.0 (n=276)	63.9 (n=227)	66.8 (n=217)	72.7 (n=209)
White, Female	70.5 (n=122)	72.0 (n=143)	79.7 (n=128)	74.6 (n=130)	67.9 (n=184)	67.5 (n=123)	61.5 (n=130)	77.0 (n=135)
Black, Female	68.3 (n=82)	87.5 (n=80)	68.5 (n=89)	69.5 (n=95)	61.5 (n=78)	57.5 (n=73)	73.7 (n=76)	58.3 (n=60)
White, Male	63.3 (n=98)	72.7 (n=99)	57.5 (n=113)	59.7 (n=124)	63.7 (n=113)	63.7 (n=113)	61.0 (n=100)	62.8 (n=86)
Black, Male	65.9 (n=44)	85.7 (n=28)	66.7 (n=51)	62.9 (n=35)	66.7 (n=48)	66.7 (n=48)	64.6 (n=48)	62.9 (n=35)
Initially enrolled as Commuting Students	58.3 (n=115)	74.2 (n=97)	67.0 (n=112)	71.5 (n=123)	69.2 (n=133)	66.1 (n=118)	65.0 (n=100)	68.0 (n=97)
Initially enrolled as On- campus Residents	69.9 (n=262)	77.7 (n=273)	69.9 (n=296)	66.9 (n=290)	64.5 (n=321)	63.8 (n=268)	65.1 (n=272)	70.4 (n=250)
Initially enrolled in Learning-support classes ¹	57.4 (n=54)	78.2 (n=55)	45.8 (n=48)	63.0 (n=46)	68.4 (n=38)	55.3 (n=47)	54.6 (n=22)	58.3 (n=24)
Non-traditional ²	22.7 (n=22)	61.1 (n=18)	60.00 (n=10)	31.8 (n=22)	40.0 (n=20)	22.2 (n=18)	50.0 (n=2)	750.0 (n=4)
Pell Recipients	55.3 (n=159)	73.8 (n=160)	59.9 (n=162)	62.3 (n=204)	64.1 (n=231)	56.4 (n=195)	62.1 (n=182)	68.8 (n=160)

Table 11: Six Year Bachelor’s Graduation Rates for GSW First-time Full-time Freshmen Cohort

Rate	2003	2004	2005	2006	2007	2008
Institution-Specific	35 (n=323)	30.7 (n=352)	30.1 (n=356)	29.3 (n=399)	35.8 (n=388)	32.1 (n=418)
Disaggregated Institution-Specific						
Traditional-aged	37.7 (n=300)	31.8 (n=321)	32.7 (n=324)	31.0 (n=377)	37.6 (n=370)	32.8 (n=408)
White, Non-Hispanic African American or Black, Non-Hispanic	40.4 (n=161)	34.3 (n=201)	35.2 (n=210)	34.5 (n=220)	37.5 (n=240)	34.0 (n=241)
Other	35.8 (n=120)	29.4 (n=109)	31.1 (n=90)	28.6 (n=126)	37.1 (n=105)	32.9 (n=140)
Male	26.3 (n=19)	9.1 (n=11)	16.7 (n=24)	16.1 (n=31)	40.0 (n=25)	22.2 (n=27)
Female	29.4 (n=102)	26.4 (n=106)	22.4 (n=152)	22.4 (n=156)	34.3 (n=134)	26.9 (n=175)
White, Female	41.9 (n=198)	34.4 (n=215)	41.9 (n=172)	37.1 (n=221)	39.4 (n=236)	37.3 (n=233)
Black, Female		39.8 (n=123)	44.4 (n=108)	41.0 (n=122)	40.4 (n=141)	43.0 (n=128)
White, Male	42.9 (n=91)	27.9 (n=86)	40.7 (n=54)	35.4 (n=82)	38.5 (n=78)	32.6 (n=89)
Black, Male	38.5 (n=65)	25.6 (n=78)	25.5 (n=102)	26.5 (n=98)	33.3 (n=99)	23.9 (n=113)
Initially enrolled as Commuting Students	13.8 (n=29)	34.8 (n=23)	16.7 (n=36)	15.9 (n=44)	33.3 (n=27)	33.3 (n=51)
Initially enrolled as On-Campus Residents	31.5 (n=111)	24.0 (n=121)	31.8 (n=110)	31.3 (n=115)	30.9 (n=97)	28.6 (n=112)
Initially enrolled in Learning-support classes ¹	41.3 (n=189)	36.5 (n=200)	33.2 (n=214)	30.9 (n=262)	39.9 (n=273)	34.5 (n=296)
Non-traditional ²	28.6 (n=28)	28.8 (n=59)	27.7 (n=47)	18.5 (n=54)	27.3 (n=55)	20.8 (n=48)
Pell Recipients	0 (n=23)	19.4 (n=31)	3.1 (n=32)	0.0 (n=22)	0.0 (n=18)	0.0 (n=10)
	32.6 (n=138)	23.7 (n=152)	22.4 (n=143)	26.4 (n=159)	28.8 (n=160)	24.1 (n=162)

