

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

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PART ONE

NARRATIVE

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A. Description of the State of the Institution

1. Overall health of the institution

In FY 91 the College actively addressed the positive reports that accompanied reaffirmation of accreditation from the National Council for Accreditation of Teacher Education (NCATE) in May, 1990 (for five years); the accreditation by the American Assembly of Collegiate Schools of Business (AACSB) in April, 1990 (for five years); and the reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS) in December, 1990 (for ten years). Throughout the year, the deans of the Schools of Education and Business Administration worked closely with their department heads and faculty to ensure that their programs will continue to meet the accreditation criteria. Although SACS requested a first-year follow-up on only one recommendation, deans and department heads have addressed all recommendations and suggestions.

The National League for Nursing accreditation team visited the campus in April, 1991. The exit report was very positive, and the committee has recommended the standard reaffirmation of accreditation for the undergraduate program (eight years) and initial accreditation for the graduate program (five years).

Concurrently, the work of the three regional centers of Valdosta State - Research and Development, Education, and Foreign Language/International Culture - as well as that of ArtSouth, which promote every aspect of the Arts, was pervasive in its influence throughout South Georgia. The inauguration of the Valdosta Symphony Orchestra proved to be one of the most

auspicious and successful events in the College's history. Ten Ph.D. degrees were awarded in the significant co-operative doctoral program with Georgia State University. The quality off-campus programs, most of which are taught by full-time faculty as part of their regular load, extended the College's services to every area of the region in FY 91. Research activities, many of which are of an applied nature, sought to address the problems of the region and were a source of great strength to its people. Members of the faculty served as editors of Notes on Teaching English, The Proceedings of the Southern Management Association, The Piney Woods Journal of History, Czechoslovak History Newsletter, and the newsletter of the Southern Conference on Language Teaching, SCOLTalk.

The enrollment statistics for the fall of 1990 depict the importance of the institution in South Georgia and, indeed, in the entire state. In the fall quarter of 1990, 4,749 students at Valdosta State College came from the 40 counties designated "South Georgia" in the study of educational needs in the state done for the Regents. (The state was divided into this and four other regions for the study. The 40 "South Georgia" counties comprised one-quarter of the number of counties in the entire state). The number of "South Georgia" enrollees ^{from the 40 b. in counties} at Valdosta State was over three times the number at any other institution. As the premier institution in this region, the College will continue to provide the services essential to the well-being of its constituency.

The College also takes pride in the number of graduates it produces, a statistic which may be of greater significance than headcount. In FY 1991, this number was 1,355 graduates--Associate through Educational Specialist degrees.

Key administrative appointments, some of which begin in FY 92, should be extremely beneficial to the work of the entire institution. Mr. David Shufflebarger became Director of Development and Assistant to the President for Institutional Advancement; Mr. William Bennett became Internal Auditor; Ms. Diane Beard assumed the duties of the Manager of Accounting and Budgeting. Dr. Adele Ducharme was named Head of the Department of Middle Grades Education; Dr. Pamela Hertzog was appointed as Head of the Department of Early Childhood and Reading Education; Dr. Frances Brown was named Head of the Undergraduate Nursing Program; and Dr. James Braswell was appointed as Head of the Department of Music.

Key positions that will remain vacant for FY 92 will be:

(1) Head, Department of Communication Arts; (2) Coordinator of Evaluation and Assessment; (3) Coordinator of Planning; and (4) Grants Officer.

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 303 full-time teachers, administrators, and librarians. Of this number, 211 were males

and 92 were females. One hundred fifty-eight (158) faculty members were tenured, 116 were non-tenured, and 29 were designated Non-Tenure Track, distributed among the academic ranks of 85 professors, 81 associate professors, 117 assistant professors, and 20 instructors, with 205 holding the doctorate and 98 the first professional, Educational Specialist, and Master's degrees.

b. Students

During FY 91 there were 10,000 registrations of students at Valdosta State College counting no student more than once. They registered for 303,911 credit hours (exclusive of ROTC). Financial aid to students included \$2,845,609 in Pell Grants, \$6,228,293 in Guaranteed Student Loans, \$188,033 in Perkins Loans, \$122,924 in Supplemental Grants, \$344,188 Work-Study monies, and \$242,870 in Student Incentive Grant Awards.

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

a. Library

The strengths of The Odum Library continued to be its collection, services, and personnel. Growth of the collection was sustained during the year. As of June 30, 1991, the book collection contained 354,419 bound volumes. Considering all collections (books, microforms, maps, audiovisual, and machine-readable), the College's total count of library materials was 1,182,720 items.

The strength of the library's public service is due to its capable and dedicated staff. One measure of this strength was the

number of materials circulated to faculty and students. Circulation increased by 4% to 72,104 items checked out, while reserves and in-building use increased nearly 6% to 147,690.

b. Business and Finance

The diverse operations of the Business and Finance area were conducted with a great deal of efficiency and energy. Their impact on the College's entire operation was significant.

- Auxiliary Services

Bookstore: The bookstore signed higher education resell agreements with Apple, Inc., and IBM to provide computer hardware to faculty, staff, and students at reduced prices. The book department cooperated with Continuing Education to provide books for seminars offered in the community, and the general merchandise department participated in the Sunbelt Exposition by selling VSC insignia merchandise at the three-day event in Moultrie, Georgia. In conjunction with VSC Food Services, the bookstore planned and presented two successful fashion shows in the Palms Dining Center. One of the greatest accomplishment of the unit as a whole was its ability to provide solid financial contributions to the Auxiliary Services Division.

Food Services: Food Services continued to take pride in its Catering Department, which handled 302 catering functions in eleven months to the fullest satisfaction of its clientele. The achievement was notable since the department has no facilities of its own and must piggy-back off the Production Department and work out of closets and nooks.

Preparations have been under way for the past four months to facilitate major revamping of the meal plan program. The new programs will be instituted in FY 92.

- Business Services

A new form for use by departments to request services from most of the Business Services units and a new method for purchasing small items from local suppliers were implemented on trial bases.

Additional mail boxes were added to the mail room to increase the total to some 2,000. Replacement of the existing boxes in August, 1991, will permit every resident student to have a personal box.

Almost 4,000 purchase requests, 800 prepaid orders, 2,500 check requests, and 500 petty cash transactions were processed in Purchasing. Nearly 2,000 requests were processed for items in Central Stores, and the number of items being carried in Central stores was increased by 60% during the year. Part of the Central Stores' function was computerized.

Major moving tasks for the delivery department included: emptying Pound Hall for renovation and relocating the furniture to either storage or temporary offices; establishing twenty offices and six classrooms in Brookwood Plaza; relocating the Print Shop from Powell to Brookwood Plaza; setting up classrooms and offices for the Governor's Honors Program (GHP) and returning equipment to the regular location at the end of the program; assisting with transporting, setting up, and returning materials for the exhibit

at the Sunbelt Expo; and loading and delivering equipment for twelve trips to surplus warehouses in Americus. Approximately 10,000 delivery stops were made during the year to meet the daily needs of the College.

The equipment property inventory was completed for all campus departments during the year. The property system was computerized, and the inventory was brought into line with policies of the Regents in terms of the \$1,000 limit.

Many of the older campus copy machines were upgraded at the beginning of the year with year-end funds from FY 90. New copiers and several smaller machines as backup units were provided for most buildings and schools. Over 2.5 million copies were made on the campus copy units in the various buildings.

- Financial Services

The department started procedures that increased internal control and improved efficiency in the operation of the Business Office. A new computer is being brought into service. Many students were assisted by the administration of the Institutional Loan and federal programs.

- Public Safety

During the year the department was reorganized into three operational units: the Patrol Division, the Investigations Division, and the Administrative Division. A full-time crime prevention section was implemented as a part of the Administrative Division and was staffed by a Sergeant and an officer. It is responsible for all on-campus and off-campus student-related crime prevention programming.

- Personnel Services

The Drug Free Work Place Policy was re-worked and circulated to all employees to bring the institution into compliance with federal regulations. A full explanation of the institution's drug and alcohol abuse prevention program was distributed to all faculty, staff, and student employees. Additionally, the mandated notification to all enrolled students was accomplished by the inclusion of the entire policy in each quarter's class schedule. Supervisory staff in Plant Operations attended a seminar on drug abuse conducted by Lowndes Drug Action Council (LODAC) counselors. Future events of this nature will be scheduled.

Effective July 1, 1991, all new employees will be provided the institution's policies upon employment and required to sign an acknowledgement of this information as an integral part of the employment process.

The Regents Retirement Plans (RRP) were implemented in October, 1990, with over 160 faculty members determined to be eligible for participation. The enrollment deadline was met, with approximately 25% of those eligible electing the RRP. Corrective legislation relative to transfer of contributions from Teachers Retirement to the RRP became law in April. This change required contacting of eligible employees, a process that was completed by July 31, 1991.

