

ANNUAL REPORT
of the President
Valdosta State College

to
THE CHANCELLOR
and
THE BOARD OF REGENTS
of the
UNIVERSITY SYSTEM OF GEORGIA

Hugh C. Bailey
President

VALDOSTA STATE COLLEGE
Valdosta, Georgia

June 30, 1990

PART ONE

NARRATIVE

TABLE OF CONTENTS

PART I - NARRATIVE

A. Description of the State of the Institution	1
B. Highlights of the Year's Work	14
C. Affirmative Action/Equal Opportunity	34
D. Institutional Effectiveness	38

PART II - STATISTICS

1. Summary of Grants, Contracts, and Gifts	52
2. University System Library Survey	53

A. Description of the State of the Institution

1. Overall health of the institution

Fiscal Year 1990 was a year of progress and achievement for Valdosta State College. By many, it will be remembered as the year characterized by self-studies and team visits of the Southern Association of Colleges and Schools (SACS), the National Council for Accreditation of Teacher Education (NCATE), the American Assembly of Collegiate Schools of Business (AACSB), and the National Athletic Trainers Association (NATA). Practically all faculty members and administrators were active in many aspects of planning for these visits. In every instance reports received were complimentary of the College. The report of the SACS Team observed:

Valdosta State College has a comprehensive undergraduate program and an extensive graduate offering at the master's and Ed.S. levels. The educational program of the College is the central focus of the institution. Those programs offered appear to have high qualitative standards, and the financial and other resources are adequate to support the offering of the educational programs except where otherwise noted in this report.

The NCATE Board of Examiners wrote:

The maintenance of positive relationships with area schools is one of the major attributes and accomplishments of the School of Education. As already cited in reference to standards II-B, the School provides considerable support to beginning teachers throughout the 41 counties served by the School. The close and concentrated supervision with field supervisors further attests to the regional outreach of the School.

The extensive working relationship between the school and the surrounding area is clearly demonstrated by the frequency and variety of instances in which the

School of Education faculty have gone personally to the area schools for purposes of consultation, teaching and remediation, or in some other supportive capacity. Also, an advisory council, comprised of School of Education faculty and area practitioners, monitors collaborative efforts and programs undertaken or envisioned by the School of Education.

The positive quality and extent of collaborative outreach of the School in assisting local schools in the enhancement of learning and the upgrading of the teaching progression is amply exemplified by the Regional Education Center. The bulk of the work of this institution is still in process, and outcomes are yet to be realized, but in both effort and substance it is of considerable significance.

AACSB, NCATE, and NATA accreditation has been affirmed or reaffirmed, and it is anticipated that SACS accreditation will be reaffirmed at the December, 1990, meeting of the College Delegate Assembly.

The National League for Nursing (NLN) Accrediting Team will visit the School in the spring of 1991.

While all of these developments were occurring the College raised its academic standards, requiring a 400 SAT in both the math and verbal areas for admission to the regular freshman program. These standards compare very favorably with the requirements of the research universities, the regional university, and with that of the other four year colleges. The increased emphasis on scholarship has been welcomed and is engendering a renewed dedication to scholarship in other areas.

During the year the student enrollment reached an all-time high. Program development continued with the offering of proposals for the Masters in Education Media and a major in Computer Information Systems. Approval has been received from the Board of Regents to develop a new major program in Health Fitness in the Department of Health, Physical Education, and Athletics.

In FY 90, Dr. Louis Levy became head of the Department of Sociology, Anthropology, and Criminal Justice; Dr. Sandra Walker, Head of the Department of Modern Foreign Languages; and Dr. Nolan Argyle became Coordinator of the MPA Program.

2. General profile of the institution including a brief description of the characteristics of the faculty and the student body

a. Faculty

In FY 90, Valdosta State College had 315 full-time teachers, administrators, and librarians. Of this number 216 were males and 99 were females. One hundred forty-three (143) faculty members were tenured, 144 were non-tenured, and 28 were designated Non-Tenure Track, distributed among the academic ranks of 78 professors, 88 associate professors, 126 assistant professors, and 23 instructors, with 212 holding the doctorate, and 103 the first professional, Educational Specialist, and Master's degrees.

b. Students

During FY 90 there were 10,327 registrations of students at Valdosta State College counting no student more than once. They registered for 306,552 credit hours (exclusive of ROTC). Financial aid to students included \$2,769,420 in Pell Grants, \$4,148,053 in Guaranteed Student Loans, \$203,023 in Perkins Loans, \$108,354 in Supplemental Grants, \$473,337 Work-Study monies, and \$209,828 in Student Incentive Grant Awards.

3. Information concerning the library, physical plant, fiscal affairs, and general administrative services

a. Library

The strengths of the Library continue to be its collection, its services, and its personnel. Growth of the collection was sustained during FY 90, by the expenditure of over \$500,000 in the book budget. As of June 30, 1990, the book collection contained 347,895 volumes. Considering all collections (books, microforms, maps, audiovisual and machine-readable), the College's total count of library materials is 1,147,927 items.

Capable and dedicated library staff provided a high level of service at every functional level. One measure of strength was the number of materials circulated to faculty and students. Circulation increased by 4% to 69,631 items checked out, while reserves and in-building use increased nearly 10% to 139,633.

b. Business and Finance

Mr. Samuel W. Brooks, III, Vice President for Business and Finance and Assistant Professor of Accounting, returned to the classroom on September 1, 1989, after many years of administrative service to the College. Mr. Melvin Barnette served as Acting Vice-President from November through February 1990, and Mr. Gary McCombs became permanent Vice President for Business and Finance March 15, 1990.

Major changes have been made in the organizational structure of the Office since that time. A division of Business Services was created to include Procurement, Physical Properties, Records Management, Warehouse/Storeroom, and two areas formerly in Auxiliary Services, Printing Services and Campus Mail Services. Mr. William Filtz was

promoted from his position as Buyer II to the Directorship of the Division. A Division of Financial Services was created to include Business Systems Data Management, Student Financial Services, and Accounting and Budgeting. Mr. Jeff Smith was hired as Director of this Division. Finally, the Office of Administrative Computing, formerly reporting to the President, was reassigned to the Office of Business and Finance.

The Office of Administrative Computing made especially important contributions to the College this year by in-house development and implementation of an on-line telephone registration system. In conjunction with the registration system, two other systems were developed and have proven successful, a seats available system which provides on-line class management capability and an over-ride system which allows department heads and deans to place students into closed classes within their respective areas. In addition, audit capabilities were created which provide tracking of transactions and statistical analysis. The Unit began production on a new mainframe computer July 1, 1989.

High levels of service were maintained during the year by the Auxiliary Services Division. Personnel within the division was stable, and the year is ending in financial solvency, expenses having been covered, the 5% reserve met, and surplus revenue remaining for use in future years. During Fall Quarter the Food Services Division had its highest meal plan count on record with 1,952 participants. For the second year the Director presented monthly fifteen-minute programs on cooking on channel 10, WALB, Albany, Georgia. The show had an audience of over 35,000 people. Revenue in the Bookstore exceeded expectations, and expenses were under budget.

The Business Services Division since its creation in January, 1990, has sought to establish goals and objectives for its development. An advisory committee has been formed whose first task has been the writing of an Institutional Purchasing Manual.

Aside from its actual formation, the most important event of the year in the Division of Financial Services was the installation of a much needed updated Texas Instruments Computer on which all of the financial records of the College are to be kept. Its use will enhance every aspect of the business operation of the College. With this new capability, plans are to begin immediately establishing a common data base to be shared by Financial Aid, the Registrar's Office, and the Business Office. The Student Financial Services Unit moved out of the Business Office proper to an adjoining office complex, making room for more private and personal rendering of services.

Personnel Services concluded a year filled with counseling employees and retirees regarding benefits, retirement, and updates on legislation which will affect everyone. Its open door policy fosters and promotes employee morale. However, the outstanding contribution made by this Division during the year was the extensive, prolonged investigation into ways to improve salary administration on the campus. Through its efforts a salary administration adjustment has been implemented for FY 91. As a result of this adjustment, reduction of employee turnover and improved prospects for employee recruitment are expected.

This year the Plant Operations Division performed a number of projects of special significance. West Hall landscaping was completed including sod, trees, walks, benches, and lighting. Plant Operations'

performance of this project saved the College over \$100,000 in contractor costs. The house at 203 Brookwood Place was renovated for the use of Public Safety. Roof jobs, including replacement of rafters, decking, and tiles, were completed on Patterson Hall, the Palms Dining Center, and Georgia Hall. Numerous other jobs were executed in addition to the Division's normal excellent upkeep of campus facilities and grounds. Moreover, the United States Department of Energy awarded the Division a grant of \$48,000 to study ways to save energy on the main campus. An Environmental Health and Safety Officer was appointed who will work in the critical areas of Hazardous Waste Management, Right-to-Know Laws, Shop Safety, and Training of Employees.

The Public Safety Department, headed by a new Director, Mr. Ronald Seacrist, moved from its cramped space in Nevins Hall during the year to a house directly in front of the campus which was remodeled to suit its needs. The Department developed a Crime Prevention Division, staffed by a full-time coordinator who is responsible for crime prevention programs involving students, faculty, and staff. Implementation of a new pre-employment process for officers includes detailed background investigation, psychological screenings, and polygraph examinations. In addition, the interview process now includes meetings with faculty, staff, and students as well as Public Safety supervisors.

Major Capital Priorities are:

1. Brookwood Plaza - Purchase 1200-1300 N. Patterson St. (126,000 gross square feet)	\$4,550,000
Brookwood Plaza - Renovation	9,150,000
2. Biology, Chemistry, Nursing Building (98,000 gross square feet)	10,000,000
3. Library Addition (80,000 gross square feet)	<u>6,325,000</u>
TOTAL:	<u>\$30,025,000</u>

Major Repair/Rehabilitation Projects Requested:

1. Roof Replacement for Library	\$200,000
2. Resurface Oak Street Parking Lot	125,000
3. Campus Greenhouse	80,000
4. Nevins Hall and Annex Roof Replacement	<u>100,000</u>
TOTAL:	<u>505,000</u>

c. Public Relations

The Director of Public Relations inaugurated and presented 24 weekly public radio programs from the Peach State Radio facility (WXVS/WWET) on the campus. This is an interview-style program about events and programs at VSC which may be of interest to the general listening audience. The director arranged 16 appearances on television of campus individuals, a total of over 2 hours of commercial air time.