Table 12. First-time Full-time Bachelor Degree-seeking Cohort Graduation Rates						
Cohort Year	# in Cohort	% Graduated by:				
		4 YRS	5 YRS	6 YRS	7 YRS	8 YRS
2000	306	14.4	30.7	37.3	40.9	42.2
2001	266	11.7	29.7	35.0	37.2	38.0
2002	330	13.6	25.8	32.7	35.5	36.4
2003	323	14.9	30.3	35.0	37.5	39.0
2004	352	11.4	26.1	30.7	32.1	32.7
2005	356	10.4	25.0	30.1	30.9	31.7
2006	399	13.0	26.8	29.3	31.3	32.1
2007	388	15.2	30.4	35.8	37.4	
2008	418	10.1	25.6	32.1		
2009	435	11.3	26.0			
2010	474	13.7				

Table 13: Measures of Student Engagement



**Office of Student Affairs
Residence Life Programing Summary
2014 – 2015**

1 Residence Life Programming Model

- The department offers residents programs centered around a Five Star model (Community Development, Leadership, Educational, Social, and Philanthropy)

2 How programs are implemented (RA Requirements)

- Resident Assistants are required to plan and implement at least one Community Development, one Social, one Leadership, and one Educational program each semester. The philanthropy programs are completed by a residence hall’s entire staff.
- Resident Assistants complete program proposals and submit them to their area’s Residence Life Coordinator or Hall Director. These Head Staff members review the proposals and offer guidance to enable each program’s success. After programs are completed, the resident assistants submit a program summary to their supervisor which include an evaluation of the event’s outcomes, a log of its attendance, and an explanation of how any university funds were spent. These program reports are then compiled by the RLC/RHDs and submitted to the Director of Residence Life each semester.

3 Programming Summary 2014 - 2015

- This academic year we had **209** programs with attendance of approximately **5400** students.

	Oaks/FYE/LEAD 1000	Pines	Magnolia	Total
Community Development	32 (878)	13 (322)	11 (224)	56 (1424)
Leadership	19 (437)	11 (267)	9 (231)	39 (935)
Social	35 (905)	13 (350)	13 (272)	61 (1527)
Educational	27 (778)	10 (177)	8 (180)	45 (1135)
Philanthropy	6 (230)	1 (69)	1 (80)	8 (379)
Total Number of Programs (Attendance)	119 (3228)	48 (1185)	42 (987)	209 (5400)