The latter part of FY 90 and the first two months of FY 91 required Personnel's involvement with the newly-enacted mandatory drug screening of all applicants selected for employment.

Procedures were developed, and computer programs for reconciling the drug invoices from Smith Kline Laboratories were implemented. In August the state law was legally challenged, a moratorium on drug screening was implemented, and ultimately the federal judge declared the law unconstitutional in early Fall. The work involved in initiating this process, while necessary, was lost time, as was the money expended. No applicant for employment at Valdosta State College tested positive during this period.

The Wage and Salary Administration Program approved in FY 90 was fully implemented, and starting salaries for many classified employees were increased significantly. Other equity adjustments were also incorporated in the FY 91 wage package. The increase in the minimum wage caused severe wage compression, even with these major adjustments. The fact that wage increases are not guaranteed complicate long-range planning, and the absence of a raise for classified staff in FY 92 accentuated the problem which will have to be endured in FY 92. Every effort should be made to "catch up" in FY 93, if funding is available.

Bi-weekly payroll conversion was accomplished during FY 91, significantly increasing the payroll department's workload.

- Administrative Computing

A central stores system was developed, and several phases were placed in production. A system was implemented that allows users to search for student information by name versus a numerical search. Development and testing in the area of database access were accomplished, and databases were documented in more detail.

Many special computer programs were written, and program modifications were made for a number of departments.

- Plant Operations

A major project was completed to modify the existing underground electrical distribution system. It included the replacement of an electrical transformer serving Nevins Hall and the installation of a new transformer as backup to a 20-year-old one. The culmination of this important project, performed solely by Physical Plant personnel, involved a year of design and implementation. In-house completion saved the institution thousands of dollars and attests to the excellent capabilities of the Plant work force.

A new Print Shop was completed, permitting a major expansion in this area. The new Print Shop, located in Brookwood Plaza, contains a press room, offices, reception area, bindery, and chemical storage facilities.

The major activity conducted during the period was the remodeling of Pound Hall on North Campus. This 1.8 million dollar project is being done with Major Repair/Rehabilitation Funds (MRRF) and locally raised funds. When completed, the School of Business will be housed in a first-class facility.

A Technical Assistance Study of main campus facilities was completed during the past year to identify Energy Conservation Measures (ECM's) that could be completed through 50% federal matching funds. These funds will be used to effect changes which will reduce the institution's electrical utility costs, in part

through utilization of an updated Campus Energy Management and Building Automation System.

Major Capital Priorities are:

1. Brookwood Plaza - Purchase 1200-1300 N. Patterson Street (126,000 gross square feet)	\$ 4,650,000
Brookwood Plaza - Renovation	8,860,000
2. Biology, Chemistry, Nursing Building (98,000 gross square feet)	10,500,000
3. Library Addition (80,000 gross square feet)	<u>6,500,000</u>
TOTAL:	\$30,510,000

c. Internal Audits Department

This one-person department began on February 1, 1991. It has compiled an initial inventory of all anticipated audit projects throughout the campus and has completed several audits to date, using the audit inventory as an audit selection guide. As a result of its findings, a number of operational procedures have been refined and improved.

d. Public Relations

The director continued a weekly interview-style radio program broadcast from the VSC Public Radio facility (WXVS/WWET) about events and programs at the College.

Arrangements were made for 1,746 public school students to visit the VSC Library and Art Gallery and 4,011 students to view planetarium programs.

The office released 4,300 information items to newspapers, 695 items to radio and television stations and provided various media 584 photographs with cutlines.

e. Alumni Relations

The Alumni Staff focused attention on those programs which can best be handled by a few people, while avoiding more labor-intensive projects. One of its primary tasks was maintenance of records for the mailing list of 25,000 graduates and friends of the College. Student workers provided some help, but stability and quality of workmanship made their extensive use less than desirable.

The following were highlights of organizational activities for FY 91:

- **Class of 1940 and Phi Mu Fraternity reunions at Homecoming;
- **Nursing Class of 1980 reunion in August;
- **Alumni receptions in five outside locations.

The Director managed the affairs of the Ambassadors (Student Alumni Association), who donated over 285 hours as hosts/hostesses for various campus events.

f. College Advancement Division

The College Advancement Division is the newest administrative unit on campus, established with the appointment of a chief advancement officer March 15, 1991. As a Division with a relatively short history, the initial effort was on reorientation of the staff as an Advancement team, planning, reorganization, and policies.

The Division enhanced the position of the Director of Public Relations and established an Advancement Records Office and a publications program. The Alumni Relations and Development Offices purchased needed software and hardware for a computer network and a new alumni and development records system.

g. Student Affairs

Many of the hours students spend in college are outside of the classroom, and the Division of Student Affairs offers services and support for that time to maximize students' educational experiences and opportunities for personal development.

- Career Planning and Placement

During the year 1,010 students utilized the computerized career guidance program. Files of 2,916 students were forwarded to employers, and 210 career interest inventories were administered. The number of Career Days increased to four, and 112 employers participated in campus interviews. Some 3,000 students visited the Placement Office during the fiscal year.

- Cooperative Education

During the academic year, a total of 118 students, representing 18 academic majors, were placed with 54 different employers. These employers included IBM, Martin Marietta, Gulfstream Aerospace, the U. S. Marshals Service, IRS, and the CIA. In many cases, the Co-op work experience will lead to permanent employment for the students upon graduation.

The part-time J.O.B.S. service continued to be popular with students. A total of 206 employers listed jobs with the service during the 1990/91 academic year. Over 950 students applied for positions, and 140 known placements were made.

- Counseling Center

During the academic year, the Counseling Center provided individual and group counseling to 541 students and accounted for over 1,715 client contact hours. During this same period, the Center offered a total of 24 different group and seminar sessions.

Concurrently, a major emphasis was placed on outreach activities, a practice consistent with the Center's philosophy of a preventative model of counseling. The staff had contact with over 3,200 students outside of their offices.

- Financial Aid

During the year, Financial Aid's computer operation was improved with the installation of a Novell Communications Network, Microfaids software for the processing of financial aid applications and preparing reports, and Whizkid software for loan processing and communication with the Pell Processing Center. These changes were greatly needed and aided the office in processing a record number of financial aid applications.

- Housing and Residence Life

Major accomplishments in the year included the introduction of a truly coeducational residence hall, the initiation of a more formalized planning process, the introduction of cable TV access into all student rooms, and the return of laundry facilities to

Ashley, Georgia, and Hopper Halls and the improvement of facilities in Langdale, Converse, and Patterson Halls. During the year, Patterson Hall was renovated. The number of student service programs developed in the dormitories increased by 18% to 135.

- Intramural and Recreation

The department had an outstanding year, the second under a full-time intramural director. It offered a wide variety of programs and special events and supervised and scheduled the following campus facilities: the Old Gym, North Campus Recreational Fields, Swimming Pool, and Weight Room.

- Minority Student Affairs

Within its area, the office counseled 1,153 students on personal and social concerns, 24 who withdrew, 55 with excessive absences, and 207 who had problems associated with illnesses and other emergencies. Several meetings were held with the administration, faculty, peer advisor, and advisees. Thirteen organizations, including minority Greek sororities (4), minority and majority fraternities (8) and minority non-Greek (1), were advised by the office.

- Panhellenic

The Panhellenic Council had a very eventful year, including a successful Fall Rush. There was a slight decrease in the number of co-eds going through Rush, apparently due to the change in the College's admission standards. The quality of females going through Rush was exceptional, however, and the initiation percentage increased drastically.

The Panhellenic Council conducted several projects benefiting the college and community. One of these was a rape prevention seminar, which was attended by over 200 people. Another project, which is still underway, was assisting in the publication of a book on child abuse.

- Orientation

The Orientation/Insight program, which was revamped in 1990, was well received by both students and parents. More detailed, informative sessions were provided for all those attending.

- Farber Student Health Center

The total number of patient visits in FY 91 was 19,646. There were 44 admissions, each patient staying at least one day, with the maximum number of days being six. The Women's Health Clinic on Thursday afternoons continued. A total of 235 females had complete physical examinations and Pap smears this year.

During Summer Quarter 1990, there were 672 Student Health visits by the Governor's Honors Program students and staff.

- Student Activities

A significant addition was made in the number of activity programs offered to students during the year. This increase was achieved while the office operated efficiently with students primarily as workers.

In part because of the increase in campus activities, the VSC Student Union building became increasingly inadequate to meet student needs. Meeting rooms were in great demand, and many

organizations were turned away because of the lack of meeting space or even space for a table in the lobby area.