The Public Relations office arranged and managed a 2,700 square foot exhibit at Sunbelt Expo, which was a literal showcasing of all the schools and divisions in an educational setting. This three-day exhibit required a great deal of cooperation from many people in the institution.

The office arranged for 1,498 public school students' visits to the VSC Library and Art Gallery and 4,477 public school students' visits to Planetarium programs.

The Public Relations office released information to 3,900 newspapers, sent 633 radio and television news releases, mailed 553 photographs with cutlines, and prepared 433 photos to accompany news stories.

Also photographs for all athletic needs were provided. The office received from Georgia and North Florida newspapers a total of 911 clippings of stories which it originated.

d. Alumni Affairs

The primary task of the office is maintenance of records for the mailing list of 24,000 graduates and friends of the college. During the year it was responsible for: Production of the quarterly Alumni Bulletin (24,000 copies); planning, promoting, and conducting receptions for alumni in selected areas around the state; conducting reunions for special interests groups; planning and conducting various events and activities for homecoming; maintenance of alumni services, such as travel and insurance programs; and management of the Student Alumni Association, emphasizing quality, growth, and service expansion.

e. College Development

A major strength of the Development Office in FY 90 was that its fund raising continued to increase, although contributions declined by at least 6 per cent at many colleges and universities. To achieve this result, the Development Office undertook a broader scope of fund raising activities. During the year the office attained an all-time high in monies raised, despite the fact the contributions from the Capital Campaign were coming to an end.

The Development Office acquired a permanent home as a gift from the newly formed Valdosta Bank and Trust Company. The new quarters were moved on to college property adjacent to Blazer Field, and it is

anticipated that renovation will be complete and occupancy can occur by December, 1990.

During the year three new endowed scholarships were obtained. The Office also undertook a number of special fund raising campaigns, among them drives for funds to support the Musical Theatre at Jekyll Island and for the completion of the renovation of Pound Hall.

f. Student Affairs

The Division of Student Affairs has many strengths coming from the wide range of services provided by a competent and professional staff.

Student Activities

The Student Activities Office was active and productive this year. Activities were expanded by offering a wider variety of programs. An average of four to five special activities were offered per week for currently enrolled students.

Intramurals

The Intramural and Recreation area had an outstanding year, the first year in which it has had a full-time Intramural Director. Numerous new programs and special event activities were offered which met with great success.

Testing

Sixteen testing programs were administered for more than four agencies. For the 1989-90 academic year, 98 administrations from 16 programs were provided to a total of 5,555 students.

Panhellenic

The Panhellenic area had an eventful year including: Fall Rush, Rho Lambda tapping, Phone-a-Thon, Southeastern Panhellenic Conference, Greek Assembly, and Greek Week.

Counseling Center

The Valdosta State College Counseling Center offers a wide variety of services to students, faculty, and staff. The primary emphasis is on short-term growth counseling designed to help students with many of the normal developmental problems which arise during their college life. Major areas of concern include personal problems, social adjustments, educational achievement, and crisis intervention.

During FY 90, the Counseling Center provided individual and group counseling to 527 students, or 1,815 client contact hours. Three hundred ninety-four (394) students were seen for individual counseling. The staff had contact with over 2,857 students outside of their offices. Outreach activities were offered in residence halls, fraternities and sororities, classes, church organizations, and for many special interest groups on campus and in the community.

Students are normally seen within 24-48 hours after requesting an appointment, as compared to waits as long as two weeks at larger institutions. Emergencies are given immediate attention. All services are provided free of charge.

Career Planning and Placement

The primary strength of the Office of Career Planning and Placement rests with the personnel who carry out their duties in a professional and caring manner. While the office has a great deal of printed resource material, job announcements and data to assist students in their search

for a major and a position, it is the human element that eases for these students/alumni what can be difficult periods.

Farber Student Health Center

The Farber Student Health Center offers comprehensive outpatient care to students taking six or more hours. Twenty-two inpatient beds are available for students too ill to return to dorms or classes. The student health fee of \$30 per quarter entitles the student to unlimited visits, most medicines needed, and lab tests by a certified lab technologist.

During 1989-90, the Center had a total of 18,480 patient visits. There were 61 overnight admissions, each patient staying at least one day with the maximum days being seven.

Financial Aid

During the year, the Office of Financial Aid placed the Guaranteed Student Loan and Veterans Administration records on the computer. As a result, loan information can now be retrieved much faster, and the certification of veterans can be computer generated. Applications were processed much faster than ever before. Before the end of Spring Quarter 1990, 900 financial aid applications had already been processed for 1990-1991. In prior years, processing could not begin before Summer Quarter.

Residence Life

In Housing and Residence Life major changes were made in professional staff, programming, and crisis intervention. An Assistant Director for Facilities, Suzanne Bates, was added in September. Improved communication with the maintenance department and accountability of the apartment staff were fruits of her efforts. Under the direction of Deborah Harrison, 114 programs were presented in the halls.

A revamped selection procedure strengthened the ability of the staff to handle crisis situations.

Cooperative Education

The Office of Cooperative Education serves a diversity of students and employers. During FY 90, 87 students from 18 majors had co-op placements with 41 different employers. Employers included major corporations and federal agencies throughout Georgia and beyond. VSC students have been placed at the CIA, U.S. Marshals Service, the Bureau of Federal Investigation, the Merck Company, IBM, BellSouth Services, and many other companies. In numerous cases, these students will be offered permanent positions with their co-op employers upon graduation.

Orientation

The Orientation/Insight program grew in numbers over last year. The strengths of this program lie in the special way parents and students are given a welcome and orientation to VSC. Most appear to leave with an enhanced feeling of satisfaction with the College.

B. Highlights of the Year's Work

Accomplishments and activities of major organizational areas within the institution

A summary of activities in the schools, divisions, and academic support areas follows:

a. School of Arts and Sciences

In the Department of Biology, eight of the seventeen graduates were accepted into medical school, two into dental school, one into osteopathic school, and one into pharmacy school.

The curricular offerings of the Biology Department exceed in number and diversity the courses available at most of the other senior units. The Department also requires 60 hours of supporting science and math courses giving its graduates an advantage in competition for graduate and professional school and job placement. Its herbarium continued to generate national attention for the Department in FY 90. Eight members of the Department have initiated a collaborative study of Dudley's Hammock in the Grand Bay Wildlife Management area, a unique habitat on the verge of extinction.

Two majors in the Department of Chemistry have been successful in preparing cyclophosphazanes. Each student has been successful in preparing and characterizing at least one new compound, and another student is involved in the elucidation of a reaction mechanism which is thought to be a free radical process. The Department has begun a computer based inventory system for its

supplies, which should be completed in the winter quarter of 1991.

In the English Department, a student organization, the Writer's Bloc, was formed during the year, as was a chapter of Sigma Tau Delta, the English honorary society. A club for English majors was established, and a small, active group was involved this year in producing The Spectator and Oradek, a quarterly review. The Writing Center tutored 1,429 students or 609 more than last year, a fact indicative that instructors throughout the College are requiring more written papers and reports. The Department is adding a Creative Writing minor to those offered in English and Journalism.

During the year the journal, Notes on Teaching English, was moved to Valdosta State College, and Dr. Byron Brown became its co-editor. The Department is also offering courses on "The Black Experience" on three levels: junior, senior, and graduate.

The Department of History's faculty members had an outstanding year in the area of professional growth and development. Two history majors took advantage of the opportunity to spend two full quarters at Sunderland Polytechnic in the United Kingdom, and Dr. Peter Durrans, of the history faculty of Sunderland Polytechnic, served as an instructor during the spring quarter.

In the Department of Mathematics and Computer Science, a study of student preparation for college algebra was begun and a Bachelor of Science Degree program in Computer Information Systems was proposed.

In the Department of Modern Foreign Languages, enrollment reached an all-time high. The Department offered an introductory three-course sequence in Japanese for the first time. Three faculty members were engaged in a program that will lead to their certification as Oral Proficiency Interviewers. Mr. Grady Lacy taught three 5-week conversational Spanish courses to law enforcement officers at the Lowndes County Correctional Institute and a 10-week course for community leaders in Adel.

The Department of Physics, Astronomy, and Geology became a charter member of the Southeastern Association of Research in Astronomy, which wrote a proposal leading to the acquisition of a 36" telescope on Kitt Peak in Arizona. This proposal was chosen by the National Optical Astronomical Observatory and approved by the National Science Foundation in a nation-wide competition of over 30 competitors. The Department acquired a VAX 11/750 minicomputer and arranged to participate in an international study of electromagnetic radiation emitted by particles around the planet Jupiter. Also, a minor in Geography was established, and a pre-engineering student, Keith Welch, won first place in the Education Division of the Zenith Data System's "Masters of Innovation II" national competition. This is the second time that a student from VSC has won this award.

The Department of Political Science successfully balanced graduate programs at Moody Air Force Base and Kings Bay Submarine Base with undergraduate work both on and off-campus. The General Studies Program was officially housed in the Department during

the year, and a major in Paralegal Studies was proposed by the faculty. The Department hopes to develop a Center for Public Administration that will provide continuing services to practitioners in the region.

The Department of Sociology, Anthropology, and Criminal Justice continued to produce many credit hours at a low cost to the College. Its students initiated a new journal, Kaleidoscope: VSC Journal of Criminal Justice, and Social Theory.

b. School of Business Administration

The greatest accomplishment of the School of Business Administration during FY 90 was attainment of accreditation of its programs by the American Assembly of Collegiate Schools of Business. This achievement was the culmination of a two-year self-study process and is significant since only 20 per cent of the more than 1,200 business programs in the United States have achieved this status.

