



INSTITUTIONAL EFFECTIVENESS NEWSLETTER

WELCOME FROM THE ASSOCIATE PROVOST OF IE

As part of restructuring in Academic Affairs, Faculty Records is now part of the Office of Institutional Effectiveness (OIE). Dean Lieburn, Brenda Bishop, and Caity Walker will all continue serving in their current roles, and we're so glad to have them as part of the office. As we look ahead to the upcoming academic year, the OIE looks forward to continuing to refine and update UNG's reporting (check out the [Summer 2020 dashboard](#) if you haven't yet!). In addition, we will be supporting assessment efforts in academic and non-academic units. Finally, we will start work on UNG's SACSCOC Fifth-Year Interim Report. Please feel free to contact us if you have any questions.

Also, please join me in welcoming Caity Walker to Faculty Records. Caity has been a UNG employee since 2015, when she joined the Admissions Department as an Admissions Associate. Caity has a BA degree in Psychology, earned from Agnes Scott College in Decatur, GA. Caity's experience with Banner and transcript evaluation will be a valuable asset in the Faculty Records department. Again, please join me in welcoming Caity to her new position as Faculty Records Associate.

Faculty Records

Office of Faculty Records Staff

Dean Lieburn, Faculty Records Coordinator	dean.lieburn@ung.edu
Brenda Bishop, Faculty Records Specialist	brenda.bishop@ung.edu
Caity Walker, Faculty Records Associate	caity.walker@ung.edu

SUMMER 2020 CENSUS HIGHLIGHTS

UNG Enrollment: 8,261

Summer 2020 enrollment was the highest-ever at UNG and caps 39% growth since Summer 2013.

UNG Full-Time Equivalency (FTE): 4,428 UNG Credit Hour Production: 53,144

Summer 2020 FTE and Credit Hour Production were also the highest-ever at UNG

MARK YOUR CALENDARS

August 10: UNG Leads Day

Register Now: [Employing IR Resources and Dashboards for Decision-Making](#)



THE MORE YOU KNOW

Make a Data Request through ServiceNow
<https://ung.edu/institutional-effectiveness/data-request.php>

Data Definition of the Month: First Generation
A student's first generation status is based on the highest grade level attended by his or her father and mother (as indicated on an application for financial aid). If a student recorded that his or her mom or dad attended "College or Beyond," then he or she is labeled as "Not First Generation." If a student's father or mother attended only as far as "Middle School/Junior High" or "High School", then he or she is labelled as "First Generation."

DASHBOARDING 101

UNG Employee Dashboard
<https://ung.edu/institutional-effectiveness/dashboards/fall-2019-employee.php>

Summer 2020 Census Dashboard
<https://ung.edu/institutional-effectiveness/dashboards/summer-2020-enrollment.php>

DATA SPOTLIGHT

What is IPEDS?

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs.

Quick Facts from the IPEDS Student Financial Aid Survey:

In 2017-18, the average amount of federal student loans received by undergraduate students was \$6,189. Based on the 27 Four-Year, Public institutions in Georgia.¹

For this same time, the average amount of federal student loans received by UNG undergraduates was \$5,522.

In 2017-18, the percent of undergraduate students receiving a Pell grant was 40%. Based on the 27 Four-Year, Public institutions in Georgia.¹

For this same time, the percent of UNG undergraduates receiving a Pell grant was 32%

¹ Results limited by: State (Georgia), Level of institution (Four or more years), Control of institution (Public). Amounts displayed are in current dollars.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid component provisional data 2017-18.

A CASE OF COLLABORATION

The Data Task Force, comprised of representatives from IR, SAEM, IT, Academic Affairs, and the budget office, will support the work of the other task forces and the SEM Council by creating standardized definitions for common EM metrics, improving data literacy, and establishing clear channels for data requests coming out of EM. The data team will also help the task forces and SEM council to establish measurable outcomes and support the use of data for evaluating progress towards SEM Plan goals. Structurally, the Data Team falls under the auspices of the Council.

Key Tasks:

- ◆ Improve the quality and consistency of reporting by creating standardized definitions for common EM metrics related to monitoring progress towards goals established by the Strategic Enrollment Management Plan.
- ◆ Improve data literacy amongst EM staff and task forces members and support the use of data for decision-making within SEM Council, the task forces, and EM staff.
- ◆ Establish clear channels for requesting data and disseminating results within SAEM.

Assessment & Accreditation

Office of Assessment and Accreditation Staff

Betsy Cantrell, Director

betsy.cantrell@ung.edu

Dr. Catherine Chastain-Elliott, Assistant Director

catherine.chastain@ung.edu

Dr. Gail Taylor, Assistant Director

gail.taylor@ung.edu

Teresa Ledford, Administrative Assessment Coordinator

teresa.ledford@ung.edu

Assessment Accolade



Garry Merritt

Assistant Professor of Spanish

College of Arts & Letters

Garry Merritt currently serves as the Chair of UNG's General Education Committee (GEC). After serving as a member of the GEC representing the College of Arts and Letters since 2013, Garry was appointed by the Provost to chair the GEC beginning fall semester 2017. He has worked diligently to support the GEC in its responsibilities to the institution and its students.

The GEC is a University-wide committee whose purpose is to review and recommend courses for inclusion in the core curriculum, general education competencies and assessment strategies, and the extent to which students have attained such competencies. The GEC's decisions constitute recommendations to the Provost and the Associate Provost of Institutional Effectiveness.

The most successful assessment programs rely on strong leadership by faculty and staff members as well as meaningful involvement and engagement in assessment and accreditation activities. Garry is one of these leaders. We would like to recognize his service along with all of UNG's dedicated faculty and administrative staff members that support assessment.

GARRY, THANK YOU!

Have questions about assessment or accreditation? Want to share your own assessment accolades? Send them to ie@ung.edu to have them included in future newsletters!

WHAT'S TO COME IN THE NEXT NEWSLETTER

◆ Updated First-Time Freshman Retention and Graduation Reports

◆ NSSE/FSSE/BCSSE Survey Data

◆ How did UNG rank? U.S. News Rankings

Area Spotlight

General Education Assessment

General education assessment is conducted during spring and fall semesters at UNG. Each area of the core curriculum is assessed once every three years with two core areas assessed each year. Faculty teaching courses tied to General Education student learning outcomes determine which courses will be included in assessment as well as the assessment measures. Area C - Humanities, Fine Arts, and Ethics course sections will be assessed during fall semester 2020. A faculty ad hoc committee with representatives from departments in Area C selected the following courses for assessment: ART 1100 - Art Appreciation, MDST 1110 - Film Appreciation, and MUSC 1100 - Music Appreciation. Please visit the IE Department's General Education assessment page for more information: <https://my.ung.edu/departments/institutional-effectiveness/Pages/General-Education.aspx>

The GEC also assists in maintaining compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Principles of Accreditation*, Section 8.2.b., Student Outcomes: General Education, which states, "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results."

USG is currently working to redesign General Education with an institutional implementation timeline of fall 2022. For an overview of the General Education Redesign principles, proposal, and the rationale behind the suggested changes, please go to the USG General Education Redesign web page: https://www.usg.edu/redesigned_general_education