- Testing

The Office of Testing was responsible for administering undergraduate admission, placement, proficiency, exemption for college credit hours, independent study, graduate admission, and professional tests to the traditional and non-traditional students.

As a designated National Test Center, the office secures, coordinates, prepares, supervises, and administers national, state, and institutional standardized tests. These tests include programs of the University System of Georgia, the Educational Testing Service, the Psychological Corporation, the American College Testing Program, and the Law School Admissions Council.

During the year, the location of the CPE and RTP administrations was changed from Powell Hall Auditorium to the Physical Education Complex to accommodate the needs of a larger test taker population. The preliminary and post testing procedures were conducted in a more orderly fashion with positive results.

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, six faculty attended eight professional meetings; 13 gave a total of 74 speeches or presentations; two faculty presented three papers at professional meetings; six served as editors, reviewers, or consultants, and six published a total of seven articles. The department had two faculty members prepare grant proposals and two had four grants totaling \$29,050 during the year.

The department's Herbarium had a successful year with the addition of 284 specimens and the receipt, through the exchange/gift program, of 1,309 specimens. A total of 329 specimens were distributed to other institutions. The College received a total of 2,854 specimens on loan, and made 287 loans to other institutions.

Each faculty member in the Chemistry Department participated in the development of at least one grant proposal. Three served as officers in professional organizations, and two sponsored students reported their research findings to the Georgia Academy of Science.

In the English Department, courses were developed to meet the needs of students in the legal and social science professions,

in English as a second language, and in technical writing for pre-engineering students. Service functions included participation in the Partners in Education Program at Valdosta Junior High School, Lowndes Middle School, and Hahira Middle School.

The English Department faculty were active in scholarly pursuits. Two books and eight poems were published, and a book, ten articles, and 19 poems were accepted for publication. Ten articles were accepted for publication, and eight poems were published and 19 accepted for publication. Fifteen presentations were made at professional meetings. The department continued its strong involvement in faculty forums and has assumed the responsibility for editing Notes on Teaching English.

The Department of History initiated a program review of its undergraduate major in history, using a report of an American Historical Association task force as a guide. The department head served as a visiting professor at Sunderland Polytechnic in England. Five faculty members published 12 articles, one published a book, and another, a chapter in a book. Five faculty members made six presentations at professional meetings. Two served as officers in professional organizations, and one of these was a primary planner of a conference. One faculty member served as a journal editor.

Service activities, a major strength of the Department of Modern Foreign Languages, included providing leadership and direction of the South Georgia Academic Alliance of Foreign Language Teachers. Two faculty members participated in SCOPE.

Faculty members taught courses for community leaders in Cook County and for Lowndes County Correctional Institute personnel. Six faculty translated letters, documents, and other business related items for area residents and businesses.

Professional participation was another strength of the Department of Modern Foreign Languages. A faculty member was certified by the American Council on the Teaching of Foreign Languages as an Oral Proficiency Interviewer in Spanish. The department head served as Vice President of the Foreign Language Association of Georgia, and as a selected participant in the NEH's Alliance in Foreign Languages and Literatures. Another faculty member served as Executive Director of SCOLT and Director of the Foreign Language/International Cultural Center. One served on the State Foreign Language Coordinating Council, hosted the 1990 Convention of Rotary Scholars, was a member of the local Arrangements Committee for the American Council on the Teaching of Foreign Language, and presided at the Foreign Language Association of Georgia. Another was treasurer for the eighth year of the Georgia Chapter of the American Association of the Teachers of French and served as the Georgia Administrator of the National French Examination.

Faculty members of the Department of Philosophy served on over 25 college committees, coordinated faculty development activities, the Center for Professional Ethics, and the Honors Program. The department's faculty had 11 professional articles

and research projects in progress and, during the year, made six presentations to non-campus organizations.

Major accomplishments of the Department of Physics, Astronomy, and Geology included the establishment of courses in Geography Information Systems, expansion of the pre-engineering program to include computer engineering and textile/fiber engineering, involvement in the Southeastern Association for Research in Astronomy, establishment (with the University of Florida) of a site for a radio telescope, chartering a chapter of the National Society of Professional Engineers, attainment of officerships in the Georgia Academy of Science, and reappointment of a faculty member as a Faculty Research Associate at Florida State University.

In community service, the Planetarium Program attracted 5,560 visitors (4,140 public and private school students). Several faculty were involved in the Sunbelt Expo, programs in local schools, and as readers in the Georgia Junior Academy of Science. A faculty member organized a state-wide World Geography Bowl for regional competition. Most members of the department were active in the Georgia Academy of Science as participating members or officers. Six faculty were authors or co-authors of six refereed articles.

The Department of Political Science had several faculty members who were actively involved in institutional service. Three published four articles, and five faculty presented 11 papers at professional meetings.

The Department of Sociology, Anthropology, and Criminal Justice was active in planning and sponsoring workshops, guest lectures, Certified Educational Units (CEU) programs, and student activities. Students presented research papers in SOC 308 and 721, and the Criminal Justice students issued a quarterly publication of articles based on their research. The department had the largest number of student members in the Georgia Sociological Association. Three students presented papers at the annual meeting of the Association and two at the Southern Sociological Society meeting. A Sociology student was one of thirty selected nationally to participate in the Minority Opportunity Summer Training (MOST) program of the American Sociological Association.

The department continued to excel in instruction. Two Criminal Justice courses were approved by the Georgia Coroners Training Council as training courses. The department continued to use field trips, agency assignments, internships, and co-op education as normal curricular activities.

Sociology, Anthropology, and Criminal Justice faculty published one book, seven articles, and six book reviews; faculty also had two books and a chapter in a book accepted for publication. Faculty members filled 33 official positions in professional organizations, including service as editors or associate editors of seven journals and as reviewers for seven journals. Thirteen made 36 presentations at professional meetings, six chaired or served as discussants or panelists, and

six served as reviewers for 10 publishing companies. Faculty also were members or officials in 31 community organizations and served on 31 departmental or college committees.

The department's credit hours productivity also continued to increase. The total hours produced for FY 91 were 20,945, 2.3 per cent more than for FY 90 and 25.7 per cent more than in FY 86. The 342 departmental majors in FY 91 represent a 6.5 per cent increase over FY 90.

b. School of Business Administration

Following receipt of accreditation by the American Assembly of Collegiate Schools of Business (AACSB) in April, 1990, the School of Business established The Business Plan in October 1990. Its purpose is to present the goals and objectives of the School of Business Administration and to assess the School's progress relative to each of the specific goals and objectives.

The South Georgia Research and Development Center (SGRDC) continued to evolve into an effective organization for the delivery of support services for regional economic development. Working with seven other University System institutions, the SGRDC continued to have a significant, positive impact within the region through continuing education, applied research projects, and information dissemination. Its most visible activity was the sponsorship and co-sponsorship of programs, seminars, and conferences throughout South Georgia. The SGRDC continued to increase public activities; in 1990-91, there were 63 programs offered to 1,179 participants. Environmental seminars were held

at Abraham Baldwin Agricultural College and Waycross College. Three quarterly Regional Economic Conferences were held at Darton College, South Georgia College, and Valdosta State College. Three videos dealing with work ethics and attitudes were produced and distributed.

To meet the requirements of the accounting professions and comply with impending changes in requirements for the C.P.A. examinations, the Accounting and Finance Department worked toward a five-year program in accounting which should lead to the Master of Accountancy degree. In doing this, the department also hopes to introduce modifications which will better serve numerous industrial, governmental, and paraprofessional accounting needs. Concurrently, the department is raising outside funds for instruction and research which are necessary for the program modifications.

Five faculty members of the Department of Management and Information Systems published a book, six refereed journal articles, and five proceedings papers and teaching cases. The Management curriculum was strengthened by requiring two additional elective management courses of all majors, and a proposal to reactivate the major in Management Information Systems was written.

In the Department of Marketing and Economics, the Marketing faculty involved senior undergraduate students in business problem-solving for local organizations. This procedure benefited both faculty and students by introducing them to "real world"

business problems with a marketing component and allowed them to gain additional insight as to how general principles apply to specific situations. The Economics curriculum was under continual review as part of an ongoing effort to attract and retain more students in the Economics major. Eleven faculty manuscripts were published or accepted for publication, and seven papers were selected for presentation at national and regional conferences.

c. School of Education

The School of Education had another successful year in its efforts to improve teacher education programs and services and educational opportunities for the citizens of the College's 40-county service area. Service and research activities continued to increase in notable fashion.

In the area of program development, the School of Education pursued the offering of new off-campus courses in Counseling and Guidance in cooperation with Albany State College and a program in Early Childhood Education in Tifton. The new Instructional Technology master's program, the specialist degree in Physical Education, and the bachelor's degree in Health Fitness provided additional accessible, quality educational programs throughout the South Georgia region.