The South Georgia Research and Development Center (SGRDC) completed its second year of cooperative efforts with seven other University System of Georgia institutions by providing services to enhance economic development throughout the region. The SGRDC provides continuing education services, applied research, and information dissemination of economic development activities throughout South Georgia. Regional projects completed during FY 90 include the creation of a Family Business Center, continuation of the Quarterly Regional Economic

Forecast, expansion of Cost-of-Living indices for several communities throughout the region, and production of a number of work ethic videos to be shown throughout South Georgia.

The School of Business Administration has developed a Business Plan which has proven to be an effective instrument in measuring its progress toward specific goals and aiding in the development of strategic plans. The School also continues to improve in its research productivity. In 1989, members of the faculty produced eight refereed articles, two books, and 21 other publications. Through June 30, 1990, it produced six articles, four books, and four published proceedings.

The Accounting and Finance Department had 347 majors in Accounting and 66 in Finance in Fall, 1989. The Department is developing a five-year program leading to a Master of Accountancy degree and concurrently qualifying students to sit for the Certified Public Accountant examination in most states. It is also modifying the current four-year accounting program to serve numerous industry, government, and paraprofessional accounting needs as well as initial preparation in accounting leading to a graduate degree.

In the Management and Information Systems Department, several changes were made to strengthen the management curriculum by offering additional elective courses including International Management, Advanced Production Management, and Special Topics in Human Relations. A proposal to reactivate the major in Management Information Systems was also written. There is some concern as to whether resources

needed to support the major will be available in light of competing proposals for the Master of Business Administration and five-year accounting programs.

In the Marketing and Economics Department, the Economics curriculum has been updated and streamlined as part of an ongoing effort to attract more students to the Economics major. Marketing faculty have publicized their desire to involve senior undergraduate students in business problem-solving for local organizations. Wherever practicable, when local owners-operators have sought assistance, class projects have been planned and executed by the students under the direct supervision of a faculty member.

c. School of Education

The School of Education faculty and administration continue to have a strong commitment to the improvement of teacher education and related programs, as well as to the improvement of educational opportunities for the citizens of the Valdosta State College 41-county service area. This commitment takes the form of revised courses and programs, continued professional development activities, and greater involvement of faculty members in the public schools of South Georgia. Indicative of the success of the School of Education in meeting the educational needs of the citizens of South Georgia are the extremely positive site visitation team reports from the State Department of Education and the National Council for the Accreditation of Teacher Education.

In the Program area, the School of Education has developed a program in Instructional Technology at the Master's level, is completing the development of the Specialist Degree in Physical Education and a Bachelor's Degree in Health Fitness, and has continued the off-campus program offerings at a number of sites, including Early Childhood programs at Bainbridge and Waycross. In addition, the newly-established Wellness Center provides instructional opportunities for majors in the Department of Health, Physical Education, and Athletics, and much needed wellness services for the faculty and staff of the College.

Through a series of development workshops entitled "Getting Back Into Research," several faculty members reviewed and refined their research skills in order to provide expanded services to the public schools and to increase their own research and publication productivity.

The Instructional Technology Lab has been created to house the newest technology for use in School of Education instructional programs, research, and service activities. The Lab contains remote cameras for observation room viewing and videotaping, a high speed duplicating machine for faculty and staff use, a three-ray gun projector for computer demonstrations, and a variety of computers (e.g., Zenith, IBM, Apple) for demonstration of the newest computer-based learning activities, teaching materials, and equipment. The most recent additions to the Lab are 16 IBM/PS2 computers connected through a local area network.

Obtained through a \$180,000 grant from IBM, the network is designed to provide pre-service and in-service teachers with the opportunities to integrate computer technology into their curricula.

Also in the area of instructional technology, the School of Education has established an adult literacy (PALS) lab and a Writing to Read Laboratory. These labs provide instructional opportunities for School of Education faculty and serve as fully operational models addressing the literacy needs of area citizens.

The School of Education was invited to become a charter member of the Rural Schools and Community Services Research Consortium and has become a leader in infusing instructional technology into the teacher education programs.

The continued expansion of services to public schools remains the primary focus of the Regional Education Center. Support for research and service activities has included sponsorship of faculty and teacher cooperative research projects, in-service and staff development workshops, and consultation and evaluation services.

Special accomplishments during the year in the Department of Educational Administration and Supervision included the beginning of a sixth cycle of the Cooperative Doctoral Program during Winter Quarter of 1990 which includes twenty-one students, and a successful School Law Conference held on May 4, 1990.

Consultative services of the Early Childhood and Reading Education Department have been extended to the State Department of Education and the University System of Georgia as various tests and curriculum guides have been developed, reviewed, or revised. This Department serves the largest number of majors on campus.

Special activities of the Department of Health, Physical Education, and Athletics during the year include revision of the curriculum to meet State Department of Education, National Council for the Accreditation of Teacher Education (NCATE), and National Athletic Trainers Association (NATA) accreditation requirements, and development of the curriculum for the Health Fitness major.

To the knowledge of our faculty, the Middle Grades Education Department is still the only autonomous middle grades department in the United States. The Department has placed itself at the forefront of middle grade teacher preparation in Georgia.

Prior to the NCATE visit, the Counseling and Guidance Program of the Department of Psychology, Counseling, and Guidance was approved by the Georgia Department of Education.

Special accomplishments of the Department of Secondary Education included:

Development of a new program--Master of Education in Instructional Technology.

Five grants valued at over \$40,000.

Acceptance of, pending a revision, a \$35,000 grant, with minority emphasis.

Development and implementation of a mini-workshop scheme.

Development and implementation of a workshop for media aides which was a success both educationally and

The major accomplishment of the Department of Special Education during the past year was the purchase of equipment to update the Speech and Hearing Laboratory. The Department was evaluated as a unit of the School of Education by the Council for Exceptional Children (CED), the National Council for Accreditation of Teacher Education (NCATE) and the Southern Association of Colleges and Schools (SACS). All programs within the Department were approved with no specific recommendations.

The name of the former Department of Business and Vocational Education was officially changed with Regents' approval to Department of Vocational Education. Its contracts with the Board of Technical and Adult Education and the Georgia Department of Education provided the opportunity for full-time faculty to work extensively with vocational teachers in the field. These contracts provided \$163,746 in FY 90 for the employment of two full-time Trade and Industrial faculty members.

The Vocational Education Department continued development of its off-campus Trade and Industrial programs at the Naval Submarine Base, Kings Bay, and the Moody Air Force Base. On campus, the Department's major accomplishment during the past year was the acquisition of funds for a second microcomputer lab.

d. School of the Arts

The South Georgia Arts Development Project, later designated ArtSouth, was begun in October, 1989. This project was the outgrowth of the South Georgia Arts Assessment project of 1987 and 1988 which identified arts and arts education constituencies in the region and created a channel of communication between Valdosta State College and the regional groups.

Since the engagement of Ms. Martha Gibson as Coordinator of ArtSouth, dramatic progress has been made. Ms. Gibson has visited 44 counties in Georgia and North Florida and has received requests for assistance from virtually all these communities. The activities of ArtSouth have included the delivery of arts programs by Valdosta State College groups to area schools, museums, arts organizations, colleges, and civic organizations.

Through ArtSouth, a Fine Arts series has been arranged and offered to school systems and other groups for FY 91. This "prepackaged" and inexpensive season includes a musical concert, a children's play, a Broadway musical, and an art exhibit, all by VSC students and faculty. Ten systems have already contracted for the series in 1990-91.

A newspaper column by Ms. Gibson, which will be offered to 20 weekly newspapers in South Georgia, and a seminar for business people will be sponsored in conjunction with the Georgia Business Committee.

In FY 90, the School of the Arts contracted with the Jekyll Island Authority of the Georgia Department of Natural Resources to produce a season of musical theatre in the Amphitheatre at Jekyll Island State Park. There is an option to continue the program for at least two additional years.

The existence of this professional theatre activity as an extension of the Valdosta State College program has far-reaching implications. As a professional and scholarly activity for faculty, an internship possibility for outstanding students, and as outreach and public relations for the College, the Festival is a bold and dramatic addition to the School of the Arts.

e. School of Nursing

The School of Nursing centered activities for the past year around the self-study process in preparation for the National League for Nursing (NLN) accreditation visit in 1991 and for the Georgia Board of Nursing's annual visit.

One hundred per cent of the Nursing students passed the National Council Licensure Examination (NCLEX). Valdosta State College students scored first among 32 programs in Georgia, with students scoring 13 per cent higher than all students taking the test for the first time, and 15 per cent higher than all baccalaureate graduates taking the test in the United States.

f. Division of Aerospace Studies

AFROTC experienced an increase in freshman class enrollment in FY 90. One hundred students were enrolled Fall Quarter, 1988 and 130 in the Fall Quarter, 1989. The detachment commissioned 13 cadets as Second Lieutenants upon graduation.

g. Division of Graduate Studies

In FY 90, Valdosta State College conferred a total of 448 graduate degrees (331 Master's, 118 Specialist's). A quarterly breakdown is as follows:

	<u>Master's</u>	<u>Specialist's</u>	<u>Total</u>
Summer	136	50	186
Fall	56	23	79
Winter	58	18	76
Spring	<u>81</u>	<u>26</u>	<u>107</u>
	331	118	448

The Ph.D was conferred by Georgia State University on two students who were enrolled in the Cooperative Doctoral Program.

Valdosta State College awarded scholarships to six minority graduate students, using the \$15,000 allocation from the Regents' Opportunity Scholarship Program. An endowment fund was continued this year to provide additional scholarships to graduate minority students. Graduate minority enrollment statistics were as follows:

	<u>1988-89</u>	<u>1989-90</u>
Summer	185	194
Fall	137	157
Winter	150	141
Spring	140	134

Faculty research grants totaling \$15,470.00 were awarded to faculty through the Faculty Research Grant program administered by Graduate Studies.

h. Developmental Studies

The Department had a sizeable increase in the number of students required to be tested and to take Developmental Studies classes. There were 660 Developmental Studies students in Fall, 1989, compared to 537 in Fall, 1988.