Career Services

- Staff provided an introduction to Career Services in every University 1000 class (The GSW Experience); every freshman student at GSW must take this course.
- The Director offered the Foundations in Personal Finance course. One of the main reasons mentioned for dropping out of school is money. Budgeting and personal financial management are skills that can prepare students to be responsible with money, stay in school, and help to reduce defaults on student loans, which is an item on the President's College Score Card. Employers are seeking employees who will be responsible for planning and following budgets at work. Financial records are part of background checks, and ALL students desperately need this information. Sixteen students participated in the course introduction session, and four students purchased the text to complete the course. One student said, "Thank you for instructing this course. It has been one of the most valuable courses I've taken in my college career."
- The staff used Canes Connect and Beacon to connect with students. A Career Services Organization was established in Canes Connect. Staff produced marketing materials to encourage students to get involved in Canes Connect and to join the Organization's membership. Thirty-one members connected. Some of the students have their privacy setting to "hidden," so only the names of 8 students is known. The staff promoted 9 Different Career Services Events. In Beacon, email groups were formed to provide direct access to send event invitations to targeted groups.

Noel-Levitz Assessment

During the 2014-2015 academic year, there were 1369 members of the parents' email list. This was an increase of 23% from the 1110 members during the 2013-14 academic year. All members of our Parents Association email list are sent the monthly edition of an electronic newsletter, "Student Health 101." Student Health 101 is a monthly health and wellness magazine just for GSW students and their families. Each issue contains valuable information that will help students make better decisions and can help parents/guardians gain a better understanding of the health and wellness challenges that face today's students. Each month, our Parents Association members receive an e-mail with the latest issue of the family-only Student Advocate, along with the Student Health 101 issue that their students will receive. The newsletter is provided by a national organization, College Health Services. Members of our Parents Association also receive a monthly e-edition of a Campus Link Newsletter, published by Paper Clip Communications, but customized for GSW, including its logo. It addresses a wide range of topics and issues faced by college students, including tips and advice for dealing with those issues. Finally, members of our Parents Association receive some of the emails that are sent to students via the student email system. The emails are monitored and ones with information deemed important or interesting for parents is forwarded to the parent email list.

We began using a Noel-Levitz Assessment to determine how well we are communicating with students' families in order to promote and increase family support for students' college success. Fifty-six parents completed the survey at the end of the Spring 2015 semester.

Table 14: Noel-Levitz Results
(Sent to 1369 Parents Association members; 56 participated, a 4% response rate.)

This year the individual items on the survey that were determined to reflect our STRENGTHS were:

- 3. The campus is safe and secure.
- 14. Faculty are fair and unbiased in their treatment of my child.
- 28. Security staff respond quickly to calls for assistance.
- 4. The content of the courses within my child's major is valuable.
- 49. If needed, my child can readily access medical care, either on campus or in the community.
- 18. Parking lots are well-lighted and secure.
- 58. Campus item: My child is developing skills that will serve him/her well in life beyond school.
- 60. Campus item: My student is comfortable with the atmosphere of this campus.

Noel Levitz's analysis shows the following items from the survey to be CHALLENGES:

- 46. I am confident my child will be well-prepared for his/her chosen career path when he/she graduates.
- 47. I am confident my child will be successful academically at this institution.
- 36. The quality of instruction my child receives in most of his/her classes is excellent.
- 10. Academic advisors help my child to set goals to work toward.
- 16. Academic advisors are available when my child needs help.
- 23. My child is able to register for classes he/she needs with few conflicts.
- 35. My child seldom gets the "run-around" when seeking information on this campus.
- 24. My child receives the help he/she needs to apply academic major to career goals.
- 8. Financial aid awards are announced in time to be helpful in college and financial planning.
- 27. This institution helps our family to identify resources to finance our child's education.
- 17. There are sufficient courses within my child's program of study available each term.
- 38. My child receives ongoing feedback about his/her progress toward academic goals.
- 5. Administrators are available to hear students' concerns.
- 11. Financial aid counseling is available for my child as needed.

For the purposes of benchmarking, the Noel Levitz analysis highlights that GSW received higher ranking of satisfaction than the national norm in the following items:

- 28. Security staff respond quickly to calls for assistance.
- 13. Living conditions in the residence halls are comfortable for my child.
- 18. Parking lots are well-lighted and secure.