In the area of faculty development, the School of Education was active as evidenced by conference attendance, paper presentations, and workshops. The Peer Observation System, which was pilot tested in Spring, 1991, will begin in the Fall of 1991 and reflects the faculty's intense desire to improve instruction.

The School of Education continued to keep pace with the technological changes affecting education. All departmental offices and several faculty offices were linked through the School's electronic network. The Vocational Education Department added an additional computer lab for instructional and resource use. The Instructional Technology Lab proved to be a tremendous asset and was in constant use for instruction, research, and service activities. The Adult Literacy (PALS) Lab provided literacy instruction to over 100 area residents, 36 of whom received certificates of completion for 100 hours of attendance.

The Regional Education Center activities continued to be a major factor in the School of Education's service and teaching functions. The primary focus of the Center remained the continued expansion of services to the public schools. Support for research and service activities included sponsorship of classroom teacher research projects, in-service and staff development workshops, consultation and evaluation services, and the publication of the Practical Researcher, the Technology Newsletter, and Tips for Teachers. For the second year, the Center successfully operated a summer school for elementary school students.

Special activities initiated or concluded in the 1990-91 school year were the Department of Secondary Education's completion of the development of an Instructional Technology Master's Program, implementation of new off-campus courses and programs in the Department of Early Childhood and Reading Education at Abraham Baldwin Agricultural College, and the

beginning of new initiatives in the Departments of Vocational Education and Psychology, Counseling, and Guidance.

The School of Education continued its high level of involvement in field-based research projects in cooperation with the public schools in the 40-county area. An ever-increasing number of education specialist students completed and presented research projects which addressed school-based issues. Six of these presentations were at the Fifth Annual Graduate Research Symposium.

The Educational Administration and Supervision Department addressed recommendations from the initial State Board of Education program review. The Board adopted revised criteria and certification standards for the field of administration and supervision which became effective July 1, 1990. Valdosta State College's Ed.S. program in EAS was administratively approved by the Georgia Department of Education on August 13, 1990, and the M.Ed. program was approved on October 23, 1990. The department was commended for "the significant effort" that went into addressing the recommendations and for continuing the knowledge base development. In conjunction with the School of Education's Regional Education Center, the department has been designated by Georgia State University as a Satellite Principals' Assessment Center and uses the model developed by the National Association of Secondary School Principals. Also, in the past year, the department received a certificate of appreciation from Public

Services for "Most Miles Travelled" of any department teaching off-campus classes.

During the year, the Early Childhood and Reading Education Department offered off-campus classes and programs at four two-year institutions. With input from local representatives, a two-year schedule of classes was developed for each site. Also, the department sponsored a Language Arts Conference funded through the Regional Education Center for pre-service and in-service teachers.

The Health, Physical Education, and Athletics Department sponsored two successful conferences and organized a new professional society during the year. Its graduates enjoyed outstanding success in passing the TCT, and its Health Fitness Lab reached capacity enrollment.

Valdosta State College has the only Middle Grades Education Department in the United States. The department enhanced its emphasis on internationalism through utilization of a faculty development grant to study British Middle Schools. Also, two aerospace workshops were held during the summer to provide a hands-on approach to science instruction and opportunities for local teachers to interact with NASA personnel.

There was an increase from 234 to 261 majors in the Department of Psychology, Counseling, and Guidance from Fall 1989 to Fall 1990. Credit hour production increased from 4,273 to 4,790 hours. The Psychology Club was active, and several students attended conferences, presented papers, and participated in faculty-sponsored research. Two African-American students

attended the Annual Conference of the Association of Black Psychologists in Atlanta.

The Secondary Education Department had increased grant writing during FY 91, and \$42,000 was received in awards. The implementation of the new M.Ed. program in Instructional Technology was approved, and the department initiated two- and three-hour mini-courses on specific topics of interest to teachers.

One of the major strengths of the Department of Special Education was the clinical and field experience component of all its courses. In 1990-91, one hundred per cent of the department's graduates were hired in teaching or clinical positions. Also, a new certification program in Preschool Handicapped was written by the faculty and approved.

The Department of Vocational Education's contracts with the Board of Technical and Adult Education and the Georgia Department of Education provided \$166,770 in sponsored funds which gave departmental staff the opportunity to work extensively and closely with both secondary and post-secondary vocational teachers throughout much of the state. The department continued development of its off-campus Technical Trade and Industrial Education (TT&I) programs at the Naval Submarine Base, Kings Bay, and at Moody Air Force Base, Valdosta.

d. School of the Arts

Major accomplishments of the School of the Arts included the delivery of the Jekyll Theatre Program, inauguration of the Valdosta Symphony Orchestra, and the numerous activities of ArtSouth, whose advisory services were available to all arts and civic organizations in the region. Information and communication services in the region were provided by weekly columns on art topics in 15 weekly newspapers. During FY 91, programs were sponsored in nine Georgia and three Florida counties.

Faculty in the Department of Art participated in 48 exhibitions and were affiliated with 10 galleries. Faculty also served as jurors for four competitive exhibits and 11 times as exhibit curators. They participated as presenters and lecturers 31 times, attended three national and five state professional meetings, wrote three articles, designed three publications, served on 27 college committees, and participated in 42 community service projects. They held membership in 17 national and nine regional and state organizations.

The Theatre Tour of the Department of Communication Arts played to over 25,000 persons in 79 performances throughout South Georgia. The department presented six theatre productions on campus and video-taped or broadcast 63 programs. Faculty were active in professional organizations and service to the College. The department's programs continued to have appeal for minority students; 18.3 per cent of the speech majors and 39.6 per cent of the theatre majors are minorities.

During FY 91, the Department of Music scheduled 93 performances. Its premiere achievement was support of the Valdosta Symphony Orchestra, whose very existence depended upon the development of adequate string instruction. Also, among the department's proudest achievement was the development of a five-year plan, the implementation of which will advance the nature of its performance and service to South Georgia.

e. School of Nursing

The major achievement of the School of Nursing for FY 91 was preparation of the National League for Nursing (NLN) Self-Study and successful hosting of the NLN visiting team. The team's report included a minimal number of specific recommendations and recommended the reaffirmation of accreditation of the undergraduate program and initial accreditation of the graduate program.

Other achievements included a high pass rate for graduating seniors on the State Board exams, the completion of the Ph.D. degree by a faculty member, completion of the Master's degree by two staff members, recruitment for FY 92 of a minority faculty member and a faculty member with a Ph.D. in Nursing, and appointment of a department head for the undergraduate program.

Two faculty members presented papers at professional meetings, three made poster presentations, and another received American Nurses Association (ANA) certification in Community Health. Four faculty members had a total of five publications.

f. Division of Graduate Studies

In FY 91, a total of 404 graduate degrees (321 Master's, 83 Specialist's) were conferred by Valdosta State College. The Ph.D. was conferred by Georgia State University on ten students who were enrolled in the cooperative doctoral program.

Valdosta State College awarded scholarships to six minority graduate students, using the \$12,500 allocation from the Regents' Opportunity Scholarship program. An endowment fund continued this year to provide additional scholarships to graduate minority students. To date, a total of \$11,000 has been given to the fund. Minority enrollment statistics were as follows:

	<u>FY 91</u>
Summer	132
Fall	132
Winter	140
Spring	185

Faculty research grants totaling \$6,058.68 were awarded through the Faculty Research Grant program administered by Graduate Studies.

g. Division of Aerospace Studies

Ninety-one students were enrolled in AFROTC in Fall Quarter, 1990. The detachment commissioned 10 cadets as Second Lieutenants upon their graduation.

h. Developmental Studies

There were 596 Developmental Studies students in Fall, 1990, compared to 651 in Fall, 1989. This decrease was a surprise,

since considerably higher admission standards became effective in the Summer Quarter, 1990. Obviously, many of those students who became aware of the fact that they would be required to enter Developmental Studies at Valdosta State chose to matriculate where they could be admitted to the regular freshman program. Stability in Developmental Studies enrollment is projected for Fall, 1991.

The curriculum of the Department of Developmental Studies includes one course each in developmental reading and developmental English and two courses in developmental math. Consideration is being given to the adding of courses in each of these areas and a study skills course to help under-prepared students who need special help in these areas.

i. Office of International Programs

In its second year of operation, the Office of International Programs (OIP) consolidated and expanded its services to faculty and students, established mechanisms facilitating exchanges, and strengthened external connections and involvement in international education networks. A problem created by the separation of the main office and foreign student advisor's office was resolved late in the year with the move of departmental offices to Baytree Apartments. Provisions for faculty exchange were also enhanced with the acquisition of two of the Baytree Apartments for use by visiting exchange faculty.