The curriculum of the Department of Developmental Studies includes one course in developmental reading, one in developmental English, and two in developmental math. Probably a study skills course and additional courses in developmental reading and English should be added.

i. Office of International Programs

The Office of International Programs was established in August, 1989, when the new director, Dr. Tracy Harrington, was hired. The new unit seeks to broaden the base of faculty and student involvement in internationally oriented activities and to extend the range of those activities.

Attention has been given to strengthening curricular offerings of an international nature and to sponsoring of activities that enhance the instructional program. A spring lecture series on "Eastern Europe: A Study in Diversity" was organized to include seven public lectures by visiting experts, a major feature film from Eastern Europe, and an arts panel. A new international studies minor was designed, and the introductory course for it was first taught in the Spring of 1990. For the twelfth consecutive year, a special course was offered in conjunction with the National Model United Nations, in Winter, 1990, and students attended the Model United Nations program in New York.

Extending study abroad options for students and forging linkages for the exchange of faculty and students were the strategies employed to provide expanded opportunities for international experience. Exchange agreements were signed with Sunderland Polytechnic in England, Kansai Gaidai University in Japan, the Hungarian Institute for Educational Research, and a consortium of United States and Belizean institutions for educational interchange in Belize. Two Valdosta State College students spent six months at Sunderland as its first exchange students, and a historian from Sunderland offered a graduate seminar on colonialism and decolonization on campus. Valdosta State College faculty offered courses in England, Spain, and the Bahamas.

j. Office of Admissions

The Admissions Office received 5,506 applications for the four quarters of FY 90, an increase of 280 applications, or 5.36%, over FY 89.

Valdosta State College enrolled 1,921 new undergraduate students in Fall, 1989, the largest new student population ever enrolled for any fall quarter.

Special accomplishments of the Admissions Office included:

Hosting three successful Open Campus Days for prospective students.

Implementation of the academic scholarship award program and the recruitment of outstanding scholarship students for Fall Quarter, 1990.

Integration of the new admissions policies into the admissions process.

As of June 1, 1990, the Admissions Office processed 3,063 applications for Fall Quarter, 1990.

k. Office of the Registrar

The student record system, while maintained by computer, is a punch-card oriented process developed during the 1960's. New computer hardware was installed during the current academic year; however, the software associated with the student record system remains unchanged. On-line access by academic and administrative offices is essential to provide adequate service and is a primary goal of the institution. Common databases are necessary to eliminate the duplication of effort and the errors in multiple entry of data. Integration of student fee accounts and financial aid with student academic records is also necessary.

The Office of Graduate Studies, the Computer Center, and the Office of the Registrar conducted a special telephone registration process for graduate students for Fall Quarter, 1989, registration. Based on the outcome of this testing process, telephone registration was implemented for the entire Valdosta State College student body beginning in November, 1989, for Winter Quarter, 1990, registration.

Goals for the FY 91 include the modification of the telephone/terminal registration system to include many enhancements and optional features, the expansion of the microfilming process to eliminate additional paper files, the increased use of computer and microcomputer equipment, and the improvement of the enrollment certification process.

l. Public Services

In FY 90, the Office of Public Services attained the ability to register off-campus students by terminal and to print fee invoices. This process allows a longer registration period and gives instant feedback of registration information, accessibility of on-campus

personnel to off-campus students, promotion of Valdosta State College at off-campus sites, and provision of up-to-date information to off-campus site representatives.

Evening Program

Strengths of the Evening Program include: Greater accessibility of evening program personnel to students, better ability to track evening program students and see that they are registered for the proper courses, and capability of registering students on the Evening Program site.

The Evening Program accomplishments included development of a handbook for evening students, increased accessibility of students to Evening Program personnel, and the acquisition of a computer to update files, register students, and to perform other functions as needed. The Evening Program has added an Assistant Director of Public Services, who has considerable experience working with adults. A new Assistant Coordinator at Kings Bay has a background of experience which should improve recruitment there as well as add stability to the teaching of the computer classes.

Continuing Education

Special accomplishments include: successful implementation of a Legal Assistant Program, allowing Continuing Education to contribute \$5,000.00 to the library to add to the collection of law books, and increased enrollment in the children's enrichment programs--SCOPE, in the winter, and swimming classes in the summer.

Continuing Education activities initiated: Spanish for Correction Workers, Hard Disk Management, four new courses for SCOPE, teleconferences, Personal Safety for Women, Continuing Education for Pharmacists,

seminar co-sponsored with the Medical College of Georgia, Creative Serging, a Medical Ethics Series, CPR training for VSC Public Safety Staff, several programs co-sponsored with the Department of Sociology and School of Nursing, and other programs co-sponsored with various community groups.

Off-Campus Credit Program

Off-Campus Credit Programs were improved by installation of a personal computer and telephone modem for communications with the main campus computer system. This action gives access to the Registrar's databases and permits registration by terminal and the printing of fee invoices in-house.

Off-Campus Credit Program activities initiated include: start of an undergraduate Early Childhood Education cycle program in Waycross, bringing the majority of core curriculum courses to Lakeland and Nashville, creation of an off-campus brochure, revision of the off-campus Handbook for Military Students, start of a special advising program separate from the off-campus registration, numerous visits made to school systems by the Director of Public Services and the Dean of Graduate Studies, and inclusion of the off-campus textbook order form in the off-campus schedule of classes for those students who register by telephone.

m. Office of Sponsored Programs

The Office of Sponsored Programs continued to help faculty members identify sources of extramural funding and, with the assistance of information provided by the Office of Federal Programs of the American Association of State Colleges and Universities (AASCU), disseminated information about grant opportunities to appropriate units on campus.

The Foreign Language/International Culture Center (FLICC) completed its second year of operation in June, 1990. Its greatest strength lies in the fact that area foreign language educators are well aware of the availability of FLICC and continue to use its resources and services, as do the faculty members from the Valdosta State College Department of Modern Foreign Languages.

A complete sequence of Japanese 101-102-103 was offered on campus for the first time. About 28 students enrolled in the first class, and the sequence finished with 10 students successfully completing the three courses. Arrangements were made for an exchange student to attend Kansai Gaidai University in Japan in the coming year.

A foreign language film festival was presented in the Spring Quarter, and attendance at the eight sessions averaged more than 30 persons per session.

Classes in Everyday Spanish were presented to two groups: a group of law enforcement officers in Valdosta and a community group in Adel.

More than 260 items from the Foreign Language/International Culture Center Resource Library were used by students, Valdosta State College faculty, and area language teachers.

VSC 101 - Orientation to College

This course is designed to orient students to the college and its facilities, improve study habits, develop an appreciation for the values of higher education, help students seek and accept academic responsibilities, define educational goals, and familiarize students with the appropriate use of college resources.

The course is evaluated each quarter using a twenty-item questionnaire designed specifically to measure overall course effectiveness,

course objectives, the professor teaching the course, and the materials required. Analysis of the Fall 1989 student evaluation results were quite positive. They consistently rated course effectiveness above average to excellent, and the highest means dealt with teaching qualities of the instructors.

In the Fall of 1989, VSC 101 students had a 10.77% better retention rate than those who did not take the course. These figures are particularly significant since the enrollment in VSC 101 for Fall Quarter, 1989, increased by 241% over Fall, 1988.

n. Faculty Development

The following are highlights of Faculty Development Activities for 1989-90:

1. Total amount of grants awarded 1989-90: \$55,998.98
2. Number of grants awarded 1989-90: 138
3. All academic schools received grants, as well as the Library, and International Programs.
4. Number of academic departments and teaching areas receiving grants: 26

C. Affirmative Action/Equal Opportunity

1. Employees

a. Summary of Changes in Race and Gender Composition

<u>Blacks</u> <u>EEO Category</u>	<u>Number Employed</u>			
	<u>Number</u>	<u>FY 1989</u> <u>% of</u> <u>Category</u>	<u>Number</u>	<u>FY 1990</u> <u>% of</u> <u>Category</u>
Exec/Adm/Managerial	6	6.97	8	8.80
Faculty	10	4.69	12	4.70
Prof/Non-Faculty	4	8.50	6	11.80
Secretarial/Clerical	17	13.60	22	16.50
Technical/Paraprof.	3	7.80	3	7.50
Skilled/Crafts	12	23.50	9	17.60
Service/Maintenance	129	81.10	144	80.90
Total Employed	<u>181</u>		<u>203</u>	

<u>Women</u> <u>EEO Category</u>	<u>Number Employed</u>			
	<u>Number</u>	<u>FY 1989</u> <u>% of</u> <u>Category</u>	<u>Number</u>	<u>FY 1990</u> <u>% of</u> <u>Category</u>
Exec/Adm/Managerial	24	27.9	25	27.5
Faculty	73	30.5	83	32.2
Prof/Non-Faculty	26	55.3	27	54.0
Secretarial/Clerical	114	91.2	121	91.0
Technical/Paraprof.	7	18.4	8	20.0
Skilled Crafts	1	1.9	2	3.9
Service/Maintenance	74	46.5	83	48.0
Total Employed	<u>319</u>		<u>349</u>	

b. Summary of Minority and Female Faculty and Staff

Overall, the number of minority and women employees increased during FY 90. An examination of the EEO data shows an increase of minorities from 181 to 203 and women from 319 to 349. Of special significance was the employment of two outstanding black faculty: Dr. Ronald High, an exceptional tenor, in the Department of Music and Dr. William Pollard, an outstanding physicist in the Department

of Physics, Astronomy, and Geology. The following is a listing of the significant minority promotions/hires for the year.