And lower than the national norm in these items:

- 47. I am confident my child will be successful academically at this institution.
- 8. Financial aid awards are announced in time to be helpful in college and financial planning.

Collegiate Link

Collegiate Link or Canes Connect as we call it at Georgia Southwestern is an online platform that allows student organizations and students to stay connected through campus engagement, student activities, and event promotion. This online platform allows for new students to assess their desires when it comes to student involvement and receive placement based on the desires/likes they checked off through their profile. Student organizations have the capability of registering their organization on a yearly basis, and promote student events, whether it is philanthropic, academic, or social in nature.

1124 individual unique users have signed in to the Canes Connect System. This would include faculty, staff and students. There are currently 70 registered student organizations/departments. These organizations/departments consist of 5 Academic Organizations, 17 Departmental Departments, 13 Fraternity and Sorority, 1 Club Sport, 3 Honor Societies, and 31 GSW Student Organizations. There are 1070 student organization members claiming to be part of an organization through Canes Connect.

Table 15: Planned Student Events

The following organizations had the planned events advertised and attendance assessment through Canes Connect:

Event	Program	Attendance
Intercultural Ambassadors-Orientation	Windows to the World	10
Forecast Friday	Career Services	13
Campus Pride Day November	Campus Life	17
Student Appreciation Day 2015	Campus Life	17
Campus Pride Day February	Campus Life	18
Students in Shanghai	Windows to the World	22
Greek Week 2015: Service Project	Greek Life	38
Crisis in Ukraine: Causes and Implications	Windows to the World	52
Greek Week 2015: Social	Greek Life	54
The Reality of Living in a Global Community	Windows to the World	56
Students' Experience in UNIV 4000 - Nicaragua	Windows to the World	58
Evolution of a Black Girl	Campus Activities Board	62
Greek Week 2015: Convocation	Greek Life	76
The U.S. and the Middle East	Windows to the World	85
Build-A-Bear Valentine's Day Edition	Campus Activities Board	148

There were 301 events registered through the Canes Connect system for the Academic School Year.

The Campus Activities Board conducts a student satisfaction and programming survey to all students during the Spring Semester at GSW. This survey helps CAB decide when to program, what to program, and how students think the organization is doing. This survey is given online through Survey Monkey and is given to every student attending GSW through their campus email account. 408 students completed the CAB satisfaction survey which is approximately 15% of the college student population.

Campus Recreation

Georgia Southwestern State University’s **Department of Campus Recreation and Intramurals** for FYE 2014-2015 provided Intramural Leagues, Tournaments, individual play sports, group exercise, fitness center hours, open gym hours, game room hours and special events.

Recreational Sports received a SGA allocation of \$48k which was an increase of \$3k. This small increase enable Intramurals to offer small tourneys to accommodate student needs for recreational sports.

Table 16: Campus Rec and Intramural Impact

- Provided 2 major IM Leagues
- Offered 9 special events/tourneys
- Championship Awards were not provided

GSW Unique Participations	2012/2013	2013/2014	2014/2015
Male	151	115	195
Female	36	31	147
Co-ed	0	113	92
Total teams	31	38	65

Table 17: Fitness and Wellness

This program is continuing to grow and remains significant to the GSW campus community as well as Americus community. Fitness Center is serving more than ever and Group Exercise continues to transition due to budget cuts. Yoga remains our most popular class.

- GSW Fitness Stats - Fitness Center had 56,769 swipes for year 2014-2015; 10,811 more than previous year (45,958).

Group Exercise	2013/2015	2014/2015
Males	273	644
Females	2718	3721
unknown	2446	
Total	5437	4365

SSC Game Room

The game room continues to draw a significant participation. Yearly upgrades to this area have been beneficial.

- Game Room Participation – 2013/14 had 10,307 swipes and 2014/15 had 12,444 swipes.