The OIP actively participated in the Chamber of Commerce International Affairs Committee's planning of international activities for the community and co-sponsored, with Continuing

Education and Alumni Affairs, the TravelLearn program of non-credit study/travel tours for adults.

A Foreign Film Series was launched, the National Model United Nations Program was expanded and strengthened, and the Spring Focus Series was enlarged to include course offerings in four departments of Arts and Sciences.

Policy documents on exchange and study abroad, for both faculty and students, were developed for implementation in FY 92. Study Abroad guidelines were developed and implemented during the year.

The hiring of a Foreign Student Advisor made it possible to centralize foreign student services in a single office, within OIP. Progress was also made in the integration of foreign students in campus life. Foreign students participated in a variety of campus activities, including radio broadcasts about their cultures, intramural sports, sponsorship of the Annual International Dinner, speaking in local classrooms, and assisting local businesses in entertaining visitors from overseas. In the fall, a reception for all international students was held at the President's home, as was a farewell gathering in the spring.

A foreign student handbook provided reference materials on American education, government, and services. An improved edition will be published in the Fall, 1991.

Foreign student enrollment increased from 37 at the end of the 1989-90 academic year to 51 at the end of the current year, substantially exceeding the modest goal of a 10% annual increase.

A system was implemented for prompt and personalized responses to all inquiries from prospective international students. The institution was accepted as a member of LASPAU, the Latin American Scholarship Program of American Universities, which provides access to Latin American students preparing to become faculty in tertiary level institutions in Central and South American countries.

In the area of student exchanges, program implementation proceeded with much success. VSC sent three students to Sunderland Polytechnic in England and one student to Kansai Gaidai in Japan. The College received four students from Sunderland and one from Kansai Gaidai. Affiliation with CDS, a program funded by the U.S. and German governments, brought a German exchange student from Hamburg. Six student exchanges are planned for Sunderland and one for Kansai Gaidai in the coming year. Faculty exchanges were launched in the fall, with two VSC professors going to Sunderland for a month.

VSC was accepted by United States Information Agency (USIA) as an institution eligible to award Exchange Visitor Status, or J-1 Visas, to exchange students and faculty. This eligibility will greatly enhance the capacity to recruit short-term overseas visitors.

Four funding proposals were developed. Two Fulbright proposals, one for a Scholar-in-Residence in English and one for a research scholar in linguistics and music, were funded, and VSC will have a Nigerian professor of English on campus next year for

a year and a Belizean professor for six months. For the first time, the College is in the pool of Fulbright research scholars. This status will provide continued access to Fulbrights in appropriate fields. In cooperation with other COBEC institutions, a proposal was submitted to the United States Agency for International Development (USAID) to support the development of higher education in Belize. If funded, this proposal will involve education faculty as consultants in Belize and will bring master's level students to the College for graduate training over the course of the next five years. These efforts establish the groundwork for developing an effective grantsmanship capability in international education.

j. Office of Admissions

Special accomplishments of the Admissions Office included:

Successful integration of the VSC recruitment video into the recruitment program

Implementation of new admissions standards and new immunization policies

An information session for prospective students and parents in the Metro Atlanta area

Expanded junior college recruitment efforts

Upgrade of the quality of its publication, the Blazer Beat

As of June 1, 1991, the Admissions Office had generated 3,084 applications for Fall Quarter, 1991.

k. Office of the Registrar

The student record system, although maintained by computer, is a punch-card oriented process developed during the 1960's. While new computer hardware has been installed recently, the software or computer programs associated with the student record system remains unchanged. On-line access by academic and administrative offices is essential to serve adequately the student needs of a regional university. 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 records is needed.

The Registrar completed the computerization of the athletic eligibility process during the year. This system provides a means of tracking academic progress of athletes and allows the generation of various reports and student listings.

In response to student and alumni questionnaires, the Office of the Registrar incorporated instructions for manual registration, late registration, and the drop/add process in the schedule of classes publication beginning Spring Quarter, 1991.

All word processing software in the Office of the Registrar was converted from "Display Write IV" to "WordPerfect." Staff members attended "WordPerfect" software workshops.

The responsibility for the graduate and undergraduate bulletins was transferred to the newly appointed Catalogue Editor during Fall Quarter, 1990.

New charges for transcripts, facsimile transmissions, and special handling were implemented on June 17, 1991. Unofficial transcripts will no longer be issued to students.

The Registrar served as chairman of the Student Systems Committee, which is charged with developing recommendations for the implementation of a student management information system for the University System of Georgia. He also served as a member of other University System committees, including the Information Reporting System Committee, the Administrative Committee on Records and Admissions, the College Preparatory Curriculum Long Range Impact Committee, one of the ad hoc committees of the Records and Admissions Committee charged with the responsibility of developing a recommendation concerning the reporting of students enrolled in zero credit hours, and as secretary of the College Preparatory Curriculum Advisory Committee.

The Office of the Registrar has three microcomputers to process internal database, word processing, and spreadsheet applications. Each staff member now has access to a computer terminal located on the individual's desk. Several computer programming projects are in process to improve grade changing procedures, enrollment certifications, and reporting.

1. Public Services

Public Services continued successfully to perform myriad services of great impact on the entire institution.

- Continuing Education

A significant number of new professional training programs were initiated for a variety of audiences. A seminar series for professional training was successfully launched in co-sponsorship with the Lowndes/Valdosta Chamber of Commerce and the South Georgia Small Business Development Center.

The annual SCOPE (School College Outreach Program of Enrichment) exceeded all past records for number of students attending, number of course registrations, and financial profit. A total of 441 students attended SCOPE '91, with 706 course registrations. Students came from 15 Georgia counties and a county in North Florida.

- Off-Campus Credit Program

Accomplishments this year include: utilization of off-campus evaluation forms; publication of an off-campus newsletter, Blazing Trails; creation of an off-campus brochure; and implementation of an off-campus computer program to track external degree program participants throughout their academic careers at Valdosta State College.

- Military Programs

A major survey which indicated a need for several new programs including Early Childhood and Master's level courses was completed in the Kings Bay area. Other programs such as Middle Childhood may follow.

- Evening Program

An Evening Program Advisory Committee made great progress this year. It developed a one-year rotation schedule to meet the needs of the evening students and identified evening undergraduate degree programs in which evening students could matriculate.

m. Office of Sponsored Programs

The Office of Sponsored Programs continued to help faculty members identify sources of extramural funding, and, with the invaluable assistance of the Office of Federal Programs of AASCU, was able to disseminate information about grant opportunities to appropriate units on campus. The office also assumed responsibility for editing the College's graduate and undergraduate bulletins.

- Foreign Language/International Culture Center (FLICC)

The Foreign Language/International Culture Center (FLICC) completed its third year of operation in June, 1991. Its strength is attested by the fact that area foreign language educators use its resources and services as do the faculty members of Valdosta State College.

A complete sequence of Japanese 101-102-103 was again offered at Valdosta State in academic 1990-91. Twenty-seven students enrolled in the first class, and 10 students successfully completed the three courses. Arrangements have been made with Bunsai International Exchange for a Japanese teacher next year.

A foreign language film festival was presented in the Spring Quarter, with attendance at each of the eight sessions averaging more than 30 persons.

Classes in foreign language were offered to personnel at the Lowndes County Correctional Institute and in Cook County.

Numerous items from the Foreign Language/International Culture Center Resource Library were used by students, College faculty, and area language teachers.

- VSC 101

VSC 101, Orientation to College, 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.

Each quarter a twenty-item questionnaire was administered to evaluate the effectiveness of the course, course objectives, the professor teaching the course, and the materials used. Analysis of the Fall, 1990, results indicated that students consistently rated course effectiveness above average to excellent, and the highest means dealt with teaching qualities of the instructors.

Regular admission freshman students who took VSC 101 in Fall Quarter, 1990, had a 12.21% better retention rate than those students who did not.

n. **Faculty Development**

The following are highlights of Faculty Development Activities for 1990-91:

1. Total amount of grants awarded 1990-91: \$15,542
2. Number of grants awarded 1990-91: 53
3. All academic schools except Nursing received grants.
4. Number of academic departments and teaching areas receiving grants: 15

Budget constraints resulted in a 70% reduction of the Faculty Development budget, a condition that will be corrected as soon as possible.