Dr. Ronald High, Assistant Professor of Music
 Dr. William Pollard, Assistant Professor of Physics,
 Astronomy and Geology
 Ms. Phyllis Thompson, Assistant Director of Admissions
 (Minority Recruiter)
 Ms. Suzanne Bates, Assistant Director of Residence Life,
 new hire
 Ms. Rosalyn Hatcher, Library Technical Assistant, new hire
 Ms. Cloretha Smith, Secretary, Bookstore, new hire
 Mrs. Shirley McClain, Director of the Evening Program,
 new hire
 Captain Byron Clark, Division of Aerospace Studies
 Ms. Yvonne Williams, Library Assistant I, new hire
 Mrs. Debra Miller, Accounting Clerk Payroll
 Dr. Ouida McDougal, Associate Professor, promoted to:
 Professor of Education
 Ms. Doris Miller, Clerk III, promoted to: Personnel
 Assistant I
 Ms. Bernice Smith, Food Service Worker I, promoted to:
 Food Service Worker II
 Ms. Mavis Thomas, Food Service Worker I, promoted to:
 Food Service Worker II
 Mr. Isaiah Duncan, Cook II, promoted to: Food Service
 Supervisor I
 Mrs. Mary Johnson, Baker II, promoted to : Food Service
 Supervisor I
 Mr. Kenneth Daniels, Equipment Operator I, promoted to:
 Equipment Mechanic
 Mr. Adolphus Butler, Equipment Operator II, promoted to:
 Grounds Foreman I

In each search to fill a faculty, professional staff, or administrative position, the top minority candidate was invited for an interview. This resulted in the employment of two faculty members and the Director of the Evening Program. Minorities were also finalists for the positions of Vice President for Business and Finance and Head, Department of Art. A strong justification was required when minorities and women were not included in sufficient numbers among the applicants for all positions. Advertisements targeting minorities were required in all searches; these efforts must be approved by the Affirmative Action Office.

2. Students

a. Summary of Changes in Minority Enrollment Since the Previous Year

In FY 89, there were 1,532 cumulative unduplicated black registrants at VSC, representing 15.29 per cent of all registrants. The total number of black registrants increased in FY 91 to 1,584 or 15.34 per cent of registrants.

b. Summary of Methods and Techniques Employed for Recruiting and Retaining Minority Students

Recruitment and retention of minority students continued to be among the primary goals of the College. In fact, retention rates for minority students are slightly higher than for majority students, especially for those exiting Developmental Studies. Letters were sent to all minority students enrolling for Fall Quarter, 1989; meetings were held throughout the year for those who matriculated. The Minority Peer Advising program continued to provide a significant supplement to other programs designed to improve the College's ability to retain students. To support the services provided by the program, a full-time secretary was added to the Minority Affairs Office, and for FY 91, an assistant to Dr. Jerry Hardee, Assistant to the President for Affirmative Action and Minority Affairs, who will have major responsibility for the day-to-day operation of the Peer Advising Program, will be employed. His/her duties will include dormitory visitations, communication with parents, and providing assistance to commuting students.

In support of the College's efforts to increase the participation of minorities in its activities and programs, the Minority Advisory Committee remains an active and participatory body. Four meetings

were held during the year, one of which resulted in 16 scholarships being awarded to minority elementary school students to the VSC Scope Enrichment Program. Plans are underway to expand this effort to include more students, and to seek outside funding to support a summer enrichment program.

c. Degrees Conferred

During FY 90, 162 degrees were conferred on minority students. The figure for FY 89 was 134.

3. Plans for Improvement

a. Areas That Will Receive Special Attention

In spite of the "good faith" efforts of the past, several institutional units are still underrepresented by minorities. Rather than waiting for minorities to surface through the normal procedural process, new positions will be added to Departments with the stipulation that they must be filled by minorities. Failure to fill these positions in a reasonable time frame may result in not only the loss of the new position but holds being placed on filling other vacancies.

b. President's Plan of Action

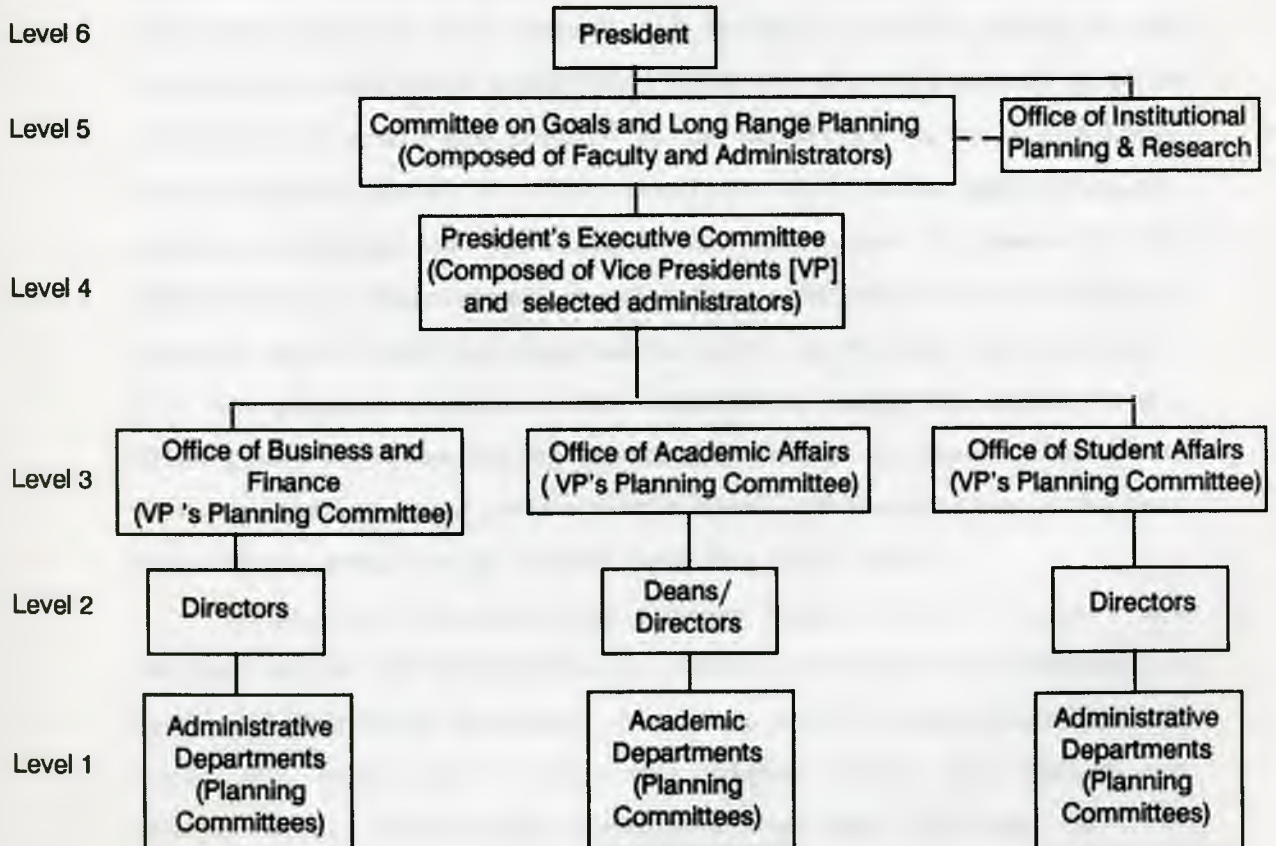
- * To continue the same procedures that have proven effective in FY 90.
- * To update the Affirmative Action Plan by January, 1991.
- * To distribute the Recruitment Handbook to Schools and Departments, by September 1990.

- * To plan and implement, quarterly at least, one major activity which will focus on enhancing diversity.
- * To send personal letters to all minority students accepted for Fall Quarter 1990 encouraging their participation in early InSight Sessions and ultimate enrollment. Parents will receive invitations to attend a special meeting during InSight, and there will be follow-up calls and meetings with them during the year.

D. Institutional Effectiveness

1. Provide a brief description of the organization and procedures for planning at your institution, including:
 - a. An organization chart which describes the planning structure at the institution.
 - b. A timetable of planning activities over the institution's planning cycle.

Valdosta State College's Organizational Planning Chart:



Description of Establishing Institutional Goals (stage 1), Prioritizing the Goals (stage 2), and Implementing the Plan to Achieve the College's Goals (stage 3):

Valdosta State College is in the process of implementing stages 1 and 2 of the planning process. Stage 3, which requires each department/unit to develop a five-year plan, will begin January 1, 1991. The plans will be completed by June 30, 1991, and submitted as part of the department/unit's annual report to the President.

The organizational planning chart shows the levels of the planning process. During the goal setting stage and the goal prioritizing stage the information moves from level 1 to level 6. During the Establishment of Institutional Goals, each department/administrative unit (level 1) will develop five institutional goals and submit them to the deans/directors. The deans/directors (level 2) will sort and select and forward up to ten goals to their Vice President's Planning Committee (level 3). Each Vice President's Planning Committee will select and forward up to 15 goals to the Presidents's Executive Committee (level 4), who will select up to 18 institutional goals and forward to the Committee on Goals and Long-Range Planning (level 5). This committee will review and revise the goals as appropriate and submit the total set of goals to the departments or administrative units for prioritization. As the pool of goals moves from the departmental level up through the other levels, the process should create competition among the goals (e.g., those goals with compelling rationales should be chosen over those that are less important to the institution), thus resulting in the most significant goals being chosen from the total pool.

Stage 2 of the planning process begins when the goals are resubmitted to the departments or academic units by the Committee on Goals and Long Range Planning. The goals will be prioritized by each level and submitted to the next higher level for review and modification. Since stage 1 should assure that important institutional goals are chosen, the criterion for prioritization will be based

on "Given the existing resources and as new resources are secured, where should resources be allocated?" After the goals have been prioritized by levels 1 through 5, the President (level 6) will make the final decisions regarding the institutional goals and their priority.

Stage 3 will require all departments and administrative units to select three to five of the prioritized institutional goals derived from stage 2 and develop long range plans to achieve the goals. At the completion of stage 3, the college will have a planning document that involves all levels of the organization in the achievement of the institutional goals. The plans will contain information related to (1) the rationale for selecting the goal(s) (e.g., why it is important for the unit), (2) action steps to achieve the goal(s), (3) estimated cost to achieve the goal, and (4) the expected results and evaluation measures and methods. The plans will be developed for a five-year period, although they will be revised every two years. The reporting of the plan's success will be coordinated with the submission of the department/unit's annual report to the President.