C. Affirmative Action/Equal Opportunity

1. Employeesa. **Summary of Changes in Race and Gender Composition**

<u>Blacks</u> <u>EEO Category</u>	<u>Number Employed</u>			
	<u>FY 1990</u>		<u>FY 1991</u>	
	<u>Number</u>	<u>% of Category</u>	<u>Number</u>	<u>% of Category</u>
Exec/Adm/Managerial	8	8.80	10	9.90
Faculty	12	4.70	12	4.40
Prof/Non-Faculty	6	11.80	4	7.80
Secretarial/Clerical	22	16.50	19	13.80
Technical/Paraprof.	3	7.50	3	7.90
Skilled/Crafts	9	17.60	7	13.70
Service/Maintenance	144		140	73.70
Total Employed	204		195	

<u>Women</u> <u>EEO Category</u>	<u>Number Employed</u>			
	<u>FY 1990</u>		<u>FY 1991</u>	
	<u>Number</u>	<u>% of Category</u>	<u>Number</u>	<u>% of Category</u>
Exec/Adm/Managerial	25	27.5	31	31.7
Faculty	83	32.2	91	33.1
Prof/Non-Faculty	27	54.0	28	54.9
Secretarial/Clerical	121	91.0	126	91.3
Technical/Paraprof.	8	20.0	8	21.0
Skilled Crafts	1	3.9	0	0.0
Service/Maintenance	83	48.0	84	44.2
Total Employed	348		368	

b. **Summary of Minority and Female Faculty and Staff**

An examination of the EEO data shows a decrease in the number of minorities from 204 to 195, but an increase in the number of women from 348 to 368. In FY 92, an outstanding minority applicant presently at Michigan State University, Dr. Bobby Blake, will assume an assistant's position in the Office of

Affirmative Action and Minority Affairs and also serve as Interim Head of the Department of Communication Arts.

The following is a list of minorities promoted during FY 91. The title is that of the position to which the individual was promoted.

<u>NAME</u>	<u>TITLE</u>
Dr. Ouida McDougal	Professor
Mr. Isaiah Duncan	Food Service Supervisor I
Ms. Mary L. Johnson	Food Service Supervisor II
Ms. Bernice Smith	Food Service Worker II
Ms. Gloria B. Leggett	Salad Maker
Mr. Alfred Crawford	Stores Clerk
Ms. Emily J. Davis	Asst. Director Admin.
Ms. Elizabeth Jenkins	Administrative Secretary
Ms. Doris M. Miller	Personnel Assistant II
Ms. Dorris Jean Thompkins	Public Safety Corporal
Mr. Eddie Wayne Murray	Utility Worker II
Mr. Norvell Goodman	Automotive Mechanic
Ms. Delores D. Graham	Custodian I
Ms. Marjorie J. Davis	Bus Operator
Mr. Willie O. Bacon	Bus Operator

2. Students

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

In FY 90 there were 1,584 cumulative unduplicated black registrants at VSC, or 15.34 per cent of all registrants. The total number of black registrants increased in FY 91 to 1,732, or 17.3 per cent of registrants. This increase is significant and is indicative of the positive image enjoyed by the institution in minority communities.

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

Fostering an environment where minority students can develop to their fullest potential has become one of the primary goals of the institution. An examination of retention and graduation data indicates the degree to which this goal is being achieved. Current projections based on application data for FY 92 show a continuing increase in black registrants. Continuation and expansion of the programs and services designed to recruit and retain this under-served group place Valdosta State College in a unique role of "System Model" in its mandate and apparent success in increasing the participation of minorities in higher education. Much of this success is attributable to the additional personnel and financial resources committed to the Minority Advising Program by the institution. The Minority Advisement Committee continues to support the recruitment and retention efforts of the College. Five meetings were held during the year, with two devoted to the Levi Strauss initiative designed to reduce racial isolation in the Valdosta/Lowndes County community. Three sites were chosen, (Valdosta; El Paso, Texas; and Albuquerque, New Mexico) to share a 3-million dollar grant to reduce racial isolation in communities where the company operate facilities.

The changes in admission standards and the new restrictions on financial aid awards have increased the challenges faced in the areas of affirmative action and minority affairs during the past year. However, the efforts during the year have resulted in many noteworthy successes undertaken by the Office of Affirmative

Action and Minority Affairs. The Minority Advising Program continued to provide support services resulting in numerous "success stories" among students who otherwise would have encountered extreme difficulties. The addition of a part-time counselor has enhanced the ability of the program to address the needs of the students whom it endeavors to assist. Affirmative action initiatives and the resolution of employment related conflicts have increased the importance of this office's role. Also, increased participation in community related activities has enhanced the image of the institution among those who heretofore felt isolated from its programs and services.

c. Degrees Conferred

During FY 91, 149 degrees were conferred on minority (black) students. This represents 11 per cent of the total (1356) number of graduates.

3. Plans for Improvement

a. Areas That Will Receive Special Attention

A strategy begun during FY 91 will be continued in FY 92: in each search to fill a faculty, professional staff, or administrative position, the top minority candidate is invited for an interview. In addition, outstanding minorities are interviewed whether there is an identified vacancy or not. This strategy resulted in offers being tendered to three candidates; unfortunately, all three were recruited and employed by larger, more prestigious institutions. Nevertheless, this strategy will

continue. A strong justification will be required when minorities are not included in sufficient numbers among the applicants for all positions. Advertisements targeting minorities will continue to be required in all searches; these efforts must be approved by the Affirmative Action Office.

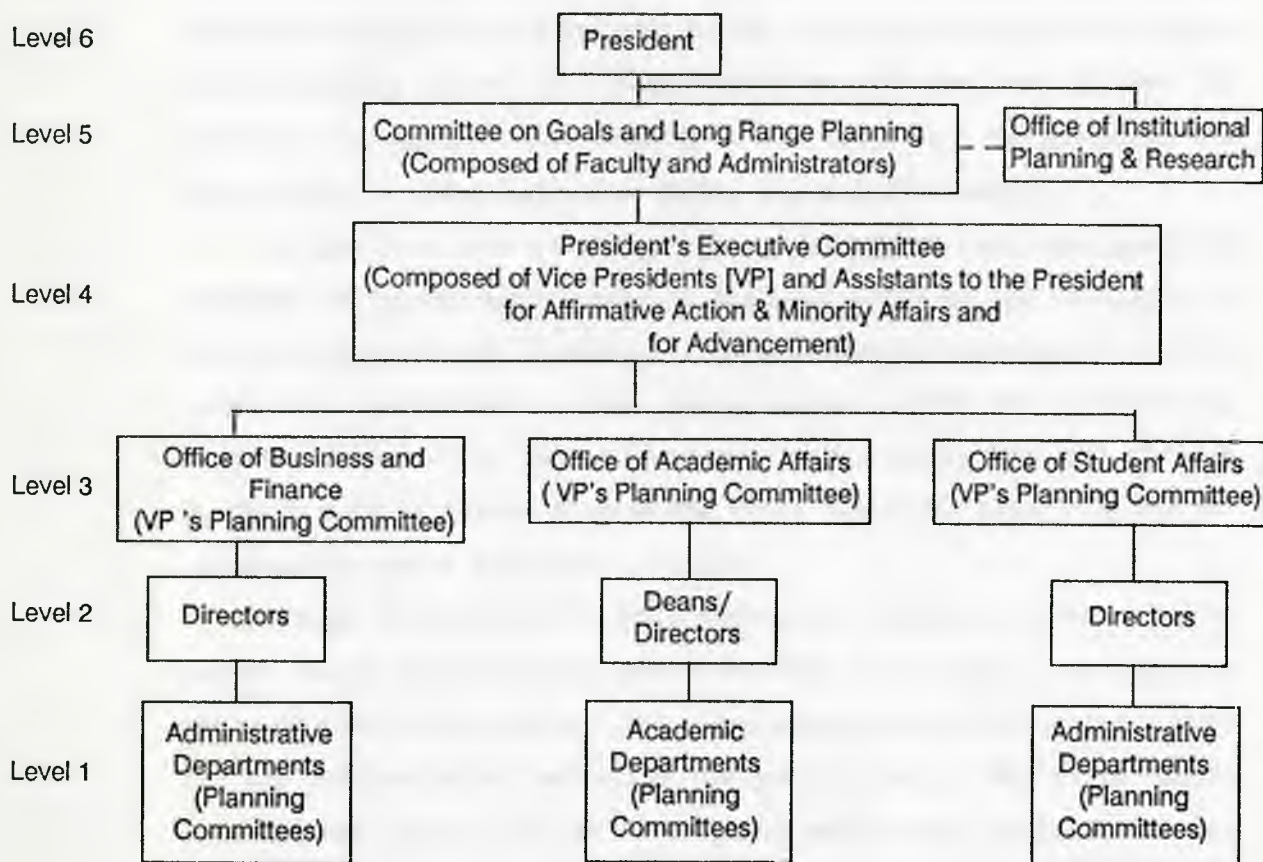
b. President's Plan of Action

In addition to the strategies described above, minorities who are among the finalist for positions on campus and do not emerge as the top candidate will be examined carefully for employment on an interim basis until another vacancy in their area of expertise occurs. This strategy has already resulted in the possible addition of two minority faculty members for FY 92. The College will continue to add new positions to departments with low turnovers that are under-represented with the stipulation that the position must be filled by a minority. Failure to fill these positions in a reasonable time frame will result in not only the loss of the new position but holds placed on filling other vacancies.

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:



During the year, Valdosta State College established its institutional goals (stage 1), prioritized the goals (stage 2), and completed the implementation plans to achieve the college's goals (stage 3). As of the end of the year, Valdosta State College completed the implementation plans which required each department/unit to develop a five-year plan.

The organizational planning chart shows the levels of the planning process. During the goal setting stage and the goal

prioritizing stage, the information moved from level 1 to level 6. During the establishment of institutional goals, each department/administrative unit (level 1) developed five institutional goals and submitted them to the deans/directors. The deans/directors (level 2) sorted and selected and forwarded up to ten goals to their Vice President's Planning Committee (level 3). Each Vice President's Planning Committee selected and forwarded up to 15 goals to the Presidents's Executive Committee (level 4), who selected up to 18 institutional goals and forward to the Committee on Goals and Long-Range Planning (level 5). This committee reviewed and revised the goals as appropriate and submitted the total set of goals to the departments or administrative units for prioritization.

Stage 2 of the planning process required that the goals be resubmitted to the departments or academic units by the Committee on Goals and Long Range Planning. The goals were prioritized by each level and submitted to the next higher level for review and modification. After the goals were prioritized by levels 1 through 5, the President (level 6) made the final decisions regarding the institutional goals and their priority.

Stage 3 required all departments and administrative units to select three institutional goals derived from stage 2 and develop plans to achieve the goals. The plans 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 were 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 has also implemented 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 two years 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 are revising the information to include competencies, since one of the recommendations from the SACS reaffirmation report was that "the college publish materials that clarify graduation requirements by identifying competencies to be gained in each program, . . .".

The following planning/assessment activities occur each quarter:

Fall Quarter

Departments

- Review and carry out plans
- Review previous year's actual results (should occur first time during Fall 1991)

Deans review the 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

- Continue implementation plans
- Prepare budget requests based on assessment 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 current year's action plans

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 assessment 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 on current student information

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

The institution's current planning goals are as follows:

1. The College will exceed the eligibility criteria for university status in anticipation of becoming a regional university on the targeted date of July 1, 1992.
2. The College will implement an enrollment management program that will fully integrate the institution's efforts in recruiting a diverse and quality student body and providing support services that will improve the retention and graduation rates.
3. The College will develop and implement a marketing plan that will enhance the image of the institution.
4. The College will provide opportunities for students to expand their educational experiences by offering minors and double majors.
5. The College will develop a campus-wide interactive information technology system that will make it a regional center for the applications of computer and communications in administrative services, data management systems, instruction, and research.

6. The College will develop new programs and alternative delivery systems that will meet the needs of the South Georgia region.
7. The College will use economic indicators and work force needs of its service area as a guide for program planning.
8. The College's core curriculum and major requirements will provide for the development of oral, written, critical thinking, and computational skills; knowledge and understanding of the socio-cultural and physical universe; and artistic expression and appreciation.
9. The College will review and update its master plan which will serve as the basis for the development of facilities to meet instructional, research, service, and extracurricular functions.
10. The College will develop plans to distribute resources appropriate for performing its educational, research, and service functions
11. The College will use the affirmative action goals for each academic and administrative unit as a guide to diversify the campus.
12. The College will enhance the quality of life in the region by providing educational, artistic, cultural, technological, and economic development activities and programs.
13. The college will substantially increase the ratio of external funding to State appropriations.
14. The College will expand resources and services for professional, instructional, and faculty development.
15. The College will use a formal planning process involving all employees.
16. The College will provide career, personal, and academic counseling for all students.
17. The College will internationalize the curriculum, faculty, and students with dual emphases on intercultural education and the development of an intercultural orientation for the South Georgia region.

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.

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, not all departments are 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 apply to take the test. The test measures the content that teachers are supposed to master.
2. Nursing graduates are administered a Georgia State Test to secure their state license as a nurse.

II. Attitudinal (opinion) Surveys

- A. During FY 91, VSC initiated the following surveys:
1. VSC Alumni Questionnaire (1989-90 and 1984-85 Alumni)
 2. VSC Exiting Senior Questionnaire (1990-91)
 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. Majors in French and Spanish will attain the minimal advanced levels of the four basic language skills of speaking, listening, reading, and writing as established by the proficiency guidelines of the American Council on the Teaching of Foreign Languages (Department of Modern Foreign Languages).
2. Each chemistry graduate will be gainfully employed in a chemistry related program of work or study within six months of graduation. The chemistry faculty will participate actively in the placement process for majors (Department of Chemistry)
3. Speech language pathology majors will accrue supervised diagnostic and therapeutic clinic contact hours and academic content necessary for meeting the CCC requirements for certification by ASHA(Department of Special Education).

Research Programs:

Expected Results:

1. Each faculty member will maintain an active research program

- (Department of Physics, Astronomy, & Geology).
2. Each Middle Grades Education faculty will make a presentation on school-based research results (Department of Middle Grade Education).
 3. Each faculty member will engage in research and writing that will produce papers to be read at professional meetings and conferences and publications to appear in professional journals and other professional print sources (Department of History).

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 Secondary Education faculty will be actively involved in providing services to schools and other appropriate agencies (Department of Secondary Education).

Academic Support Programs:

Expected Results:

1. To continue working with schools and departments in assessing the need for new graduate programs in the VSC service area and helping the development of proposals and implementation in the areas of assessed need (Office of Graduate Studies).
2. Increase VSC student participation in group study abroad programs (Office of International Programs).

Administrative Support Programs

Expected Results

1. Develop a Recruitment Handbook for recruiting and selecting VSC faculty (Office of Minority Affairs).
 2. To assist VSC faculty and staff in acquiring grants and contracts in the amount of \$350,000 (Office of Projects and Sponsored Programs).
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. Each major exceeded the stated performance levels as determined by the interviews and evaluations conducted by ACTFL (American Council on the Teaching of Foreign Languages) certified individuals.
2. For the chemistry majors, one was accepted into medical school, two are employed as laboratory chemists in the South Georgia region, one is involved in on-campus research, and one is actively seeking a position outside the region. All students should be placed before September 1, 1991.
3. All majors met this expected result, as no students were denied CCC certification by ASHA (American Speech and Hearing Association) because of practica or course deficiencies.

Research Programs:

Assessment and Attainment of Expected Result:

1. One hundred percent of faculty were actively engaged in a research program, as 60 percent published, 10 percent wrote grant proposals of which all were funded, and 80 percent attended professional meetings.
2. The expected result was achieved, as each faculty member made a presentation at either a state or national conference or workshop.
3. One hundred per cent of the history faculty achieved the expected result as, each member read at least one paper or had at least one publication during 1991 fiscal year. Over 60 percent exceeded the minimum of one paper or one publication.

Service Programs:

Assessment and Attainment of Expected Result:

1. During fiscal year 1991, the expected result was achieved by the astronomy faculty, as 97 planetarium shows for 5,560 school children and members of civic groups were conducted; six planetarium programs were conducted for 472 visitors; and the department head helped provide Young Astronaut Programs and Space Camp scholarships in city and county schools.
2. This expected result was achieved: all Secondary Education Faculty were involved in nearly 30 service activities during the 1991 fiscal year.

Academic Support Programs:

Assessment and Attainment of Expected Result:

1. The Office of Institutional Research and Planning worked with Secondary Education in assessing needs in preparation of a proposal and in the implementation of the new Instructional technology program.
2. For the next school year, at least 30 VSC students have enrolled in group study abroad programs. This figure is in addition to the long-term exchanges.

Administrative Support Programs

Assessment and Attainment of Expected Result:

1. A Recruitment Handbook was completed and distributed to VSC administrators and faculty.
2. The expected result was achieved as the Office of Sponsored Programs assisted with acquiring grants and contracts in the amount of \$377,565.
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.

Institutional studies on the retention of VSC students and the RTP pass rates have resulted in two programmatic changes in the college's operation. The first change is in revision of the format

and content of the Developmental Studies Courses 098 and 098. These improvements should increase the pass rate for the RTP and therefore increase the retention of students enrolled in Developmental Studies. The second change, based in part on the institutional analysis of student retention, is the development of an Academic Services Advising Program for the students in the School of Education. The program will help students with academic problems, either providing the services needed or referring students to the appropriate office for assistance.

Another change for the next school year is the development of 2 and 3 hour elective courses for the School of Education majors. The introduction of these courses will provide students with expanded curriculum options. This change was made in response to information contained institutional retention reports and in response to the NCATE and SACS recommendations.