Because of the importance of the assessment of student outcomes, Valdosta State College is also implementing an assessment process related to the evaluation of student learning for each degree program. This process is separate from the process described above because it involves only the academic departments and is focused at those activities directly related to student learning and its assessment. The process called the Professional Program Purpose and Evaluation (PPPE) has been in place for one year and requires academic departments to determine the following information for each degree program:

- Program purpose
- Program learning outcomes
- Expected results and evaluation measures and methods
- Research outcomes
- Public service outcomes

In addition to the above information, academic departments will be revising the information to include competencies, since one of the

recommendations from the SACS reaffirmation report is that "the college publish materials that clarify graduation requirements by identifying competencies to be gained in each program, . . .".

Specifically for the PPPE's, the following planning/assessment activities occur each quarter (Note that the specific reporting and institutional planning activities associated with stages 1 through 3 described above are still being established.):

Fall Quarter

Departments

- Review effectiveness plan prepared for Department's Annual Report
- Review priorities, statement of expected results, and evaluation process from PPPE
- Review previous year's actual results (should occur first time during Fall 1991)

Deans review the PPPE plans

Office of Institutional Planning & Research

- Produces a Factbook summarizing critical planning variables for the last fiscal year
- Produces results of last fiscal year's exiting seniors
- Produces results of Employer Survey (Every 4 years, beginning 1988-89)
- Processes the Senior Exit Questionnaires (which is a continuous activity during the year)
- Conducts Faculty Survey (Every 3 years, beginning 1988-89)

Registrar prepares the Fall Quarter Enrollment Analysis Document on current student information

President prepares Annual Report for Chancellor

Winter Quarter

Departments

- Implement evaluation plans in PPPE
- Prepare budget requests based on evaluation results

Deans compile departments' requests and prepare school budgets; submit to VP for Academic Affairs

Office of Institutional Planning & Research

- Conducts Alumni Survey (First & fifth year Graduates)
- Produces Results of Faculty Survey (Every 3 years)
- Produces Retention Report

Registrar prepares the Winter Quarter Enrollment Analysis Document on current student information

Spring Quarter

Departments continue assembly of current year's actual evaluation results

Office of Institutional Planning & Research

- Conducts survey of student body (Every 2 years, beginning 1988-89)
- Produces Results of Alumni Surveys

Registrar prepares the Spring Quarter Enrollment Analysis Document on current student information

Summer Quarter

Departments prepare Annual Report containing evaluation information and recommended program changes
Deans compile information and prepare their Annual Reports to President

Office of Institutional Planning & Research

- Conducts survey of Employers (Every 4 years, beginning 1988-89)
- Produces Results of Student Body Survey (Every 2 years, beginning 1988-89)

Registrar prepares the Summer Quarter Enrollment Analysis Document

2. Provide a list of the institution's current planning priorities, goals and objectives.

The institution's current planning goals and the assessment of their achievement are as follows (these were also the institution's goals last year):

Goal: 1. The college will maintain its SACS accreditation in April 1990.

Attainment Status 1990: On July 27, 1990, the College received the report prepared by the Reaffirmation Committee which visited VSC in April 1990. The responses to the Reaffirmation Committee's recommendations are due to SACS by October 15, 1990. The reaffirmation of SACS accreditation for VSC will occur during the December, 1990, meeting of the Commission on Colleges and its Committees on Criteria and Reports.

Goal: 2. The College will increase undergraduate head count enrollment 4 per cent each year.

Attainment Status 1990: From Fall 1988 to Fall 1989, VSC increased its undergraduate headcount 7.18 per cent.

Goal: 3. The College will increase graduate head count enrollment 2 per cent each year.

Attainment Status 1990: From Fall 1988 to Fall 1989, the graduate enrollment decreased 2.39 per cent.

Goal: 4. Graduate programs should increase the number of graduates 5 per cent a year, beginning with a base of 400 graduates.

Attainment Status 1990: During the FY 90, 436 graduate degrees were granted.

Goal: 5. The College will continue to see that at least 65 per cent of the faculty offering instruction at the junior/senior level hold the terminal degree.

Attainment Status 1990: Over 65 per cent of the faculty teaching upper division courses have terminal degrees (fall 1989 quarter).

- Goal: 6. The College will continue to see that at least 90 per cent of the faculty offering instruction at the graduate level hold the terminal degree.
- Attainment Status 1990: Over 90 per cent of the faculty teaching graduate courses have terminal degrees (fall 1989 quarter)
- Goal: 7. The SAT average of entering freshmen should increase to 840 by fall quarter, 1991.
- Attainment Status 1990: New admission requirements implemented for the 1990 summer quarter have resulted in an average SAT score of 847 for the Fall 1990 Accepted Freshmen and Developmental Studies Students.
- Goal: 8. The College's graduate and professional programs should have and maintain specialized accreditation.
- Attainment Status 1990: The M.Ed., M.M.Ed., Ed.S., and M.S.N. are accredited. In addition, the undergraduate programs in music and business administration are accredited by NASM and ASCSB respectively.
- Goal: 9. The College will increase revenue from external grants, gifts, and contracts by 10 per cent a year, beginning with a base of \$300,000.
- Attainment Status 1990: For the first 3 quarters of FY 90, VSC has obtained \$496,186 in external grants, gifts, and contracts.
- Goal: 10. The College will increase its retention rate for entering full-time freshmen to 80 per cent by fall quarter, 1991.
- Attainment Status 1990: The fall 1988-89 retention rate for first-time, full-time freshmen was 79.3 per cent. The retention rate for Black freshmen was 84.1 per cent
- Goal: 11. The College will increase its graduation rate to 35 per cent for full-time freshmen (after 5 years) by fall quarter, 1991.
- Attainment Status 1990: The 1989 baccalaureate degree five-year graduation rate for full-time, first-time freshmen who enrolled during the fall 1984 quarter was 37.3 per cent. The graduation rate for Black freshmen was 47.4 per cent.

3. Provide a brief description of the assessment program at your institution indicating the procedure(s) by which the primary expected results were identified and adopted.

First, the primary expected results were identified and adopted at the academic departmental level through the completion of the

Program Purpose and Evaluation Form developed by the Goals and Long-Range Planning Committee and implemented during the 1988-89 school year. The Department's primary expected results were critiqued by members of the committee and returned to the department, where they were revised, if necessary. It is these primary expected results that departments are currently using to develop measurement processes and the collection of evaluation information. The assessment described below applies to the assessment of student learning. Beginning next year, the institutional strategic planning process will incorporate the evaluation of administrative units' goals.

The assessment program at VSC is organized as follows:

I. Cognitive Assessment Instruments

A. Cognitive Assessment Instruments used internally by VSC

1. Each department has identified Cognitive Assessment Instruments where appropriate. Currently, the departments are generally not using specific instruments. However, one that is using such an instrument is the Business School, which is administering the AACSB Core Curriculum Assessment Program test (Developed by ACT) to assess 1989 fall freshmen and 1990 spring seniors.
2. The RTP is administered to all qualifying students to measure their reading and English ability.

B. Cognitive Assessment Instruments that are external to VSC, such as:

1. TCT (Teacher Certification Test) is administered by the Georgia Department of Education to all students who complete the education degree and who apply to take it. The test measures the content that teachers are supposed to master.
2. TPAI (Teacher Performance Assessment Instrument) is administered by the Georgia Department of Education to first-year teachers. The test measures the teaching performance of the VSC education graduate.
3. Nursing graduates are administered a Georgia State Test to secure their state license as a nurse. For FY 90, 100 per cent of the VSC nursing graduates passed the state examination.

II. Attitudinal (opinion) Surveys

- A. During FY 90, VSC has initiated the following surveys:
1. VSC Alumni Questionnaire (1988-89 and 1984-85 Alumni)
 2. VSC Exiting Senior Questionnaire (1989-90)
 3. Four customized graduate surveys for the School of Education, the School of Business, the Departments of Special Education, and Educational Administration and Supervision.
- B. The questionnaire items are related to SACS criteria or to specific concerns of VSC programs and services. See the response to question 1 for the dates that these questionnaires will be administered.

III. Assessment-Related Information from Institutional Data Systems

- A. VSC produces two documents that present information related to the attainment of specific numerical goals (e.g., 4 per cent increase in enrollment). These documents are:
1. Quarterly Enrollment Analysis Documents (distributed each quarter)
 2. Fact Book that provides summary and annual data for use by department heads and administrators
- B. The Quarterly Enrollment Analysis Documents have been published since 1981 and serve as a useful tool for longitudinal analysis of enrollment factors.
4. Provide examples of the primary expected results which were adopted by the institution for FY 90 in each of the following areas:
- a. Educational programs;
 - b. Research programs (if applicable);
 - c. Service programs;
 - d. Academic Support programs; and
 - e. Administrative Support programs

Educational Programs:

Expected Results:

1. Graduate students shall demonstrate knowledge, skills, and values needed for professional practice within an appropriate setting for which they are trained (Department of Psychology, Counseling & Guidance).
2. Each graduate will comprehend and be able to utilize the knowledge gained from attaining the basic competencies as identified by the appropriate accreditation and certification groups (Department of Health, Physical Education, & Athletics).
3. Students will gain a conceptual understanding for musical properties such as rhythm, melody, texture, form, and a comprehensive grasp of their interrelationship as they form the basis for listening, composing, and performing (Department of Music).
4. Increase the pass rate on CPA exams (Department of Accounting).
5. English majors will demonstrate knowledge of the tools and concepts of writing a literary and non-literary essay (Department of English).

II. Attitudinal (opinion) Surveys

- A. During FY 90, VSC has initiated the following surveys:
1. VSC Alumni Questionnaire (1988-89 and 1984-85 Alumni)
 2. VSC Exiting Senior Questionnaire (1989-90)
 3. Four customized graduate surveys for the School of Education, the School of Business, the Departments of Special Education, and Educational Administration and Supervision.
- B. The questionnaire items are related to SACS criteria or to specific concerns of VSC programs and services. See the response to question 1 for the dates that these questionnaires will be administered.

III. Assessment-Related Information from Institutional Data Systems

- A. VSC produces two documents that present information related to the attainment of specific numerical goals (e.g., 4 per cent increase in enrollment). These documents are:
1. Quarterly Enrollment Analysis Documents (distributed each quarter)
 2. Fact Book that provides summary and annual data for use by department heads and administrators
- B. The Quarterly Enrollment Analysis Documents have been published since 1981 and serve as a useful tool for longitudinal analysis of enrollment factors.
4. Provide examples of the primary expected results which were adopted by the institution for FY 90 in each of the following areas:
- a. Educational programs;
 - b. Research programs (if applicable);
 - c. Service programs;
 - d. Academic Support programs; and
 - e. Administrative Support programs

Educational Programs:

Expected Results:

1. Graduate students shall demonstrate knowledge, skills, and values needed for professional practice within an appropriate setting for which they are trained (Department of Psychology, Counseling & Guidance).
2. Each graduate will comprehend and be able to utilize the knowledge gained from attaining the basic competencies as identified by the appropriate accreditation and certification groups (Department of Health, Physical Education, & Athletics).
3. Students will gain a conceptual understanding for musical properties such as rhythm, melody, texture, form, and a comprehensive grasp of their interrelationship as they form the basis for listening, composing, and performing (Department of Music).
4. Increase the pass rate on CPA exams (Department of Accounting).
5. English majors will demonstrate knowledge of the tools and concepts of writing a literary and non-literary essay (Department of English).

6. Majors in French and Spanish will attain the minimal levels established in the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) (Department of Modern Foreign Languages).
7. Prepare Biology majors for successful entry into post-baccalaureate education programs and biology-based job opportunities (Department of Biology).
8. The Department will increase its academic service to the rest of the college by offering classes to an increasing number of students in sociology and anthropology courses (Department of Sociology, Anthropology, and Criminal Justice).
9. Each Special Education major will demonstrate an understanding of the historical treatment, etiology, and characteristics of the mentally handicapped (Department of Special Education).
10. Each EAS student will be able to demonstrate educational leadership skills in specific course-work and through the performance-based certification process required for leadership positions in Georgia (TCT) (Department of Educational Administration & Supervision).

Research Programs:

Expected Results:

1. For a two-year period, 35% of the biology faculty will have a manuscript published in a refereed journal; 50% will present a research paper at a state/regional/national scientific meeting; and 25% will submit a grant proposal for intra- or extramural funding (Department of Biology).
2. Increase the applied research involvement of faculty as a way to maintain and enhance intellectual capital (Department of Economics).
3. Each faculty member will engage in research and writing that will produce papers to be presented at professional meetings and publications to appear in professional journals and other professional print (Department of Philosophy).
4. Each astronomy faculty member is encouraged to maintain an active research program (Department of Physics, Astronomy, and Geology).
5. Faculty will participate in a program of research activity (Department of Communication Arts).

Service Programs:

Expected Results:

1. The Director of the VSC Planetarium & Observatory, with the help of the astronomy students and the Public Relations Office, is to provide Planetarium Programs for classes and community groups (Department of Physics, Astronomy, and Geology).
2. The marketing faculty are to engage in community service and provide professional community involvement to enhance their teaching and research competence (Department of Marketing and Economics).
3. Every biology faculty member is expected to participate in public service activities that do not disrupt their normal teaching responsibilities (Department of Biology).
4. The Philosophy's Center for Professional and Applied Ethics (CPAE) will conduct community programs in applied and professional ethics (Department of Philosophy).

The formal establishment and reporting of expected results for the academic support programs and administrative support programs will be in place at the end of this fiscal year. The progress of this activity will be reported in next year's annual report.

5. For each primary expected result presented under paragraph 4, present a brief summary of the most recent assessment data and information which demonstrate the effective level of attainment of that result.

Educational Programs:

Assessment and Attainment of Expected Result:

1. All graduate students who took the TCT passed it. Course grades, products, and supervisor evaluations point to quality performance. Almost all students passed their comprehensive examination the first time.
2. Approximately 94% of the HPEA majors met the expected result as all students earned grades of a C or better, maintained an overall GPA of at least 2.5, and scored 70 or better on the Georgia Teacher Certification Test.
3. Senior music education majors have an 80% pass rate on the TCT. In addition the students met the National Association of Schools Music criteria and standards for accreditation.
4. It is difficult to assess the complete achievement of the expected result, as students who graduated 5, 10, or more years ago are still taking the CPA exam. Based on the statistics provided by the State Board of Accountancy, the current VSC pass rate is approximately double the pass rate of 5 years ago.
5. The expected result was achieved as all English majors completed English 101/102 with a C or better and completed all English courses at the 300 or higher level with a C or better.
6. Each French and Spanish major exceeded the proficiency outcome in the spoken language as established in the ACTFL four basic language skills: Speaking-intermediate high skill level; Listening-intermediate high skill level; Reading-advanced skill level; and Writing intermediate high skill level.
7. The expected result was fully achieved for this year's graduating seniors as determined by the following: 94% indicated satisfaction with the BS degree program in biology (determined from the VSC Senior Exit Questionnaire); seniors demonstrated scores of 46 to the 90th percentile range on the admission exam, with a mean of 83; declared biology majors increased 17% for the FY 89-90 which was equal to 4.75% of the total VSC enrollment; the biology course evaluations showed a rank average of 3.97 (5.0 scale); of the 17 biology majors who graduated, 12 were accepted into post-baccalureate programs, 3 were immediately employed, and 2 were undecided.
8. There were modest increases of 2.2% in the credit hour production in the sociology and anthropology classes.
9. All special education graduates passed SPE 370 with a grade of C or better; all graduates demonstrated competence in adjusting tasks for MH students based on their characteristics in clinical

teaching; and all students passed the TCT area of characteristics at above the state average.

10. In 1989 a total of 25 students graduated with an M.Ed. in EAS. EAS passing rates on the TCT for the period of 1983-88 totaled 79% for the initial attempt and 97% for the cumulative attempt. In March 1990, 23 students passed (79%) and 6 failed (21%) the TCT.

Research Programs:

Assessment and Attainment of Expected Result:

1. Although the Biology Department's expected result encompasses a two year period, it is ahead of schedule as determined by: 23% of faculty had one or more papers published; 30.7% of the faculty presented a research paper at a scientific meeting; 38.5% of the faculty submitted grant proposals for intramural funding and 23% submitted grant proposals for extramural funding.
2. The Economics Department Head estimates that the expected result was achieved at the 50% level as determined by: two faculty members had one article published; one faculty had a second article accepted; one faculty member served as a discussant at a regional conference.
3. One hundred per cent of the full-time philosophy faculty achieved the expected result as 4 articles were accepted for publication and nine papers were presented at state, regional, or national meetings.
4. One hundred per cent of the astronomy faculty have active research programs as the faculty published a lab manual, two abstracts, and two reviews; three grant proposals were written, and two were funded.
5. The faculty in the Department of Communication Arts are involved in research activity as determined by: three convention papers were presented; one article completed; one article submitted for publication; and a grant for \$1000 was received.

Service Programs:

Assessment and Attainment of Expected Result:

1. During FY 90, the expected result was achieved by the astronomy faculty as 161 planetarium shows for 5,293 school children and members of civic groups were conducted; six planetarium programs were conducted for 417 visitors; and the department head established Young Astronaut Programs and sponsored competitions for Space Camp in both the city and county schools.
2. The Marketing and Economics Department Head estimates that the expected result was achieved at the 80% level. All marketing faculty provided one or more types of professional community service in the areas of VSC (3 activities), School of Business (2 activities), Department (5 activities), and External (3 activities).
3. One hundred per cent of the biology faculty participated in one or more public service activities during FY 89-90, with 69.2% providing the public with problem-solving/question-answer information, 84.6% holding membership in one or more professional organizations, with 23% of these having leadership roles in the organizations. Even with this level of public service participation, the Department Head indicates that less than half of the faculty are actively involved in public service activities.

4. The expected result was achieved by the Philosophy's Center for Professional and Applied Ethics. An example of this type of activity is in the critical area of medical ethics, where an academic credit course in philosophy was offered at the same time that a continuing education course in medical ethics was taught by a physician. Both courses were coordinated for content and time offered. A community evaluation showed that participants considered the activity exceptional.

6. Provide several examples of how the assessment results have been used to improve the programs and services of the institution and to facilitate the achievement of its goals and objectives.

The College is still in the early stages of developing its strategic plan, which includes setting institutional goals and priorities and collecting institutional evaluation information that can be used to improve programs and services. What is in place, however, is the PPPE process used by the academic departments. Part of this process requires that departments use assessment results associated with student learning in degree programs to improve the quality of the academic programs. Improvement of individual degree programs improves the image and reputation of the College and should increase the retention of students and eventually the graduation rates. Institutionally, the retention of students should be enhanced through the higher admission standards implemented during the Summer 1990 quarter. Based on assessment information, the College revised its VSC 101 course (designed for new freshmen) for the 1989 fall quarter. After the enrollment has been determined for the 1990 fall quarter, the effects of this course on retention will be examined. In addition, the results of the Noel Levitz RMS, which was administered to all students taking VSC 101 last fall, will be analyzed to determine which personal and institutional factors seem to be related to returning and non-returning students.

Another area of concern for the College related to retention and graduation is the high student repeat rate for Math 103. Working with the IRP office, the Mathematics Department administered a pre- and post-placement test and collected extensive information about the past mathematical experiences of the fall 1989 Math 103 students. Two questions addressed in this institutional study were: (1) what factors were related to student success in Math 103 and (2) which of the measured variables predicted success (passing grade) in Math 103? A report on the findings was prepared for the Mathematics Department to use in its 1990 fall meetings with faculty. In next year's annual report, the changes (if any) made in Math 103 by the Math Department will be detailed. This is an example of how the College is conducting institutional research and using assessment results to improve the programs for students.