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

Educational Programs:

Expected Results:

1. To encourage Modern Foreign Language majors to participate in study abroad programs and to develop one or more college-sponsored study abroad programs. VSC has received a tentative offer to administer an IISP summer study abroad program for 1992-94. Students will be encouraged to participate in this program as well as other study abroad programs (Department of Modern Foreign Language).
2. To complete the implementation of the Instructional Technology program and review/revise the professional education sequence, especially the field/clinical experiences. (Department of Secondary Education).

Research Programs:

Expected Results:

1. The School of Education Regional Education Center will support 10 percent more applied, collaborative school-based research activities than during the last fiscal year (School of Education).
2. Two faculty members will prepare and submit applications to seek outside funds to support research projects (Department of Chemistry).

Service Programs:

Expected Results:

1. Faculty from the Philosophy Department will provide six community talks, speeches, and programs for the public (Department of Philosophy).
2. To complete the establishment and operation of the Center of Public Affairs (Department of Political Science).

Academic Support Programs:

1. Offer 10 percent more off-campus programs in cooperation with two-year colleges (Office of Public Services).
2. To purchase and install an online public access catalogue that will inform library users what materials are in the library's collection and the location of the materials (VSC Library).

Administrative Support Programs:

Expected Results:

1. To increase the usefulness of monitoring bookstore costs by installing NACSWARW 101 accounting package that will enable the retail method of inventory valuation (Office of Auxiliary Services).
2. To increase the computing efficiency by linking the TI 1500 to the Unisys A4-FX and developing the appropriate integrative application programs (Office of Administrative Computing).

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 Southern Association of Colleges and Schools (SACS) approved the reaffirmation of accreditation for VSC. Also, the School of Nursing received a recommendation from its visiting team that undergraduate accreditation be reaffirmed by NLN and that initial accreditation be given the graduate nursing program.

PART TWO
STATISTICS

**SUMMARY OF GRANTS, CONTRACTS, AND GIFTS
FOR PROGRAMS OF INSTRUCTION, RESEARCH,
AND PUBLIC SERVICE
For Fiscal Year Ending June 30, 1991**

Valdosta State College
Institution
Lee Bradley
Person Preparing

Institutional Department or Unit Receiving Award	Type*	Description Title / Granting Agency	Amount of Award
Mathematics and Computer Science	I	Gift, SUN Microsystems, Inc.: Three 16MB, Color, Diskless 4/110 SPARCstations	\$86,550
Mathematics and Computer Science	I	Gift, Sun Microsystems, Inc.: Two SUN 4/110 SPARCstations, Color, 16MB memory, Diskfull	\$70,270
Mathematics and Computer Science	I	Subgrant, Eisenhower Program for the Improvement of Math and Science Education, Title II: "Inductive Thinking in Middle School Mathematics"	\$12,076
Vocational Education	I	Vocational Education Grant: Georgia Department of Education	\$88,370
Vocational Education	I	Postsecondary Training Grant: Georgia Board of Postsecondary and Vocational Education	\$78,400
Secondary Education	I	Four subgrants, Eisenhower Program for the Improvement of Math and Science Education, Title II <ul style="list-style-type: none"> » Quantitative Literacy Workshop (\$13,000) » Applications of Technology to Mathematics (\$8,400) » Migrating Butterfly Research Project (\$2,860) » Marine Science Workshop (\$8,639) 	\$32,899
Chemistry	R	Synthesis, Characterization, and Reaction Chemistry of Cyclodiphosphaz(V)anes	\$9,000
		Subtotal for Instruction:	\$368,565
		Subtotal for Research:	\$ 9,000
		Total - Valdosta State College - FY 91	\$377,565

* I = Instruction; R = Research; PS = Public Service

UNIVERSITY SYSTEM OF GEORGIA
LIBRARY SURVEY
1990-1991

Name and mailing address of institution

Odum Library
Valdosta State College
Valdosta, GA 31698

Name, title, telephone number of respondent

Dr. George R. Gaumont
Director
912-333-5860

PART I — COLLECTION DATA

CATEGORY	Line No.	Held 6/30/90	Added 7/1/90 to 6/30/91	Deleted 7/1/90 to 6/30/91	Held 6/30/91
		(1)	(2)	(3)	(4)
BOOKS, BOUND SERIALS AND GOVERNMENT DOCUMENTS (INCLUDE BOUND PERIODICALS AND NEWSPAPERS AND EXCLUDE MICROFORMS) NUMBER OF VOLUMES	1	347,895	8,680	2,056	354,519
NUMBER OF TITLES*	2	244,329	5,702	305	249,726
NUMBER OF GOVERNMENT DOCUMENT TITLES* (NOT REPORTED ON LINES 1 AND 2)	3	67,915	10,327	3,968	74,274
CURRENT SERIAL SUBSCRIPTIONS (INCLUDE PERIODICALS, NEWSPAPERS AND GOVERNMENT DOCUMENTS) NUMBER OF TITLES*	4	2,728	105	99	2,734
MICROFORMS NUMBER OF BOOK TITLES* REPRESENTED BY MICROFORMS	5	NA			
NUMBER OF SERIAL TITLES* REPRESENTED BY MICROFORMS	6	342,438	12,052	1	354,489
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	716,185	22,624	1,377	737,432
MANUSCRIPTS AND ARCHIVES (IN LINEAR FEET)	9	332	8	0	340
CARTOGRAPHIC MATERIALS. NUMBER OF UNITS	10	2,881	1	0	2,882
GRAPHIC MATERIALS. NUMBER OF UNITS	11	4,286	263	0	4,549
AUDIO MATERIALS. NUMBER OF TITLES*	12	5,799	121	10	5,910
FILMS. NUMBER OF TITLES*	13	554	0	2	552
VIDEO MATERIALS. NUMBER OF TITLES*	14	747	153	3	897
MACHINE READABLE MATERIALS. NUMBER OF TITLES*	15	401	14	3	412
OTHER LIBRARY MATERIALS. NUMBER OF TITLES*	16	1,264	29	0	1,293

* EXCLUDE DUPLICATE COPIES * 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	9
TOTAL FTE STAFF (SUM OF LINES 17 THROUGH 20)	21	44

PART III — LIBRARY EXPENDITURE DATA

CATEGORY	LINE NO.	AMOUNT (WHOLE DOLLARS ONLY)
SALARIES AND WAGES	22	\$ 753,165
COLLECTIONS		
PRINT MATERIALS (EXCLUDE SERIAL SUBSCRIPTIONS AND MICROFORMS)	23	\$ 92,184
CURRENT SERIAL SUBSCRIPTIONS (INCLUDE ALL PHYSICAL FORMATS)	24	\$ 309,751
MICROFORMS (INCLUDE CURRENT SERIAL SUBSCRIPTIONS)	25	\$ 8,437
MACHINE READABLE MATERIALS	26	\$ 61
AUDIOVISUAL MATERIALS	27	\$ 21,547
OTHER	28	\$ 24,965
ONLINE REFERENCE TRANSACTION DATABASE SEARCHES	29	\$ 2,925
PRESERVATION	30	\$ 0
EQUIPMENT		
FURNITURE AND EQUIPMENT	31	\$ 6,441
COMPUTER HARDWARE	32	\$ 1,461
COMMUNICATIONS		
POSTAGE	33	\$ NA
TELECOMMUNICATIONS	34	\$ 6,633
CONTRACTED COMPUTER SERVICES	35	\$ 32,075
ALL OTHER OPERATING EXPENDITURES	36	\$ 55,960
TOTAL OPERATING EXPENDITURES (SUM OF LINES 22 THROUGH 36)	37	\$ 1,315,605

PART IV — DEVELOPMENT AREAS

CATEGORY	LINE NO.	NUMBER
A. CIRCULATION OF MATERIALS		
CIRCULATION TRANSACTIONS GENERAL COLLECTION	38	72,104
RESERVE COLLECTION	39	147,690
INTERLIBRARY LOANS PROVIDED TO OTHER LIBRARIES	40	3,734
RECEIVED FROM OTHER LIBRARIES	41	2,114
B. LIBRARY SERVICE TYPICAL WEEK, FALL 1990		
PUBLIC SERVICE HOURS	42	92.25
ATTENDANCE IN LIBRARIES	43	12,264
REFERENCE TRANSACTIONS	44	831
ONLINE REFERENCE TRANSACTION DATABASE SEARCHES	45	10
INFORMATION SERVICE TO GROUPS NUMBER OF PRESENTATIONS	46	14
NUMBER OF PERSONS SERVED IN PRESENTATIONS	47	269
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:		
<u>SOLINET</u>		
<u>SGAL (South Georgia Associated Libraries)</u>		
2. List the names of commercial, on-line data based vendors which the library employs (exclude microform bases such as magazine traders):		
<u>DIALOG</u>		