7. Provide a few examples of additional primary expected results to be addressed by the institution during the year ahead and descriptions of the methods and criteria to be used to measure achievement of those results by the institution during FY 1991 in each of the following areas.
 - a. Educational programs;
 - b. Research programs (if applicable);
 - c. Service programs;
 - d. Academic Support programs; and
 - e. Administrative Support programs

At this time, the planning process at VSC does not require academic departments to specify which specific expected results they plan to address for this fiscal year. The PPPE process permits the departments to choose from a list of expected results and report on their achievement at the end of the fiscal year as part of their annual report to the President. Nevertheless, as part of the annual report, departments are asked to describe the changes or improvements that are anticipated as a result of the past year's assessment of the expected result. Below are examples of anticipated changes from which can be

inferred the expected results that departments will address during the coming year.

- The Department of Music will adopt an internal testing program by the end of 1990-91 that will evaluate students' conceptual understanding for musical properties such as rhythm, melody, and form.
- Since no adequate testing instrument is yet available for measuring French and Spanish majors' knowledge of the history, culture, and geography of the countries, it is anticipated that such a measure will be acquired to evaluate students who enter the upper-division coursework in the fall, i.e., for students who will graduate in June 1992 and after.
- As a result of analyzing the M.Ed. course syllabi as part of the EAS knowledge base development in the 1989-90 NCATE self-study process, the M.Ed. program of study will be updated to reflect courses required for state leadership certification at the fifth year level as of July 1, 1990.
- Because students in the Learning Disabilities Master's Program needed more practice than anticipated in consulting and interpersonal communication, a section will be added to existing method and materials course on essential skills and additional simulations will be required prior to practicum.
- The institution of a research requirement in all history courses was a change made at the beginning of 1989-90. As part of the process of re-evaluating the history major during 1990-91, the Department will explore ways to improve the delivery of efforts to teach research, writing, and oral communication skills.

8. Provide a brief description of any major changes that have occurred in the general and special purpose accreditations held by the institution.

During the year the School of Education received reaffirmation of its accreditation from NCATE, and the Sports Medicine Program was accredited by the National Athletic Trainers Association. In addition, the School of Business Administration's undergraduate program received accreditation from AACSB. The Southern Association of Colleges and Schools (SACS) visited VSC from April 23rd through the 26th. Overall, the report of the reaffirmation committee is positive. VSC expects to receive reaffirmation of SACS accreditation at the December, 1990, meeting.

**SUMMARY OF GRANTS, CONTRACTS, AND GIFTS
FOR PROGRAMS OF INSTRUCTION, RESEARCH,
AND PUBLIC SERVICE
For Fiscal Year Ending June 30, 1990**

Valdosta State College

Institution
Lee Bradley

Person Preparing

Institutional Department or Unit Receiving Award	Type*	Description Title/Granting Agency	Amount of Award
Biology	I	Molecular Biology for High School Teachers National Science Foundation	\$ 52,200
Cooperative Education	I	Co-Op Education Program U.S. Department of Education	4,847
School of Education	I	Student Literacy Corps Program U. S. Department of Education	50,000
School of Education	I	Teacher Preparation and Enhancement in the Use of Available Technology - IBM, Inc.	186,000
Secondary Education	I	Five subgrants, Eisenhower Program for the Improvement of Mathematics and Science Education, Title II	41,590
Sociology, Anthropology, & Criminal Justice	PS	Ethics in Psychiatry Georgia Humanities Council	1,150
Vocational Education	I	Vocational Education Grant Georgia Department of Education	89,522
Vocational Education	I	Postsecondary Training Grant Georgia Board of Postsecondary and Vocational Education	74,224
		Sub-total for instruction	498,383
		Sub-total for public service	1,150
		Total - Valdosta State College - FY 90	499,533

* I = Instruction R = Research PS = Public Service

**UNIVERSITY SYSTEM OF GEORGIA
LIBRARY SURVEY**

1989-1990

Name and mailing address of institution

The Library
Valdosta State College
Valdosta, GA 31698

Name, title, telephone number of respondent

George R. Gaumont
Director
912-333-5860

PART I — COLLECTION DATA

CATEGORY	LINE NO.	Held 6/30/89	Added 7/1/89 to 6/30/90	Deleted 7/1/89 to 6/30/90	Held 6/30/90
		(1)	(2)	(3)	(4)
BOOKS, BOUND SERIALS AND GOVERNMENT DOCUMENTS (INCLUDE BOUND PERIODICALS AND NEWSPAPERS AND EXCLUDE MICROFORMS)					
NUMBER OF VOLUMES	1	339,853	8,633	591	347,895
NUMBER OF TITLES*	2	** 239,050	5,367	88	244,329
NUMBER OF GOVERNMENT DOCUMENT TITLES* (NOT REPORTED ON LINES 1 and 2)	3	60,232	7,921	238	67,915
CURRENT SERIAL SUBSCRIPTIONS (INCLUDE PERIODICALS, NEWSPAPERS AND GOVERNMENT DOCUMENTS)					
NUMBER OF TITLES*	4	2,688	109	69	2,728
MICROFORMS					
NUMBER OF BOOK TITLES* REPRESENTED BY MICROFORMS	5	NA			
NUMBER OF SERIAL TITLES* REPRESENTED BY MICROFORMS	6	* 342,184	* 278	* 24	* 342,438
NUMBER OF GOVERNMENT DOCUMENT TITLES* REPRESENTED BY MICROFORMS AND NOT ALREADY COUNTED	7	NA			
TOTAL NUMBER OF PHYSICAL UNITS (NOT TITLES) OF ALL TYPES OF MICROFORMS	8	695,943	22,039	1,797	716,185
MANUSCRIPTS AND ARCHIVES (IN LINEAR FEET)	9	326	6	0	332
CARTOGRAPHIC MATERIALS, NUMBER OF UNITS	10	2,624	258	1	2,881
GRAPHIC MATERIALS, NUMBER OF UNITS	11	2,301	1,985	0	4,286
AUDIO MATERIALS, NUMBER OF TITLES*	12	5,716	91	8	5,799
FILMS, NUMBER OF TITLES*	13	554	0	0	554
VIDEO MATERIALS, NUMBER OF TITLES*	14	537	215	5	747
MACHINE READABLE MATERIALS, NUMBER OF TITLES*	15	402	0	1	401
OTHER LIBRARY MATERIALS, NUMBER OF TITLES*	16	1,187	77	0	1,264

*EXCLUDE DUPLICATE COPIES ** 1988-89 report included print titles only.

* Total count of all microform titles including serials, book titles and government documents not already counted.

PART II — STAFF DATA
(EXCLUDE MAINTENANCE AND CUSTODIAL STAFF)

STAFF	LINE NO.	NUMBER OF FTE
LIBRARIANS	17	13
ALL OTHER PAID STAFF	18	22
CONTRIBUTED SERVICES STAFF	19	0
STUDENT ASSISTANCE FROM ALL FUNDING SOURCES	20	13
TOTAL FTE STAFF (SUM OF LINES 17 THROUGH 20)	21	48

PART III — LIBRARY EXPENDITURE DATA

CATEGORY	LINE NO.	AMOUNT (WHOLE DOLLARS ONLY)
SALARIES AND WAGES	22	\$ 674,541
COLLECTIONS PRINT MATERIALS (EXCLUDE SERIAL SUBSCRIPTIONS AND MICROFORMS)	23	\$ 168,651
CURRENT SERIAL SUBSCRIPTIONS (INCLUDE ALL PHYSICAL FORMATS)	24	\$ 260,199
MICROFORMS (EXCLUDE CURRENT SERIAL SUBSCRIPTIONS)	25	\$ 5,413
MACHINE READABLE MATERIALS	26	\$ 74
AUDIOVISUAL MATERIALS	27	\$ 38,770
OTHER	28	\$ 28,392
ONLINE REFERENCE TRANSACTION DATABASE SEARCHES	29	\$ 7,233
PRESERVATION	30	\$ 0
EQUIPMENT FURNITURE AND EQUIPMENT	31	\$ 15,976
COMPUTER HARDWARE	32	\$ 14,408
COMMUNICATIONS POSTAGE	33	\$ NA
TELECOMMUNICATIONS	34	\$ 9,353
CONTRACTED COMPUTER SERVICES	35	\$ 29,767
ALL OTHER OPERATING EXPENDITURES	36	\$ 54,761
TOTAL OPERATING EXPENDITURES (SUM OF LINES 22 THROUGH 36)	37	\$ 1,307,538

PART IV — DEVELOPMENT AREAS

CATEGORY	LINE NO.	NUMBER
A. CIRCULATION OF MATERIALS		
CIRCULATION TRANSACTIONS GENERAL COLLECTION	38	69,631
RESERVE COLLECTION	39	139,633
INTERLIBRARY LOANS PROVIDED TO OTHER LIBRARIES	40	2,014
RECEIVED FROM OTHER LIBRARIES	41	1,723

B. LIBRARY SERVICE TYPICAL WEEK, FALL 1989

CATEGORY	LINE NO.	NUMBER
PUBLIC SERVICE HOURS	42	92.25
ATTENDANCE IN LIBRARIES	43	11,433
REFERENCE TRANSACTIONS	44	523
ONLINE REFERENCE TRANSACTION DATABASE SEARCHES	45	18
INFORMATION SERVICE TO GROUPS NUMBER OF PRESENTATIONS	46	25
NUMBER OF PERSONS SERVED IN PRESENTATIONS	47	431

C. PARTICIPATION IN/WITH COOPERATIVES, CONSORTIA, NETWORKS, OR COMMERCIAL DATA BASE VENDORS

1. List the names of consortia, cooperatives, and networks to which this library belongs or participates:

SOLINET

SGAL (South Georgia Associated Libraries)

2. List the names of commercial, on-line data based vendors which the library employs (exclude microform bases such as magazine traders):

DIALOG